**FORM THREE EXAM (FORM 3)**

**HISTORY PAPER 311/1**

**MARKING SCHEME**

1. ***Give two unwritten sources of information on History and Government.***

- Oral traditions/Oral sources

- Archaeology/Paleontology

- Genetics

- Linguistics

- Anthropology ***(Any 2 x 1 = 2mks)***

2. ***Give two religious functions of the Orkoiyot of the Nandi during the pre-colonial period.***

- Mediated between God and the people/acted as a priest

- Offered sacrifices to God on behalf of the people.

- Blessing people before they undertook special activities such as going to war/raid.

***(Any 2 x 1 = 2mks)***

3. ***State one way in which the Abagusii and the Kipsigis interacted during the re-colonial period.***

- Through intermarriages

- Trade

- Raids/warfare ***(Any 2 x 1 = 2mks)***

4. ***Identify two main items of trade from the interior of Kenya during the long distance trade.***

- Slaves

- Ivory ***(Any 2 x 1 = 2mks)***

5. ***A part from trade, give one reason why the Arabs migrated to the Kenyan Coast before 1500 AD***

- To escape religious conflicts between different Islamic sects in Arabia/civil war.

- To escape from political persecution in Arabia

- To spread Islam.

- For adventure/exploration ***(Any 1 x 1 = 1mk)***

6. ***State two ways in which the Maasai benefited from the collaboration with the British.***

- The British supported Lenana against Sendeyo in the 1894 succession dispute.

- The maasai were protected against raids by their neighbours.

- Lenana was made a Paramount Chief.

- The maasai were rewarded with cattle from uncooperative people e.g theNandi and the Agikuyu ***(Any 2 x 1 = 2mks)***

7. ***Identify two economic benefits of the Kenya-Uganda railway during the colonial period.***

- It was a source of revenue to the colonial government.

- It facilitated the transport of goods and services

- It supplemented other forms of transport e.g communication.

- It led to the development of urban centres.

- Opened up the interior for economic development.

- Facilitated the movement of trade/promoted trade.

- It created job opportunities. ***(Any 2 x 1 = 2mks)***

8. ***State two problems faced by trade union movement during the colonial period in Kenya.***

- Inadequate funds

- Harassment by the colonial government.

- Wrangling among the leaders

- Lack of support from the local people due to ignorance. ***(Any 2 x 1 = 2mks)***

9. ***Give two reasons why the Africans migrated to urban centre during the colonial period.***

- To search for employment

- To avoid colonial tax system.

- They were attracted by social amenities. ***(Any 2 x11 = 2mks)***

10. ***Identify the main reason why the Ukamba Members Association was formed.***

- To fight against destocking policy ***(Any 1 x 1 = 1mk)***

11. ***Give two reasons which made Christian missionaries to establish mission stations in Kenya during the colonial period.***

- Settlement for freed slaves

- To train African catechists.

- Act as health centres/bases for operations

- Centres for conversion to Christianity

- For learning centres for basic literacy.

- To act as vocational centre where various skills were taught.

- To teach modern agriculture. ***(Any 2 x11 = 2mks)***

12. ***Identify two development rights of children.***

- Right to education

- Right to leisure

- Right to participate in cultural/artistic activities

- Right to information ***(Any 2 x 1 = 2mks)***

13. ***Name the type of constitution used in Kenya***

- Written constitution ***(Any 1 x 1 = 1mk)***

14. ***Who is the head of the Judiciary in Kenya?***

- The chief justice ***(Any 1 x 1 = 1mk***

15. ***State the composition of the executive arm of the Kenya Government.***

- President

- Deputy President

- Cabinet Secretary

- Principle Secretary

- Civil Service.

**SECTION B (45 MARKS)**

16(a) ***State five economic activities of the Somali during the pre-colonial period.***

- Participated in trade

- Kept livestock

- Hunted wild animals

- Gathered fruits

- Practiced crafts

- Made iron tools

- Grew crops ***(Any 5 x 1 = 5mks)***

(b) ***Describe the political organization of the Luo during the pre-colonial period.***

- Had a decentralized system of government.

- They were organized into clans made up of related families .

- Several clans joined together to form (Gweng) rule by council of elders.

- Several gweng formed sub tribe called oganda.

- Oganda was ruled by higher council of elders under the chairman of Ruoth.

- Duties of council of elders included:-

- Maintain law and order;

- Settle disputes;

- Final court of appeal.

- They had a warrior class headed by Osumba Miruayi

- Boys were initiated at poverty to form age sets which provided the community with warriors.

***(Any 5 x 2 = 10mks)***

17(a) ***State three reasons for the coming of the Portuguese to the Kenyan Coast.***

- They wanted to find a sea route to India.

- They wanted to spread Christianity.

- They wanted to take part in the coastal trade.

- Due to desire of exploration/adventure. ***(Any 3 x 1 = 3mks)***

(b) ***Explain six effects of the Portuguese rule at the Kenyan Coast.***

- They built Fort Jesus

- They imposed heavy taxation on the coastal people

- They were harsh and brutal on the Africans

- Some words borrowed from Portuguese language were used to enrich Kiswahili language.

- they introduced new crops

- Those towns who resisted their rule were destroyed and left in ruins.

- They fostered good relations between East African Coast and India. ***(Any 6 x 2 = 12mks)***

18(a) ***Five roles played by women in the struggle for independence in Kenya?***

- Raised funds to support political activities.

- Had moral support to the freedom fighters to continue with the struggle .

- They demanded for the release of detained/arrested freedom fighters e.g Harry Thuku.

- They took part in the armed struggle e.g Field Marshal Muthon.

- They supplied basic needs to the freedom fighters in their ride outs.

- They acted as spies for the freedom fighters.

- They took part in oathing, administered oath of secrecy to mobilize the people to support the fight

for independence.

- They kept homes intact as men continued with the struggle.

- They endured pain and suffering in the hands of the colonial government for the sake of liberation.

(***Any 5 x 1 = 5mks)***

(b) ***Explain five external factors that promoted the rise of African Nationalism in Kenya after 1945***

- Rise to world power of USA and USSR which were anti-colonial rule.

- The rise of the British Labour Party to power.

- Granting of independence to former British colonies like Ghana, India, Pakistan

- Support given by the Pan-African Movement.

- The decolonization policy by the United Nations.

- Signing of the Atlantic Charter in 1942.

- 2nd world war and exposure of servicemen.

- 2nd world war destroyed European superiority myth.

- 2nd world war left leading colonial powers weaker to sustain large colonies. ***(Any 5x 2 = 10mks)***

19(a) ***Identify three roles played by the Africans in the provision of education during the colonial period***

- They started their own schools e.g John/Owalo.

- The Africans mobilized resources to build their own schools.

- They accepted to go to school. ***(Any 2 x 1 = 2mks)***

(b) ***Explain six problems faced by African in urban centres during the colonial period in Kenya.***

- Fred equate housing facilities leading to rise of slaves.

- Fred equate social facilities - Education, health for African.

- Increased pollution of vehicles/industries garbage, causing health problems.

- Increases unemployment.

- Increased criminal activities because of unemployment.

- Racial discrimination residential areas.

- Payment of how wages.

- Spread of decreased due to overcrowding in slums. ***(Any 6 x 2 = 12mks)***

**SECTION C (30 MARKS)**

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

20(a) ***State three ways in which Kenya practices democracy.***

- Referendum

- Recall clause

- iniciative

- Plebiscites. ***(Any 3 x 1 = 3mks)***

(b) ***Explain six factors that have promoted National Unity in Kenya since independence.***

- Use of common language; Kiswahili and English.

- Establishment of national schools and universities.

- Intermarriages between different Kenyan Communities

- The constitution of Kenya.

- The institution of the presidency which unites Kenya

- The promotion of sports and other cultural activities.

- The establishment of settlement scheme which has made it possible for people of different

backgrounds to live together.

* The symbols of national unity e.g the flag, National Anthem ***(Any 6 x 2 = 12mks)***

21(a) ***Give three reasons why General Elections are important in Kenya.***

- They provide Kenyans with an opportunity to choose leaders of their choice.

- It’s constitutional requirement

- They enable Kenyans to exercise their democratic rights.

- They offer alternative ideas of running the Government through different political parties

manifestos.

- They make elected leaders to work hard so as to be re-elected. ***(Any 3 x 1 = 3mks)***

(b) ***Describe six ways through which the independence of the judiciary is guaranteed in Kenya.***

- It is established by the Constitution of the National Government.

- Judges of the superior courts have security of tenure of office.

- Members of the judiciary are not held accountable to their action/decision if they are taken in lest

interest of dispensing injustice.

- Judges/magistrates swear the oath of allegiance to the constitution.

- The appointments of the magistrates are done by the Judiciary Service Commission in order to

guarantee its independence. ***(Any 6 x 2 = 12mks)***

22(a) ***Identify three basic aims of prison sentences.***

- Rehabilitate offenders

- Punish offenders

- Determine those who might be thinking of committing crimes.

- Separate criminals from law biding citizens. ***(Any 3 x 1 = 3mks)***

(b) ***Explain six reasons why the legislature is the supreme arm of the government.***

- Makes and repeals laws governing the country.

- Can limit the powers of the executive through constitutional amendment.

- Cabinet secretaries are accountable to parliament for their activities in their ministries.

- Can pass a vote of no confidence on the president or any of his appointees.

- Approves and establishes statutory bodies.

- Bills approved by the cabinets are discussed and passed by parliament.

- Passes the budget. ***(Any 6 x 2 = 12mks)***