

ALLIANCE HIGH SCHOOL



FORM 4 TERM 1 2021 – CAT 1

Kenya Certificate of Secondary Education

311/1 HISTORY AND GOVERNMENT
Aug. 2021 – 2½ hours

PAPER 1

MARKING SCHEME

SECTION A (25 MARKS)

Mark all questions in this section.

1. Two unwritten sources of information on History and Government.

- i. Oral traditions
- ii. Archaeology/paleontology
- iii. Genetics
- iv. Linguistics
- v. Anthropology

(Any 2×1=2 marks)

2. The main economic activity of the Akamba during the pre-colonial period.

- i) Pastoralism/livestock keeping

(1×1=1 mark)

3. Two reasons why Kenyan communities fought against each other during the pre-colonial period.

- i. Competition for land for cultivation/settlement
- ii. Competition for water/pasture
- iii. To demonstrate their military power
- iv. To raid for cattle

(Any 2×1=2 marks)

4. The two main items of trade from the interior of Kenya during the long-distance trade.

- i. Ivory
- ii. Slaves

(2×1=2 marks)

5. Two contributions made by the early Christian missionaries in the field of education in Kenya.

- i. They set up schools/encouraged Africans to go to school
- ii. They taught Africans how to read/write
- iii. They taught Africans vocational skills
- iv. They translated the Bible into African languages
- v. They wrote books/dictionary

(Any 2×1=2 marks)

6. The main reason why the local government was established in Kenya during the colonial period.

- i) To link the central government and the local communities

(1×1=1 mark)

7. The constitutional amendment that made Kenya to return to a multi-party state.

- i. Repeal of section 2A of the constitution
(1×1=1 mark)

8. The main reason why the second Lancaster House Conference was held in 1962.

- i) To come up with a constitution for independent Kenya
(1×1=1 mark)

9. Two economic benefits of the Kenya-Uganda railway during the colonial period.

- i. It facilitated the transportation of goods and services
- ii. It led to the development of urban centres
- iii. It facilitated the movement of traders/promoted trade
- iv. It opened up the interior for economic development e.g. plantation agriculture and industry
- v. It led to creation of employment opportunities
- vi. It led to the development of other forms of transport and communication e.g. roads and telecommunication
(Any 2×1=2 marks)

10. Two ways through which the white settlers acquired land in Kenya during the colonial period.

- i. The colonial government provided land for the settlers
- ii. The white settlers bought land from the colonial government
- iii. The colonial government passed legislation that encouraged white settlers to own land
(Any 2×1=2 marks)

11. Two problems faced by the trade union movement during the colonial period in Kenya.

- i. It had insufficient funds to run its activities
- ii. The colonial government harassed its leaders
- iii. Constant wrangling among the leaders which weakened the movement/poor leadership
- iv. Most people did not support trade unions due to ignorance
(Any 2×1=2 marks)

12. One change introduced by the Lyttelton Constitution of 1954 that benefited the Africans in the struggle for independence.

- i. It led to the establishment of a multiracial council of ministers to replace the Governor's executive council.
- ii. The ban on African political organizations was lifted/allowed political organizations to operate at district levels.
(Any 1×1=1 mark)

13. The main contribution of Thomas Joseph Mboya to the history of Kenya.

- i. He led the trade union movement
(1×1=1 mark)

14. The administrative head of the Parliamentary Service Commission.

- i) The clerk to the Senate
(1×1=1 mark)

15. One member of AEMO at its inception in 1957.

- i. Daniel Arap Moi
- ii. Masinde Muliro
- iii. Lawrence Oguda
- iv. James Muimi
- v. Tom Mboya
- vi. Ronald Ngala
- vii. Bernard Mate
- viii. Oginga Odinga
(Any 1×1=1 mark)

16. One education commissions established in Kenya before independence.

- i. Fraser commission of 1908
- ii. Phelps Stokes commission of 1924
- iii. Beecher commission 1949
- iv. Binns commission of 1952
(Any 1×1=1 mark)

17. Two external sources of government revenue in Kenya.

- i. Loans
- ii. Grants
- iii. Donations
(Any 2×1=2 marks)

SECTION B (45 MARKS)

Mark all questions in this section.

18. a) Three Luo groups which migrated into Kenya during the pre-colonial period

- i. Joka-Jok
- ii. Joka-Owiny
- iii. Joka-Omolo

(Any 3×1=3 marks)

b) The political organization of the Luo during the pre-colonial period

- i. The Luo were a decentralized community.
- ii. At the lowest level of political structure was the family head referred to as Jaduong" which means "the big one"
- iii. Several families who traced their origin to a common ancestor formed a clan. Many such clans existed within the Luo community.
- iv. Within the clan, there existed a council of elders called Doho.
- v. Members of the Doho or clan council were responsible for settling inter-family disputes.
- vi. Below the Doho were lineage councils called buch dhoot that tackled domestic issues.
- vii. Beyond the Doho was a grouping of clans called Oganda.
- viii. At the Oganda level was a council of elders whose chief elder was called Ruoth.
- ix. The council of elders at the agenda level was known as Buch Piny (the law of the land).

(Any 6×2=12 marks)

19. a) Five factors which influenced the Akamba to participate in the long-distance trade

- i. The central/ strategic location of the community between the coast and the interior
- ii. The existence of trade items
- iii. The existence of merchants/leaders/entrepreneurs
- iv. The existence of trade routes between the coast and the interior
- v. The existence of markets for trade goods
- vi. The establishment of trade links with their neighbours/ trading experience
- vii. There was demand for goods
- viii. Drought/ unreliable rainfall experienced in the area/ poor soils

(Any 5 x 1 = 5 marks)

b) Five factors that contributed to the development of trade between the Kenyan coast and outside world by 1900

- i. Availability of items of trade encouraged traders to come to the coast.
- ii. The high demand for goods/trade items from the Kenyan coast by consumers in the outside world led to increased trade.
- iii. The existence of local trade among the Africans along the coast provided a base upon which the Indian Ocean trade developed.
- iv) The monsoon winds facilitated the movement of vessels/ships to and from the coast thus enabling the merchants to take part in the trade.
- v) The Indian Ocean provided access to traders from Asia and Europe.
- vi) The natural harbours along the coast ensured safe docking of ships for loading and unloading of items of trade.
- vii) The relative peace/political stability provided a conducive environment for trade
- viii) Availability of credit facilities from the Indian Banyans/money lenders enabled many people to take part in trade
- ix) Existence of enterprising merchants at the Coast and foreign lands promoted trading links which enabled trade to flourish.
- x) Advancement in ship/boat building led to better sailing vessels thus increased trading activities.

(Any 5×2=10 marks)

20. a) Five grievances of Kikuyu Central Association which were presented by Jomo Kenyatta to the colonial secretary in 1929

- i. Land alienation
- ii. Taxation of Africans.
- iii. Release of Harry Thuku.
- iv. Abolition of forced labour.
- v. Abolition of Kipande system.
- vi. Lack of quality/poor education for Africans
- vii. Lack of African representation of LegCo

(Any 5 x 1 = 5 marks)

b) Five roles played by Thomas Joseph Mboya in the development of trade union movement in Kenya

- i. It was instrumental in the formation of trade union movements.
- ii. He served as a leader in trade union organization both locally and internationally.
- iii. He organized protests /demonstrations against the arrest and harassment of trade union members/workers.
- iv. He liaised with international trade union organizations where he gained knowledge/experience of running trade union.
- v. He solicited for funds to finance the activities of trade union movement in Kenya.
- vi. He organized trade union courses/seminars in various parts of the country to educate the workers/leaders
- vii. He agitated for better terms for workers
- viii. He attended courses on industrial relations abroad where he gained knowledge on labour relations

(Any 5 x 2 = 10 marks)

SECTION C (30 MARKS)

Mark all questions in this section.

21. a) Five decisions reached after the first Lancaster House Conference of 1960

- i. Maintenance of the 12 elective seats in the LegCo
- ii. Composition of the Council of Ministers was to include 4 Africans, 3 Europeans and 1 Asian
- iii. There were to be 33 open seats in the LegCo which were to be contested for on a common roll
- iv. 20 seats would be reserved i.e. 10 for Europeans, 8 for Asians and 2 for Arabs
- v. Formation of country wide political parties e.g. KANU and KADU were allowed
- vi. The state of emergency was lifted
- vii. A bill of rights would be included in the constitution

(Any 5 x 1 = 5 marks)

b) Five importance of separation of powers between the Legislature, Executive and the Judiciary in Kenya

- i. To make the co-ordination of government programmes and administration effective
- ii. To enable the government to facilitate division of labour
- iii. It helps prevent abuse of power/provides checks and balances
- iv. It promotes 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 interferes with the other

(Any 5 x 2 = 10 marks)

22. a) Five functions of the Controller of Budget of the Government of Kenya

- i. He/ she oversees implementation of the budget of the National/ County Government
- ii. He/ she authorizes withdrawals of the public funds
- iii. He ensures that the withdrawals are lawful
- iv. He/ she submits to parliament reports on implementation of budget
- v. He/ she checks the use of government funds
- vi. He/ she advises the government on budgeting
- vii. Arbitration/ mediation role between county and national government in respect to the budget

(Any 5 x 1 = 5 marks)

b) Five ways in which the recurrent expenditure funds are used by the County governments in Kenya

- i. They are used to pay salaries/ wages to the county government workers
- ii. They are used to repair/ maintain government facilities in order to keep them in good working conditions
- iii. They are used to pay loans borrowed to finance operations/ activities in the counties
- iv. They are used in provision of bursaries/ sponsor needy students for further studies
- v. They are used in financing sporting/ cultural activities which take place in the counties
- vi. They are used to pay subscription fee to inter-county associations/ programs in order to sustain their operations
- vii. They are used to buy medical supplies/ medicine required in the county health facilities
- viii. They are used to construct/ maintain transport infrastructure in order to ease movement of people/ goods in the county/ ease commercial activities / stationery fuel and lubricant
- ix. Collection of refuse and solid waste disposal

(Any 5 x 2 = 10 marks)

THE END!!!