**MARKING SCHEME HISTORY AND GOVERNMENT PAPER 1 BUNAFAM KCSE 311/1**

**SECTION A (25 marks)**

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

1. **Give** two **limitations of using anthropology as a source of information on History and
Government.** (2 marks)
* *It is an expensive method as it involves living among the people.*
* *It is a time-consuming method of acquiring information.*
* *It is difficult for a researcher to adapt to the environment and when they succeed in adapting, they face the risk of losing their own culture.*
* *People under study may try to behave differently when the researcher is around therefore missing important details*
1. **Name one any one place where the remains of homo sapiens were found in Kenya.(1mk)**
* *Eliye Springs,*
* *Kanjera*
* *Kanam*
1. **Name the dispersal area of the Eastern Bantu. (1mk)**
* *Shungwaya*
1. **Name the section of the maasai that practiced mixed economy.(1mark)**
* *Kwavi/iloikop*
1. **Give** the main **factor that enabled the early visitors to come to the Kenyan coast by 1500.(1mk)**
* *Monsoon winds*

 **6. Outline two importance of being a good citizen. (2marks)**

* *Being a good citizen promotes peace and stability hence development.*
* *A good citizen promotes law and order hence enjoyment of rights and freedoms.*
* *Good citizenship promotes cordial relationship and social peace.*
* *It reduces government expenditure on security organs necessary for maintaining order.*
* *It promotes the good name of a country hence encourages tourism*
* *It curbs against social vises like corruption, nepotism or tribalism*
* *It promotes good relationship with neighbors*
1. **Give** two **ways in which education has promoted national unity in Kenya. (2 marks)**
* *Through music,drama,sports*
* *Through the study of subjects i.e history and c.r.e*
* *Establshment of natonal schools*
* *Subjecting students to same syllabus and natonal exam*
1. **Identify two key changes contained in the New 2010 Constitution. (2marks)**
* *Reduction of president’s executive powers.*
* *Devolution of power to regions (creation of county and national governments.)*
* *Creation of the senate and national assembly to constitute parliament.*
* *Citizenship through Birth/registration and Dual citizenship.*
* *Recognition of the Kadhi’s courts as subordinate courts in the judicial court system.*
* *Expansion of the citizens’ Bill of Rights to guarantee equal representation*
1. **Name any two groups that monitor human rights in Kenya.(2marks)**
* *Lawyers and Judges and other professionals including teachers.*
* *Religious groups*
* *Journalists (The media-print and electronic).*
* *The police service*
* *Association and special commissions, e.g business associations KNHREC*
* *pressure groups*
1. **State one method that the British used to administer the Kenyan colony.(1mark)**
* *Indirect rule*
* *Direct rule*
1. **What was the main contribution of Thomas Joseph Mboya to the history of Kenya? (1mark)**
* *formation of trade union*
1. **What was the** main **reason for the formation of Kenya African Democratic Union in 1960? (1 mark)**
* *Protect the interest of the minority communties*
1. **State two demands made by the African Elected Members organization (AEMO) in 1957. (2 marks)**
* *They condemned the Lyttelton constitution.*
* *They protested the rigid voter qualification requirements imposed on Africans*
* *They demanded that registration of voters be done on a common roll.*
* *They called for the end of a State of Emergency*
1. **Why was the independent constitution of 1963 known as a Majimbo constitution? (1 mk)**
* *It provided for regional/decentralized government*
1. **State the** main **function of the correctional services in Kenya. (1 mark)**
* ***Rehabilitate wrong doers***
1. **Name the chief administrator and accounting officer of the Judiciary. (1 mark)**
* *Chief registrar*
1. **Identify two principles of devolution of government in Kenya.(2marks)**
* *County governments shall be based on the democratic principles and separation of power.*
* *County governments shall have reliable sources of revenue*
* *No more than two-thirds of the members of representative bodies in each county government shall be of the same gender*.
1. **Identify the political event which threatened the stability of Kenya in 1978. (1 mk)**
* *The death of President Jomo Kenyatta*

**SECTION B (45 marks)**

***Answer any THREE questions from this section.***

18. a) Name five communities that comprises the eastern Cushites. (5 mks)

* *Borana,*
* *Somali*
* *Oromo*
* *Gabra*
* *Rendille*
* *Burji.*

b) Explain **five** results of the interactions between the Bantu and the Cushites in Kenya during the pre- colonial period. (10 mks)

* *There was massive warfare during the migrations leading to killing of many.*
* *They displaced some of the communities which they came into contact with e.g. the*
* *Oromo pushed the Mijikenda from the Shungwaya region in AD 1500 AND 1600.*
* *They intermarried with those people they interacted with e.g. the some of the Pokomo*

 *intermarried with the Borana.*

* *Their settlement led to expansion / development of trade between them and bantu*
* *There was cultural exchange between them and the Bantu. E.g.the taboo against eating Fish among the Bantu, the age set system and circumcision has origin from the Cushites.*
* *The migrations led to population pressure in the region.*
* *Adoption of some agricultural practices from the Bantu.*
* *There was redistribution of population in Kenya. The Mijikenda for example were scattered at Shungwaya*

19. a) Give three causes of the Somali resistance to the British rule in Kenya during the 19thcentury. (3mks)

* *The Somali were opposed to the division of Somaliland into the British and Italian spheres of influence, which separated the clans.*
* *They were opposed to punitive expedition sent against them by the British.*
* *The Somali people being Muslims were opposed to being controlled by the British*
* *who were Christians.*
* *The British attempted to stop the Somali raiding activities against their neighbors.*
* *The Somali were against British control of their pastureland and watering points.*
* *The British wanted the Somali to drop their nomadic way of life*

 b) Explain **six** effects of the Maasai collaboration with the British in the early 20th Century. (12mks)

* *Lenana was made a paramount chief of the Maasai in 1901.*
* *The collaboration led to the separation of the Maasai related clans. The Purko Maasai*

*were divided into the Loita and Ngong Maasai.*

* *There was massive land alienation with the Maasai being moved to the Ngong and*
* *Laikipia reserves and later the southern reserve.*
* *Maasai freedom in conducting rituals was curtailed with their confinement to a five –*
* *square-mile reserve for initiation rites.*
* *The Maasai lost their independence. Just like any other part of kenya, Maasailand*

*became part of the British protectorate.*

* *There was total disruption of their territorial integrity. Even their cattle economy was*

 *disrupted as the number of livestock was reduced.*

* *The Maasai gained material reward in form of cattle and grains looted from resisting*
* *communities like the Nandi and Luo of Ugenya.*
* *Their age old custom of livestock cross- breeding with their Samburu neighbours was*

*disrupted curtailing their migratory behaviour.*

* *Some Maasai were hired as mercenaries against the resisting communities such as the*

*Nandi and Agikuyu.*

20. a) Give **five** grievances of Kikuyu Central Association which were presented by Jomo Kenyatta to the Colonial Secretary in 1929. (5 marks)

* *Introduction of free primary education for Africans.*
* *Provision of secondary and higher education for Africans.*
* *Abolition of kipande system*
* *Appointment of Africans to LEGCO*
* *Release of Harry Thuku*
* *Giving of Title Deeds to Africans as a guarantee against any further land alienation.*
* *Rejection of the proposed East Africa Federation*

 b) Explain **five** factors that promoted the rise of African nationalism in Kenya after 1945. (10 marks)

* *The Acquisition of western education by many Africans by 1945 which enabled them to articulate their grievances*
* *The return of the ex-servicemen after the second world war which exposed the myth of the white supremacy making Africans ready to fight them.*
* *The change of government from Conservative to Labour Party in Britain in 1946 stimulated a new attitude in Britain towards decolonization.*
* *The granting of independence to India and Pakistan in 1947 aroused great confidence among Africans in Kenya to also clamour for their own independence.*
* *The rise of Pan-Africanism in Africa after the 1945 Manchester conference contributed to the new demands for political independence in Kenya.*
* *The formation of the UNO and the pressure it exerted on the European powers to decolonize helped the Kenyans in their course.*
* *The emergence of United States and the Soviet Union as super powers in the world*

*contributed to the decolonization process.*

* *The signing of the Atlantic Charter in 1941 which demanded that when the WWII ended, all subject peoples should enjoy the right to self-determination.*

21. a) State five features that characterized African socialism in Kenya.(5mks)

1. *Political Democracy where all people are politically free and equal*
2. *Various forms of ownership of wealth. E.g. free enterprise allowing private ownership*
3. *of property, nationalization policy for key industries, partnership with private sector*
4. *Mutual social responsibility. That the spirit of service and not greed for personal gain*
5. *motivate Kenyans.*
6. *A range of control to ensure that property is used in mutual interests of society and its*
7. *members.*
8. *Progressive taxation to ensure an equitable distribution of wealth and income.*
9. *Diffusion of ownership to avoid concentration of economic power on a few people in*
10. *the society*

b) Explain five ways in which the Harambee philosophy has promoted the development of education in Kenya. (10 mks)

1. *Many education institutions have been constructed using funds raised through Harambee effort.*
2. *Many students have been assisted to pay school fees/thus it enables the needy to go on learning.*
3. *Physical facilities have been constructed/improved through Harambee. This enables learning in a conducive environment.*
4. *Teaching/learning materials have been purchased/ donated to schools to improve the quality of education.*
5. *Additional staff/workers in schools have been paid through Harambee contributions by the parents to offset inadequacy.*
6. *Through Harambee spirit, well-wishers, thus helping the learners to exploit their talents, have supported co-curricular activities.*
7. *School furniture has been bought through Harambee effort thus making learning/teaching comfortable.*
8. *Parents have contributed funds to supplement the government’s school feeding programmes thus improving enrolment.*

**SECTION C (30 marks)**

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

22. a) Outline five rights enjoyed by Children in Kenya. (5mks)

1. *The right to a name and nationality from birth*
2. *The right to free and compulsory basic education.*
3. *The right to basic nutrition, shelter and health care.*
4. *The right to be protected from harmful cultural practices, inhuman treatment and punishment, and exploitative labour.*
5. *Right to parental care and protection.*
6. *Right not to be detained and when detained, to be held for the shortest appropriate period of time.*
7. *Right to separate from adults and in conditions that take account of the child’s sex and age.*
8. *Right to a child’s best interests in every matter concerning the child.*

b) Discuss five ways the Kenyan government have promoted national integration since independence. (10mks)

1. *The government has developed national symbols like the flag, anthem.*
2. *Immediately after independence the then only major opposition party, KADU was disbanded to have a single party system.*
3. *The government also set up a national curriculum in our educational institution.*
4. *Declaring Kiswahili a national language.*
5. *Promotion and fostering Harambee spirit.*
6. *The Nyayo philosophy of peace love and unity.*
7. *The 2010 constitution promises a lot of hope in terms of unity as it may be an important tool of fighting all vices that have discouraged unity.*
8. *The government has tried to bridge the gap between the rich and the poor.*
9. *The teaching of history in schools has helped to create a sense of oneness as Kenyans realize that they share a common history.*
10. *Promotion of games, sports, drama and cultural activities.*
11. *The government has made use of media to propagate unity.*
12. *Abolition of ethnic organizations and groupings.*
13. *Promotion of national public service i.e. civil servants can serve anywhere in the country*

23. a) Outline three sources of the Kenyan law.(3mks)

* *Customs and traditions*
* *Religious teachings*
* *British constitution*
* *Judicial precedents*
* *Legislation of parliament*

 b) Describe the stages in the constitution making process in Kenya since independence. (12mks)

* *Debate over contentious issues*
* *Collection of public views.*
* *Civic education.*
* *Convening of constitutional conferences*
* *Drafting of the constitution.*
* *The referendum*
* *Enactment by the national assembly*
* *Promulgation of the constitution.*

 24. a) Give five functions of the police service in Kenya. (5marks)

1. *The police maintain law and order to ensure that those who break the law are arrested.*
2. *The police protect the law in order to safeguard both life and property.*
3. *Investigates crime and prosecutes offenders in the court.*
4. *The police confines suspected criminals as they await the trial of their cases in the court.*
5. *The police regulate traffic, arrests traffic offenders and check for defective vehicles.*
6. *Provides assistance and relief services to victims of natural calamities such as floods*
7. *Takes part in national projects such as road construction, bridges, hospitals and other facilities.*
8. *During public holidays they control the crowd and entertain people.*
9. *They liaise closely with international police to investigate and arrest international criminals*

b) Explain five challenges facing the National Intelligence Service in Kenya. (10 marks)

1. *Lack of trust from Kenyan, citizens are reluctant to provide information to NIS.*
2. *The body lacks financial credibility and political independence.*
3. *Lack of a clear distinction between accountability and necessary secrecy has sometimes brewed tension.*
4. *The growing volumes and complexity of communications presents a significant*

*security challenge for national intelligence and government agencies that seek to intercept, process monitor and analyze it.*

1. *External and internal threats for example Al-shabaab militia from Somalia,*
2. *Continuous capacity building training is a necessity, given the complexity of the task.*
3. *Limited financial and human resources since inadequate funds are allocated to the service.*
4. *Political interference- with the aim of using the service to gain political mileage.*
5. *Ignorance of the Kenyan people on the kind of tasks the service undertakes and the advice it gives to the government.*
6. *The organ does not have implementation powers and is limited in terms of the ability*
7. *to follow up an implementation of the advice given to the government.*