

## **HISTORY AND GOVERNMENT PAPER 1 MARKING SCHEME**

### **SECTION A (25 MARKS)**

**Answer all the questions in this section.**

**1. What was the main reason for the dispersal of the coastal Bantus from Shungwaya?**

Attacks by the Oromo speakers

*1 x 1 = 1 Mark*

**2. Two functions of Njuri Ncheke among the Ameru. (2 marks)**

- Settling disputes.
- Presided over religious ceremonies.
- Officiated over social functions e.g. initiation.
- They declared war with the neighboring communities. (2×1=2 marks)

**3. Name the missionary society that established a home for freed slaves at the coast. (1 mark)**

- The Church Missionary Society (CMS)
- Abbreviation alone not awarded. (1×1= 1 mark)

**4. Highlight two factors which led to the increase in demand for slaves along the East African Coast during the 19th Century. (2 marks)**

- Demand for cheap African labor in Portuguese/ French plantation
- Demand for domestic workers in the Arab World/ Arabia
- Establishment of plantation agriculture at the Coast. **Any 2 x 1 = 2 marks**

**5. Name the document which contains the Bill of Rights for Kenyan citizens. (1 mark)**

- The Constitution of Kenya

**6. Give the meaning of citizenship. (1 mark)**

- It is the legal right of belonging to a particular state or country.

**7. Give one political party that was represented in the Second Lancaster House conference of 1962. (1 mark)**

- Kenya African National Union (KANU)
- Kenya African Democratic Union (KADU)
- African Peoples Party (APP)
- National Party of Kenya (NPK)

**8. State two ways in which Kenyans exercise pure democracy. (2 marks)**

- Referendum
- Recall
- Plebiscite
- Initiative

**9. Two reasons why the British allowed the Imperial British East Africa company to administer their possession in East Africa during the 19th century. (2 marks)**

- The British tax payers were not ready to sustain the administration of the colony as it was expensive.
- The company officials were familiar with the region based on their trading experience in the area.
- The British tax payers did not see the economic benefit of the region.

- Inadequate personnel. (2×1=2 marks)

10. **One feature of the political organizations which were formed in Kenya before 1939. (1 mark)**

- They were ethnic (tribal based/ oriented)
- They were non militant.
- They were led by mission educated.
- They were formed in response to socio-economic and land problems faced by various ethnic groups
- They did not demand for independence.
- Had common grievances.. (1×1= 1 mark)

11. Name the political party that led Kenya to independence. (1 mark)

- The Kenya African National Union (KANU) **1 x 1 = 1 mark**

12. **Two sources of Kenyan law**

- African customs
- Religious belief systems
- British common law
- Legislation or acts of parliament
- Judicial precedents
- The constitution

**2 x 1 = 1 mark**

13. **Two conditions a person in Kenya must fulfil to vie for presidential elections**

- Must be a Kenyan citizen
- Must be 35 years and above
- Must be a registered voter in a constituency
- Must be nominated by a political party
- Must not be bankrupt
- Must be of sound mind

14. Name two Asians who assisted the Africans in the struggle for independence in Kenya. (2mks) *A.M. Jevanjee*

*Pio Gama Pinto*

*Desai*

15. Give **one** reason for the adoption of African Socialism in Kenya. (1 mark)

- The desire to promote unity in the country
- The desire to create a society free from inequality oppression/ racism
- The desire to create a just/humane society **Any 1 x 1 = 1 mark**

16. **Two ways in which parliamentary supremacy is exercised in Kenya (2 marks)**

- Parliament is the law making organ / it makes, amends and repeal laws.
- It can pass a vote of no confidence with the president and government.
- It can limit the power of the executive by amending the constitution.
- Cabinet secretaries are accountable to the parliament for the activities in their ministries.
- Bills prepared by the cabinet has to be legislated by parliament.

- Parliament approves government revenue and expenditure.
  - Parliament vets senior appointment by the president. (2×1= 2 marks)
17. State one way in which the covid-19 pandemic affected the education sector in Kenya(1 mark)
- *death of teachers*
  - *closure of schools*
  - *change of the academic calendar*
  - *disruption of the national examination schedule*

**SECTION B (45 MARKS)**

**Answer any three questions in this section.**

18. a) Give five reasons that influenced the migration of Plain Nilotes to Kenya during the pre-colonial period. (5 marks)
- Family / clan disputes forced them to migrate / conflict.
  - There was over population / population pressure in their original homeland.
  - They moved due to drought / famine.
  - The spirit of adventure made them to search for new lands.
  - They moved in search of pasture and water for their livestock.
  - Due to outbreak of diseases / epidemics
  - Pressure / raids from other communities forced them to move to safer areas. (Any 5×1= 5 marks)
- b) Explain five results of the migration and settlement of the Maasai in Kenya during the pre-colonial period. (10 marks)
- They displaced some communities that they found in areas that they settled.
  - Their settlement led to increased population in the region.
  - They intermarried with their neighbors. This strengthened their relations.
  - Some section of the Maasai (Kwavi) became cultivators / assimilated.
  - There was increased trade between the Maasai and the neighbors.
  - There was borrowing / exchange of cultural practices among the communities.
  - They influenced the socio-political organization of the Nandi who created the institution of Orkoiyot similar to Ololbon of the Maasai. (Any 5×2 = 10 marks)
19. a) Give five factors that influenced the location of urban centres in Kenya during the colonial period.
- Existence of administrative centres.
  - Existence of social amenities/ mission stations.
  - Availability of minerals / mining activities/ industries.
  - Availability of security.
  - Agricultural activities.
  - Commercial activities / trading activities.
  - Availability of transport / communication.
- (Any 5×1= 5 marks)
- b) Explain five factors which led to the migration of Africans to the urban areas in Kenya during the colonial period (10 marks)
- The overcrowded/ unproductive reserves created by the colonial government made living conditions difficult/ unbearable thereby resulting into migration to towns.

- Availability of better social services / amenities/ health centres / education provided in towns attracted them.
- Loss of land/ landlessness caused by the colonial land policies resulted in a state of despair thus forcing people to move to towns.
- The taxes imposed on Africans forced them to move to towns to in search of jobs.
- Availability of infrastructure / piped water / paved roads / electricity attracted many people to towns as they hoped for a better life.
- Employment / job opportunities attracted people to towns as it promised them better wages.
- Mistreatment/ frustrations by the labor/ public works forced them to move to towns.
- The widespread poverty in rural / reserves caused untold suffering thereby making them to migrate to towns.
- African entrepreneurs wanted to take advantage of wider markets in town. (Any 5×2=10 marks)

**20. a) List down three roles of Mekatilili in the Agiriama resistance. (3 marks)**

- Administered oath which enhanced unity.
- She rallied (united/ mobilized) the people against a common enemy.
- She presented the Agiriama grievances to the British and some were addressed.
- She served as a motivation to women in Kenya through her leadership. (Any 3×1= 3 marks)

**b) Discuss six results of the Agikuyu mixed reaction. (12 marks)**

- It caused hatred and mistrust among the various sections of the Agikuyu due to various aspects of their reaction to the European invasion.
- Led to alienation of large tracks of land making many Agikuyu become squatters.
- Some leaders became too powerful and acquired a lot of wealth like Gakure and Wan'gombe.
- Collaborators acquired Western education e.g. Kinyanjui Wa Gathirimu.
- Agikuyu allies were made home guards and colonial headmen.
- Those who resisted many lost their lives e.g. Waiyaki wa Hinga.
- They lost their independence since they were easily defeated due to segmentation.
- There was massive destruction of properties through raids and burning down of forts and villages.

(Any 6×2= 12 marks)

**21. a) Give three features of the missionary education in Kenya during the colonial period.(3mks)**

*-it was elementary*

*-it was denominational*

*-it was technical in nature*

**b) Six political roles played by the African elected members of parliament during the struggle for independence.**

- i) They demanded for the release of detained/ imprisoned African Nationalists.
- ii) They net-worked with other pan Africans to hasten the achievement of independence.
- iii) They aired/ presented African grievances in International rights of Africans.
- iv) They popularized Kenyatta thus making him acceptable as a national leader.

- v) They advocated for an increase in African representation in the Legco.
- vi) They enlightened/ educated other Africans on the need to struggle for independence.
- vii) They took part in writing of the independence constitution. **any 6 × 2 = 12 marks**

### **SECTION C**

**Answer any two questions from this section**

22 a) Identify three national symbols.

3mks

- i) National Anthem
- ii) The Coat of Arms
- iii) The Public Seal

Any 3 x 1 = 3

b) Explain six factors which have undermined government efforts of promoting National unity in Kenya. 12mks

- i) The existence of different ethnic groups in the country.
- ii) Political differences especially from multi-party policies
- iii) Religious differences which divide Kenyans along religious lines
- iv) Economic disparities at individual and national level
- v) Insecurity in some areas due to tribal clashes
- vi) Formation of tribal association e.g Gema Luo union

23 (a) Identify three functions of the sergeant at arms in parliament. (3mks)

*- custodian of the mace*

*-execute the speakers orders*

*-take care of the parliamentary premises*

(b) **Explain six powers and functions of the president in Kenya. (10 mks)**

- As head of state s/he represents the people of Kenya locally and internationally.
- The president has appoints cabinet secretaries. Attorney General, Director of Public prosecution, the secretary of the cabinet, principal secretaries, high commissioners ambassadors with the approval of the National assembly.
- The president addresses the opening of each newly elected parliament and also addresses special sittings of the parliament
- The president chairs cabinet meetings
- President is the commander-in-chief of the Kenya Defence forces
- The president may exercise power of mercy with the advice of advisory committee
- The president may also confer honours to people

24. a) State five functions of correctional facilities in Kenya

- i) Takes care of the welfare of the prisoners
- ii) Offering the inmates vocations training
- iii) Confines prisoners convicted by the courts
- iv) Watch over the behaviour of suspected criminals i.e remandees
- v) Executive the correct sentences e.g administering punishment
- vi) Rehabilitates convicted prisoners

b) Explain five factors that undermine the administration of justice in Kenya today.

- i) Corrupt practices in courts of law
- ii) Political interferences may influence judgement made in court

- iii) Confining suspects in remand for longer period of time without presenting them in a court of law
- iv) Lack of impartiality during trials may lead to unfair judgement
- v) Inability by the police to carry out thorough investigations
- vi) Inability of ordinary people to meet the costs of prolonged court case
- vii) Lack of knowledge regarding legal/procedures
- viii) Inadequate legal officers to handle the many cases
- ix) Lack of modern technology
- x) Lack of common law

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