

5.0 THE YEAR 2013 KCSE EXAMINATION MARKING SCHEMES**5.1 HISTORY & GOVERNMENT (311)****5.1.1 History & Government Paper 1 (311/1)****SECTION A (25 MARKS)**

1. State **two** ways in which the study of History and Government promotes a sense of patriotism in the learner. (2 marks)
 - (i) It enables one to acquire a positive attitude towards the country.
 - (ii) It enables one to be a responsible citizen.
 - (iii) It enables one to become loyal to his/her country.
 - (iv) It helps one to develop positive values.

Any 2 x 1 = 2 marks

2. Name the community in Kenya that belongs to the Southern Cushites. (1 mark)

- the Dahallo (Sanye)

1 x 1 = 1 mark

3. State **two** political functions of the Oloibon among the Maasai during the 19th century. (2 marks)
 - (i) He administered the Maasai land/acted as unifying factor.
 - (ii) He settled disputes.
 - (iii) He declared war against his enemies/Advised and blessed warriors.
 - (iv) Advised the Council of Elders.

Any 2 x 1 = 2 marks

4. Give **two** ways through which knowledge in marine technology facilitated the coming of the early visitors to the Kenya Coast. (2 marks)
 - (i) It enabled them to use the compass to sail.
 - (ii) It facilitated the construction/use of boats.
 - (iii) It enabled them to develop/apply the skills of map reading.

Any 2 x 1 = 2 marks

5. Identify the town that was established by missionaries in Kenya as a centre for freed slaves during the 19th century. (1 mark)

- Freetown

1 x 1 = 1 mark

6. State **two** ways in which the National Accord and Reconciliation Act, 2008 affected the composition of the Government in Kenya. (2 marks)
 - (i) It created a coalition government.

- (ii) It created the office/position of the Prime Minister.
- (iii) It created the offices/positions of the two deputy prime ministers.
- (iv) It increased the number of ministers/cabinet ministers.

Any 2 x 1 = 2 marks

7. Give **two** reasons why the British used the Imperial British East African Company (IBEAC) to administer its possessions in Kenya. (2 marks)

- (i) It was familiar with the area.
- (ii) They lacked a clear policy on the administration of colonial possessions.
- (iii) They lacked enough personnel.
- (iv) They lacked sufficient funds/inadequate funds.

Any 2 x 1 = 2 marks

8. Identify **two** ways in which the results of the collaboration of the Maasai with the British was similar to that of the Wanga. (2 marks)

- (i) The British recognized their leaders.
- (ii) Both communities lost their independence.
- (iii) The people of both communities were hired as mercenaries.
- (iv) Both communities got material gains/rewards.

Any 2 x 1 = 2 marks

9. Give **one** way in which the construction of the Uganda railway speeded up the colonization of Kenya. (1 mark)

- (i) It enhanced the transportation of troops/administration.
- (ii) It opened up the country to European settlers.
- (iii) It led to forceful displacement/loss of land by some communities.

Any 1 x 1 = 1 mark

10. Give the main political contribution of Christian missionaries in Kenya during the struggle for independence up to 1939. (1 mark)

- They represented the Africans in the Legislative Council (LegCo).

11. Name the first African to be appointed a minister in Kenya by the colonial government. (1 mark)

- B. A. Ohanga

1 x 1 = 1 mark

12. State the main result of the Lyttleton constitutional amendment of 1954. (1 mark)

- It allowed for the formation of Multi-racial government/society.

1 x 1 = 1 mark

13. Identify the leader who stepped down as the president of Kenya African Union for Jomo Kenyatta. (1 mark)

- James Gichuru

14. State **two** ways in which the Harambee spirit promotes national unity in Kenya. (2 marks)
- (i) It encourages people to work together.
 - (ii) It promotes cooperation.
 - (iii) It promotes equity in the distribution of resources.
 - (iv) It enhances interaction of the people.
 - (v) It promotes patriotism.
- Any 2 x 1 = 2 marks
15. State **two** ways through which the Savings and Credit Cooperative Societies in Kenya benefit their members. (2 marks)
- (i) They give loans/credit facilities.
 - (ii) They provide banking facilities/saving facilities.
 - (iii) They provide benevolent/insurance services.
 - (iv) They invest on behalf of members.
 - (v) They create employment.
 - (vi) They educate members on financial management/investment.
- Any 2 x 1 = 2 marks
16. State **one** way through which the opposition political parties in Kenya check on the Government excesses. (1 mark)
- (i) They point out the mistakes made by the government.
 - (ii) They point out misuse of public resources.
- 1 x 1 = 1 mark
17. Give the main challenge facing Free Primary Education Programme in Kenya since its introduction in 2003. (1 mark)
- Over enrollment of the pupils
- 1 x 1 = 1 mark

SECTION B - (45 marks)

18. (a) Give **five** reasons for the migration of the Mijikenda from Shungwaya during the pre-colonial period. (5 marks)
- (i) Due to attacks by the Oromo/Cushitic speakers.
 - (ii) Due to increased population.
 - (iii) Due to internal conflicts/family/clan feuds.
 - (iv) In search for land for cultivation.
 - (v) Due to drought/famine.
 - (vi) Due to outbreak of diseases/epidemics.
 - (vii) Due to love for adventure.
- Any 5 x 1 = 5 marks

- (b) Explain **five** social effects of the migration and settlement of the Mijikenda in their present homeland. (10 marks)

- (i) They intermarried with other groups thereby strengthening relationships.
- (ii) There was cultural exchange due to their interaction with other people/ assimilation/absorption.
- (iii) There was an increase in population in the areas where they settled.
- (iv) There were inter-community conflicts/wars in the areas they settled.
- (v) It caused redistribution of people in the areas they settled leading to further migration/displacement.
- (vi) Some were converted to Islam due to their interaction with Arabs.
- (vii) It led to the establishment of Kaya/villages which were fortified in order to protect themselves against external attacks.

Any 5 x 2 = 10 marks

- 19 (a) State **five** factors which influenced the Akamba to participate in the long distance trade. (5 marks)

- (i) The central/strategic location of the community between the coast and the interior.
- (ii) There existed items of trade.
- (iii) The existence of merchants/leaders/entrepreneurs.
- (iv) There existed trade routes between the coast and the interior.
- (v) There existed markets for trade goods.
- (vi) The establishment of trade links with their neighbours/experience.
- (vii) There was demand for goods.
- (viii) Drought/unreliable rainfall experienced in their area/poor soils.

Any 5 x 1 = 5 marks

- (b) Describe **five** effects of the long distance trade on the people of Kenya. (10 marks)

- (i) It let the settling of people in urban centres that developed along trade routes.
- (ii) It led to the emergence of a class of wealthy people along the coast/in the interior of Kenya/emergence of powerful chiefs & kingdoms.
- (iii) It led to acquisition of foreign/new goods through trade/traditional industries.
- (iv) People acquired /cultivated new crops leading to increased food production.
- (v) Some people were converted into Islam by Muslim traders.
- (vi) People were introduced to money economy thereby making transactions easy.
- (vii) African slave labour led to the development of plantation agriculture along the coast.
- (viii) There was depopulation as many Africans were captured/sold as slaves.
- (ix) It caused untold suffering/misery as people were raided/captured as slaves.
- (x) It opened up the interior leading to colonization.
- (xi) The trade routes later developed into roads and highways.

Any 5 x 2 = 10 marks

20. (a) Give **five** factors that influenced the location of urban centres in Kenya during the colonial period. (5 marks)

- (i) Existence of administrative centres.
- (ii) Existence of social amenities eg, mission stations.
- (iii) Availability of minerals/mining activities/industries.
- (iv) Availability of security.
- (v) Agricultural activities.
- (vi) Commercial activities/trading activities.
- (vii) Availability of transport/communication.

Any 5 x 1 = 5 marks

- (b) Explain **five** factors which led to the migration African to the urban areas in Kenya during the colonial period. (10 marks)

- (i) The overcrowded/unproductive reserves created by the colonial government made living conditions difficult/unbearable thereby resulting into migrations to towns.
- (ii) Availability of better social services/amenities/health centres/education provided in towns attracted them.
- (iii) The taxes imposed on Africans forced them to migrate to towns in search of jobs.
- (iv) Availability of infrastructure/piped water/paved roads/electricity attracted many people to towns as they hoped for a better life.
- (v) Employment/job opportunities attracted people to towns as it promised them better wages.
- (vi) Mistreatment/frustrations by the labour/public works forced them to move to towns.
- (vii) The widespread poverty in rural/reserves caused untold suffering thereby making them to migrate to town.
- (viii) Loss of land/landlessness caused by the colonial land policies resulted into a state of despair thereby forcing people to move to towns.
- (ix) African entrepreneurs wanted to take advantage of wider markets in towns.

Any 5 x 2 = 10 marks

21. (a) Give **five** factors that undermined the activities of the Kenya African Union in the struggle for independence? (5marks)

- (i) Betrayal by some Africans undermined its activities/wrangles between moderates and radicals.
- (ii) Insufficient/inadequate funds hampered its activities.
- (iii) Opposition from the colonial government/settlers.
- (iv) Repressive laws restricted its activities.
- (v) Arrest/detention of its leaders after the declaration of a state of emergency frustrated its members.
- (vi) Lack of proper communication channels.

- (vii) Banning of the party in 1953.
- (viii) Ethnic divisions/fear of dominance by larger communities.
- (ix) Lack of political awareness due to illiteracy.

Any 5 x 1 = 5 marks

- (b) Describe **five** political roles played by the African elected members of parliament during the struggle for independence in Kenya. (10 marks)

- (i) They demanded for the release of detained/imprisoned African nationalists.
- (ii) They networked with other Pan-Africanists to hasten the achievement of independence.
- (iii) They aired/presented African grievances in international fora.
- (iv) They formed political parties/movements to demand for independence/rights of Africans.
- (v) They popularized Kenyatta thereby making him acceptable as a national leader.
- (vi) They took part in the writing of the independence constitution/Lancaster House.
- (vii) They enlightened/educated other Africans on the need to struggle for independence.
- (viii) They advocated for an increase in African representation in the LegCo.

Any 5 x 2 = 10 marks

SECTION C (30 marks)

22. (a) Give **three** conditions that a person should meet to qualify to be a Kenyan citizen by birth. (3 marks)

- (i) If the father or mother of the person is a Kenyan citizen.
- (ii) A child found in Kenya who is/appears to be less than eight years of age and whose nationality and parents are not known.
- (iii) A former Kenyan citizen by birth who reapplies to regain Kenya citizenship.

3 x 1 = 3 marks

- (b) Explain **six** social rights of the individual in Kenya. (12 marks)

- (i) The right to health care services which are of a reasonable standards.
- (ii) The right to housing facilities which are accessible and adequate.
- (iii) The right to have adequate food which is of acceptable quality.
- (iv) The right to regular supply of water which is clean and safe.
- (v) The right to appropriate social security to persons who are unable to support themselves and their dependants.
- (vi) The right to accessible formal education in order to promote literacy.
- (vii) The right to embrace culture/language of one's choice regardless of his/her background.
- (viii) The right to clean environment/sanitation which is free from pollution.

Any 6 x 2 = 12 marks

23. (a) State **three** qualifications for a person to be eligible for election as a member of the National Assembly in Kenya. (3 marks)

- (i) Must be a registered voter.
- (ii) Must be literate.
- (iii) Must be supported by at least 1,000 registered voters in the constituency/must be nominated by a political or an independent candidate.
- (iv) Should uphold good moral values.

Any 3 x 1 = 3 marks

(b) Explain **six** functions of the Independent Electoral and Boundaries Commission of Kenya. (12 marks)

- (i) It registers prospective citizens who intend to participate in the elections.
- (ii) It draws the boundaries of the constituencies/wards in all parts of the country in order to ensure equitable representation of the people.
- (iii) It regulates nomination of candidates by political parties so as to ensure proportional nomination of members.
- (iv) It settles electoral disputes other than petitions arising from the electoral process in order to ensure smooth/fair elections.
- (v) It registers that all candidates who intend to contest for positions during elections/announces and provides an election timetable.
- (vi) It educates voters on their rights/importance of participating in the electoral process so as to make informed decisions.
- (vii) It monitors/observes the elections in order to ensure transparency/honesty.
- (viii) It regulates the amount of money spent by a candidate/political parties to prevent some candidates from influencing the voters.
- (ix) It develops code of conduct for candidates/parties participating in elections with the view of checking malpractices.
- (x) It ensures compliance with the electoral laws by all the parties involved in order to promote free and fair elections.
- (xi) It distributes/transportes electoral materials to all polling stations.
- (ix) It appoints election officials.
- (x) It announces the results and declares the winners.

Any 6 x 2 = 12 marks

24. (a) State **three** objectives of devolving the government of Kenya. (3 marks)

- (i) To promote democratic exercise of power.
- (ii) To promote unity in the country.
- (iii) To empower the people to participate in decision making /to make informed decisions.
- (iv) To protect the interests of the minority/marginalised groups.
- (v) To promote equitable development in the country.

- (vi) To enable people access services/take services closer to the people.
- (vii) To decentralize state organs/functions from the capital.
- (viii) to enhance checks and balances/accountability.

Any 3 x 1 = 3 marks

- (b) Explain **six** ways in which the county governments raise their revenue.

(12 marks)

- (i) They impose property rates within their territories to enable them raise revenue for their operations.
- (ii) They charge for the services they render to the residents of the counties in order to generate income.
- (iii) They are allocated part of the annual national revenue in order to supplement their supplement.
- (iv) By borrowing loans from the national government international organizations to finance development projects.
- (v) They levy taxes on the services/goods generated in the county to finance their activities.
- (vi) Through licences granted to businesses/services operating in the counties.
- (vii) By charging fees for the use of the counties property/fines.
- (viii) By renting property/houses to people inorder to raise funds for development.
- (ix) Through grants eg. local and external sources.

Any 6 x 2 = 12 marks