



MARANDA HIGH SCHOOL

Kenya certificate of Secondary Education
MOCK EXAMINATION 2021

311/1 HISTORY AND GOVERNMENT Paper 1

December 2021

MARKING SCHEME

- 1. Give two reasons for studying government** (2 marks)
 - Enable citizens know their rights.
 - Understand how organs of the government function.
 - Have knowledge of duties/responsibilities of citizen.
 - Understand how laws are made and enforced.
 - Compare systems of governments in the world.
 - Career subject.
 - Appreciating need for government.
 - For intellectual fulfillment. (First 2x1= 2 marks)
- 2. Identify one limitation of using oral traditions as a source of information in history and government.** (1 mark)
 - Its subject to distortion.
 - Likely to be exaggerated- biased.
 - Not reliable as it changes with time.
 - Relies on ability to remember/human memory. (First 1x1= 1 mark)
- 3. Name one remnant of the early inhabitants of Kenya.** (1 mark)
 - Gumba/ Athi.
 - Okiek/ Dorobo.
 - Onguye.
 - Okuro (First 1x1= 1 mark)
- 4. State two religious' duties of Orkoiyot in the 19th century.** (2 marks)
 - Blessed warriors before going to the war.
 - Offered sacrifices to their God. / Presided over religious functions.
 - Mediated between God and the people.
 - Foretold the future. / Prophesied. (First 2x1= 2 marks)
- 5. Highlight two social effects of the Indian ocean trade.** (2 marks)
 - Inter-marriage.
 - Rise of Kiswahili language.
 - Introduction of new ways of dressing eg Kanza and buibui.
 - Introduction of Islamic religion.

- Introduction of new architectural designs.
- New feeding habits/food. / Islamic mannerisms. *(First 2x1= 2 marks)*
- 6. Give one economic factor that promotes national unity in Kenya. (1 mark)**
 - Equitable distribution of revenue.
 - Commercial interactions/trade.
 - Use of common currency.
 - Equal employment opportunities. *(First 1x1= 1 mark)*
- 7. Identify the last two steps in the constitution making process. (2 marks)**
 - Debate over contentious issues.
 - Collection of public views. *(First 2x1= 2 marks)*
- 8. State two rights of the youth in Kenya provided in the constitution of Kenya 2010. (2 marks)**
 - Access to relevant education and training.
 - Have opportunities to associate/be represented.
 - Participate in all spheres of life.
 - Access employment.
 - Protection from harmful cultural practices and exploitation. *(First 2x1= 2 marks)*
- 9. Name the treaty that concluded the partition of East Africa. (1 mark)**
 - The Helogoland treaty 1890. *(1x1= 1 mark)*
- 10. What was the main contribution of Professor Wangari Maathai to national development? (1 mark)**
 - Environmental conservation/tree planting. *(1x1= 1 mark)*
- 11. Identify two ways through which the colonial government controlled the movement of Africans to the urban centers. (2 marks)**
 - Introduction of kipande system.
 - Enacting pass laws /strict rules to curb rural- urban migration.
 - Ensure those who work in urban centers live there.
 - Taking head count of those who lived in urban centers. *(First 2x1= 2 marks)*
- 12. State the main result of the Lyttleton Constitutional Amendment of 1954. (1 mark)**
 - Allowed formation of a multi-racial government. *(1x1= 1 mark)*
- 13. What is the main role of the Senate in Kenya? (1 mark)**
 - Represent the interests of counties at national level. *(1x1= 1 mark)*
- 14. Name one national philosophy used as a development strategy in Kenya. (1 mark)**
 - African Socialism.
 - Harambee spirit.
 - Nyayoism/ Nyayo. *(First 1x1= 1 mark1)*
- 15. Identify two historical events that took place in Kenya in 1969. (2 marks)**
 - Kenya People's Union party (K.P.U) was outlawed. / Banning of Kenya People's Union (K.P.U).
 - Assassination of Tom Joseph Mboya by Nahashion Njenga.

➤ Opening of the Russian hospital in Kisumu marred with chaos. (First 2x1= 2 marks)

16. State the composition of the County Assembly in Kenya. (1 mark)

- Elected members.
- Nominated members to represent the youth, women and Persons with Disabilities.
- The Speaker. (3x1= 3 marks)

17. Identify two types of public revenue expenditure by national government. (2 marks)

- Capital expenditure.
- Recurrent expenditure. (2x1= 2 marks)

18. a) Apart from the Somali, identify five other Eastern Cushite communities (5 marks)

- Borona.
- Oromo/ Galla.
- Gabra.
- Rendile.
- Burji (First 5x1= 5 marks)

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

- The family was the lowest political unit headed by the father who was referred to as **Jaduong'**.
- Several families with a common ancestry formed a clan.
- There was a lineage councils called **Buch Dhoot** who settled domestic issues.
- A council of elders existed in the clan which was responsible for settling family disputes called **Doho**.
- Clans were grouped together to form **Oganda Gweng** headed by a chief elder called **Ruoth**.
- There existed a council of elders **Buch Piny** comprising of representatives from each clan- they settled interclan disputes.
- There was a class of warriors (**Thuondi** headed by a leader called **Osumba Mrwayi**-defended the community.
- The Luo was decentralized community – did not have an overall leader.
- Religious leaders eg diviners, medicinemen, rainmakers who influenced political decisions. (Any 5x2= 10 marks)

19. a) Identify five reasons why Mumia Nabongo collaborated with the British colonial Authority. (5 marks)

- Secure protection against the traditional rivals; Bukusu, Nandi and Luos of Ugenya.
- Wanted to achieve territorial expansion.
- Wanted modern firearms for his army.
- He knew the futility of resisting.
- Wanted to take advantage of British western civilization: education and religion.
- Knew the British would declare western Kenya as their sphere of influence.
- Wanted to consolidate his powers as a paramount chief of the entire western region.

- He wanted to earn social prestige among his subjects. (First 5x1= 5 marks)

b) Explain five negative outcomes of British colonial rule on the people of Kenya.

(10 marks)

- Led to loss of political independence.
- Creation of reserves for Africans/ squatters.
- Colonial rule undermined African cultural practices.
- Loss of African land to European settler farmer.
- Introduction of taxation.
- Introduction of forced labor.
- Creation of colonial boundaries that split social cohesion among communities.
- Led to introduction kipande system.
- Destroyed traditional political systems replacing them with colonial appointees.
- Introduction of racial segregation. (First 5x2= 10 marks)

20. a) Give five grievances of the Kikuyu Central Association that were presented by Jomo Kenyatta to the colonial secretary in 1929. (5 marks)

- Land alienation.
- Taxation of Africans.
- Abolition of forced labor.
- Abolition of Kipande system.
- Release of Harry Thuku.
- Lack of quality/ poor education for Africans.
- Lack of African representation in the Legco. (First 5x1= 5 marks)

b) Explain five factors which promoted African nationalism in Kenya between 1945-1963. (10 marks)

- Formation of political parties such as Kenya Africa Union (KANU) and Kenya Africa Democratic Union (KADU) which mobilized people.
- Ex-service men of the world wars had the experience that led in the struggle.
- Acquisition of independence in India, Pakistan and Ghana encouraged the Kenyan nationalists.
- Trade Union movement agitated for independence/ educated workers on their rights.
- Mau Mau hastened the independence.
- United Nations Organization (UNO) advocated for granting independence to nations that were still under colonialism.
- The Labour party in Britain favored decolonization, this encouraged the nationalists.
- Pan –African conference of 1945 encouraged the nationalists.
- The signing of the Atlantic Charter in 1941 which advocated for decolonization.
- Effects of western education- made Africans understand their plight.
- Urbanization. (First 5x2= 10 marks)

21. a) State five challenges that have contributed to high illiteracy levels in Kenya.

(5 marks)

- Misconceptions that education does not determine success.
- Insecurity in some regions eg Tana River, Baragoi, Kapedo, Laikipia.
- Negative attitude towards adult education programs leading to low enrollment.
- High poverty level.
- Inadequate education facilities making education inaccessible in some areas.
- Traditional / cultural beliefs/practices.
- Natural calamities e.g drought, famine, floods.

(First 5x1= 5 marks)

b) Explain five impacts of Harambee Spirit on social development in Kenya.

(5 mark)

- Has enabled access to health services both locally and internationally by the needy.
- Promoted education by providing scholarships to the needy students.
- Has inculcated the spirit of hard work for self-reliance.
- Has enhanced construction of social facilities like hospitals, schools, sporting facilities and religious centers.
- Has enhanced social interaction, promoting national unity.
- Has enhanced sports by financing training and participation in both local and international competitions.

(First 5x2= 10 marks)

22. a) State three reasons why the constitution of Kenya is important.

(3 marks)

- It defines the structure, functions and power of the branches of government.
- Clearly states' rights/ responsibilities of individuals.
- It spells out responsibilities of those in power and their limits.
- Ensures equality of all Kenyans.
- It's the basis of all legislation in Kenya.

(First 3x1= 3 marks)

b) Explain factors that may undermine the administration of justice in Kenya

(12 marks)

- Lack of impartiality during trials leading to unfair judgment.
- Political interference.
- Lack of common law derails the effective administration of justice.
- Censuring judges publicly on decisions made in court may influence final court decisions.
- Corrupt practices may lead to unfair court decisions.
- Remanding of suspects for long denies them justice.
- Failure to protect the legal rights of the ordinary when in conflict with the powerful.
- Inability by the police to do thorough investigation.
- Inability by the ordinary people to meet the cost of prolonged court cases.
- Lack of knowledge regarding legal procedures leading to self-implication.
- Legal officers face pressure of work due staffing challenges.
- Uses of outdated colonial laws that do not address current issues.

- Inadequate funds from the treasury. (Any 6x2= 12 marks)
- Push and pull between the executive and the judiciary.

23. a) Highlight the significance of the rule of law in Kenya. (3 marks)

- Protects rights of individuals/ groups.
- Gives direction on what is wrong and right.
- Creates peace and order in the society.
- Spells out rules of conduct/ responsibilities among people. (Any 3x1= 3 marks)

b) Explain six justifications of parliamentary supremacy in Kenya. (12 marks)

- The only body that makes, amends and repeals laws.
- Can remove a president/ unpopular government through impeachment motion supported by two thirds majority.
- Through an amendment to the constitution, can limit the powers of the executive.
- Cabinet secretaries are accountable to parliament on running of ministries.
- Bills prepared by the cabinet have to be legislated by the parliament.
- Parliament approves/disapprove government revenue and expenditure.

(First 6x2= 12 marks)

24. a) Name three members of the county executive committee. (3 marks)

- The County Governor.
- Deputy County Governor.
- Members appointed by the governor with the approval of the County Assembly.

(3x1= 3 marks)

b) Explain six ways in which the county government gets revenue. (12 marks)

- Allocation from the annual nationally shared revenue.
- By borrowing from national and international organizations to finance development projects. / Loans approved by the national government.
- They levy taxes on the services/ goods generated in the county.
- Renting property/houses to people in order raise funds for development.
- Through grants from local and external sources.
- Charges for the services rendered to residents of the county.
- Through licenses granted to businesses /services operating in the counties.
- Imposing of property rates within their territories to enable them raise revenue for their operations.
- Donations from national government/international government/ Governmental/Non-governmental organizations. / Philanthropists. (First 6x2= 12 marks)