

MARKING SCHEME

HISTORY & GOVERNMENT (311/1)

FORM 3

PAPER 1

END TERM 2 EXAMINATION

JULY/AUGUST 2025

Time: 2 ½ Hours

SECTION A (25 MARKS)

Answer all questions in this section in the space provided after question 24.

1. Give *one* reason why the Kenyan government is termed democratic. (1 mark)
 - **We hold regular elections every 5 years.**
2. Highlight *two* areas where the fossils of Kenyapithecus have been discovered. (2 marks)
 - **Fort Ternan**
 - **Samburu hills**
 - **Lake Turkana basin**
3. List the *two* earliest inhabitants of Kenya. (2 marks)
 - **Khoisan stock**
 - **Cushitic stock**
4. Identify the *main* role of warriors in the community during the pre-colonial era. (2 marks)
 - **Defending the community against external attacks**
5. Mention *two* trading items from the interior during the Indian ocean trade. (2 marks)
 - **Gold**
 - **Slaves**
 - **Ivory**
 - **Hides & skins**
 - **Gum**
6. State *two* national days in Kenya. (2 marks)
 - **Madaraka day – 01ST June**
 - **Mashujaa day – 20TH October**
 - **Jamuhuri day – 12TH December**
7. Give *one* disadvantage of dual citizenship. (2 marks)
 - **Double taxation**
 - **One cannot vie for senior positions e.g. Presidency**
 - **One cannot be appointed/nominated for senior ranks in the military**
8. Define the term *Constitution*. (1 mark)
 - **A set of agreed principles/rules which are used to govern a nation.**
9. State *two* features of human rights. (2 marks)
 - **They are universal**
 - **They are indivisible**
 - **They have limitations**
 - **Their application may be suspended during emergencies.**
10. Name *two* Luo groups which migrated to Kenya. (2 marks)
 - **Joka Jok**
 - **Joka Owiny**
 - **Joka Omolo**
 - **Luo Abasuba**
11. Identify *one* Arab family that administered the East African Coast. (1 mark)

- Nabahani family
- Mazrui/Mazaria family
- Buseidi family

12. Mention *two* roles of council of elders. (2 marks)

- Allocating land
- Settling disputes
- Leading in religious ceremonies
- Blessing warriors before going to war

13. Mention *two* causes of conflicts. (2 marks)

- Social causes – cultural intolerance
- Economic reasons – unequal distribution of resources
- Political reasons – differences in party membership

14. Highlight *one* social reason for scramble of Kenya. (1 mark)

- They wanted to civilize Africans
- They wanted to spread Christianity
- They wanted to abolish slavery & slave trade (humanitarian factors)

15. State *one* method used by the British to occupy Kenya. (1 mark)

- Military conquest
- Signing treaties – Heligoland Treaty, Maasai Agreements etc.
- Company rule
- Collaboration
- Operational bases

16. Name *one* reserve established for the Maasai after the Maasai Agreements of 1904 and 1911. (1 mark)

- Ngong reserve
- Laikipia reserve

17. Identify *one* cash crop cultivated in Kenya during the colonial era. (1 mark)

- Coffee
- Sisal
- Pyrethrum
- Tea
- Wheat

SECTION B (45 MARKS)

*Answer any **three** questions in this section in the space provided after question 24.*

18. (a) Mention *five* reasons for the migration and settlement of the Bantus in Kenya. (5 marks)

- Drought and famine: This broke out because the climate in their cradle land had become unreliable/unpredictable.
- Population increase which resulted into population pressure, e.g. they became overpopulated in their cradle land.
- The constant attacks (external pressure) from stronger tribes in West Africa and the Nile valley; also due to the migration of the Arabs, who were believed to be more hostile, into West Africa.
- Internal conflicts from the Bantu tribes: These conflicts concerned the ownership of agriculture area, the shortage of grazing lands and watering areas.
- Epidemics and diseases/natural calamities, e.g. earthquakes, over flooding of rivers like river Niger, sickness, diseases such as Nagana caused by Tsetse flies, sleeping sickness e.t.c.
- Search for fertile land: Since they were predominantly farmers, the Bantu migrated in order to find more land which could be more fertile than the cradle land, which could no longer support them.
- Love for adventure: They moved due to their desire for adventure, i.e. they wanted to find out what was happening in other areas.
- Group influence: Some moved because they had seen their relatives and friends move.
- Need for water and pasture for their animals forced them to move.

- The Bantu migrated in order to export their iron-working culture. They had discovered the knowledge of iron working and had invented iron tools. These iron tools had transformed the agricultural sector by making the clearing of land for cultivation faster and more efficient.

(b) Describe the social organization of the Nandi in the pre-colonial era.

(10 marks)

- ~ The family was the basic social unit. Several related families grouped together to form clans among Nandi. The family institution was very important in the community. It played an important role in the Kokwet (council of elders) and in the clan activities.
- ~ The age-set system was an important social institution among the Nandi. Nandi boys and girls were initiated at puberty through circumcision. Circumcision marked entry into adulthood. The initiates were taught the deepest community values during the period.
- ~ Age sets were formed by those who were initiated at the same time irrespective of the clans they belonged to. In total, there were eight age-sets among the Nandi namely Sawe, Maina, Chuma, Korongoro, Kipkoimet, Kaplelach, Kimnyige and Nyongi.
- ~ The Nandi boys became junior warriors after circumcision. They only promoted to senior warriors after the Saket apeito ceremony (slaughter of bullock) that was done after every fifteen years.
- ~ Marriage within the same clan was prohibited among the Nandi. This was meant to create unity by encouraging intermarriages between different clans.
- ~ They believed in one supernatural being whom they referred to him as Asis, who was believed to be the protector of the community.
- ~ The Nandi believed in the existence of ancestral spirits, to whom sacrifices and libations were made to ensure they remained happy.
- ~ The community also had important religious leaders whose work was to lead the community during religious functions and rituals, diviners and rain makers. The institution of Orkoiyot among the Nandi was borrowed from that of Oloibon among the Maasai.

19. (a) State *five* reasons why Sultan Seyyid Said transferred his capital from Muscat in Oman to Zanzibar.

(5 marks)

- Seyyid said desired to effectively control the coastal towns through the centrally located Zanzibar.
- Zanzibar had a pleasant climate compared to Muscat which was hot and dry. It also had fresh water, adequate rainfall and fertile soils that favoured clove growing.
- Zanzibar was easily defensible as an island. It was easy to see the enemy from far and launch an attack from the island.
- The good deep harbours of Zanzibar I which ships could anchor were attractive.
- Zanzibar's central position also favoured development of long distance trade.
- The town had a long history of loyalty to Oman throughout the Mazrui- busaidi struggles.

(b) Explain *five* positive effects of the Indian Ocean Trade.

(10 marks)

- The trade led to intermarriage between Muslim traders with the local Bantu communities giving rise to the Swahili people with a distinct culture.
- There was emergence of Kiswahili as a new language of the coastal people. The language is a mixture of Bantu and Arabic languages.
- The trade led to the spread of the Islamic culture along the coastal region. Stone buildings were constructed, new dressing styles arose (women began to wear buibui while men wore kanzus), new eating habits also evolved.
- The Islamic law, sharia was also introduced.
- Many Africans were converted to Islam. However, the religion did not spread beyond the coastal region prior to the 19th c.
- New crops were introduced along the coast. For example, rice, wheat, millet, cloves, vegetables and fruits such as bananas and oranges. Cloth, cowrie shells and spices were also introduced.
- Profits derived from the trade were used to develop towns like Pemba, Mombasa, Lamu, Zanzibar and Kilwa.
- The trade led to the rise of a class of rich merchants exhibiting a high standard of living. African merchants who rose to prominence included chief Kivoi among the Akamba, Ngonyo of the Giriama, Mwakikonga of the Digo, Nyungu ya mawe, Mirambo and Msiri of the Nyamwezi.

20. (a) List *three* functions of the constitution.

(3 marks)

- The constitution provides the legal ground from which the laws of the country are made.
- It spells out the powers of government and its relationship to the governed.
- It spells out the rights and duties of all citizens. It also provides the options a citizen has, legally, if those rights and freedoms are violated.

(b) Describe *six* features of the constitution of Kenya 2010.

(12 marks)

- **Sovereignty of the people and supremacy of the constitution.** All sovereign power belongs to the Kenyan people. The constitution is the supreme law in Kenya.
- **The republic.** Kenya is a sovereign republic which allows for multiparty democracy. Kenyan territory is made up of territorial land and waters. Kenya has recognized national days & national symbols.
- **Citizenship.** One is allowed to be a Kenyan either by birth or registration. A Kenyan citizen is entitled to a national ID and or passport.
- **The bill of rights.** It contains fundamental rights and freedoms of a Kenyan citizen. The state is required to observe, promote, protect and respect the twenty-six rights of a citizen.
- **Land and environment.** All land belongs to the people of Kenya either as a nation, communities and as individuals. Land must be used in a sustainable and equitable way. Environmental conservation is the responsibility of all citizens.
- **Leadership and integrity.** This chapter guides on the acceptable conduct of state officers. It also expounds on the disciplinary action to be taken against rogue state officers.
- **Representation of the people.** It guides on the electoral process in Kenya. It provides the requirements for voters & contestants in elections. The IEBC has been formed to ensure that electoral work is well done.
- **The legislature.** It is the law-making body in Kenya. Our legislature is bicameral comprising of the senate and the national assembly. It also talks of the composition of each house.
- **The executive.** It is the arm of government which implements government policies. This chapter explains the composition of our executive.
- **The judiciary.** It is the arm which interprets the laws. It is made up of the court system in the country. The judiciary is expected to be independent; it should not be manipulated by the executive or the legislature.
- **Devolved government.** Kenya is divided into 47 counties. Each county has its own county government. Counties are also expected to raise revenue on their own but should still receive a share of the national revenue.
- **Public finance.** This chapter explains the sources of public revenue and how the government uses its money (expenditure).
- **The public service.** It states the values and principles of public service e.g. high standards of professional ethics, impartiality, efficiency in service delivery & accountability.
- **National security.** The constitution recognizes three organs in charge of our national security: National Police Service, National Intelligence Service and Kenya Defense Forces.
- **Commissions and Independent Offices**
- **Amendment of the constitution**
- **General provisions.** It explains on the interpretation of the constitution.
- **Transitional and consequential provisions.** This involves the definition of terms used in the constitution.

21. (a) State *five* rights of arrested persons in Kenya.

(5 marks)

- The right to be informed promptly in a language that the person understands of the reason for arrest, the right to remain silent and the consequences of not remaining silent.
- The right to remain silent. – The right of a person to choose to talk or to remain silent.
- The right to communicate with an advocate and other persons whose assistance is necessary (freedom of speech with all those who will assist him or her in the case.)

- The right of not being compelled to make any confession or admission that could be used in evidence against the person.
- The right to be held separately from persons serving a sentence (should not be held in prisons alongside those already convicted)
- To be brought to court as soon as reasonably possible, as but not later than twenty four hours after being arrested.
- To be charged or be informed of the reason for the extension of detention or release, at the first court appearance.
- To be released on bond or bail, on reasonable conditions, pending a charge or trial, unless there are compelling reasons as to why one cannot be released.

(b) Discuss the principles of democracy.

(10 marks)

- **Freedom of speech, debate and enquiry.** The basic healthy political culture among a group of people is based on open debate among citizens where they can express their views without fear.
- **People's participation as a whole in government.** Through free, fair and regular elections, the government should remain a servant of the people and not master. Democracy is based on consent which can be withdrawn if the government fails to satisfy peoples' expectations.
- **Open and accountable media.** The media must be open in their agenda and be held accountable to the public. Media monopolies should not be allowed to develop.
- **d) Economic democracy.** This implies the decentralization of economic power so that individuals and communities can be economically empowered to create and control their own wealth.
- **e) Equality before the law.** Judgment should be made in accordance with a written law, rather than in an arbitrary manner. Each citizen also has an equal ability to seek and receive justice.

SECTION C (30 MARKS)

Answer any **two** questions in this section in the space provided after question 24.

22. (a) Identify **three** ways how education promotes national unity.

(3 marks)

- **Sitting for the same national examination (KCPE & KCSE)**
- **Same curriculum (syllabus)**
- **Wearing uniform**
- **Having multi – ethnic institutions of learning**

(b) Describe **six** factors that undermine national unity in Kenya.

(12 marks)

- **Tribalism – this is the practice of favouring people who are from one's own ethnic group in employment, admission to schools and allocation of resources. Others end up being discriminated against thus leading to hatred and enmity.**
- **Nepotism –this is the practice of people favouring their relatives. This vice is similar to tribalism**
- **The unequal distribution of resources causes animosity between those who are favoured and those who are not.**
- **Political wrangles / Ethnic conflicts / clashes discourage co-operation among the citizens.**
- **Corruption – asking for and offering of bribes to obtain and give services violates people's rights to equal treatment. Corruption creates suspicion and hatred among people since those who cannot afford to bribe feel cheated and frustrated.**
- **Discrimination on the basis of gender denies people the right to participate equally in national development.**
- **Racism. This is discrimination on the basis of colour/ race. This creates hatred and suspicious among people. This was a common cause of disunity during the colonial days.**
- **Religious conflicts. In Kenya, conflicts between the Muslims and Catholics in 2000 led to destruction of a catholic church in Nairobi. Intolerance of other people's religions creates disunity.**
- **Party membership. Multipartyism in Kenya has to some extent become a cause of disunity. The country regularly becomes polarized on party lines especially when we near general elections. Sometimes members of parties such as TNA, ODM, UDF, URP etc don't see eye to eye during campaigns. There has also been discrimination on the basis of party membership.**

- **Poverty.** When people lack basic needs such as food, education, health, shelter and clothing, anti-social behaviour arise. For example, stealing and violence. Criminal activities create fear and suspicion and therefore discourage national unity.
- **Ignorance.** Lack of knowledge creates intolerance of other people's views and lack of appreciation of the development taking place around. This may create unnecessary division.

23. (a) List *three* ways that qualify one to be a Kenyan citizen by birth. (3 marks)

- **A person is a citizen by birth if on the day of the person's birth, whether or not the person is born in Kenya, either the mother or father of the person is a citizen.**
- **A child found in Kenya who is, or appears to be, less than eight years of age, and whose nationality and parents are not known, is presumed to be a citizen by birth.**
- **A person who is a Kenyan citizen by birth and who has ceased to be a Kenyan citizen because the person acquired citizenship of another country, is entitled on application to regain Kenyan citizenship.**

(b) Explain *six* responsibilities of a Kenyan Citizen. (12 marks)

- **Every person has a responsibility to contribute to positive development in the country by working hard and honestly, irrespective of the type of work or profession one is in.**
- **Every citizen is expected to participate in the democratic process. One has the moral responsibility to vote and even present him/herself to be voted for provided he/she fulfils all the requirements of the position.**
- **A responsible citizen should actively contribute views on matters affecting the community. This includes taking Part in national debates.**
- **A responsible citizen must be mindful of other peoples' welfare. For example guiding visitors, assisting the disabled, the aged, children, as well as the less fortunate members of the society in ways in which they need the assistance.**
- **A good citizen should report law breakers, and even those suspected of having intentions to break the law to the relevant authorities.**
- **A responsible citizen should ensure proper utilization of public and private facilities including toilets, water points, post offices, public telephone Booths etc.**
- **A responsible citizen must maintain high moral and ethical standards. One must refrain from telling lies.**

24. (a) Highlight *five* reasons why Nabongo Mumia of the Wanga collaborated with the British. (5 marks)

1. **Nabongo Mumia hoped that by collaborating, he would be made a paramount Chief of the entire western region.**
2. **There was family rivalry over leadership. This compelled Mumia to seek help against his brother Sakwa. He wanted to safeguard his position at home.**
3. **He wanted British protection against the Nandi, who were by then enjoying military superiority, the Bukusu and the Luo of Ugenya**
4. **He wanted to revive a disintegrating kingdom.**
5. **He wanted to take advantage of the British western civilization particularly education and religion. He also wanted material gains from the British.**
6. **He aimed at achieving territorial expansion. Mumia aimed at ruling up to Kabras, Kimilili, Marama, Butso, Ugenya and Samia.**
7. **He realized that his community was very small and it was futile to resist the militarily superior Europeans.**
8. **Having realized that the British declaration of western Kenya as their sphere of influence was inevitable, he chose to become their ally at the earliest opportunity ever.**

(b) Discuss *five* factors which enabled the Nandi to resist the British for long. (10 marks)

- **The British intrusion into their territory happened when the Nandi were at the best of their power and superiority.**

- **Existence of a superior military organization based on the age set system. The Nandi army was strong and could match any foreign force. The regimental age-set system supplied the Nandi with young men who were experienced in battle, disciplined, organized and were effective.**
- **The Nandi also possessed knowledge of weapon manufacture and repair through their local ironsmiths and using stolen railway material.**
- **The Nandi enjoyed regular supply of food and war equipment which sustained the fighters for a long period. This was mainly aided by the Nandi mixed economy enabling them to turn livestock for food when the British destroyed crops.**
- **The Nandi had good knowledge of the terrain in which they were fighting the intruders thus having an advantage over the British who were not familiar with the terrain. The difficulties faced by the British as posed by the terrain disadvantaged them during the resistance**
- **The Nandi knowledge of Guerilla tactics. This enabled them to organize many surprise attacks while vandalizing key British installations like the telegraph lines.**
- **The existence of strong leadership. The Nandi leadership was religiously inspired and therefore very strong. The Orkoiyot was their symbol of unity and strength and was believed to possess some supernatural powers that gave courage to the fighters.**
- **Their enemies, the British troops, were slowed down in their advance by problems like respiratory disease due to the wet and cold climate. The Nandi were accustomed to these conditions**
- **The Nandi received assistance from the Kipsigis fighters – the Elgeyo, Lembus and Nyangori which enabled them to hold off the British for Six weeks in 1900.**

