

FORM 4

HISTORY PAPER 1 - MARKING SCHEME

SECTION A.

- 1. Define the term pre-history. (1 mark)**
 - It is study of human activities before the invention of writing. /Study of unrecorded past human activities. (1x1=1mark)
- 2. State two ways in which the migration of the Cushites into Kenya affected the Agikuyu during the pre-colonial period. (2 marks)**
 - i. They adopted female circumcision
 - ii. They adopted the taboo against eating fish
 - iii. There was conflict between them
 - iv. They traded with each other
 - v. They adopted the age-set system. (2x1=2marks)
- 3. Identify the main economic activity of the Maasai during the pre-colonial period. (1 mark)**
 - Livestock keeping/pastoralism. (1x1=1mark)
- 4. Give one way in which the translation of the bible into vernacular languages facilitated the spread of Christianity. (1 mark)**
 - i. The local people could read the bible
 - ii. It created better understanding of the teaching of the bible.
 - iii. More Africans could identify themselves with Christianity. (1x1=1mark)
- 5. Apart from fort Jesus which other historical monument was built by the Portuguese in Kenya. (1 mark)**
 - Vasco da Gama Pillar (in Malindi). (1x1=1 mark)
- 6. Identify two communities which resisted the British occupation of Kenya. (2 marks)**
 - i. Agiriamama
 - ii. Bukusu
 - iii. Somali
 - iv. Nandi (any 2x1=2 marks)

7. Name two groups which were involved in the provision of education services in Kenya during the colonial period. (2 marks)

- i. Christian missionaries
- ii. Colonial government
- iii. Asians/Indians but not the Arabs
- iv. Africans

(any 2x1=2marks)

8. State one type of democracy. (1 marks)

- i. Direct/pure
- ii. Indirect/impure
- iii. Constitutional/liberal

9. Name the political party that led Kenya to independence. (1 mark)

- The Kenya National African Union. (KANU)

10. Identify two types of land ownership in Kenya. (2 marks)

- i. Public land
- ii. Community land
- iii. Private land

(2x1=2marks)

11. Highlight two national days celebrated in Kenya. (2 marks)

- i. Madaraka Day
- ii. Mashujaa
- iii. Jamhuri

(any 2x1=2marks)

12. Identify the type of constitution that is used in Kenya. (1 mark)

- Written.

(1x1=1mark)

13. Outline two types of cases which are determined by the Kadhis court in Kenya. (2 marks)

- i. Marriage cases
- ii. Divorce cases
- iii. Inheritance cases
- iv. Personal status

(2x1=2marks)

14. Highlight the main contribution of Wangari Maathai to the development of Kenya. (1 marks)

- Environmental conservation/tree planting

15. State two ways in which the Harambee spirit promotes national unity in Kenya. (2 marks)

- i. It encourages people to work together
- ii. It promotes cooperation
- iii. It promotes equity in the distribution of resources
- iv. Enhances interaction of the people
- v. Promotes patriotism.

(Any 2x1=2marks)

16. Outline the main grievance of the Ukamba Member Association against the colonial government in Kenya. (1 mark)

- The destocking policy

(1x1=1mark)

17. State two ways in which the national government of Kenya spends its recurrent expenditure. (2 marks)

- i. It establishes/maintains security organs
- ii. It pays salaries for state/public officers
- iii. It services domestic/foreign debts
- iv. It maintains foreign embassies
- v. It provides for social services/health care/education/cash transfer to the elderly
- vi. It caters for emergencies
- vii. Contributes to international organizations COMESA, UNO, AU, EAC
- viii. It repairs/maintains infrastructure.

(2x1=2marks)

SECTION B:

*Instructions: answer **three** questions in this section. (45 MARKS)*

18.

a. State five causes of migration of the highland Nilotes in to Kenya during the pre-colonial period. (5 marks)

- i. There was outbreak of diseases/epidemics
- ii. There was population pressure
- iii. Due to their love for adventure/spirit of adventure/curiosity
- iv. Due to natural calamities/drought/famine
- v. They were searching for land for cultivation
- vi. They were running away from hostile neighbors/external attacks.
- vii. Due to internal conflicts/family feuds
- viii. They were searching for pasture/water. (Any 5x1=5marks)

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

- i. The family was the lowest unit and its head was the father who was referred to as jaduong'
- ii. Several related families formed a clan
- iii. There were lineage council (Buch dhoot) which settled domestic issues
- iv. A council of elders existed in the clan/doho which was responsible for settling interfamily disputes
- v. Clans were grouped to form oganda headed by a chief elder (Routh)
- vi. There existed a council of elders (Buch piny) which comprised or representatives from each clan and mainly settled interclan disputes.
- vii. There was a class of warriors (thuondi) headed by a war leader (osumba mrwayi) and its main function was defend the community
- viii. The Luo was a decentralized community as they did not have an overall leader.
- ix. Religious leaders influenced politics. (Any 6x2= 12 marks)

19.

a. Give three reasons why early visitors came to the Kenyan coast before 1500AD. (3 marks)

- i. They wanted to participate in trade/control the commercial activities along the coast.
- ii. Some came as political/religious refugees
- iii. Some came as explorers/wanted to find out about the resources along the coast
- iv. They wanted to spread their religion
- v. They wanted to establish settlements along the coast.

(Any 3x1=3marks)

b. Explain six effects of Christian missionary activities in Kenya. (12 marks)

- i. African culture/practices like polygamy changed with Africans adopting monogamy
- ii. Western civilization/education spread opening up schools which were centers for the spread of western education.
- iii. Christianity spread broadly resulting into some Africans abandoning their traditional religious beliefs/practices
- iv. They built hospitals/dispensaries which ensured provision of education.
- v. Mission education created jobs among the educated thus creating a gap/major difference between the literate and the illiterate
- vi. They led to formation of independent churches and schools to accommodate Africans whose children could not be admitted / accepted in mission school
- vii. They led to abolition of slave trade/establishment of centers such as frere town near Mombasa
- viii. They promoted exploration of east Africa as they discovered mountains, lakes/drew maps of the region which assisted late explorers
- ix. They contributed to the promotion of imperialism as missionaries opened the way for the colonialists to come and rule Kenya/flag followed the cross
- x. African representation was boosted as missionaries were allowed to represent their interests in the legco/Devonshire white paper of 1923
- xi. Translated the bible into local languages
- xii. They wrote the first Kiswahili dictionary/grammar book.
- xiii. They resulted to development of agricultural/technical skills by training Africans in industrial skills/introduced new farming methods

(any 6 well explained x2 =12 marks)

20.

a. Identify five roles of chiefs during the colonial period in Kenya. (5 marks)

- i. Maintenance of public order
- ii. Hearing petty cases
- iii. Collecting taxes
- iv. To control the brewing of illegal liquor/cultivation of poisonous plants/carrying weapons
- v. Recruitment of labor. (5x1=5 marks)

b. Explain five factors which led to the migration of Africans to the urban area in Kenya during the colonial period. (10 marks)

- i. The overcrowded/unproductive reserves created by the colonial government made living conditions made the living conditions difficult/unbearable thereby resulting into migrations to towns
- ii. Availability of better social services/amenities/health centers/education provided in towns attracted them.
- iii. The taxes imposed on Africans forced them to migrate to towns in search for jobs.
- iv. Availability of infrastructure/piped water/paved roads /electricity attracted many people to towns as they hoped for a better life
- v. Employment/job opportunities attracted people to towns as it promised them better wages
- vi. Mistreatment/frustration by the forced labor/public works forced them to move to towns
- vii. The widespread poverty in the rural/reserves caused them untold sufferings thereby making them to migrate to towns
- viii. Loss of land/landlessness caused by the colonial land policies resulted into a state of despair thereby forcing people to move to towns
- ix. African entrepreneurs wanted to take advantage of markets in the towns. (5x2=10 marks)

21.

a. Identify five methods used by the colonial government to discourage the activities of the Mau Mau Movement in Kenya. (5 marks)

- i. Many people were arrested /detained in various camps
- ii. The armed forces were used to suppress the movement/punitive expeditions
- iii. They killed/executed the activists
- iv. They used traitors or spies to reveal hiding grounds of the fighter
- v. The activists' houses were destroyed/looted /villages burnt down
- vi. The people were put into concentration camps to curtail their movement
- vii. Kenya African union (KAU) was banned
- viii. The independent schools were closed down
- ix. The state of emergency was declared/ curfew enforced
- x. The government tortured MAU MAU supporters. (5x1=5marks)

b. Explain five reasons why Mau Mau movement was able to last for a long time. (10 marks)

- i. Oathing united people and this made them to be committed to the course
- ii. Fighters used guerrilla warfare which made it difficult for the government to contain the rebellion
- iii. The civilian population sustained the rebellion by supplying food weapons and information
- iv. The movement was led by able leaders
- v. The abadares and Mount Kenya forest provided good hideouts for the MAU MAU fighters
- vi. Fighters had adequate weapons which enabled them to persist /continue fighting
- vii. The fighter were ex-service men and were therefore able to apply the military experience they had gained in WW1 and WW2
- viii. The movement received moral and material support from independent African countries. (5x 2= 10marks)

SECTION C

*Instructions: answer any **two** questions from this section. (30 MARKS)*

22.

a. Identify five elective positions in a general election in Kenya. (5 marks)

- i. President
- ii. Member of national assembly
- iii. Senator
- iv. Governor
- v. County women representative
- vi. Member of county assembly. (5x1=5marks)

b. Describe the rights of an accused person in a court of law during trial in Kenya. (10 marks)

- i. The accused person is presumed innocent until proven guilty
- ii. He/she should be informed of the charge with sufficient details so as to prepare a defense
- iii. One should be given adequate time to consult with the advocate/witness
- iv. One should be present when the court proceedings are taking place
- v. One should be given a chance to plead for leniency
- vi. One should not be forced to give evidence
- vii. One should be allowed to be heard
- viii. One should be allowed to appeal against the ruling
- ix. Right to legal representation
- x. To have the trial begin and concluded with few delay
- xi. To remain silent/ not to testify during the proceeding
- xii. To have the assistance on an interpreter if the accused person cannot understand language used in the trial. (5x2=10 marks)

23.

a. Give three categories of the Kenya Defense Forces. (3 marks)

- i. The Kenya army
- ii. The Kenya air force
- iii. The Kenya navy. (3x1=3marks)

b. Explain six challenges encountered by the Kenya Police Service in the course of discharging their duties. (12 marks)

- i. Lack of support/negative attitude from the members of the public who refuse/withhold useful information.
- ii. Corruption among some officers renders them ineffective in discharging their duties.
- iii. Inadequate transport facilities hamper their movement thereby making it difficult for them to respond to emergencies.
- iv. Sophisticated weapons used by criminals threatens/endangers police officers' lives.
- v. Inadequate modern communication equipment makes it difficult for them to relay/pass confidential information.
- vi. Interference by politicians /members of the public demoralizes/frustrates their efforts.
- vii. Betrayal by some officers who collude with the criminals to break the law/subvert justice
- viii. Inadequate training of the officers renders them incompetent in discharging their duties/recruitment of officers with low academic qualifications.
- ix. Terrorism /increased acts of crime
- x. Poor working and living conditions e.g., poor housing/low salaries. (6x2=12marks)

24.

a. State three roles of the Commission of Revenue Allocation (C.R.A). (3 marks)

- i. Making recommendations concerning basis for equitable sharing of resources
- ii. Making recommendations on matters concerning of/financial management by county governments
- iii. To define/enhance the revenue sources of the county and national government.
- iv. To encourage fiscal/financial responsibility/accountability
- v. To determine /publish/regularly review a policy which sets out criteria of identifying the marginalized areas
- vi. Revenue sharing between national and county government
- vii. Sharing revenue among county government. (3x1=3marks)

b. Discuss six reasons why national government of Kenya prepares a budget annually. (12 marks)

- i. It enables the government to source for revenue to finance its activities /programs
- ii. To enable prudent use of resources/avoid waste
- iii. It enables the government to prioritize development according to the needs of the country
- iv. It creates confidence among donors/foreign countries/world bank/IMF who bridge budget deficits.\
- v. If helps the government to asses its performance based on set development targets/previous year's performance.
- vi. It enhances accountability /transparency of the government in the eyes of the public/through the parliamentary watchdog committee
- vii. It enhances balance in the country's revenue and expenditure hence avoiding budget deficits.
- viii. To enable the government, explain to the public the tax structure /set tax levels
- ix. The government is able to set aside some funds to be used in case of emergence in the course of the financial year.
- x. To ensure equitable share of resources/balanced development.

(6x2=12 marks)