

**FORM THREE
HISTORY AND GOVERNMENT PAPER 1
END TERM 2 EXAMINATION
JULY/AUGUST 2025
MARKING SCHEME
SECTION A (25 marks)**

1. Two groups of Highland Bantus in Kenya.

- ✓ **The Agikuyu**
- ✓ **The Ameru**
- ✓ **The Akamba**
- ✓ **The Aembu**
- ✓ **The Mbeere.**

Any 2 x 1=2 marks

2. The origin of the southern Cushites who settled in Kenya during the pre-colonial period.

- **The Ethiopian highlands** 1x1=1 mark

3. Functions of the Oloibon among the Maasai in the 19th Century.

- ✓ **He was a religious leader/ prophet.**
- ✓ **He was a political leader/unifying factor.**
- ✓ **He blessed warriors before they went to war/ declared war.**
- ✓ **He performed rituals to ward off calamities**
- ✓ **He foretold the future/ prophet.**
- ✓ **He settled disputes.**
- ✓ **Advised Council of Elders.** Any 2 x 1=2 marks

4. Main purpose of the Bill of Rights in Kenya.

- **To recognize/protect human rights and freedoms.** 1x 1=1 mark

5. Two ways in which the use of Kiswahili promotes national unity in Kenya.

- ✓ **It breaks communication barrier.**
- ✓ **It gives Kenyans an identity.**
- ✓ **It is an official language used in public offices/ meeting**
- ✓ **It is used in disseminating information by electronic/ print media.** Any 2 x 1=2 marks

6. The first African to be appointed a minister in Kenya during the colonial period.

- **B.A Ohanga.** 1x1 = 1 mark

7. One House of parliament created by the independence constitution

- ✓ **The Senate/ Upper House.**
- ✓ **House of Representatives/ Lower House.** Any 1 x 1=1 mark

8. Two developmental rights development rights of a child contained in the Constitution of Kenya.

- ✓ **The right to free compulsory basic education.**
- ✓ **The right to parental care.**

Any 2 x 1-2 marks

9. Two methods which were used by the British to establish colonial rule in Kenya.

- ✓ **Military expeditions/ conquests/ force.**
- ✓ **Collaboration with some African rulers.**
- ✓ **Signing treaties with local leaders/ chiefs/ diplomacy.**
- ✓ **Establishing bases/ Company rule.**
- ✓ **Divide and rule**
- ✓ **Offering gifts to the chiefs/ treachery**
- ✓ **Use of missionaries.** Any 2 x 1-2 marks

10. groups given special considerations in the 2010 constitution. (2 marks)

- **Youths**
- **Elderly**
- **Arrested persons**
- **Persons with disability**
- **The marginalized**

11. One feature of the education provided by the missionaries in Kenya during the colonial period.

- ✓ **It was denominational/ religious.**
- ✓ **It was elementary/basic.**
- ✓ **It was industrial/technical.** Any 1 x 1-1 mark

12. Two similar demands of the Ukamba Members Association and Taita Hills Association.

- ✓ **Reduction of taxes.**
- ✓ **An end to destocking policy.**
- ✓ **The return of African land.**
- ✓ **Abolition of forced labour.** Any 2 x 1-2 marks

13. One reason why African trade unions were not in existence in Kenya before 1914.

- ✓ **The frequent movement of the Africans in search of paid labour.**
- ✓ **The colonial government was against the formation of African trade unions.**

- ✓ **African workers did not see the need of forming trade unions/illiteracy.** Any 1 x1 = 1 mark

14. Main contribution of Wangari Maathai to the development of Kenya.

- **Environmental conservation/ tree planting.** 1 x 1 = 1 mark

15. Identify the main ideological difference between KANU and KADU in 1960. (1 mark)

- **KANU advocated for a unitary system of government while KADU was advocating for regionalism/ federal system of Government.**
-

16. The body in charge of making laws in Kenya.

Legislature

17. Ways in which direct democracy is practiced.

- ✓ Referendum
- ✓ Recall
- ✓ Plebiscite
- ✓ Initiative 1x1=1 mark

SECTION B (45 marks)

18.

a. Identify five sub-groups of the Mijikenda in Kenya.

- i. **Duruma**
- ii. **Kambe**
- iii. **Kauma**
- iv. **Digo**
- v. **Chonyi**
- vi. **Jibana**
- vii. **Ribe**
- viii. **Ribai**
- ix. **Giriama** Any 5 x 1 = 5 marks

b. Explain five economic activities of the Mijikenda during the 1st century.

- i. **They hunted wild animals which provided meat for food.**
- ii. **They cultivated crops such as sorghum/cassava/ millet/ sweet potatoes which could do well in their region.**
- iii. **They practised craft/ basketry/ pottery and used the items to carry/ store their produce.**
- iv. **They kept animals/ cattle/ goats/sheep which provided meat/ milk for food.**

- v. **They practised fishing in the Indian Ocean/ rivers in order to enrich their diet.**
- vi. **They traded with their neighbours/ Arabs/ Akamba in order to obtain what they did not produce.**
- vii. **They mined salt which was used for domestic purposes.**
- viii. **They practised iron working/ black smithing/ making weapons/ tools which they used for defense/ other purposes.**
- ix. **They gathered wild fruits/ honey to supplement their food.** Any 5 x 2 = 10 marks.

19.

- a. Give five levels of colonial administration in Kenya
 - i. **Village.**
 - ii. **Sub-location.**
 - iii. **Location.**
 - iv. **Division.**
 - v. **District.**
 - vi. **Province.**
 - vii. **Colony** Any 5 x 1-5 marks.
- b. Discuss five problems faced by the workers during the construction of the Uganda Railway.
 - i. **Rugged/ expansive terrain along the highlands/ mountains made construction take long to complete.**
 - ii. **Delay in the delivery of materials/ equipment slowed down construction work.**
 - iii. **Harsh/ adverse climatic conditions across the coastal plains caused many deaths to workers.**
 - iv. **Scarcity of essential supplies/food/water/ medicine caused suffering among workers.**
 - v. **Attack by tropical diseases/ small pox/ malaria/ jiggers weakened the workers.**
 - vi. **They strained due to shortage of labourers.**
 - vii. **Attack by wild animals of Tsavo created fear among the workers.**
 - viii. **Hostilities by some African communities who were against alienation of their land for railway construction.**

Any 5 x 2-10 marks

20.

- a. Give five achievements of the early political associations in Kenya up to 1939.
 - i. **They aired African grievances to the colonial government.**
 - ii. **They created awareness/ awakened Africans on their rights.**
 - iii. **They publicized the plight of Africans under British imperialism to the international community.**
 - iv. **They promoted nationalism/ national unity among African communities.**
 - v. **They fought for the welfare of African workers/ better wages/working conditions.**
 - vi. **They defended African cultures.** Any 5x1-5 marks
- b. Describe five factors responsible for the Mau Mau uprising in Kenya.

- i. **The role of ex-servicemen who demystified European superiority lack of compensation.**
- ii. **Widespread unemployment among Africans/ closure of Karatina Vegetable Market.**
- iii. **Failure of the colonial government to institute political reforms/ constitutional reforms.**
- iv. **Africans protested massive land alienation by the White settlers.**
- v. **The Europeans undermined African cultural practices/ female circumcision/ polygamy.**
- vi. **Racial discrimination against Africans by Europeans in social amenities or services/education/ health.**
- vii. **Brutality/cruelty of colonial administrators through the colonial police/ chiefs/Uplands Beacon Factory Massacre/ Olenguruone Eviction.**
- viii. **They protested poor living/ working conditions in the White settler farms.**
- ix. **Economic exploitation through forced labour/ taxation.** Any 5 x 2-10 marks

21.

- a. Outline five factors which enabled the Nandi to resist the British invasion for a long period.
 - i. **Their mixed economy ensured regular supply of food.**
 - ii. **The Orkoiyot was the symbol of unity.**
 - iii. **Familiar terrain/ ground favoured the Nandi fighters**
 - iv. **The British were attacked by respiratory diseases.**
 - v. **Their knowledge/skills of making of arms/ availability of arms.**
 - vi. **The support/ reinforcement by the Kipsigis.**
 - vii. **Existence of a strong army/ military experience.**
 - viii. **The use of guerilla tactics of warfare.** Any 5 x 1-5 marks
- b. Explain five results of the collaboration between the British and the Wanga during the colonial period.
 - i. **The British enlisted the services of the Wanga agents to administer Western Kenya.**
 - ii. **The Wanga allowed Imperial British East African Company (IBEAC) to establish a base at Mumias which served as its headquarters.**
 - iii. **The Wanga lost their independence as colonial rule was established.**
 - iv. **Enmity between the Wanga and the other Abaluhya sub-tribes as they felt the Wanga were betraying their cause.**
 - v. **Mumia was declared the paramount chief of the Wanga allowing his influence to extend to Bunyala/ Gem/ Ugenya/ Alego.**
 - vi. **The Wanga warriors became agents of the British colonialism/ used to subdue the other resisting communities/mercenaries.**
 - vii. **The Wanga received material wealth for their collaboration/ through trade.**
 - viii. **It led to the expansion of the Wanga kingdoms as it acquired more territories - Samia/ Busoga/ Bunyala.**
 - ix. **Acquisition of firearms/ other exotic commodities which raised the status of king Mumia.**

- x. **It led to the introduction of western education as the Wanga received religious education from the British.**
Any 5 x 2=10 mark

SECTION C (30 marks)

22.

- a. Three levels of conflict.
 - i. **Individual vs individual**
 - ii. **Individual vs state**
 - iii. **Community vs community**
 - iv. **State against state** Any 3x 1=3 marks
- b. Factors undermining national unity
 - i. **Religious conflict.- there has been many interdenominational, denominational and inter-religious differences. The struggle for leadership and influence using religion causes conflict in the society.**
 - ii. **Ethnicity - discriminating against other ethnic groups creates dissatisfaction among the disadvantaged people. The clashes that spread in parts of Rift valley, western and Nyanza posed a big threat to national security.**
 - iii. **Racial intolerance- Unjustified cases of generalised attacks on some communities because of their races work against national unity.**
 - iv. **Corruption-Divisive party politics makes the government partisan. Parties tend to divide people based on affiliation which threatens peace and causes distrust through use of propaganda**
 - v. **Economic inequality-Wide gap between the rich and the poor undermines national unity as some feel they don't have a sense of belonging in the country.**
 - vi. **Cultural conflicts-Some diverse cultural aspects may be in conflict among different communities which makes it hard for the communities to live in unity with each other.**

23

- a. Identify the **three** categories of the Kenya defense forces. (3 marks)
 - i. **Kenya Army.**
 - ii. **Kenya Air Force**
 - iii. **Kenya Navy.**
- b. Explain **six** functions of the independent electoral and Boundaries Commission of Kenya (IEBC). (12 marks)
 - i. **It is responsible for conducting or supervising referenda and elections to any elective body or office established by the constitution.**
 - ii. **It conducts any other elections as prescribed by an act of parliament.**
 - iii. **It ensures continuous registration of citizens as voters.**

- iv. -Revises voters roll.
- v. IT is in charge of delimitation of constituencies and wards..
- vi. -It regulates the process by which parties nominates candidates for election.
- vii. -Settles electoral disputes relating from nominations but excluding election petitions and disputes subsequent to the declaration of election results.
- viii. It ensures the registration of candidates for election.
- ix. -Conducts voter's education.
- x. -Facilitates the observation, monitoring and evaluation of election.
- xi. -IEBC regulates the amount of money that may be spent on behalf of a candidate or party in respected of any election.
- xii. -It ensures that development of a code of conduct for candidates and parties contesting election.
- xiii. -It monitors compliance with the legislation relating to nomination of candidates by parties.

24 a. Constitution making process

- i. Debate and contentious issues.
- ii. Collection of public views.
- iii. Civic education
- iv. Convening of constitutional conferences
- v. Drafting of the constitution.
- vi. -Referendum
- vii. Enacting the constitution.
- viii. Promulgation of the constitution.

b. Features of independent constitution.

- i. Bi- cameral National Assembly consisting of House of Representatives and senate.
- ii. Regionalism/ Majimboism.. The country was divided into eight regions each with ut own legislative and executive powers.
- iii. Protection of the rights of minorities who included Europeans,Asians and indigenous communities in Kenya.
- iv. Judiciary an independent and impartial judiciary was provided for to ensure justice and prevent corruption.
- v. Civil service- public service commission was createx to recruit, promote,dismiss and transfer civil servants
- vi. Electoral commission - an independent electoral commission was created to ensure impartiality and honesty.
- vii. Bill of rights- It protected individual rights and freedoms.
- viii. There was to be national government headed by prime minister and a governor general representing the Queen of England as head of state.

- ix. **Multi party system of government where the party with majority seats in the House of Representatives formed the government. KANU and KADU shared powers.**
- x. **It defined citizenship status of all people in which all indigenous communities automatically became citizens.**

