PAPER 1 YEAR 2011
SECTION A (25 marks)

1. Give two unwritten sources of information on History and Government. (2 marks)
   i. Oral traditions/oral source
   ii. Archaeology/paleontology
   iii. Genetics
   iv. Linguistics
   v. Anthropology

   Any 2x1 = 2 marks

2. What was the main reason for the migration of the Eastern Bantu from Shugwaya during the Pre-colonial period. (1 mark)
   i. Due to attacks by the Galla

   1x1=1 mark

3. Give 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.
   iv. To raid for cattle.

   Any 2x1=2 marks

4. Identify the two main items of trade from the interior of Kenya during the long distance Trade. (2 marks)
   i. Ivory
   ii. Slaves

5. Identify two contributions made by the early Christian Missionaries in the field of Education in Kenya. (2 marks)
   i. They set up schools/encouraged Africans to go to school.
   ii. They taught Africans how to read/write.
   iii. They taught Africans vocational Skills.
   iv. They translated the Bible into African Languages
   v. They wrote books/dictionary

   Any 2x1 = 2 marks

6. Give the meaning of the term ‘national integration’. (1 mark)
   i. It is the process of bringing together people of diverse backgrounds in a country.

   1x1=1 mark

7. What constitutional amendment made Kenya return to a multi-party state? (1 mark)
   i. Repeal of section 2A of the constitution in 1991.

   1x1=1 mark

8. Name the document which contains the Rights of the Child in Kenya. (1 mark)
i. The Children’s Act of 2001

9 Identify two economic benefits of the Kenya-Uganda railway during the colonial period. (2 marks)

i. It facilitated the transportation of goods/services.
ii. It led to the development of urban centres.
iii. It facilitated the movement of traders/promoted trade.
iv. It opened up the interior for economic development e.g Plantation Agri & Industry
v. It led to the creation of employment opportunities.
vi. It led to the development of other forms of transport & communication e.g roads & telecommunication
vii. It was the major source of revenue for colonial Authority

10 Give two ways through which the white settlers acquired land in Kenya during the Colonial period. (2 marks)

i. The colonial government provided land to the settlers.
ii. The white settlers bought land from the colonial government.
iii. The colonial government passed land legislations that encouraged white settlers to own land.

Any 2x1 =2 marks

11 State two problems faced by trade union movement during the colonial period in Kenya. (2 marks)

i. It had insufficient funds to run its activities.
ii. The colonial government harassed its leaders.
iii. Constant wrangling among the leaders which weakened the movement/poor leadership.
iv. Most people did not support trade unions due to ignorance.

Any 2x1 =2 marks

12 State one change introduced by the Lyttleton constitution of 1954 that benefitted the Africans in the struggle for independence. (1 mark)

i. It led to the establishment of a multi-racial council of ministers to replace the Governor’s executive council.
ii. The ban on political organizations was lifted/allowed political organizations to operate at district level.

1x1 = 1 mark

13 What was the main contribution of Thomas Joseph Mboya to the History of Kenya? (1 mark)

i. He led/organized the trade union movement.

1x1 = 1 mark

14 State the main functions of parliament in Kenya. (1 mark)

i. To make laws

1x1 =1 mark

15 Give one member of the AEMO at its inception in 1957. (1 mark)

i. Daniel Arap Moi
ii. Masinde muliro
iii. Lawrence Oguda
iv. James Muimi
v. Tom Mboya
vi. Ronald Ngala
vii. Bernard Mate
viii. Oginga Odinga

16. Name the education commission that recommended the introduction of 8.4.4 education system in Kenya. (1 mark)
   i. Mackay Report/Commission. 1x1 = 1 mark

17. Give two external sources of Government revenue in Kenya. (2 marks)
   i. Loans.
   ii. Grants.
   iii. Donations. Any 2x1 = 2 marks

SECTION B (45 marks)

18. (a) State five economic activities of the Borana during the pre-colonial period. (5 marks)
   i. They participated in trade.
   ii. They kept livestock.
   iii. They hunted wild animals.
   iv. They were gathers.
   v. They practiced crafts.
   vi. They practiced fishing.
   vii. They made iron tools.
   viii. They grew food crops.
   Any 5 marks x 1 = 5 marks

   (b) Describe the social organization of the Maasai during the pre-colonial period. (10 marks)
   i. The lowest social unit was the family which comprised of the father, his wife/wives and children.
   ii. Several related families formed a clan.
   iii. The Maasai were organized into age groups age sets which were made up of people who were circumcised at the same period.
   iv. There was a warrior class whose duty was to defend the community/conduct raids.
   v. The Maasai believed in the existence of a supreme God Enkai, who was the creator of the universe.
   vi. There was a religious leader, Laibon who mediated between the community and Enkai.
   vii. They offered sacrifices to God in special places/celebrated the century that mark graduation of Martin
   viii. They believed in the existence of ancestral spirits whom they revered.
   Any 5 points x 2 = 10 marks
19 (a) State three reasons for the coming of the Portuguese to the Kenyan Coast in the 15th Century.

i. They wanted to find a sea route to India.
ii. They wanted to spread Christianity/reduce the Muslim influence.
iii. They wanted to take part in the Coastal trade.
iv. To control strategic points on the East-African Coast from other European rivals/to act as a supply base for their sailing vessels.

v. Due to desire for exploration/adventure.

Any 3x1 = 3 marks

(b) Explain six effects of the Portuguese rule on the East African Coast. (12 marks)

i. The Portuguese built fort Jesus for defence purpose which later became a tourist attraction.
ii. Their harsh and cruel manner of suppressing rebellions led to loss of lives.
iii. They introduced new food crops which are staple foods for many Kenyans.
iv. Constant rebellions against the Portuguese rule interfered with the trading activities leading to its decline.

v. The coastal towns that resisted Portuguese rule were destroyed and left in ruins.
vi. They educated the coastal people on how to use animal manure in farming and thus increasing crop yields.

vii. Some words borrowed from Portuguese language were used to enrich Kiswaili language.

viii. The Portuguese imposed heavy taxation which impoverished the coastal people.

Any 6x2 = 12 marks

20 (a) Identify three methods used by the British to establish their rule in Kenya. (3 marks)

i. Signing treaties between colonial agents and Africans rulers/collaboration.

ii. Use of military attacks against unfriendly communities/use of force

iii. Establishing administrative stations/operational basis.

iv. Offering gifts to friendly chiefs/treachery.

v. Use of missionaries to pacify Africans through preaching.

Any 3x1 = 3 marks

(b) Explain six results of the Nandi resistance against British occupation. (12 marks)

i. The land belonging to the Nandi was alienated for white settlement.
ii. The Nandi lost their independence as the British established their rule.

iii. The Nandi were resettled in reserves where they could not carry out their farming activities.

iv. They were forced to live as squatters on European farms where they provided cheap labour.

v. There was massive loss of life as the British forces raided/carried our punitive expeditions.

vi. The Nandi lost property which was either destroyed or confiscated by the British.

vii. The Nandi lost their military superiority in the region as they were subdue by the British.

viii. The Nandi warriors were conscripted into the colonial security forces.
21 (a) State five demands made by the East African Association (EAA) to the British Colonial Government in Kenya. 

i. They demanded for the return of alienated land.
ii. They wanted the colonial government to abolish hut/poll tax.
iii. They demanded for the abolition of the Kipande.
iv. They demanded for better working and living conditions.
v. They demanded that elections to the legislative council be on a common roll.
vi. They demanded for the abolition of forced labour.
vii. They demanded for more education for Africans.
viii. They demanded an end to compulsory destocking.
ix. They demanded for the revocation of colonial status.

(b) Explain five factors that promoted the rise of African nationalism in Kenya after 1954

i. Acquisition of Western Education by many Africans enabled them to understand political developments at international level and forcefully demanded for independence.
ii. The experiences of the ex-soldiers in the second world war made them realize that Europeans were not superior hence the demand for self rule.
iii. The realization by Britain that colonies were expensive to administer hence the need to grant them self rule. The rise of power of the British labour per
iv. The granting of independence to India in 1947 inspired Africans to demand for political independence.
v. The support given by pan-Africansists in demanding for political independence gave Africans confidence to press for political freedom.
vi. The decolonization policy by the United Nations inspired African nationalists to press on for independence.
vii. The failure by the colonial government to reward the ex-world war II soldiers increased the agitation for independence.
viii. Signing of Atlantic charts in 1941

22 (a) State three circumstances that can make a Kenyan citizen to be denied the right to life.

i. When defending one self/property
ii. When effecting a lawful arrest
iii. When preventing escape of a lawfully detailed person
iv. When preventing a person from committing a crime/folony
v. In a situation of war
vi. When suppressing a riot/rebellion/mutiny

Any 3x1 = 3 marks

(b) Explain six Civic responsibilities of a Kenyan citizen. (12 marks)

i. A responsible citizen pays tax to enable the government meet its financial obligation
ii. To participate in community development activities to improve the welfare of people in the community.
iii. To participate in the democratic process by electing leaders/being elected to ensure good governance.
iv. To obey laws so as to enhance peace in the society.
v. Takes care of the environment in order to promote healthy living.
vi. Prevents/fights corruption to promote proper utilization of resources by all.
vii. Promote/protects the rights and freedom of all people in society for harmonious co-existence.
viii. Promotes the rule of law by reporting wrong doers/law breakers to the police.
ix. To participate in National debates/Barazas.

Any 6x2 =12 marks

23 (a) Give three reasons why general elections are important in Kenya. (3 marks)

i. They provide Kenyans with an opportunity to choose political leaders.
ii. They enable Kenyans to exercise their democratic rights.
iii. They offer alternative ideas of running the government through different political parties manifestos.
iv. It is a constitutional requirement.
v. They make elected leaders/prospective leaders work hard to ensure that they are reelected/elected.

Any 3x1 =3 marks

(b) Explain six functions of the body in charge of elections in Kenya. (12 marks)

i. To maintain and revise the voters’ register to ensure it is up to date.
ii. To prepare, distribute and ensure safety of election materials/pooling stations.
iii. To conduct voter education in the country in order to prepare citizen for the voting exercise.
iv. To conduct and supervise elections so as to endure they are free and fair.
v. To conduct language proficiency tests for candidates interested in for different posts before nomination is carried out.
vi. To announce and provide a time-table to be followed during the election period.
vii. To receive nomination papers from the candidates cleared to vie by the political parties.
viii. To announce the results and declare the winners for the respective seats.

Any 3x1 =3 marks

24 (a) Identify three social functions of local authorities. (3 marks)

i. They issue trade licenses.
ii. They provide market areas.
iii. They provide employment opportunities.
iv. They approve building plans/provision of housing services.
v. They impose cess/other levies.
vi. Provision of education services e.g. ministry of primary schools
vii. Provision of health/sanitation services e.g.
viii. Provision of security and fire bridge services

Any 3x1 = 3 marks

(b) Explain six challenges facing local authorities in Kenya. (12 marks)

i. Most local authorities have inadequate funds hence not able to provide quality services.
ii. Increased population has led to congestion in urban centres hence overstretching the social amenities.
iii. Corruption/mismanagement of funds by some officers has made it difficult for the local authorities to pay its employees and provide quality services.
iv. Some local authorities are too small to be able to sustain themselves.
v. Influential politicians interfere with the running of the local authorities hence making it difficult for them to operate efficiently. Lack of authority from central Government.
vi. Increased crime rate has led to vandalization of properties belonging to local authorities hence leading to heavy losses.
vii. The presence of street families/children has contributed to insecurity/put strain on provision of social services.
viii. Slums have mushroomed which have interfered with proper planning leading to poor service delivery/poverty eradication.
ix. Poor disposal of waste has resulted to environment degradation leading to outbreaks of diseases/epidemics.
x. Shortage of quality material/shortage of personnel.
xi. Traffic congestion.
PAPER 2
SECTION A (25 marks)

1 Give two archaeological sources of information on History and Government. (2 marks)
   i. Tools/utensils/ornaments/onions used by man
   ii. Weapons used by man
   iii. Settlements/ruins of the past/rock paintings
   iv. Remains of human/animals
   v. Plant remains.
   vi. Garments/ornaments
   vii. Coins used by man
   Any 2x1 = 2 marks

2 Give two reasons that made early human beings to live in groups during the Stone Age Period. (2 marks)
   i. For companionship
   ii. For security
   iii. To share resources
   iv. To help one another
   Any 2x1 = 2 marks

3 Identify two ways through which early agriculture spread in Africa. (2 marks)
   i. Through migration
   ii. Through trade
   iii. Through intermarriages
   iv. Through wars

4 State two limitations of using animal transport. (2 marks)
   i. Animal are affected by poor health/injuries/attacked by wild animals
   ii. Rugged terrain/extreme weather conditions hampers the movement of animals
   iii. Animal transport has limited carrying capacity
   iv. Animal transport is time consuming/slow
   v. Animal transport is cumbersome. Some animals are stubborn
   vi. Animal transport is limited to day-time and not right time.

5 Why was silent trade practiced by Trans-Saharan traders? (Open) (1 mark)
   • Due to language barrier/lack of common language.

6 Identify the main factor that led to the growth of an ancient town of Meroe. (1 mark)
   • Existence of iron ore.

7 What was the main function of the Council of elders among Africa societies during the Pre-colonial period? (1 mark)
   • They mediated/settled disputes/made peace in the community.

8 State two social factors that led to the scramble for colonies in Africa by European Powers. (2 marks)
i. The need to abolish slave trade
ii. The desire to spread Christianity/to protect missionaries
iii. The desire to spread western civilian/education/western civilization
iv. The need to settle surplus population (any 2x1 = 2 marks)

9 Name one African country that was not colonized by the European powers. (1 mark)
i. Ethiopia
ii. Liberia (any 1x1 = 1 marks)

10 State two roles played by the African Chiefs in the British Colonial administration in Nigeria. (2 marks)
i. They represented the colonial government at the local level
ii. They recruited labour for public works
iii. They collected taxes for the colonial government
iv. They communicated colonial government policies to the people
v. They tried/heard cases in the local courts (any 2x1 = 2 marks)

11 Name the chartered company that administered Zimbabwe during the process of colonization. (1 mark)
• The British South Africa Company (BSAC) (1 mark)

12 Give the main reason for the formation of the League of Nations in 1919. (1 mark)
• To promote/sustain World peace/security. To prevent the occurrence of another war. (1 mark)

13 Give two economic reasons for the growth of African nationalism in Ghana. (2 marks)
i. The order by the colonial government that Africans uproot cocoa trees affected by diseases
ii. The colonial government denied Africans trading licenses
iii. African farmers earned low incomes from the sale of cocoa to European firms
iv. High unemployment rate for the Africans.
v. Sharp increase in prices of goods. (any 2x1 = 2 marks)

14 Outline two factors that enable Tanzania to maintain national unity since independence.
i. Adherence to the policy of socialism (ujamaa)
ii. Application of the constitution
iii. Use of Kiswahili as a national language
iv. Leadership that was willing to embrace changes. Good leadership. (any 2x1 = 2 marks)

15 What is ‘veto power’ as used by the United Nation? (1 mark)
• A decision cannot be adopted if any of the permanent members of the Security Council votes against it. (1 mark)

16 Name one Major political party in the United State of America. (1 mark)
i. Republican party (any 1x1 = 1 mark)
ii. Democratic party

17 Name one type of election held for the House of Common in Britain. (1 mark)
SECTION B (45 marks)

Answer any THREE questions from this section in the answer booklet provided.

18 (a) Give three physical characteristics of the Homo erectus. (3 marks)
   i. Had upright posture/bipedal
   ii. Had protruding jaws
   iii. Was about 5 feet tall/1.5 m
   iv. Had slopping forehead
   v. Had deep set eyes/deep eye sockets
   vi. Had hairy body

(b) Explain six cultural practices of Homo Sapiens during the New Stone Age (12 marks)
   i. Made microlithic tools which were small and more efficient than the earlier tools
   ii. Lived in rock shelters/cave/hats to protect themselves from harsh weather/wild animals
   iii. Decorated shelters with animal paintings/hunting scenes
   iv. Began to domesticate animals/plants in order to ensure regular food supply
   v. Developed speech which made communication easier
   vi. Developed government by setting up rules/laws
   vii. Developed religion as evidence by the practice of burying the dead with their possessions
   viii. They practiced simple Art and Craft work/pottery/basketry/weaving
   ix. They started a settle way of life where they established villages
   x. They were a variety of garments/clothing
   xi. They decorated their bodies with red ochre/wore orama

19 (a) State three disadvantages of coal as a source of energy. (3 marks)
   i. Coal is bulky to transport
   ii. Coal causes pollution
   iii. Mining of coal can lead to injuries/death
   iv. It is a non-renewable source of energy
   v. Coal was expensive to mine and transport

(b) Explain six effects of the scientific inventions on industry. (12 marks)
   i. Machines have been improved which produce goods on a large scale
   ii. Alternative sources of energy have been developed for use in industries
   iii. Invention of steam engine has improved transportation of raw materials to the industries/finished goods to the market
   iv. The development of the printing press has enabled people to read and acquire knowledge/information about industrialization
   v. There has been loss of lives through industrial accidents
vi. Data processing/storage has been improved by use of computers
vii. Robots have been developed which have reduced over reliance on human labour/reduced labour costs.
viii. Development of telecommunication has led to buying/selling of goods on the internet/e-commerce
ix. Research has enabled industries to recycle waste products in manufacturing usable goods

(Any 6x2 = 12 marks)

20 (a) State three factors that contributed to the development of the Trans-Atlantic Trade. (3 marks)

i. Availability of trade items
ii. Demand for slaves in the New World
iii. Availability of sailing ships
iv. The discovery of the compass
v. Availability of fire arms
vi. Existence of trade routes/links

(3x1 = 3 marks)

(b) Explain six negative effects of Trans-Atlantic trade on African Communities. (12 marks)
i. There was increased instability/conflicts among communities as traders raided for slaves
ii. Many Africans lost their live during the slave raids
iii. Traditional industries declined as Africans acquired a taste of European goods
iv. There was increased suffering among families as their loved ones were separated/sold to slavery
v. Some kingdom declined due to continuous attacks from their neighbours in search of trading items
vi. There was destruction of property as communities raided each other for trade items
vii. It contributed to the decline of the Trans-Sahara trade as many people found it more profitable
viii. There was a decline in agricultural production as the able bodies people were taken away into slavery.
ix. There was serious depopulation in west and parts of Central Africa due to slave trade.
x. Africans lost confidence in their who sold them to slave dealers
xi. The trade exposed W.A to new diseases
xii. There was fear and insecurity due to frequent raids on African settlements
xiii. Weakened African communities could not resist colonial

(any 6x2 = 12 marks)

21 (a) State three factors that enables European powers to colonise Africa in the late 19th Century.
i. Disunity among African Communities
ii. Superior weapons used by European armies
iii. Weak African communities due to wars/natural calamities
iv. Some communities collaborated with the Europeans
v. African ignorance about Europeans intentions

(any 3x1 = 3 marks)
(b) Explain six effects of the partition of Africa on African communities.

i. Africans lost independence as European established colonies
ii. African economies weakened by the European exploitation of the resources
iii. The Africans system of government were replaced by European system
iv. Africans adopted European language which became official languages in the colonies
v. Modern African state were created by the boundaries drawn during the partition
vi. Some African communities were split by the boundaries which were drawn during the partition
vii. Africans lost land as Europeans established permanent settlements
viii. Africans lost their lives/property as they resisted occupation
ix. African culture were undermined through the introduction of Western education/spread of Christianity/health
x. Closer ties were forged between Africans and Europeans which created overdependence on Europe.
xi. Intensification of warfare among African community
xii. Infrastructure was developed in ling major mini and Agricultural areas
xiii. Introduction of new policies e.g forced labour

22 (a) Give three functions of the Kabaka of Bunganda Kingdom during the pre-colonial Period.

i. He was the Commander in-Chief of the armed forces
ii. Kabaka appointed/dismissed Saza chiefs/senior government official
iii. He was head of traditional religion
iv. He was the head of judiciary/final court of appeal
v. He awarded honours to officers who offered distinguished service/land as award

(b) Describe the political organization of the Shona During the pre-colonial period.

i. The shone were ruled by an emperor/King who had absolute authority over the subjects
ii. The emperor’s position was hereditary so as to reduce succession dispute
iii. The emperor was assisted in the administration by the queen mother, the queen sister, army commander, head drummer, head door keeper or head cook
iv. There was an advisory council whose work was to advise the emperor
v. The empire was divided into provinces which were headed by Provincial/lesser kings
vi. The provinces were divided into Chiefdoms ruled by chief
vii. Under the chief were headmen who were in charge of the villages
viii. The empire had a standing army whose main duty was to defend/expand the empire
ix. The king/Emperor was symbol of unity as he was semi-divine
x. There existed priests who acted as spies for the emperor/king

23 (a) Identify five ways through which the United Nations (U.N) promotes good Governance in the world.

i. Send observers to monitor national elections in various states
ii. Provides financial/logistical assistance to countries during national elections
iii. Helped countries to attain independence/establish democratic government
iv. Sends peace keeping forces to war torn countries
v. Ensures representation of member states in the general Assembly
vi. Arbitrates disputes between countries/warring groups.

vii. Monitors/condemns violation of human rights  

(b) Explain five achievements of the Non-aligned movement (NAM) since its Formation.  

i. Provided a platform where member countries would speak with one voice in international forum
ii. He encouraged member countries to articulate their national interests before those of the super power
iii. Enables the member countries to exert their voting power/influence in world affairs
iv. Hastened the attainment of independence to those countries that were still under colonial rule
v. Has promoted peace/security by encouraging member countries to observe neutrality in super power conflicts
vi. Has played a key role in disarmament by condemning the arms race.

vii. Has promoted the creation of a new international economic order by encouraging member countries to trade with any of the two super power blocs/financial assistance from each power bloc

viii. Has given funds to the needy countries through a fund, created to address demanding circumstances.

(24) (a) State three objectives for the formation of Common Market for Eastern and Southern Africa (COMESA)  

i. To cooperate in creating a conducive environment for foreign/cross border/domestic investment
ii. To cooperate in the promotion of peace/security/stability among member states
iii. To strengthen relations between COMESA members and the rest of the world/adopt a common position in international for a

iv. To cooperate in realizing the objectives of the African economics community
v. To promote a more balanced/harmonious development of its production/marketing structures
vi. To promote joint development in all economic fields in order to raise the living standards of the people.

(b) Explain six challenges facing the Common Market for Eastern and Southern Africa. (COMESA)  

i. Poor transport network has hampered movement of goods/services between member states
ii. The member countries produce similar goods thus limiting the market
iii. Some member countries belong to other regional economic blocks/hence not fully committed to COMESA
iv. Civil wars in some member states hamper smooth flow of goods due to insecurity hence lowering the volume of trade
v. Border disputes among some member states make it difficult for them to cooperate
vi. Some member states prefer trading with their former colonial masters thus posing stiff competition to products from COMESA region
vii. Failure of some member states to harmonise tariffs has undermined free flow of goods/services
viii. Withdrawal of some member states has undermined the planning/financial of COMESA operations.
ix. Member states pursue their national interests thereby working against the objectives of COMESA
x. Personality differences btw leaders e.g museven and Al-Bashir
xi. Quarrels over trading rights under COMESA Egypt and Kenya.
xii. Natural calamities e.g draughts, floods leading to massive food shortages and famine.