**311/1**

**HISTORY & GOVERNMENT**

**PAPER 1 – MARKING SCHEME**

**SECTION A:**

**1. Brach of history that deals with a peoples means of livelihood.**

- Economic history 1x1 = 1mk

**2. Two sources of Kenyan history.**

* Oral traditions
* Linguistics
* Archaeology
* Anthropology
* Electronic sources
* Written sources any 2x1mk = 2mks

**3. Two pre-historic sites in the Kenyan rift valley. (2 mks)**

* Koobi fora
* Kariandusi
* Olorgesailie
* Hyrax hill
* Gambles care
* Fort Ternan
* Njoro River care any 2x1mk = 2mks

**4. One group of plain Nilotes in Kenya other than the Maasai.**

* Samburu
* Njemps
* Turkana
* Jie any 1x1mk = 1mk

**5. One community with a centralized system of government in pre-colonial Kenya.**

* The Wanga section of the Luyia. 1x1 = 1mk

**6. The main factor that contributed to the growth of city states along the Kenyan coast.**

* Trade between the coast and the outside world. 1x1 = 1mk

**7. Two evidences that are a proof of the Portuguese presence along the Kenyan coast.**

* Fort Jesus
* Vasco da gamas pillar. 2x1 = 2 mks

**8. Treaties signed between the Omani Arales and the British along the coast.**

* Moresby treaty of 1822
* Hammerton treaty of 1845
* Frère treaty of 1873 any 2x1= 2 mks

**9. One way in which the translation of the Bible into vernacular languages facilitated spread of Christianity in Kenya.**

* The local people could read the Bible
* It created better understanding of the teaching of the Bible.
* More Africans could identify themselves with Christianity. Any 1x1 = 1mk

**10. One economic responsibility of a Kenyan citizen.**

* Participating in development activities.
* Paying taxes to the government.
* Fighting corruption.
* Protecting the environment. 1x1= 1mk

**11. Economic factor that promotes national unity in Kenya.**

* Equitable distribution of resources.
* Commercial interaction/trade
* Equal employment opportunities
* Use of common currency. 1x1 = 1mk

**12. The term “Bill of Rights”.**

* It refers to the section in the Kenyan constitution that contains the rights and freedoms of citizens. 1x1 = 1mk

**13. Two rights of the child contained in the children’s Act.**

* Right to education
* Right to life
* Right to parental care
* Right to health care
* Right to religious education
* Right to identity
* Protection from discrimination
* Protection from recruitment to war
* Protection from exploitation
* Respect for children with disabilities any 2x1 = 2mks

**14. Categories of people who monitor the violation/abuse of human rights in Kenya.**

* The police
* Trade unionists
* Religious groups
* Journalists
* Human rights lobby groups any 2x1 = 2mks

**15. Social reasons for the colonization of Kenya.**

* The British wanted to protect their missionaries operating in the area.
* Europeans were on a civilizing mission.
* Humanitarians were interested in abolishing slave trade.
* The need to settle the surplus population. Any 2x1 = 2mks

**16. The treaty which conducted the scramble and partition of East Africa.**

* The Anglo-German Agreement of 1890/Heligoland treaty. 1x1 = 1mk

**17. One community in Kenya which collaborated with the British.**

* The Wanga
* The Maasai any 1x1 = 1mk

**SECTION B**

**18. (a) Economic activities of the Borana during the pre-colonial period.**

* They participated in trade
* They kept livestock.
* They hunted wild animals
* They were gatherers
* They practiced crafts
* They practiced fishing
* They made iron tools
* They grew food crops Any 5x1 = 5mks

**(b) Social organization of the Maasai during the pre-colonial period.**

1. The lowest social unit was the family which comprised of the father, his wife/wives and children.
2. Several related families formed a clan.
3. The maasai were organized into age group/age sets which were made up of people of who were circumcised at the same period.
4. There was a warrior class whose duty was to defend the community/conduct raids.
5. The Maasai believed in the existence of a supreme God Enkai, who was the creator of the universe.
6. There was a religious leader, Laibon who mediated between the community and Enkai.
7. They offered sacrifices to God in special places.
8. They believed in the existence of ancestral spirits whom they revered.

Any 5 points x 2 = 10mks

**19. (a) Reasons for the coming of the Portuguese to the Kenyan coast.**

1. They wanted to find a sea route to India.
2. They wanted to spread Christianity/reduce the Muslim influence.
3. Due to desire for exploration/adventure.
4. They wanted to take part in the coastal trade.
5. To control strategic points on the East African coast from other European rivals/to act as a supply base for their sailing vessels. Any 3x1 = 3mks

**(b) Effects of the Portuguese rule on the East African coast.**

1. The Portuguese built Fort Jesus for defence purpose which later became a tourist attraction.
2. Their harsh and cruel manner of suppressing rebellions led to loss of lives.
3. They introduced new food crops which are staple foods for many Kenyans.
4. Constant rebellions against the Portuguese rule interfered with the trading activities leading to its decline.
5. The coastal towns that resisted Portuguese rule were destroyed and left in ruins
6. They educated the coastal people on how to use animal manure in farming and thus increasing crop yields.
7. Some words borrowed from Portuguese language were used to enrich Kiswahili language.
8. The Portuguese imposed heavy taxation which improverished the coastal people.
9. They fostered good relations between the East African coast and India.

Any 6x2 = 12mks

**20. (a) Communities that were actively involved in long distance trade in Kenya.**

1. The Akamba
2. The Arabs
3. The Mijikenda i.e Agiriama
4. The Waswahili Any 3x1 = 3mks

**(b) Consequences of long distance and international trade.**

1. Commercial relations were established between Kenya and the outside world.
2. It encouraged intercommunity trade in the interior.
3. The people in the interior developed a taste for imported products like cloth, brasswire, guns and gun powder.
4. There was a decline in local craft and industry due to the preference for imported products/goods.
5. The interior of East Africa was opened up to both Arab traders and later to European imperialists.
6. It led to the growth of wealthy machants like Kivoi of the Akamba, Ngonyo of the Agiriama etc.
7. It led to the spread of Swahili culture in the interior.
8. Islam found its way into the interior as a result of long distance trade.
9. The trade led to the introduction and spread of new crops from the interior like maize and rice. Any 6x2 = 12mks

**21. (a) Methods used by the British to establish colonial rule in Kenya.**

1. Military rule.
2. Signing treaties/agreement with some African rulers/collaboration/diplomacy.
3. Divide and rule tactics.
4. Luring African rulers with gifts/present/trickery.
5. They established bases of operation/company rule. Any 3x1 = 3mks

**(b) Problems experienced by the Imperial British East African Company in Kenya.**

1. There was scarcity of mineral wealth and profitable export commodities which made it difficult for the company to generate enough wealth to meet the cost of administration.
2. There was poor transport network which made movement of goods slow/difficult/expensive thereby making the enterprise less profitable.
3. There was lack of proper co-ordination between the company headquarters in Britain and the officials in Kenya hence delays/waste and misunderstandings.
4. The company officials lacked the experience which was necessary for the success of the administration in the protectorate.
5. Some of the company officials were corrupt and therefore concentrated on their personal enrichment at the expense of the enterprise.
6. Resistance from the local communities posed a great challenge to the company as it had to administer and at the same time suppress the communities.
7. There was inadequate capital to carry out its operations thus making the administration of the protectorate ineffective.
8. Unfavourable climatic conditions/tropical diseases claimed lives of some of the company personnel.
9. Lack of enough personnel.
10. Rivalry from the German East Africa Company affected its operations.

Any 6 points well explained 2 = 12 mks

**SECTION C:**

**22. (a) Circumstances that can make a Kenyan citizen to be denied the right to life.**

1. When defending oneself/property.
2. When effecting a lawful arrest.
3. When preventing escape of a lawfully detained person.
4. When preventing a person from committing a crime/felony.
5. In a situation of war.
6. When suppressing a riot/rebellion/mutiny. Any 3x1= 3mks

**(b) Civic responsibilities of a Kenyan citizen.**

1. A responsible citizen pays tax to enable the government meet its financial obligations.
2. To participate in community development activities to improve the welfare of people in the community.
3. To participate in the democratic process by electing leaders/being elected to ensure good governance.
4. To obey laws so as to enhance peace in the society.
5. Takes care of the environment in order to promote healthy living.
6. Prevents/fights corruption to promote proper utilization of resources by all.
7. Promote/protects the rights and freedom of all people in society for harmonious co-existence.
8. Promotes the rule of the law by reporting wrong doers/law breakers to the police.
9. To participate in National debates/Barazas. Any 6x2 = 12mks

**23. (a) Ways in which education fosters national unity in Kenya.**

1. Use of one curriculum in all public schools.
2. All schools use one medium of instruction i.e English.
3. All candidates sit for common national examinations.
4. There is centralized training and deployment of teachers by the Teachers Service Commission.
5. The existence of national schools which admits students from all over the country.

5x1 = 5mks

**(b) Impact of conflicts on the Kenyan schools.**

1. Conflicts have led to loss of lives by innocent students through dormitory fires and other criminal activities.
2. Destruction of school property like buildings, vehicles and stationery by rioting students.
3. Destruction of public property like shops and vehicles during riots.
4. Loss of learning time during the unnecessary closures of schools and other institutions of learning.
5. Economic hardships to individuals households who have to meet the cost of damage caused by the students before they can be re-admitted. 5x2 = 10 mks

**24. (a) Principles of democracy.**

1. Participation of citizens in government through voting or being voted for.
2. Existence of an open and accountable media.
3. Upholds the rights and freedoms of individuals eg freedom of speech/expression, worship etc.
4. Equality of all before the law.
5. Participation of citizens in free and fair elections.
6. Transparency and accountability.
7. Economic freedom. 5x1 = 5 mks

**(b) Advantages of democracy.**

1. The interests of the citizens are paramount. The elected leaders cannot ignore the people since they owe their positions to them.
2. It fosters unity among the citizens of a country as all people are accorded equal treatment before the law regardless of colour, gender, political or religious affiliations.
3. It promotes good governance as the leaders are answerable to the people and can be removed from power during elections.
4. Promotes good relations between the rulers and citizens in that leaders are the peoples representatives in the government.
5. It promotes international harmony.
6. It enhances patriotism in a country.

Any 5x2 = 10 mks