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**311/1 MS**  
**HISTORY & GOVERNMENT**  
Paper One  
**MARKING SCHEME**  
**MARCH 2022**

**THE KENYA NATIONAL EXAMINATIONS COUNCIL**  
**Kenya Certificate of Secondary Education**

**HISTORY AND GOVERNMENT**

**Paper 1**

**MARKING SCHEME**  
**(CONFIDENTIAL)**

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**This marking scheme consists of 11 printed pages.**

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**Turn over**

## SECTION A (25 marks)

1.	<p>Identify two linguistic groups in Kenya.</p> <p>(i) Bantu (ii) Nilotes (iii) Cushites</p> <p style="text-align: right;">Any 2 x 1 = 2 marks</p>
2.	<p>State two ways in which the Agikuyu interacted with the Akamba during the pre-colonial period.</p> <p>(i) Through intermarriage. (ii) Through trade. (iii) During warfare. (iv) Through raiding. (v) During sporting activities/wrestling.</p> <p style="text-align: right;">Any 2 x 1 = 2 marks</p>
3.	<p>Give the main economic activity of the Plains Nilotes during the pre-colonial period.</p> <p>(i) Pastoralism. / <i>Livestock keeping</i></p> <p style="text-align: right;">1 x 1 = 1 mark</p>
4.	<p>Highlight two factors which led to the increase in demand for slaves along the East African Coast during the 19<sup>th</sup> Century.</p> <p>(i) Demand for cheap African labour in Portuguese/French plantations. (ii) Demand for domestic workers in the Arab World/Arabia. (iii) Establishment of plantation agriculture at the Coast.</p> <p style="text-align: right;">Any 2 x 1 = 2 marks</p>
5.	<p>Name the document which contains the Bill of Rights for Kenyan Citizens.</p> <p>(i) The Constitution of Kenya. / <i>The constitution</i></p>

		1 x 1 = 1 mark
6.	Give the meaning of the term 'conflict'. (1) It is a situation where people/groups/countries are involved in a disagreement/fight/war between people/state of disharmony.	1 x 1 = 1 mark
7.	Identify the type of constitution that is used in Kenya. (A) Written.	1 x 1 = 1 mark
8.	Identify two colours of the national flag in Kenya. (i) Green. (ii) White. (iii) Red. (iv) Black.	Any 2 x 1 = 2 marks
9.	State two causes of the Bukusu resistance against the British. (i) They were against <u>imposition/recognition</u> of Nabongo Mumia as their leader. (ii) They were opposed to the British demand to <u>surrender their guns</u> . (iii) They wanted to <u>safeguard their independence</u> . (iv) They were <u>opposed to taxation</u> . (v) They detested the European interference with <u>their cultural practices</u> .	Any 2 x 1 = 2 marks
10.	Identify the Cushitic community which attacked the Bantu at Shungwaya during the pre-colonial period. (A) Oromo/Orma /Galla/Wagalla	1 x 1 = 1 mark

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11.	Name the political party that led Kenya to independence. (i) The Kenya African National Union (KANU).	1 x 1 = 1 mark
12.	State <del>two</del> common political characteristics of the National Philosophies in Kenya. (i) They promoted <u>nationalism/patriotism</u> . (ii) They promoted <u>national unity/cohesion</u> . (iii) They promote <u>democratic practices</u> .	Any <u>2</u> x 1 = <u>2</u> marks
13.	Give <del>the</del> two types of elections held in Kenya. (i) General election. (ii) By-election.	2 x 1 = 2 marks
14.	Highlight two branches of the National Government of Kenya. (i) Legislature/Parliament. ( <del>not National Assembly</del> ) <i>Senate</i> (ii) Executive. (iii) Judiciary.	Any 2 x 1 = 2 marks
15.	Give one reason for the adoption of <del>the</del> African Socialism in Kenya. (i) The desire to <u>promote unity</u> in the country. (ii) The desire to create a society <u>free from inequality/oppression/racism</u> . (iii) The desire to <u>create a just/humane</u> society.	Any 1 x 1 = 1 mark
16.	Identify the commission that recommended cost-sharing in education sector in Kenya. (i) The Kamunge Commission.	1 x 1 = 1 mark

17. State two ways in which the National Government of Kenya spends its recurrent expenditure.

- (i) It repairs/maintains infrastructure.
- (ii) It establishes/maintains security organs.
- (iii) It pays salaries for state/public officers.
- (iv) It services domestic/external debts.
- (v) It maintains foreign embassies.
- (vi) It provides for social services/health care/education/cash transfer to elderly.
- (vii) It caters for emergencies.

(viii) contributions to international organisations e.g. UN, AU, EAC

Any 2 x 1 = 2 marks

SECTION B (45 marks)

18.	<p>(a) State five causes of migration of the Highland Nilotes into Kenya during the pre-colonial period. (5 marks)</p> <ul style="list-style-type: none"> <li>(i) There was outbreak of diseases/epidemics.</li> <li>(ii) There was population pressure <i>in the area</i></li> <li>(iii) Due to their love for adventure/spirit of adventure/curiosity.</li> <li>(iv) Due to natural calamity/drought/famine.</li> <li>(v) They were searching for land for cultivation.</li> <li>(vi) They were running away from hostile neighbours/external attacks.</li> <li>(vii) Due to internal conflicts/family feuds.</li> <li>(viii) They were searching for pasture/water.</li> </ul> <p style="text-align: right;">Any 5 x 1 = 5 marks</p>
	<p>(b) Describe the social organization of the Borana in the 19<sup>th</sup> Century.</p> <ul style="list-style-type: none"> <li>(i) It was a patrilineal society where first born son inherited the father's property.</li> <li>(ii) The basic social unit was family with the most senior married man as head of the family.</li> <li>(iii) They practised circumcision for boys which marked a higher stage in life.</li> <li>(iv) It had age set system/Gada which comprised of people initiated at the same period.</li> <li>(v) They practised exogamous marriages where one would marry from a different clan <i>polygamous marriage</i></li> <li>(vi) They were religious/worshipped God called Wak/Wag who was the creator of the universe.</li> <li>(vii) They had religious leaders/Qaalu through whom they worshipped their god.</li> <li>(viii) They performed social ceremonies/marriages/religious rituals/offering sacrifices to mark/celebrate important events in life/ community.</li> <li>(ix) Women were in charge of household chores/built houses/cared for the children <i>division of labour</i></li> <li><del>(x) Old men over 80 years were regarded as sacred wise/scars.</del></li> <li><i>(x) The society was divided into clans consisting related families</i></li> <li><i>(xi) Related and unrelated families lived in camps</i></li> </ul> <p style="text-align: right;">Any 5 points, well described x 2 = 10 marks.</p>

19.	<p>(a) Identify <b>five</b> categories of special groups of people whose rights are enshrined in the Constitution of Kenya. <span style="float: right;">(5 marks)</span></p> <ul style="list-style-type: none"> <li>(i) The youth.</li> <li>(ii) Persons living with disabilities.</li> <li>(iii) Children.</li> <li>(iv) The minority/marginalized.</li> <li>(v) Older members of the society.</li> <li>(vi) The Arrested/detained/held in custody/imprisoned.</li> </ul> <p style="text-align: right;"><b>Any 5 x 1 = 5 marks</b></p>
	<p>(b) Explain <b>five</b> challenges faced by African political organizations in Kenya up to 1939. <span style="float: right;">(10 marks)</span></p> <ul style="list-style-type: none"> <li>(i) Their leaders/members were arrested/deported in order to disconnect them from the people/curtail their political activities.</li> <li>(ii) Their members were harassed by the colonial authorities through the introduction of Kipande system/to monitor their movements.</li> <li>(iii) They experienced leadership wrangles/competition which weakened their fabric/undermined their activities.</li> <li>(iv) They lacked the requisite/ necessary leadership experiences/skills which made them less effective.</li> <li>(v) Some of them were banned/prescribed by the colonial government (Kikuyu Central Association) thereby hindering their operations.</li> <li>(vi) Insufficient funds to finance their activities; which hampered/ slowed down their operations.</li> <li>(vii) Disunity/tribalism/ethnicity among the organizations which facilitated divide and rule scheme by the colonial government.</li> </ul> <p style="text-align: right;"><b>Any 5 points, well explained x 2 = 10 marks</b></p>

22. a) Highlight five features of the independence constitution of Kenya (3 marks)

- (i) It provided for the position of the Head of State/Head of Government.
- (ii) It provided for a bicameral parliament Senate and the House of Representatives Upper and Lower Houses.
- (iii) It provided for a Public Service Commission.
- (iv) It provided for automatic citizenship for all Kenyans.
- (v) It provided for coalition government power sharing between political parties.
- (vi) It provided for multipartism.
- (vii) It created an independent impartial Judiciary/Judicial Service Commission.
- (viii) It provided for regional majimbo/federal system of government.
- (ix) It created an Independent Electoral Commission/Electoral Commission of Kenya.
- (x) It provided for the Bill of Rights.

Any 5 x 1 = 5 marks

(b) Discuss five factors which led to the collapse of Imperial British East African Company (IBEAC) in 1894. (10 marks)

- (i) Resistance by the Africans which undermined the company's operations.
- (ii) There was poor communication between it and the Head Office in Britain hence poor coordination of activities.
- (iii) There was lack of strategic natural resources/minerals for export leading to poor/weak revenue base.
- (iv) Many of the company officials lacked requisite/necessary administrative skills/experience ~~to manage the vast territory.~~
- (v) Inadequate funds made it difficult for it to effectively carry out its operations.
- (vi) Poor transportation/lack of navigable rivers hampered movement of goods/administrators.
- (vii) Corruption among some company officials led to misappropriation/loss of funds/resources.



(X) the area was too vast for few officials to manage

	<p>(viii) Some company personnel experienced health challenges/tropical diseases/harsh climatic conditions which made them less productive.</p> <p style="text-align: right;">Any 5 points, well discussed x 2 = 10 marks.</p> <p>(ix) Rivalry from GEAC affecting its operations</p>
21.	<p>(a) State five characteristics of independent churches during the colonial period in Kenya. (5 marks)</p> <p>(i) They worked closely with <u>African political associations</u>.</p> <p>(ii) They <u>opposed the westernizing influence</u> of the missionaries.</p> <p>(iii) They allowed the practice of <u>African cultures/values</u>.</p> <p>(iv) Positions of <u>leadership were held by Africans</u>.</p> <p>(v) Most of the founders <u>were educated/trained by the missionaries</u>.</p> <p>(vi) they had their following from <u>masses</u> 5 x 1 = 5 marks</p> <p>(vii) They retained some aspects of <u>mainstream churches</u></p>
	<p>(b) Explain five roles played by women in the MAUMAU liberation movement. in Kenya</p> <p>(i) They acted as <u>spies</u>/provided intelligence/ information to MAUMAU fighters by befriending the home guards/passed information to fighters.</p> <p>(ii) Some women took up <u>arms</u>/fought alongside men.</p> <p>(iii) They coordinated <u>supplies/food/weapons/medicine</u> for the MAUMAU fighters.</p> <p>(iv) They <u>encouraged people to join/continue</u> with the struggle.</p> <p>(v) They composed/sang <u>songs</u> to mobilize/support/motivate fighters/ridicule collaborators.</p> <p>(vi) They participated in the administration of <u>oaths</u> which bound the fighters to stay on course.</p> <p>(vii) They cared/managed the <u>families</u> as men went into the forest to fight.</p> <p style="text-align: right;">Any 5 points, well explained x 2 = 10 marks</p>

SECTION C (30 marks)

22.	(a) The three members of the Executive Committee of County Governments in Kenya. (3 marks)  (i) County Governor. (ii) Deputy County Governor. (iii) Members appointed by the Governor. (3 x 1 = 3 marks)
	b) Discuss six functions of a County Governor in Kenya. (12 marks)  (i) He/she is the Chief Executive of the County as public servants in the County Government are accountable to him/her. (ii) He/she appoints members of the County Executive Committee who are chief officers in charge of various departments in the County Government. (iii) He/she assigns responsibilities to the Deputy Governor who is his/her principal assistant in the running of the County. (iv) He/she supervises the County Executive Committee members so as to ensure service delivery in the respective departments. (v) He/she assents to the bills which have been passed by the County Assembly into by-laws. (vi) He/she is in charge of implementation of the County and National legislations in his/her respective County. (vii) He/she represents the County in national/international fora to articulate development agenda for the County.  Any 5 points, well discussed x 2 = 10 marks

(viii) In the event of death, resignation/impeachment of a governor, the new governor will appoint deputy governor. If a sitting dep governor dies/resigns/impeached the new governor will appoint a deputy governor.

(ix) He/she delivers annual state of the county address in the county assembly.

(x) He/she submits to county assembly plans/policies for approval.

(a) State the composition of the Cabinet in Kenya

- (i) The President
- (ii) The Deputy President
- (iii) The Attorney General
- (iv) Cabinet Secretaries

Any 3 x 1 = 3 marks

(b) Explain six functions of the National Assembly in Kenya

(12 marks)

- (i) It makes/amends the laws of the land which are used to govern the country
- (ii) It determines the allocation of public revenue between the National Government/County Governments
- (iii) It represents the interests of the people through their elected members
- (iv) It deliberates on national/international issues of concern with a view of addressing them.
- (v) It exercises oversight over public revenue and its expenditure through its watchdog committees: Parliamentary Accounts Committee, Public Investment Committee
- (vi) It checks the conduct of public state officers: President/Deputy President/other state officers can initiate the process of removing them if need be.
- (vii) It approves declaration of war/state of emergency.
- (viii) It vets senior government/public officers appointed by the President/presidential nominees appointees before they take office.
- (ix) It participates in National budget making by scrutinizing sources of revenue/expenditure by National Government.

Any 6 points, well explained x 2 = 12

marks

24. (a) Name three branches of the Kenya Defence Forces. (3 marks)
- (i) The Kenya Army.
  - (ii) The Kenya Air Force.
  - (iii) The Kenya Navy.
- 3 x 1 = 3 marks.
- (b) Discuss six functions of the Kenya Police Service. (12 marks)
- (i) It liaises with international police/interpol in order to prevent/curb international crime.
  - (ii) It maintains law/order by arresting law breakers.
  - (iii) It controls crowds during public gatherings so as to ensure peace.
  - (iv) It entertains the public during National Days/Madaraka Day/Masujum Day/Jamhuri Day through mounting parades.
  - (v) It confines suspected criminals in custody/cells as they wait to be arraigned in court.
  - (vi) It regulates traffic by directing/arresting traffic offenders/ inspecting vehicles to determine their road-worthiness.
  - (vii) It conducts driving tests for trainee drivers/recommends persons to be issued with driving licences by National Transport Safety Authority (N.T.S.A).
  - (viii) It investigates reported crime/suspected crime with a view to gathering evidence to help in court cases.
  - (ix) It protects property/government installations/ provides security at senior government officers/VIPs/ VVIPs.
- Any 6 points, well discussed x 2 = 12 marks

(v) *It promotes integrity and growth and ensures transparency and accountability.*