

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

**311/1**

**December 2021**

**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*
- 2. Name one any one place where the remains of homo sapiens were found in Kenya.(1mk)**
  - *Eliye Springs,*
  - *Kanjera*
  - *Kanam*
- 3. Name the dispersal area of the Eastern Bantu. (1mk)**
  - *Shungwaya*
- 4. Name the section of the maasai that practiced mixed economy.(1mark)**
  - *Kwavi/iloikop*
- 5. 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 vices like corruption, nepotism or tribalism*
  - *It promotes good relationship with neighbors*
- 6. 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*
  - *Establishment of national schools*
  - *Subjecting students to same syllabus and national exam*
- 7. 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*
- 8. 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*
- 9. State one method that the British used to administer the Kenyan colony.(1mark)**
- *Indirect rule*
  - *Direct rule*
- 10. What was the main contribution of Thomas Joseph Mboya to the history of Kenya? (1mark)**
- *formation of trade union*
- 11. What was the main reason for the formation of Kenya African Democratic Union in 1960? (1 mark)**
- *Protect the interest of the minority communities*
- 12. 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*
- 13. Why was the independent constitution of 1963 known as a Majimbo constitution? (1 mk)**
- *It provided for regional/decentralized government*
- 14. State the main function of the correctional services in Kenya. (1 mark)**
- *Rehabilitate wrong doers*
- 15. Name the chief administrator and accounting officer of the Judiciary. (1 mark)**
- *Chief registrar*
- 16. 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.*
- 17. 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 19<sup>th</sup> century. (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)

- Political Democracy where all people are politically free and equal*
- Various forms of ownership of wealth. E.g. free enterprise allowing private ownership of property, nationalization policy for key industries, partnership with private sector*
- Mutual social responsibility. That the spirit of service and not greed for personal gain motivate Kenyans.*

- vi. *A range of control to ensure that property is used in mutual interests of society and its members.*
- vii. *Progressive taxation to ensure an equitable distribution of wealth and income.*
- ix. *Diffusion of ownership to avoid concentration of economic power on a few people in the society*
- x.

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

- i. *Many education institutions have been constructed using funds raised through Harambee effort.*
- ii. *Many students have been assisted to pay school fees/thus it enables the needy to go on learning.*
- iii. *Physical facilities have been constructed/improved through Harambee. This enables learning in a conducive environment.*
- iv. *Teaching/learning materials have been purchased/ donated to schools to improve the quality of education.*
- v. *Additional staff/workers in schools have been paid through Harambee contributions by the parents to offset inadequacy.*
- vi. *Through Harambee spirit, well-wishers, thus helping the learners to exploit their talents, have supported co-curricular activities.*
- vii. *School furniture has been bought through Harambee effort thus making learning/teaching comfortable.*
- viii. *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)

- i. *The right to a name and nationality from birth*
- ii. *The right to free and compulsory basic education.*
- iii. *The right to basic nutrition, shelter and health care.*
- iv. *The right to be protected from harmful cultural practices, inhuman treatment and punishment, and exploitative labour.*
- v. *Right to parental care and protection.*
- vi. *Right not to be detained and when detained, to be held for the shortest appropriate period of time.*
- vii. *Right to separate from adults and in conditions that take account of the child's sex and age.*
- viii. *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)

- i. *The government has developed national symbols like the flag, anthem.*
- ii. *Immediately after independence the then only major opposition party, KADU was disbanded to have a single party system.*
- iii. *The government also set up a national curriculum in our educational institution.*
- iv. *Declaring Kiswahili a national language.*
- v. *Promotion and fostering Harambee spirit.*
- vi. *The Nyayo philosophy of peace love and unity.*
- vii. *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.*
- viii. *The government has tried to bridge the gap between the rich and the poor.*
- ix. *The teaching of history in schools has helped to create a sense of oneness as Kenyans realize that they share a common history.*
- x. *Promotion of games, sports, drama and cultural activities.*
- xi. *The government has made use of media to propagate unity.*
- xii. *Abolition of ethnic organizations and groupings.*
- xiii. *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)

- i. *The police maintain law and order to ensure that those who break the law are arrested.*
- ii. *The police protect the law in order to safeguard both life and property.*
- iii. *Investigates crime and prosecutes offenders in the court.*
- iv. *The police confine suspected criminals as they await the trial of their cases in the court.*
- v. *The police regulate traffic, arrests traffic offenders and check for defective vehicles.*
- vi. *Provides assistance and relief services to victims of natural calamities such as floods*
- vii. *Takes part in national projects such as road construction, bridges, hospitals and other facilities.*
- viii. *During public holidays they control the crowd and entertain people.*
- ix. *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)

- i. *Lack of trust from Kenyan, citizens are reluctant to provide information to NIS.*
- ii. *The body lacks financial credibility and political independence.*
- iii. *Lack of a clear distinction between accountability and necessary secrecy has sometimes brewed tension.*
- iv. *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.*
- v. *External and internal threats for example Al-shabaab militia from Somalia,*
- vi. *Continuous capacity building training is a necessity, given the complexity of the task.*
- vii. *Limited financial and human resources since inadequate funds are allocated to the service.*
- viii. *Political interference- with the aim of using the service to gain political mileage.*
- ix. *Ignorance of the Kenyan people on the kind of tasks the service undertakes and the advice it gives to the government.*
- x. *The organ does not have implementation powers and is limited in terms of the ability*
- xi. *to follow up an implementation of the advice given to the government.*

