

BUKAKA CLUSTER EXAMINATIONS

311/1

HISTORY AND GOVERNMENT MARKING SCHEME

END OF TERM 1, 2025

FORM 4

SECTION A (25marks)

Answer **all** the questions in this section in the spaces provided

- 1) Name **two** sources of History of Kenyan Communities during the Pre-Colonial Period.(2mks)
 - i. *Oral traditions*
 - ii. *Linguistics*
 - iii. *Archeology*
 - iv. *Anthropology*
 - v. *Written record*
 - vi. *Genetics* (any 2x1=2mks)
- 2) Name **two** pre-historic sites in Kenya. (2mks)
 - i. *Olorgesailie*
 - ii. *Kariandusi*
 - iii. *Fort ternal*
 - iv. *Gambles cave*
 - v. *Koobi Fora*
 - vi. *Hyrax hill*
 - vii. *Rusinga island*
 - viii. *Njoro River cave* (any 2x1=2)
- 3) State **one** way in which the Abagusii and Kipsigis interacted during the Pre-colonial Period. (1mk)
 - i. *Intermarriage*
 - ii. *Trade*
 - iii. *Raids/warfare*
 - iv. *Sporting activities* (any 1x1=1)
- 4) Why did the Mijikenda lived in Kayas? (1mk)
 - i. *To enhance their security as they could not easily be attacked when they were living together in settlement* (any 1x1=1)
- 5) Give the **main** economic activity of the Plain Nilotes during the Pre-colonial period. (1mk)

- I. *Livestock keeping* (any 1x1=1)
- 6) Name **one** Arab family which ruled the Kenyan Coast on behalf of Oman. (1mk)
- Mazrui*
 - Nabahan*
 - Busaidi* (any 1x1=1)
- 7) Which Christian Missionary group established a center for freed slaves at the Kenyan Coast? (1mk)
- Church Missionary Society(CMS)* (any 1x1=1)
- 8) Identify **two** ways of becoming a Kenyan citizen. (2mks)
- By birth*
 - By registration*
- 9) Give one way in which the Education System in Kenya promotes National Unity. (1mk)
- Use of one curriculum in all the public schools*
 - Use of one medium of instructions*
 - Centralized national examinations*
 - Centralized training and deployment of teachers*
 - Existence of national schools*
 - Games and sports*
 - Drama / music festivals* (any 1x1=1)
- 10) Identify **two** reasons why African migrated to Urban centers during the Pre-colonial period. (2mks)
- To seek employment*
 - Colonial land policies deprived them of land*
 - Colonial tax system*
 - Reserves were overcrowded*
 - Search for social amenities*
 - Better infrastructure*
 - Poverty* (any 2x1=2)
- 11) Identify the type of constitution that is used in Kenya. (1mk)
- Written constitution*
- 12) Name the document which contains the Bill of Rights for Kenyan citizen. (1mk)
- The constitution of Kenya*
- 13) Apart from the Nandi name two other communities that resisted the establishment of Colonial rule in Kenya. (2mks)
- Agiriyama*
 - Bukusu*
 - Somali* (any 2x1=1)

14) Who was the head of the executive arm of government in Kenya during the colonial period? (1mk)

i. *Governor* (any 1x1=1)

15) Give **two** ways in which the construction of the Uganda Railway speeded up the colonization of Kenya. (2mks)

i. *It enhanced the transportation of troops/administrators*

ii. *It led to forceful displacement/loss of land by some communities*

iii. *It opened up the country to European settlers* (any 2x1=2)

16) Give **two** types of elections held in Kenya. (2mks)

i. *General election*

ii. *By-election*

17) Identify **two** characteristics of African Socialism that promote national development in Kenya. (2mks)

i. *Democracy*

ii. *Respect for human dignity*

iii. *Equal opportunities*

iv. *Mutual social responsibility*

v. *Progressive taxation*

vi. *Various forms of ownership*

vii. *Diffusion of ownership* (any 2x1=2)

SECTION B (45marks)

Answer any three questions from this section in the spaces provided after 24

18) a) Give five reasons which influenced the migration of the Plain Nilotes to Kenya during the Pre-colonial period. (5mks)

i) *search for pasture/water for their livestock*

ii) *outbreak of diseases/epidemics*

iii) *pressure/raids from other communities / external attacks*

iv) *family/clan disputes forced them to migrate /internal conflicts*

v) *there was overpopulation/population pressure in their original homeland*

vi) *they moved due to drought/famine*

vii) *the spirit of adventure made them search for new lands* (any 5x1=5marks)

b) Explain five results of the migration and settlement of Maasai in Kenya during the Pre-colonial period. (10mks)

(i) *they displaced some communities that they found in the area where they settled*

- (ii) their settlement led to increased population in the region*
- (iii) they intermarried with their neighbour/ they strengthened their relations*
- (iv) there was ethnic conflict due to cattle raids/land for settlement*
- (v) there was borrowing/exchange of cultural practices among their communities*
- (vi) there was increased trade between the Maasai and their neighbours.*
- (vii) Some section of the Maasai(Kwavi) become cultivators/assimilated (any 5x2=10marks)*

19) a) State five economic activities of the Borana during the Pre-colonial period. (5mks)

- i. they participated in trade*
- ii. they hunted wildlife*
- iii. they practiced crafts*
- iv. they made iron tools*
- v. they kept livestock*
- vi. they were gatherers*
- vii. they practiced fishing*
- viii. they grew food crops (any 5x1=5marks)*

b) Describe the Political Organization of the Agikuyu during the Pre-colonial period. (10mks)

- i. the family was the basic unit of the society headed by a man/the father*
- ii. they had a decentralized form of government headed by a council of elders*
- iii. they had clans which were formed by several related families*
- iv. each clan was ruled by a council of elders known as 'kiama' /headed by a Muramati*
- v. they had a higher council of elders who acted as a court of appeal/administered justice in the community/settled disputes*
- vi. they had warriors who defended the community against external attacks.*
- vii. They had an age-set system which comprised of boys who had undergone circumcision at the same time. (any 5x2=10mks)*

20) a) Outline three factors that enabled the early visitors to come to the East African Coast before 1500AD . (3mks)

- i. The accessibility of East African Coast from the sea/ocean*
- ii. The development of marine technology/existence of marine's/map reading/compass/navigation*
- iii. The existence of Monsoon winds*
- iv. The technology of natural/deep harbours.*

v. *Peace and stability.* (Any 3×1=3)

b) Explain six effects of the Indian Ocean Trade on the East African Coastal inhabitants before 1500AD. (12mks)

- i. *It led to the development/growth of the city states/towns along the coast like Mombasa which were rich/famous*
- ii. *Many foreigners settled in the East African Coast thereby increasing the population in the region*
- iii. *Islamic religion widely spread in the region as many people were converted into it*
- iv. *Islamic code of law/sharia was introduced which was used to govern the coastal city states/people*
- v. *Arabic/Persian architecture was introduced which was reflected in the designs of houses/mosques built in the region*
- vi. *Islamic education was introduced where Islamic/Madrassa were constructed*
- vii. *There were intermarriages between the early visitors and the coastal inhabitants resulting with new breed of people called Waswahili*
- viii. *Kiswahili language emerged, which was a combination of Bantu and Arabic languages*
- ix. *There was introduction of new crops like rice/cloves/millet/fruits which became staple food for the coastal people*
- x. *Islamic dressing styles were introduced where men wore long robes(kanzus) and women wore veils(Buibui)*
- xi. *There emerged classes of wealthy merchants who lived in splendor which greatly contrasted from ordinary lifestyle*
- xii. *There emerged new structure of administration controlled by Sultans*
- xiii. *It yielded conflicts between communities as demand for slaves increased leading to insecurities* (any 6×2=12)

21) a) State five characteristics of Independent Churches during the Colonial Period in Kenya. (5mks)

- i. *they worked closely with African political associations*
- ii. *they opposed the westernization influence of the missionaries*
- iii. *they allowed the practice of African cultures/values*
- iv. *positions of leadership were held by Africans*
- v. *they retained some of the aspects of mainstream churches in Kenya*
- vi. *most of the founders were educated/trained by the missionaries*
- vii. *they had their following from the rural masses in Kenya* (5×1=5mks)

b) Explain five roles played by women in the Mau Mau Liberation Movement in Kenya. (10mks)

- i. *they acted as spies/provided intelligent information to Mau Mau fighters by befriending the home guards/passed information to fighters*
- ii. *some women took up arms/fought alongside men*
- iii. *they coordinated supplied/food/weapons/medicine for Mau Mau fighters*
- iv. *they encouraged people to join/continue with the struggle*
- v. *they composed/sang songs to mobilize/support/motivate fighters/ridicule collaborators*
- vi. *they cared/managed the families as men went into the forest to fight*
- vii. *they participated in the administration of oaths which bound the fighters to stay in course* (any 5x2=10mks)

Section C

22) a) Give three conditions a person should meet to qualify to be a citizen by birth. (3mks)

- i. *if the mother or father of the person is a Kenyan citizen*
- ii. *a former Kenyan citizen by birth who applies to regain Kenyan citizen*
- iii. *a child found in Kenya who is/appears to be less than eight years of age and whose nationality and parentage is not known.* (any 3x1=3mks)

b) Explain six social rights of an individual. (12mks)

- i. *the right to health care services which are of a reasonable standard*
- ii. *the rights to housing facilities which are accessible and adequate*
- iii. *the right to have adequate food which is of acceptable quality*
- iv. *the right to supply of water which is clean and safe*
- v. *the right to appropriate social security to persons who are unable to support themselves and their dependants*
- vi. *the right to accessible formal education in order to promote literacy*
- vii. *the right to embrace culture/language of one's choice regardless of background*
- viii. *the right to clean environment/sanitation*

23) a) Name five types of courts in Kenya (5mks)

- i. *The court of Appeal*
- ii. *The chief Magistrate court*
- iii. *The Resident Magistrate court*
- iv. *The Senior Principal Magistrate court*
- v. *Special courts/Tribunals*
- vi. *Supreme court*
- vii. *Court martial*
- viii. *High court* (any 5x1=5)

b) Explain the importance of separation of powers between the Legislature, Executive and Judiciary in Kenya. (10mks)

- i. To make the coordination of government programmes and administration effective
- ii. To enable the government to facilitate division of labour
- iii. To help prevent abuse of power/provides checks and balances
- iv. It promote efficient service delivery
- v. It is a constitutional requirement
- vi. To enhance accountability
- vii. It promotes transparency/openness in government dealings
- viii. It ensures that no arm of the government interfere with the other/ promote unity

24) a) State three reasons why the independence of the Judiciary is important in Kenya (3mks)

- i. It helps in the provision of services efficiency /effectively
- ii. It safe guard itself from abuse by the Legislature /Executive
- iii. It enables the court to interpret the law without favour or pressure/any form of influence
- iv. It is the basis of the Rule of Law
- v. It ensures people enjoy rights/freedoms (any 3x1=3mks)

b) Explain six factors which can interfere with free and fair elections in Kenya (12mks)

- i. Corruption among electoral officials/ other players, which compromises fairness of the electoral process
- ii. Election violence during the election period, which may discourage/turn away potential voters from exercising their democratic right of voting
- iii. Illiteracy of some voters may make them easily mislead when voting/exposes them to the danger of being mislead
- iv. Incompetent election officials can mismanage the process thereby undermining its effectiveness
- v. Rigging may interfere with elections where the wrong candidate is declared winner/ right candidate is denied victory
- vi. Lack/inadequate civic education denies the electorate opportunity to learn about the importance of participating in elections
- vii. Poor physical infrastructure where some polling stations may be inaccessible and hence denying voters in such areas a chance to vote
- viii. Harassment of voters by supporters of different candidates/parties can prevent voters from voting in certain regions/ strongholds/zones
- ix. Electoral equipment like Biometric Voter Register(BVR) kits can break down during election thereby slowing down the process.
- x. Adverse weather conditions (Any 6x2=12mrks)