**HISTORY AND GOVERNMENT**

**PAPER 311/1**

**MARKING SCHEME**

**FORM 4 2023 TERM 1**

**Section A (25mks)**

**Answer all questions in this section**

1. **Identify the arm of government that implements the law 1mk**

The executive

1. **State the dispersal point of the river lake nilotes in Uganda before moving to Kenya 1mk**

Pubungu Pakwach

1. **Give the name of the warriors among the Luo 1mk**

Thuondi (bulls)

1. **Name the missionary who translated the New Testament to Kiswahili 1mk**

Dr. Ludwig Kraph

1. **Give two limitations of right to privacy 2mks**

Tax inspectors enter a premise for tax collection

Health officers for health inspection

Security officers search for a person who has committed a crime

1. **Give one level of conflict 1mk**

Individual vs individual

Group vs group

Individual vs state

Group vs state

State vs state

1. **Identify two functions of Nairobi as an urban centre 2mks**

Administration centre

Transport and communication Centre

Tourist centre

Commercial centre

Residential centre

Cultural centre

Indusrial centre

International centre

1. **State two protection rights of a child 2mks**

Protected from abuse, neglect, harmful cultural practices

Protected from violence, inhuman treatment and exploitative labour

Not to be detained except as a measure of last resort

1. **Give two groups that monitor human rights in Kenya other than KNHREC 2mks**

Trade union movements

Free press/ journalists

NGOs

Law enforcement officers

Civil society groups e.g law society of Kenya

1. **Give the term of the second Maasai agreement of 1911 1mk**

It pushed Maasai from fertile Laikipia reserves to Ngong reserves

1. **Why were Africans not allowed to grow cash crop until 1937? 1mk**

To remove African competition

To ensure provision of labour on European farms

To prevent spread of diseases from African farms to European farms

They claimed Africans did not have the knowledge to undertake large scale farming

1. **Give the MAIN recommendation of Fraser Commission report of 1908 1mk**

It recommended the introduction of racially segregated schools

1. **Identify two groups that provided education during the colonial period 2mk**

The missionaries

The colonial government

The Asians

The Africans

1. **Name the Asian politician who helped East African Association 1mk**

M.A Desai

1. **Identify two recommendations of Lennox Boyd constitution 2mks**

An increase in the number of African elected members from 8 to 14

An increase in the number of African ministers to two

Introduction of a multi-racial representation in Legco.

By providing for 12 specially elected members – 4 from each race.

1. **State two units of the Kenya Police Service 2mk**

Criminal Investigations Department

Anti-Stock Theft Unit

General Service Unit

Traffic Police

Police Airwing

Anti- Narcortics Unit

1. **Identify two functions of the chief justice 2mks**

Head of the judiciary

President of the Supreme Court

Chairperson of JSC

Swears into office the president and Deputy President

Swears in newly admitted advocates of the high court

Assigns duties of the judges of the Supreme Court

**SECTION B (45MKS)**

**Answer any three questions**

**18.a) Give five reasons for migration of Abagusii into Kenya during pre-colonial period 5mks**

Due to population pressure in their original homeland

Natural calamities

External attacks

Internal feuds

Outbreak of diseases

Spirit of adventure

Search for fertile land

**b) Describe the political organization of the Akamba during the pre-colonial period 10mks**

They had a decentralized political system

The basic political unit of the Akamba was the clan

The clan was ruled by council of elders

They had different age-grades – junior elders who were warriors defending the community

Medium elders who assisted in administration.

Full elders –Atumia ma kivalo who delivered judgements

Senior elders –Atumia ma ithembo- who were involved in religious activities

**19.a) Give five causes of Somali resistance to British rule in the 19th C 5mks**

Opposed to the division of Somaliland into British and Italian spheres

Somali being muslims were opposed to control by British Christians

British attempt to stop Somali from raiding neighbours for cattle

Angered by the punitive expeditions sent to their land

The British wanted the Somali to stop nomadic lifestyle

**b) Explain five effects of Maasai collaboration with the British in early 20th C 10mks**

Lenana was made paramount chief of the Maasai

The Maasai lost their land to British settlement

They were rewarded with material wealth acquired from resisting communities

They lost their independence to the British

They were hired as mercenaries to pacify resisting communities

Disruption of their economy as they lost their cattle

They were divided into Maasai of Kenya and Tanzania

**20.a) state ways through which the colonial government controlled migration of Africans to urban** **centres 3mks**

Taking headcount of those supposed to live in urban centres

Enacting strict rules about migration into urban centres

Ensuring that only those with specific activities to undertake in urban centres lived there

Introducing the kipande system

**b) Explain reasons for rise of independent churches and schools during pre-colonial Kenya**

**12mks**

To provide education opportunities for Africans

To preserve their cultural heritage/ values

To sensitize Africans on evils of colonialism- colonial injustices like land alienation, taxation

Kenyans were against the westernizing influence of missionaries

To create job opportunities for Africans as teachers- missionary education only prepared Africans for low status jobs

Africans claimed to have received divine calling- John Owalo

Africans were dissatisfied on interpretation of the Christian scriptures

There was open discrimination against Africans in the church leadership as most served as altar boys

**21.a) outline ways through which the ex-soldiers of WW11 contributed to the struggle for independence in Kenya 5mks**

They were instrumental in the formation of MAU MAU movement

They trained freedom fighters in war tactics

They waged armed struggle against the colonial government

They made weapons used in the struggle for independence

They dispelled the myth of European superiority

**b) Explain five ways in which the Harambee philosophy has promoted the development of education in Kenya since independence 10mks**

Funds raised through harambee were used to build education institutions

Many needy students were assisted to pay school fees

Physical facilities have been constructed/improved using harambee funds

Teaching and learning materials have been purchased to improve quality of education

Additional staff/ workers in schools have been paid using harambee funds

Co-curricular activities have been supported using well-wishers to help exploit talents

**SECTION C (30MKS)**

**Answer any two questions**

**22.a) Give five economic responsibilities of a Kenyan citizen 5mks**

Participate in development activities

Paying taxes

Engaging in income generation

Protecting the environment

Fighting corruption

**b) Explain five factors that undermine National unity in Kenya 10mks**

Unequal distribution of national resources causing imbalance in economic development leading to disharmony

Different religious beliefs causes hatred

Tribalism in employment and allocation of resources creates suspicion and hatred

Nepotism to help relatives causes disharmony

Corruption and bribery leads to mistrust and suspicion

Racism based on colour creates suspicion and hatred

Gender discrimination causes suspicion

Greed for wealth and power causes hatred

**23.a) Give three reasons why the constitution is important in Kenya 3mks**

It defines the structure/ outlines the functions and powers of various branches of government

It clearly states the rights and responsibilities of individuals

It spells out the responsibilities of those in power/ limits their authority

It ensures equality of all Kenyans

It is the basis of all legislations in the country

**b) Explain the functions of the Kenya National Human Rights and Equality Commission 12mks**

To protect respect for human rights/ develop the culture of human rights in the country

To receive complaints about alleged abuses to human rights from citizens

To monitor/ investigate and report on the observance of human rights in the country and take appropriate action

To promote the protection and observance of human rights

To promote gender equality and equity generally

To take steps to secure appropriate redress where human rights have been violated

To investigate or research on matters of human rights and make recommendations to the state

To ensure state compliance with obligations under treaties and conventions relating to human rights

**24.a) What is the composition of the cabinet in Kenya 3mks**

The president

The deputy president

The attorney General

Cabinet Secretaries

**b) Explain six powers of the President in Kenya 12mks**

Commander in –chief of the Kenya Defence Forces

Power to exercise the Executive Authority of the republic

Power of mercy – to pardon convicted criminals

Power to nominate and appoint or dismiss cabinet secretaries, judges of superior courts and state officers

Power to confer honours in the name of the people and the republic

Chairperson of the National Security Council

Power to declare state of emergency

**NB: Don’t award functions.**