**KENYA CERTIFICATE OF SECONDARY EDUCATION(K.C.S.E)**

**MARKING SCHEME**

**311/1 history and government**

**SECTION A:**

1. ***Identify the branch of history which deals with the peoples’ culture, religion*** and education. ( 1mk)
2. Social history 1x1 = 1 mk
3. ***Identify two forms of oral traditions that provide information on Kenyan Communities ( 2 mks***)
4. Stories
5. Riddles
6. Proverbs
7. Legends
8. Myths
9. Songs
10. Tongue twisters 2x1 = 2mks
11. ***State two ways man used fire when he discovered it ( 2 mks***)
12. To cook food/ roast meat/ soften food
13. To warm himself during cold nights
14. To provide light at night
15. To smoke meat/fish for storage
16. To scare away dangerous animals.
17. To harden tips of tools
18. He used it for hunting 2x1 = 2 mks
19. ***Name one community in Kenya which represents the Southern Cushites ( 1 mk***)
20. Dahallo/sanye 1x1 = 2 mks
21. ***State two social functions of Oloibon among the Maasai ( 2 mks)***
22. He conducted religious ceremonies
23. He foretold the future
24. He was a medicine man/ He treated the sick
25. He acted as an intermediate between God/Enkai and people 2x1 = 2 mks
26. ***Name two communities in Kenya which were actively involved in the long distance trade ( 2 mks)***
27. Akamba
28. Giriama
29. Swahili
30. Arabs 2x1 = 2 mks
31. ***Give the main reason why a Kenyan citizen should obey the law ( 1 mk)***
32. It is a duty/ responsibility to obey the law in order to enhance peace and stability 1x1 = 1 mk
33. ***Identify two peaceful ways of resolving conflicts in Kenya ( 2 mks)***
34. Litigation/court action
35. Arbitration
36. Negotiation
37. Mediation
38. Problem solving workshops
39. Arms inspection/disarming armed communities/citizens
40. Legislation
41. Policing
42. Religious action
43. Fact finding mission
44. Conciliation 2x1 = 2 mks
45. ***What was the main ideological difference between KANU and KADU that led to the first Lancaster House Conference ( 1 mk)***
46. KANU favoured a unitary government while KADU wanted federalism/ Majimboism 1x1 = 1 mk
47. ***Identify the document that contains the rights of a child in Kenya ( 1 mk)***
48. The childrens’ act of 2001 1x1 = 1 mk
49. ***Name the Orkoyoit of the Nandi who led the Nandi in resisting the British invasion( 1 mk)***
50. Koitalel Arap Samoei 1x1 = 1 mk
51. ***State two recommendations of the Lyttleton constitution in 1954. ( 2 mks)***
52. All races should participate in government
53. Establishment of a council of ministers to take over from the executive council
54. Election of African representatives to the legco
55. Ban on political parties to be lifted 2x1 = 2 mks
56. ***State one role of the civilians during the struggle for independence in Kenya ( 1 mk)***
57. Provided material support e.g food and clothing to the fighters.
58. Provided moral support to the fighters e.g composed songs.
59. They acted as spies for the fighters
60. Provided hide outs for the fighters.
61. Stole guns and ammunition from Europeans and gave them to the fighters.
62. Endured hardships for the sake of Independence/ curfews and hardships.
63. Refused to give any information about the fighters to the Europeans 1x1 = 1mk
64. ***Name the first vice president of Independent Kenya ( 1 mk)***
65. Jaramogi Oginga Odinga 1x1 = 1 mk
66. ***What was the main contribution of professor WangariMaathai to the development of Kenya ( 1 mk)***
67. Environment conservation / tree planting 1x1 = 1mk
68. ***Who is the executive officer of a county government in Kenya ( 1 mk)***
69. The Governor 1x1 = 1mk
70. ***Identify two factors that undermine free and fair elections in Kenya ( 2 mks)***
71. Inadequate civil education
72. Illiteracy/ inability to mark ballot papers
73. Violence
74. Rigging of votes during counting
75. Corruption/ bribing of voters
76. Tribalism/voting along tribal lines 2x1 = 2 mks

**SECTION B ( 45 MARKS) ANSWER THREE QUESTIONS ONLY FROM THIS SECTION**.

1. a) ***Name three communities that form the central Highland Bantus ( 3 mks)***
2. Agikuyu
3. Ameru
4. Aembu/Mbeere
5. Akamba 1x3 = 3 mks

b) Describe the political organization of the Maasai during the pre – colonial period ( ***12mks***

1. Were organized in a clan system
2. The clan was an independent identy but clans came together when there was an emergency like war
3. Every can was ruled by a council of elders who were experienced retired worriers
4. The council of elders settled disputes relating to marriage and land
5. Ilaiyak / uncircumcised boys looked after cattle.
6. Ilmuran/circumcised youth joined the age set and became warriors.
7. Married men became junior elders ruled the community
8. Senior elders performed religious functions 6x2 = 12 mks
9. ***a) State three problems experienced by Omani rulers in East Africa***
10. Civil war back in their country
11. Threats of Persian invasion to their country
12. Constant rebellions from the coastal towns
13. Because of their harshness they were hated by coastal people
14. They were attacked by sea pirates in the Indian Ocean 1X3 = 3 mks

b***) Explain six positive contributions of the long distance trade in East Africa ( 12mks)***

1. stimulated trading activities at the local levels
2. Enhanced good relations between trading communities/cultural interactions
3. Foreign goods spread to many parts of East Africa.
4. New crops spread to the interior
5. Swahili culture spread along the trading routes
6. Introduction of money economy in East Africa
7. Sultan of Zanzibar spread his influence in the interior along the trade routes.
8. Some individuals who participated in the trade became wealthy. E.g Chief Kiroi.
9. Trading centres developed into towns
10. Islamic religion spread into the interior`
11. Some kingdoms like Wanga acquired wealth and guns and became powerful.
12. Plantation Agriculture developed along the coast due to slave labour.
13. Political links with other countries 6X2 12 MKS

ii.

1. a***) Give five duties that were given to the imperial British East Africa company in administering the Kenya colony ( 5 mks)***
2. To effectively occupy East Africa and maintain general order and security
3. To administer the British sphere of influence
4. To develop and regulate trade
5. To collect taxes in the areas
6. To develop and civilize the indigenous by stopping slave trade, education, transport and health.
7. To exploit the natural resources in the colonies on behalf of Britain
8. To protect Christian missionaries 5x1 = 5 mks

b***) Explain five results of the Wanga collaboration with the British ( 10mks)***

1. The British established their rule in Western Kenya
2. Wanga warriors were used to fight resisting communities like Bukusu, Nandi and Luo/ created animosity
3. The British used Wanga agents to rule various parts of Kenya
4. Mumia was consulted by the colonial government for advice over the appointment of headmen and chiefs in Western Kenya
5. Elureko, Wanga’s capital became the administrative centre until it was transfrerd to Kakamega
6. Mumia was made paramount chief
7. Mumia enjoyed lucrative trade by having Mumias as terminus for trade caravans to Uganda 5x 2 = 10 mks
8. Wanga acquired more territory from the Brithis as a reward e.g Busonga and Bunyala .
9. The Wanga lost their independence.
10. Mumia gained material benefits from the British e.g clothes , fire arms and gumboots.
11. ***a) Name trade three unions which joined to form the Kenya Federation of labour during the struggle for independence in Kenya ( 3 mks)***
12. The local government workers union
13. Domestic and Hotel workers union
14. The East Africa Federation of Building and construction workers union.
15. Transport and allied workers union
16. Government workers unions 3x1 = 3 mks

***b) Explain the role played by the trade unions to improve the lives of the people in Kenya during the colonial period ( 12mks)***

1. Aired the grievances of the workers to the employers/colonial government
2. Managed to achieve better working conditions of workers through strikes and collective bargaining
3. Achieved better wages for Africans and Asians under the colonial government
4. Enlisted the support of international community and alerted it of the oppression in Kenya
5. Educating people on their political rights through seminars and public meetings
6. They opposed racial discrimination/ colour bar among workers
7. Provided a training ground for national leaders who took part in the struggle for independence
8. They assisted and supported those who fought for independence
9. They provided an alternative forum for independence struggle after political parties were banned 2x6 = 12 mks

**SECTION C( 30 MARKS) ANSWER ONLY TWO QUESTIONS FROM THIS SECTION**

1. a***) State three circumstances that can make a Kenyan citizen be denied the right to life ( 3mks)***
2. when defending one self/ property
3. when effecting a lawful arrest / when resisting lawful arrest.
4. When preventing escape of a lawful detained person.
5. When preventing a person from committing a crime felony.
6. In a situation of war
7. When suppressing a riot/rebellion/mutiny 3x1 = mks

b) ***Explain six civic responsibilities of a Kenyan citizen ( 6mks)***

1. Paying taxes to enable government meet its obligations.
2. Obey laws to enhance peace in society.
3. Participate in community development activities.
4. Participate in democratic process by electing leaders/being elected.
5. Take of environment promote healthy living
6. Prevents/fights corruption
7. Promote/protects rights and freedoms of all people
8. Promotes rule of law/ reporting law breakers to police.
9. Participate in national debates. 6x2 = 12 mks
10. a***) State three ways in which the National Accord and Reconciliation Act of 2008 affected the composition of Government in Kenya ( 3mks)***
11. A grand coalition government was established in which two main parties ODM and PNU shared power.
12. Executive authority was divided between ODM and PNU
13. Mwai Kibaki retained the Presidency while Raila Odinga occupied the office of the Prime Minister.
14. The cabinet was expanded to be shared between ODM and PMU on a 50-50 basis 1x3 = 3 mks
15. Two positions of deputy prime minister were created one for ODM and one for PNU

b) ***Describe the process of constitution making in Kenya ( 12mks***

1. Provision of civil education
2. Collection of views from the public
3. Holding of a national constitutional conference attended by delegates.
4. The conference can amend/accept/reject recommendations of the constitutional commission
5. If all issues are agreed upon it is redrafted by Attoney General and presented to parliament
6. If Issues are not agreed upon it is subjected to referendum
7. After a referendum the draft constitution is forwarded to parliament as a bill.
8. The bill goes through all the stages of law making in parliament
9. The president finally assents/promulgates the constitution
10. The constitution is published in Kenya Gazette and implementation begins/ promulgation by the president 6x2 = 12 mks
11. ***a) Give five reasons why elections are held regularly in Kenya ( 5mks)***
12. It is a constitutional requirement for elections to be held after every five years
13. It gives Kenyans a chance to elect/ pick a leader of their choice in whom they have confidence.
14. It keeps leaders on their toes knowing they may be voted out for failure.
15. It gives citizens a chance to exercise/ practice their democratic rights
16. To help generate new ideas by having covering alternative ways of running the government
17. To inject new blood into parliament and government 5x1 = 5 mks

b) ***Describe five functions of Independent Electoral and Boundaries Commission of Kenya ( 10mks)***

1. Conducting/ supervising referenda and elections to any elective body/ office established by the constitution.
2. Conducting any other elections as prescribed by parliament.
3. Continuous registration of voters
4. Regular revision of the voters register/ roll.
5. Delimitation of constituencies and wards boundaries
6. Settling electoral disputes before election results are announced including nomination disputes.
7. Registration of candidates for elections
8. Monitoring and evaluation of elections
9. Regulation of the process by which parties nominate their candidates
10. Regulating the amount of money a party/ candidate may use.
11. Developing a code of conduct for candidates and parties
12. Conducting voter/civil education
13. Monitoring compliance with legislation relating to nomination of candidates by parties 5x2 = 10 mks