**MARKING SCHEME**

**HISTORY AND GOVERNMENT**

**PAPER 1**

SECTION A

1. – orlogesaithe

* Kariandusi
* Kanapoi
* Gambles cave
* Fort ternan
* 1x2=2

1. –pokomo

-taita

-taveta

-mijikenda

1X2=2

1. It marked the graduation of the maasai morans into Junior elders

1x1

1. Marine technology e.g boat marking and map technology.

-development of the compass navigation tools.

1x1

5 . –sultan of Zanzibar was given a 16 km (10miles) coastal strip.

-German got a territory between river umba in the North & river Ruvuma in the south and

a coast line.

-British got territory between North of River Umba stretching up to river Juba in to North

1x2=2

1. – Trade

-Intermarriage

-political organization ie had sheiks and used sharia law in administration.

1x2

7. – heligoland treaty /agro German treaty 1890

1x1

8. –encourage and develop a sence of responsibility and duty among the Africans.

-provide mechanism through which educated Africans could articulate their requests at the district level.

* Ensure proper restrictions of Africans in their reserves.
* Provide a means through which the government would understand the African better.

1x2

9. He administered the colony on behalf of the British government.

1x1

10. Kikuyu association

1x1

11. Kamba 1x1

12. Africans were not willing to provide labour.

- They had more experience in railway building

1x2

13. Introduction of kipande system

- Head count for those living in urban centre.

- enacting strict rules on migration to urban centres.

1x2

14. Community based (Asians)

-missionaries

-kenyans established independent schools.

-colonial government.

1x1

15. - Assist new arrivals to settle down in towns.

* Assist to offset funeral expenses.
* Help in payment of school fees.
* organize sports and cultural festivals
* arouse political consciousness of Africans
* Sponsor students to study abroad.
* Give help to those who had lost relatives.
* Contributed money for court fines.
* paid fare home for those who lost jobs

1X1

16 - universal

* have limitations
* are indivisible/ interdependent
* are inherent
* can be suspended or denied
* they are inalienable
* 1x2

17. - must be a person over 21 years of age.

* must have lived in the country lawfully for a period of not less than seven years.
* has satisfied authority that he/she is of good conduct.
* have adequate knowledge of Kiswahili.
* must have proven that one is going to live in Kenya after being naturalized.
* 1x2

SECTION B

18(a)- acted as a parliament –made laws/customs.

-ensured morality was upheld

-punished offenders i.e was the highest court

-conducted religious ceremonies e.g sacrifices

-decided when initiation was to take place.

1x3

(b)- the kikuyu were organized into 9 clans.

-each clan occupied a village

-shared a common ancestry

-rites of passage included circumcision of boys and girls at puberty.

-put the initiates into age sets.

-worshipped a supreme God-Ngai.

-had special people e.g medicine-men

-politically they were organized into chiefdoms.

-the overall political leader was called muthamaki.

-assisted by a council of elders.

-council settled disputes.

-determined customs and traditions.

-punished offenders.

NB student to write three social and three political factors.

2x 6=12

1. (a)- imposed payment of tax by Africans

-denied them the right to grow cash crops.

-colonial government alienated fertile land from Africans

-introduced the squatter system

-created native reserves

1x3

(b) –Africans lost their land and became jobless.

-landless were settled in small, infertile native reserves

-Rural-urban migration.

-introduction of the kipande system to restrict movement for Africans.

Urbanization led to breakdown of African traditional setup.

-overpopulation in town led to lack of employment.

-moral decay due to lack of privacy in slums.

2x6=12

20(a)-British tried to stop them from raiding their neighbours like maasai

-interfered with their trading activities.

-British soldiers stole akamba property.

-introduction of de-stocking policy.

-destroyed their sacred places by cutting down trees there.

1 x 3

(b) –pressure from labour party of Britain after 1945.

-tax payers in Britain were reluctant to support colonies.

-U.N.O condemned colonialism

-the pan African movement

-lobby groups in Britain like the industrialists, economists and slave trade abolitionists.

-activities of trade unionists who were against colonization

-role of freedom fighter e.g. mau mau movement.

2x6=12

21(a) the locals wanted uneducated chiefs to be removed form power.

-wanted Africans to be involved in government

-shimo la tewa school to be promoted to a high school.

-adult education to be promoted through introduction of evening classes

- to allowed to use proceeds from the sale of local brews for local development

-revocation of land allocation to Arabs and Asians while locals were landless.

1x5

(b ) -participated in armed resistance e.g marshal muthoni, nduta wa kore, Elizabeth gachika.

-surveyed the forests and established networks for communication.

-supplied the fighters with provisions like food, medicine, guns and ammunitions.

-acted as spies for the movement especially in Nairobi

-composed songs to motivate the fighters and ridicule home guards.

-they mobilized men and women to join the movement

-participated in oathing ceremonies

-kept secrets of the movement

-suspected women were detained at kamiti

2x5=10

22(a)-convicted criminals

-suspected criminals

-persons of unsound mind.

-A person with infected disease.

-drug addicts

-vagrants.

-a young person under 18yrs to secure education.

1x3

(b) -takes part in public life and governance activities at all levels

-obeys the laws

-participates in development projects/activities

-participates in democratic processes.

-works with others to promote welfare of individuals and community as a whole.

-teaches young people positive values.

-protect social institutions like marriages

-pay tax to the government.

-respects the rights of fellow citizen.

2x6=12

23(a) –citizen participation

-regular, free and fair election.

-political tolerance

-transparency and accountability.

-control of abuse of power.

-multiparty system.

-equality before the law

-economic freedom

-bill of rights

-human rights

-rule of law

1 x5

(b) - Right to life

-protection from discrimination

-right to parental care

-right to education

-right to religious education

-right to health care.

-protection from exploitation

-protection from recruitment into war.

-right to identity

-respect for children with disabilities.

2X5=10

24(a)-provided for the establishment of a federal government

-spelt out that the party with majority forms the government /multiparty.

-rights and obligations of individual citizens.

-establishment of National Assembly consisting of Senate and the House of representatives

-post of prime minister to head the government and a governor general to head the state.

-spelt out the powers and responsibilities between regional government

-divided responsibilities between regional governments and the central government.

1x 3

(b)- Power to prologue parliament/dissolve National Assembly

-power to Appoint or dismiss senior public officials

-power to preserve public security through declaring a state of emergency.

-power to form government after National elections.

-power to Institute Commissions of enquiry to investigate issue of National importance.

-powers to pardon petty offenders.

-powers to declare war or make peace with enemies.

-power to maintain peace in the country by upholding the rule of law

2x6=12