**MARKING SCHEMES HISTORY PAPER 1 2019 TERM 1**

**SECTION A (25 MARKS)**

1. Advantages of using written materials as a source of information on history.

* Ensures relatively permanent storage of historical events
* Can easily be translated into different languages
* Accurate
* Cannot be easily distorted/changed. *(1 x 2 = 2 mks)*

2. State **two** economic results of the migration and settlement of the Kenyan communities during the pre-colonial period. (2 marks)

* + Increased trading activities in the regions where they settled
  + Some communities adopted crop cultivation from their Bantu neighbours e.g. Luo and Masaai
  + They also learnt the skill of iron working from the Bantu Any 2 points @ 1 mark each (2 marks)

3. Name the largest linguistic group in Kenya (1mk)

* Bantu (1x1= 1 mk)

4. State two advantages of a written constitution. (2 marks)

* It is not easily altered by selfish persons for their own interests.
* In case of a crisis, it provides a clear guideline on the procedure to be followed.
* It is usually rigid as it recognizes the fundamental rights in the country.
* It is good for a newly formed state to start in an orderly manner.
* It recognizes all the people in the country, regardless of their status.
* It unites the people as it is made after a thorough consultation. (Any 2 x 1 = 2 marks)

5. Identify any two groups that monitor human rights in Kenya.

* Amnesty international
* Fida ( Federation of women lawyers)
* Religious groups
* Members of parliament
* The police
* Media
* Civil society (2x1=2mks)

6. Which community of East Africa was the most active in the long distance trade in the 19th century?

* Yao (1 x 1 = 1mk)

7. State any one function of a constitution.

* It provides the legal ground from which laws are made.
* It spells out the powers of the government and its relationship to the governed.
* It spells out the rights and duties of all citizens.
* Spells out the structure of the government and the function of each organ.
* To reflect the wishes of the people and their social, economic and political aspects. Any 1\*1= 1 mark.

8. Kenyan communities that showed mixed reactions against colonial invasion

* + - * The Luo
      * The Agikuyu
      * The Akamba (2 x 1 = 2 mks)

9. Two grievances of Asians addressed by the Devonshire White paper. *(1 x 2 = 2 mks)*

* They wanted more representation in the Legco.
* They wanted to have equal rights with whites/ against racial segregation.

10. What **major** political change was introduced during the Limuru Conference of 1966? (1 mark)

* The amendment abolished the office of the K.A.N.U. Vice-President and in its place created eight Vice-presidents of the party. 1 point @ 1 mark (1 mark)

11. Highlight the disagreement that led Kenya African National Union and Kenya African Democratic Union to attend second Lancaster House conference (1962) (1mk)

* KANU advocated strong Unitary government while KADU favoured a federal constitution (1x1 = 1mk)

12. Outline two roles of polling clerks in Kenya. (2 marks)

* They check voters’ documents like identification cards.
* They confirm voters’ names in the voters’ register.
* They issue ballot papers.
* They assist the illiterate and the disabled voters.
* They put indelible ink on voters’ fingers.
* They direct the voters to the ballot box and out of the polling station.
* They help in the counting and sealing of ballot boxes. (Any 2 x 1 = 2 marks)

13. Who is the head of judiciary in Kenya?

* Chief justice (1x1=1mk)

14. State two operation forts established by the British to enhance political control in central Kenya

* Fort Hall
* Fort Smith

- Fort Dagoretti (2x1=2mks)

15. Give the main role of the court of appeal

* To hear and determine appeal cases brought to it from lower courts and high court. 1 mark.

16. The constitutional amendment that reverted Kenya to a multi-party state.

* Section 2A. (1 x 1 = 1 mk)

17. One elective seat in the county government in Kenya *(1 x 1 = 1 mk)*

* Governatorial seat
* Senatorial seat
* Member of county assembly seat

**SECTION B (30 marks)**

18.

(a) Give **five** reasons for the migration of Somali into Kenya. (5 marks)

* Escaping threats from the oromo.
* Looking for pasture for their livestock
* Escaping clan or family feuds.
* Population pressure.
* Fleeing outbreak of diseases that affected people and animals.
* Escaping famine and drought.
* To satisfy their spirit of adventure. Any 5 points @ 1 mark each (5 marks)

(b) Describe the political organization of the Nandi during the pre-colonial period. (10 marks)

* The smallest unit was the family headed by the father who dealt with internal matters like discipline, allocation of land, cattle and succession.
* They had a decentralized system of government.
* Above the family was a neighborhood council of elders called Kokwet.
* Above the Kokwet organization was the clan. The clan dealt with, among other things the matter of grazing right.
* The clan was headed by the council of elders
* Above the clan was large social political unit comprising of different war groups located in the same geographical zone called Pororiet.
* Pororiet was the highest in the judicial matter.
* Pororiet could negotiate war and peace.
* They had warriors from age sets who maintained law and order.
* They borrowed the office of the Orkoyiot from the Maasai. Any 5 points @ 2 marks each (10 marks)

19.

(a) What were the reasons for the construction of Kenya Uganda Railway during

the colonial Period

* To facilitate the movement of troops to suppress resistance
* To transport the administrators into the interior for effective control of British East Africa
* To promote the development of legitimate trade
* To transport goods from the interior to the coast
* The British wanted to protect the sources of river Nile
* The British wanted to exploit the resources in the interior

***(5x1)***

(b) Explain 5 reasons which led to the formation of independent churches and

Schools during the colonial period (12 mks)

* Africans were unhappy with the westernizing influence of Christian missionaries/Missionaries
* Taught against African customs/African wanted Christianity but still retained
* African perceived mission education as inadequate as it prepared them for low status jobs the African wanted education that was relevant to African situation. Africans were only taught reading writing and arinthetic (3Rs)
* There was opened discrimination against African in Church leadership.
* There were a reaction against colonial domination and exploitation of African / the Missionaries were perceived as colonialists
* African initiative were some Africans claimed to have received define calling
* Africans were dissatisfied with the interpretation of the Christian scriptures.
* Africans wanted better education to enable them improve their economic status.
* Forced settlement of Africans overcrowded and unproductive reserves forced them to seek wage employment in settler farms.
* Africans were forbidden from growing some cash crops and keeping exotic animals to force them to seek the wage employment in settler farms.
* Establishment of African reserves in remote and underdeveloped areas to deprive them of market for their produce.
* Introduction of payment of taxes cash forced African to seek employment
* The northey circulars of 1918 and 1919 requires all chiefs to supply a number of labour recruit for settler farms and government projects.
* The government offered credit facilities to settlers to develop farming
* Establishment of agro-based industries created ready market for their produce.
* The government encouraged settlers to form cooperatives for effective marketing for their produce.

20. (a) Outline 5 demands of Coast African Association formed in 1943

- The removal of uneducated chiefs from the local native councils and

their replacement with educated Africans.

- The appointment of African colonial officials

- The elevation of Shimo La Tewa School to a high School

- The establishment of evening classes in the region so as to give

African Adults a chance to persue basic western and numeracy

education

- Taxes collected from African traditional drinks for improvement of

African facilities

- A revocation of land allocation to Arabs and Asians who now owned

large tracts of land at the expense of the Mijikenda ***(5x1)***

(b) Explain 5 ways through which the colonial government promoted settler farming in Kenya  ***(10mks)***

- European settlers were provided with large tracts of large which were alienated from Africans through various land legislation

- The introduction of forced labour on European farms ensured steady supply of cheap labour for settlers.

- The introduction of Kipande system ensured that Africans remained in employment

- The squatter system ensured that Africans residing on the settler farms provided the required labour in return to small plots where they practised subsistence farming.

21. (a) State 5 factors that favoured Mau Mau Freedom fighters in Kenya (5mks)

* Oathing which united the fighters
* They used querilla warfare
* The civilian population supplied the fighters with food and Equipment
* Strong leaders like Dedan Kimanthi
* Natural forests of Mount Kenya and the Abedare ranges.
* The fighters had access to swords, guns and ammunition.

(b) Explain 5 factors that made the political organization and movement to demand for political independence after 1945 in Kenya.

- Many Africans had acquired western education that enabled to

articulate their grievances

- The experiences of the world War II

- The granting of independence to India and Pakistan in 1947

- The Atlantic charter that was signed WWII in 1941 declared that people

enjoy their rights

- Pan-African movement which inspired African countries for self

government

- Labour party in Britain favoured decolonization

- Emergence of U.S.A and USSR as superpowers advocated for

decolonization

- Formation of United Nations after World War II which granted political

freedom for African countries.

**SECTION C (30MARKS)**

**22. a)**

* 1. The national flag
  2. The national anthem
  3. The coat of arms
  4. The public seal

3x1=3marks

**b)**

* 1. To promote respect for human rights in public and private institutions
  2. To promote gender equality and equity in national development
  3. To promote the protection and observance of human rights including by the national security organs.
  4. To monitor, investigate and report on the observance of human rights including by the national security organs.
  5. To promote respect for human rights and develop a culture of human rights in the Republic
  6. To receive and investigate complaints about alleged abuses of human rights and take steps to secure appropriate redress.
  7. To investigate or research on matters of human rights and make recommendations to the state organs.
  8. To act as the principal organ of the state in ensuring compliance with the obligations under treaties and conventions relating to human rights.
  9. To investigate any conduct in state affairs or any act or omission in public administration which is prejudicial or improper.
  10. To investigate complaints of abuse of power, unfair treatment, manifest injustice or unlawful, oppressive, unfair, or unresponsive official conduct.
  11. To give report on the results of investigations in the conduct of state affairs like abuse of power.
  12. To listen to complaints of individuals whose rights and freedoms are denied, violated or threatened.

6x2=12marks

23.

. a)

* Grants from the National Government
* Fee charged on services, rendered by the countries
* Fines imposed on offenders
* Rates on property
* Aid from donor agencies
* Loans from financial institution
* Profits from county investments
* Rents on county premises
* 3x1=3marks

b)

* Lack of autonomy from the National Government
* Inadequate funds for their budgetary needs
* Misappropriation/mismanagement/embezzlement of funds
* Over employment of workers who they can not pay well.
* Influential politicians interfere with running of county services
* Lack of adequate sources of revenue
* Rapid population increase strains limited resources within the countries
* Duplication of roles resulting in overlap of functions with National government
* Street families are a menace which counties are unable to handle.
* Environmental degradation caused by air, land, water and noise pollution.
* Inadequate housing resulting from mushrooming of shines

6x2=12marks

24.

(a) Composition of the County Assembly

* + - * Elected members from wards.
      * Special seats for members to ensure gender balance.
* Members to represent marginalized groups e.g persons with disabilities.
* Speaker of the County Assembly. (3 x 1 = 3 mks)

(b) Challenges facing devolution in Kenya today

* + - * Shortage of funds because money allocated from national government is not enough.
* Disagreements between national governments and county governments.
  + - * Poor infrastructure is some counties.
      * Conflict between county executive and county assemblies.
      * Mismanagement of county funds.
* Conflicts over shared resources e.g water, forest, land e.t.c
  + - * Inherited debts from previous local authorities.
      * Structural overlaps leading to inflated wage bill.
* Political interference from parliament and senate.
* Personal differences among elected leaders. (6 x 2 = 12 mks)