

311/1
HISTORY AND GOVERNMENT
PAPER 1
JUNE 2023

NAME: _____
CLASS: _____ ADM. NO: _____
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KASSU JOINT EXAMINATION TEST MARKING SCHEME
Kenya Certificate of Secondary Education
HISTORY AND GOVERNMENT
Paper 1

Section A (25 marks)

1. **Give one way in which the study of History and Government instills patriotism.** (1 mark)
 - (i) *It enables one to acquire positive attitude towards their country*
 - (ii) *It enables one to be a responsible citizen*
 - (iii) *It enables one to be loyal to his/her country*
 - (iv) *It enables one to develop positive values*

Any 1 point @ 1 mark each (1 mark)
2. **Identify one source of Kenyan History.** (1 mark)
 - (i) *Archaeology/ Paleontology*
 - (ii) *Anthropology*
 - (iii) *Linguistics*
 - (iv) *Oral tradition*
 - (v) *Written sources*
 - (vi) *Geology*
 - (vii) *Rock paintings/ art*
 - (viii) *Genetics*
 - (ix) *Electronic sources*

Any 1 point @ 1 mark each (1 mark)
3. **Which is the largest linguistic group in Kenya?** (1 mark)
 - (i) *Bantu*

1 point @ 1 mark (1 mark)
4. **Give two social functions of the Orkoiyot of the Nandi.** (2 marks)
 - (i) *Foretelling the future*
 - (ii) *Presiding over religious functions/ was a religious leader*
 - (iii) *Blessing warriors*
 - (iv) *Rainmaker*
 - (v) *Medicine man*

Any 2 points @ 1 mark each (2 marks)
5. **State one group that rivaled the Portuguese for the control of the Kenyan Coast in the 16th century.** (1 mark)
 - (i) *Egyptians*
 - (ii) *Turks*
 - (iii) *Arabs*
 - (iv) *Persians*
 - (v) *The British*

- (vi) Dutch
- (vii) French

Any 1 point @ 1 mark each (1 mark)

6. Identify one contribution of Johann Krapf to the spread of Christianity in Kenya. (1 mark)

- (i) Johann Krapf built a church in Rabai
- (ii) He converted people to Christianity
- (iii) He translated the Bible into Kiswahili
- (iv) He trained the first catechist who later spread the gospel
- (v) He encouraged other European / missionaries to come to Kenya
- (vi) His exploitation of Kenya led to the opening up of the interior for more missionary activities

Any 1 point @ 1 mark each (1 mark)

7. Mention two types of direct democracy. (2 mark)

- (i) Referendum
- (ii) Plebiscite/Consensus
- (iii) Peoples initiative
- (iv) Exercise the right to recall a non performing member of parliament

Any 2 points @ 1 mark each (2 marks)

8. Give one classification of Human Rights. (1 mark)

- (i) Solidarity rights
- (ii) Social, Economic and Cultural rights
- (iii) Civil and Political Rights

Any 1 point @ 1 mark each (1 mark)

9. State two factors that facilitated the establishment of British rule in Kenya. (2 marks)

- (i) Some African leaders collaborated with the Europeans e.g. the Wanga.
- (ii) Some African rulers were ignorant of the true implication of the protectorate treaties which they signed with the Europeans.
- (iii) The British had superior military weapons compared to African communities.
- (iv) European missionaries who were already operating in Kenya persuaded some African rulers to accept European rule.
- (v) There was disunity among the Africans.
- (vi) Some Kenyan communities had been weakened by internal wars, diseases and slave trade.
- (vii) There was financial support from home government
- (viii) The discovery of quinine reduced European mortality.
- (ix) European traders persuaded their government to acquire African territories which they considered as their commercial spheres.

Any 2 points @ 1 mark each (2 marks)

10. Identify two mandates of Imperial British East Africa Company in the administration of Kenya. (2 marks)

- (i) To trade with the local communities/ promoted legitimate trade
- (ii) To established administrative posts/ maintained law of order
- (iii) To discouraged slave trading
- (iv) To provide information about the interior of East Africa
- (v) To build the Uganda Railway

- (vi) *To secure the British sphere of influence/ promote the spread of Western civilization*
- (vii) *To suppress African resistance against the British*
- (viii) *To pioneer the construction of roads/ improve infrastructure*

Any 2 points @ 1 mark each (2 marks)

11. Give two ways in which the Maasai benefitted from collaborating with the British. (2 marks)

- (i) *The British supported Lenana against Sendeyo in the 1894 succession dispute.*
- (ii) *The Maasai were protected against raids by their neighbours*
- (iii) *Maasai leader/Lenana was made a paramount chief.*
- (iv) *Maasai were rewarded with cattle acquired from un co-operative*
- (iv) *They were employed as mercenaries*
- (v) *They were given food donations during drought and famine*

Any 2 points @ 1 mark each (2 marks)

12. Give the main reason why poll tax was introduced by the colonial government. (1 mark)

- (i) *To force Africans to work on European settler farms.*

1 point @ 1 mark (1 mark)

13. State two recommendations of the Lyttelton Constitution of 1954. (2 marks)

- (i) *Creation of a multi-racial council of ministers.*
- (ii) *Elections to be in 1956 -57 in 8 African constituencies.*
- (iii) *Establishment of an advisory council*
- (iv) *Africans be allowed to form district wide political parties*

Any 2 points @ 1 mark each (2 marks)

14. Identify two demands made by African Elected Members Organization (AEMO) in 1957. (2 marks)

- (i) *They demanded for more election of members of the Legislative Council*
- (ii) *They demanded universal suffrage/ franchise*
- (iii) *They demanded for an end to the state of emergency*
- (iv) *They demanded that Kenya highlands to open to all races*
- (v) *The demanded for the release of political prisoners*

Any 2 points @ 1 mark each (2 marks)

15. Name one category of elected members of the National Assembly in Kenya. (1 mark)

- (i) *Constituency Representatives/Members of Parliament.*
- (ii) *Women Representatives*

Any 1 point @ 1 mark each (1 mark)

16. State the main role of opposition parties in Kenya. (1 mark)

- (i) *To provide a system of checks and balances to the government of the day in order to guard against excess / to act a check on the actions of the government/put the government on its toes.*

1 point @ 1 mark (1 mark)

17. State two circumstances in which the office County Governor can fall vacant. (2 marks)

- (i) *If the governor dies*
- (ii) *If the governor is impeached*
- (iii) *If the governor resigns*

- (iv) *If the governor is mentally incapacitated /becomes insane*
- (v) *If the county government is dissolved by the president*
- (vi) *If he/she is convicted of an offence which attracts an imprisonment of at least 12 months*
- (vii) *Due to gross violation of the constitution*
- (viii) *If he/she ceases to be eligible to be elected a County Governor*

Any 2 points @ 1 mark each (2 marks)

Section B (45 marks)

18. (a) Give five results of the migration and settlement of the Cushites in Kenya. (5 marks)

- (i) *Their settlement led to increased rivalry and conflict over control of resources*
- (ii) *The Cushites who had been converted to Islam spread the religion into areas where they settled.*
- (iii) *They displaced some communities in areas where they settled like the Pokomo and the Mijikenda from Shungwaya.*
- (iv) *They introduced livestock farming into areas where they settled.*
- (v) *They intermarried with communities whom they came in contact with*
- (vi) *There was increase in population in areas where they settled.*
- (vii) *There was development of trading activities between them and their neighbours.*
- (viii) *Bantu borrowed some practice like circumcision and age set system.*
- (ix) *Some communities borrowed the art of iron working from them.*
- (x) *They acquired mixed farming from the Bantu.*
- (xi) *They caused population redistribution in areas they settled*

Any 5 points @ 1 mark each (5 marks)

(b) Describe the political organization of the Luo during the pre-colonial period. (10 marks)

- (i) *The family was the lowest political unit and its head was the father referred to as Jaduong*
- (ii) *Several related families formed the clan*
- (iii) *The Luo was a decentralized community as they did not have an overall leader*
- (iv) *There were lineage councils/Buch Dhoot which settled domestic issues*
- (v) *A council of elders existed in the clan called Doho which was responsible for settling inter family disputes*
- (vi) *Clans were grouped together to form Oganda headed by a chief elder (Ruoth)*
- (vii) *There existed a council of elders/Buch Piny which comprised representatives from each clan and mainly settled inter clan disputes*
- (viii) *There was a class of warriors/Thuondi headed by a leader/Osumba Murwayi and its main responsibility was to defend the community*
- (ix) *Religious leaders e.g. diviners, medicine men, healers and rainmakers influenced their politics*

Any 5 points @ 2 marks each (10 marks)

19. (a) State five reasons for the dominance of the Akamba during the Long Distance trade. (5 marks)

- (i) *The harsh environmental conditions forced them to take part in trading activities.*
- (ii) *Ukambani is centrally located between the coast the interior/proximity to the coast.*
- (iii) *They had much experience in both local and inter-community trade.*

- (iv) *They were skilled hunters and iron workers/availability of trade goods.*
- (v) *Their leaders e.g. Chief Kivoi encouraged trading activities among his people.*
- (vi) *There was high demand of their commodities.*
- (vii) *Existence of well -established trade or caravan routes*
- (viii) *There existed market for trade goods*

Any 5 points @ 1 mark each (5 marks)

(b) Explain five factors that favoured the development of plantation agriculture at the coast. (10 marks)

- (i) *Presence of good climate/plenty of rainfall in the region*
- (ii) *Availability of slave labour*
- (iii) *Availability of unoccupied tracts of land in the mainland/Zanzibar*
- (iv) *Presence of fertile soils that enabled the growth of many crops.*
- (v) *Availability of export market/high demand of products from East Africa*
- (vi) *Seyyid said encouraged settler farmers from Oman and Zanzibar*
- (vii) *Availability of water transport.*
- (viii) *Seyyid Said's interest in development of the overall economy of East African possession*
- (ix) *Good deep natural harbours.*

Any 5 points @ 2 marks each (10 marks)

20. (a) Identify five methods used by the nationalists to fight for independence in Kenya. (5 marks)

- (i) *They used armed struggle against colonial administration*
- (ii) *They organized strikes and boycotts as means of challenging the colonial power*
- (iii) *They used trade unions to articulate the course of their struggle among the workers*
- (iv) *They used their representations in the Legislative Council who pressurized Britain to grant independence to Kenya*
- (v) *They formed social organizations and political parties to press for change*
- (vi) *They used mass media to mobilize the people and articulate their grievances*
- (vii) *They used independent churches and schools to sensitize African about their political rights.*
- (viii) *Africans sent petitions and delegations to the governor and the colonial office in London/ international*

Any 5 points @ 1 mark each (5 marks)

(b) Explain five roles of women in the Mau Mau struggle for independence. (10 marks)

- (i) *They acted as spies/provided intelligence/information to Mau Mau fighters by befriending the home guards/passed information to fighters.*
- (ii) *Some women took up arms/fought alongside men.*
- (iii) *They coordinated supplies/food/weapons/medicines for Mau Mau fighters.*
- (iv) *They encouraged people to join/continue with the struggle.*
- (v) *They composed/sang songs to mobilize/support/motivate fighters/ridicule collaborators.*
- (vi) *They participated in the administration of oaths which bound the fighters to stay on course.*
- (vii) *They cared/managed the families as men went into the forest to fight.*
- (viii) *They raised funds for supporting political activities.*

- (ix) *They endured pain and suffering inflicted by the colonial government for the sake of liberation.*

Any 5 points @ 2 marks each (10 marks)

21. (a) Mention five challenges faced by the education sector since independence. (5 marks)

- (i) *Inadequate learning facilities like classrooms and laboratories.*
 (ii) *Lack of enough qualified teachers in some subjects.*
 (iii) *Insufficient funds to adequately remunerate teachers and develop learning facilities.*
 (iv) *High dropout rates in secondary schools due to lack of school fees and early pregnancy for girls.*
 (v) *Lack of discipline in learning institutions resulting from drug abuse, immorality and other vices.*
 (vi) *High population has led to increased demand for education which the government is unable to tackle.*
 (vii) *HIV/Aids/corona pandemic has claimed many lives of teachers and students.*
 (viii) *Cultural inhibitions as some communities do not see the need of education their children especially the girl child.*
 (ix) *Corruption and mismanagement of learning institutions and embezzlement of funds.*
 (x) *Political interference in learning institutions*
 (xi) *Frequent changes and revision of the curriculum has affected the continuity in the education system.*
 (xii) *Too many unemployed people with higher education and technical skills discourage the youth from pursuing higher education.*
 (xiii) *Examination irregularities*

Any 5 points @ 1 mark each (5 marks)

(b) Explain five roles of Harambee philosophy in the economic development of Kenya. (10 marks)

- (i) *It has promoted a sense of mutual social responsibility, the spirit of working together*
 (ii) *It promoted self-reliance and this has reduced overdependence on foreign aid.*
 (iii) *Has helped in the re-distribution of wealth between the rich and the poor.*
 (iv) *It has supplemented government efforts in funding development projects.*
 (v) *Expansion of education in the country has been realized*
 (vi) *Development of agriculture has been realized.*
 (vii) *Development of infrastructure like bridges.*
 (viii) *Harambee functions have been used to educate the people on development plans.*
 (ix) *Soil conservation measures were under taken like tree planting and construction of gabions.*
 (x) *It inculcated hard work among the citizens*
 (xi) *Formation of cooperative societies among Kenyans thus development*
 (xii) *It encouraged Kenyans to engage in income generating activities*

Any 5 points @ 2 marks each (10 marks)

Section C (30 marks)

22. (a) **State three ways of losing Kenyan Citizenship by registration. (3 marks)**
- (i) *If one receives a jail term for a period of three years or more within five years from the period of registration*
 - (ii) *If one has been convicted of treason or an offence with a penalty of at least seven years of imprisonment or more, any time after registration*
 - (iii) *If citizenship was obtained through fraud or corruption.*
 - (iv) *If one associates with a Kenyan enemy or gives out secrets to an enemy or assists the enemy in any way. Any 3 points @ 1 mark each (3 marks)*
- (b) **Explain six effects of conflicts in Kenya today. (12 marks)**
- (i) *It leads to deaths/loss of lives*
 - (ii) *It leads to destruction of property*
 - (iii) *It leads to displacement of people/refugees*
 - (iv) *It leads to a state of insecurity*
 - (v) *It leads to violation of people's rights and freedoms*
 - (vi) *It leads to lack of development in the nation*
 - (vii) *It leads to suspicion, fear and bad relations among people*
 - (viii) *It leads to widespread human suffering and misery*
 - (ix) *It leads to impoverishment of people.*
- Any 6 points @ 2 marks each (12 marks)*
23. (a) **Identify three units of the Kenya Police Service. (3 marks)**
- (i) *The Criminal Investigation Department (CID)*
 - (ii) *The General Service Unit (GSU)*
 - (iii) *The Traffic Police*
 - (iv) *The Police Air wing*
 - (v) *The Anti-Narcotics Unit*
 - (vi) *Diplomatic police unit*
 - (vii) *Dog Unit.*
 - (viii) *Kenya Airports Police Unit.*
 - (ix) *Marine Police Unit.*
 - (x) *The Anti-Stock Theft Unit (ASTU)*
- Any 3 points @ 1 mark each (3 marks)*
- (b) **Explain six factors that hinder free and fair elections in Kenya. (12 marks)**
- (i) *Corruption among electoral officials/other players compromises fairness of the electoral process.*
 - (ii) *Inadequate funding*
 - (iii) *Election violence during the election period may discourage/turn away potential voters from exercising their democratic right of voting.*
 - (iv) *Illiteracy of some voters may make them easily misled when voting/exposes them to the danger of being misled.*
 - (v) *Incompetent election officials can mismanage the process thereby undermining its effectiveness.*
 - (vi) *Rigging may interfere with elections where the wrong candidate is declared the winner/right candidate is denied victory.*
 - (vii) *Lack/inadequate civic education deny the electorate opportunity to learn about the importance of participating in elections.*

- (viii) *Poor physical infrastructure where some polling stations may be inaccessible and hence denying voters in such areas a chance to vote/poor transport and communication.*
- (ix) *Harassment of voters by supporters of different candidates/parties can prevent voters from voting in certain regions/ exclusive strongholds/zones.*
- (x) *Electoral equipment like BVR Kits can breakdown during elections thereby slowing down the process.*
- (xi) *External interference*

Any 6 points @ 2 marks each (12 marks)

24. (a) Identify three importance of the National Budget in Kenya. (3 marks)

- (i) *It enables the government to source for revenue to finance its activities / programs*
- (ii) *To enable prudent use of resources/ avoid wastage*
- (iii) *It enables the government to prioritize development according to the needs in the country*
- (iv) *It creates confidence among donors/foreign countries/ World Bank/IMF who bridge budget deficit*
- (v) *It helps the government to assess its performance based on set development targets/ the previous year's performance*
- (vi) *It enhances accountability/ transparency of the government in the eyes of the public / through parliamentary watchdog committees*
- (vii) *It enhances balance in the country's revenue and expenditure hence avoiding budget deficit*
- (viii) *To enable the government explain to the public the tax structure/ set tax levels*
- (ix) *The government is able to set aside some funds to be used in case of emergencies in the course of the financial year*
- (x) *To ensure equitable share of resources and balanced development*
- (xi) *To complete already started projects*

Any 3 points @ 1 mark each (3 marks)

(b) Explain six functions of the National Government of Kenya. (12 marks)

- (i) *Developing and implementing foreign affairs and foreign policy.*
- (ii) *It handles international trade between Kenya and other countries.*
- (iii) *It controls the use of international waters and water sources.*
- (iv) *It handles matters pertaining to immigration and citizenship.*
- (v) *Defending the country from external aggression through forming the KDF*
- (vi) *Maintaining internal Security through establishing the National Police Service.*
- (vii) *It formulates national economic policy and planning for national development.*
- (viii) *Providing and maintaining higher education policies and institutions through development of curricular and examinations.*
- (ix) *Developing transport and communication infrastructure e.g. roads, railways,*
- (x) *Providing health care through formulation of policy and construction and maintenance of national referral hospitals.*
- (xi) *Protecting the environment and national resources.*
- (xii) *Protecting the rights of workers by maintaining labour standards and managing industrial relations.*
- (xiii) *It administers justice by establishing and maintaining an independent Judiciary.*
- (xiv) *Upholding human rights and freedoms*

(xv) *Fostering national unity by recognizing diversity*

Any 6 points @ 2 marks each (12 marks)

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