

LAINAKU TERM 1 2015

PAPER II

MARKING SCHEME

Section a (25 marks)

Q1 Give **two** types of monarchical government

- i) Absolute monarchy
- ii) Constitutional monarchy (1X2=2marks)

Q2 Name the earliest ancestor of man whose skull was discovered in the Faiyum Valley in Egypt

- i) Aegyptopithecus (1x1=1mark)

Q3 Give the **main** reason why early agriculture developed in Egypt

- i) Availability of water from river Nile /the river brought fertile silt from the highlands (1x1=1mark)

Q4 Identify **one** invention that revolutionised early agriculture food preservation in the 19th century

- i) Canning process
- li) Pasteurization
- lii) Refrigeration (1x1mark)

Q5 What was the **main** item of trade in Trans Saharan trade (1mark)

- i) salt (1x1mark)

Q6 State **two** ways in which fire was used as means of communication (2marks)

- i) Through smoke signal
- ii) Through beacons 1x2=2marks

Q7 Identify **two** ways in which iron technology spread in Africa (2marks)

- i) Through trade
- ii) Through warfare
- iii) Through intermarriage
- iv) Through migration 1x1=2marks

Q8 Name **one** type of sailing ships invented by the Portugese (1mark)

i) Caravel

ii) Carracks (1x1=1mark)

Q9 Mention **one** initial problem that London faced when it was established in (1mark)

i) Razed by fire in 120AD

ii) Outbreak of diseases such as plague

iii) Internal revolts by peasants who destroyed property in the town (1x1=1mark)

Q10 State the **main** method by the Europeans to occupy Africa (1mark)

i) Military conquest/use of force (1x1=1mark)

Q11 State **one** community that participated in the Maji Maji rebellion between 1905-1907 (1mark)

i) Zaramo

ii) Matumbi

iii) Ngindo

iv) Luguru

v) Ndendeule

vi) Pogoro

vii) Bena

viii) Mbanga

Q12 Mention **two** characteristics of assimilation

i) Administrative assimilation

ii) Political assimilation

iii) Personal assimilation

iv) Economic assimilation

Q13 Mention **two** external factors that facilitated the growth of African nationalism (2marks)

i) African participation in world wars

ii) Spread of Leninist- Marxist ideas

- lii) Pan-Africanism where the founders based in USA and Europe
- iv) United Nations that stressed the need for political independence
- v)Nationalism in Asia/Independence of India in 1947(1x2=2marks)

Q14 Highlight **one** way in which colonial rivalries between European nations contributed to outbreak of world war one (1mark)

i) Colonial disputes heightened political tension among European powers that later resulted in world war (1x1=mark)

Q15Name **two** organs of the League of Nations (2marks)

- I) The Assembly
- ii) The council
- iii) The Permanent Court of Justice (1x2=2marks)

Q16Define the term Non-Alignment Movement (1mark)

- i) Neutrality in policy in international affairs (1x1=2marks)

Q17State **two** weapons that were used during the cold war (1mark)

- i) Propaganda
- ii) Economic and military support for their enemies
- iii) Mass production of weapon
- iii) Formation of war alliances e.g. NATO and WARSAW PACT (1x2=2marks)

Section B(45marks)

Answer only **three** questions

Q18a Identify **three** ways in which Homo erectus tried to improve his way of life (3marks)

- i) He improved his tools by using the levallois technique
- ii) He invented fire
- iii) Had an artificial shelter where he rested after day's activities/he lived in caves or rock shelters
- iv) He used better, lighter sharper and highly specialized tools to hunt

v) Man started wearing animal skins

vi) Man improved on gestures and growling and began to use clicks and grunts(1x3=3marks)

Q18b Explain **six** factors which promoted plantation farming in Europe during agrarian revolution (12marks)

i) The invention of machines for extensive farming e.g. seed drill, iron plow

ii) Discovery of fertilizers

iii) Discovery of pesticides and fungicides which facilitated control of crop diseases

iv) Improvement on transport especially railway

v) The enclosure acts pushed people out of rural areas creating room for plantation

vi) Development of new breeds of crops as a result research

vii) High demand for food by rapidly growing urban population

viii) Demand for agricultural and industrial raw materials(6x2=12marks)

Q19a Give **three** limitations of using cell phones (3marks)

i) side effects

ii) Poor reception

iii) Majority depend on electricity

iv) Expensive to buy and maintain (1x3=3marks)

Q19b Explain **six** social results of urbanization in Europe during the 19th century (12marks)

i) Overcrowding due to rural urban migration

ii) Inadequate housing due to high concentration of people in urban areas

iii) Poor sewerage and sanitation exposed people to diseases such as cholera and typhoid

iv) Shortage of food/malnutrition

v) Rise of antisocial behaviors e.g. drug abuse, alcoholism and prostitution

vi) insecurity/increase in crime rate

vii) Strained social amenities

viii) Social interaction between different classes of people

ix) Development of slums due to shortage of housing (6x2=12marks)

Q20a State **three** ways in which religion contributed to the growth of the Asante Kingdom (3marks)

- i) the golden stool symbol; of religious reverence, creating unity among the states
- ii) Religion played unifying role among the people of the empire
- iii) Religious leaders provided political leadership as Asante hene. Oman hene and chiefs (1x3=marks)

Q20b Describe the political organization of the Asante Empire (12marks)

- i) Ruled by a king-Asante hene. He was advised by council of state kings forming the union
- ii) The king states were known as Oman henes in charge of states within the kingdom
- iii) Asante states were bound together by a golden stool which was a symbol of national unity
- iv) Each king had to give a contingent of soldiers where required by the Asante hene
- v) Each state had to pay a tribute during wars and national emergencies
- vi) There was annual odwira festival that strengthened the spirit of solidarity and nationhood
- vii) There was a strong standing army for defense of the empire (6x2=12marks)

Q21a Outline **three** reasons for Lewanika's collaboration with the British (3marks)

- i) Wanted to maintain his leadership position
- ii) Wanted his people to benefit from Christianity e.g. medicine, western education
- iii) He wanted to benefit from European goods e.g. arms for territorial defense
- iv) Desired to be protected against attacks from African communities e.g. Shona and Ndebele
- v) He feared British military superiority (6x2=12marks)

Q21b Give **six** reasons that enabled Samori Toure to resist the French for a long time (12marks)

- i) Samori was a soldier with a well organized and equipped army
- ii) Use of scorched earth policy which delayed the advance of the French
- iii) Use of guerrilla warfare delayed the conquest
- iv) Use of diplomacy i.e. signed peace treaties to buy time to prepare
- v) Had a military workshop that supplied his army with weapons

vi) Had a large army that was well trained and disciplined

vii) Samori and his soldiers knew the terrain very well(6x2=12marks)

SECTION C (30marks)

answer any two questions only

Q22a what was the response white racist government to African nationalists' demands in South Africa (5marks)

- i) Restriction of nationalistic activities
- ii) Restriction of movement of people
- iii) Banning political meetings and rallies
- iv) Imposition of harsh laws that legalized detention
- v) Arrest and imprisonment of leaders
- vi) Use of curfews and state of emergencies
- vii) Outlawing of political parties e.g. A.N.C.
- viii) Curtailing mass media /arresting of black journalists and banning their newspapers (5x1=5marks)

Q22b Explain **five** methods which the international community used to hasten attainment of the majority rule in South Africa (10marks)

- i)condemned apartheid policy in international for a
- ii) International organization e.g. United Nations, OAU pressurized the South African government to grant self rule to the majority through dialogue
- iii) Imposition of economic sanctions and arms embargo on the south African government
- iv) Gave financial/material support to the freedom fighters
- v) Allowed freedom fighters to use their countries as military grounds
- vi) They supplied freedom fighters with weapons (5x2=10marks)

Q23aState **three** ways in which Germany violate d the Versailles Peace Treaty (3marks)

- i) Germany refused to compensate France for loss of war
- ii)Hitler introduced compulsory military service in 1935/rearmament
- iii) Hitler invaded Austria in 1938

iv) Germany got involved in Spanish civil war (1x3=3marks)

Q23b Explain **six** problems which the United Nations is facing in its attempts to maintain world peace (6x2=12marks)

- i) Insufficient funds to carry out its work effectively
- ii) Permanent members use veto power pursue their own nationalistic interests
- iii) Ideological disputes among the members
- iv) The arms race in different parts of the world
- v) National sovereignty / nationalism
- vi) Lack of UN army to enforce its decisions
- vii) Divided loyalty
- vii) Different levels of development
- viii) Terrorism (6x2=12marks)

Q24a Give **five** characteristics of commonwealth members of states (5marks)

- i) Accept British Queen as their head
- ii) Had same education system
- iii) Share common heritage of public institution acquired from Britain e.g. parliamentary democracy, independent judiciary
- iv) People enjoy universal adult suffrage
- v) Have close cultural ties e.g. commonwealth games, use of English as their official language
- vi) Form power bloc or set up certain standards and ideals
- vii) Holding regular conferences of heads of state (5x2=10marks)

Q24b Explain **five** causes of cold war after 1945 (5marks)

- i) Ideological differences between capitalist USA and the communist USSR
- ii) Arms race and failure of the blocs to agree on arm reduction plan
- iii) Economic rivalry and formation of Marshall plan by USA and COMFCON by USSR
- iv) Formation of military alliances and military support to opponent enemies

v) Use of Russian veto powers in the UN to defeat UN proposals

vi) Differences over Germany as UN allies wanted a strong Germany to assist in economic prosperity in other UN European nations while the soviet union wanted a politically weak Germany (5x2=10marks)

MARKING SCHEME

LAINAKU JOINT EXAMINATION

Kenya Certificate of Secondary Education

HISTORY AND GOVERNMENT

Paper 1/311

SECTION A (25 marks)

Answer all questions in this section in the answer booklet provided

- 1 State **one** way by which the study of History inspires patriotism. (1 mark)
- It enables the citizens to learn the past political developments of their country
 - It inspires strong feelings for ones heritage and sense of belonging to the country.
- Any 1 point @ 1 mark each (1 mark)
- 2 Name the captain who led the first Portuguese expedition to the East African Coast in 1500. (1 mark)
- Pedro Alvares Cabral
- Any 1 point @ 1 mark each (1 mark)
- 3 Outline **two** causes of conflict between the Mazrui and the Busaidi families at the East African Coast in before the 15th Century. (2 marks)
- To expand control over Mombasa.
 - The Mazrui wanted to be independent.
 - Mombasa had fought against the Portuguese and did not want to be ruled by another foreigner.
 - To control trade.
 - The Mazrui of Mombasa was aware of the problems facing the ruler of Oman / civil war.
- Any 2 points @ 1 mark each (2 marks)
- 4 Identify **two** components of an unwritten constitution. (2 marks)
- Laws
 - Customs
 - Traditions
- Any 2 points @ 1 mark each (2 marks)
- 5 Give the **main** aim of the Land Ordinances and Acts passed in Kenya during the colonial period. (1 mark)
- To empower the settlers to take up arable land from the Africans.

1 point @ 1 mark each (1 mark)

- 6 Give **two** constitutional amendments in Kenya in 1975. (2 marks)
- The Legislature and financial reports were allowed to be quoted in English, though they could be debated in English or Swahili.
 - The President could pardon election offenders, otherwise, could contest again after 5 years from court's verdict.
 - Proficiency in Kiswahili and English for parliamentary candidature was introduced.
- Any 2 points @ 1 mark each (2 marks)
- 7 State **two** principles of democracy. (2 marks)
- Freedom of speech, debate and equality.
 - Participation of the people in their government.
 - Open and accountable mass media.
 - Economic democracy.
 - Equality before the law.
- Any 2 points @ 1 mark each (2 marks)
- 8 Outline **two** specific rights of the youths. (2 marks)
- Access to relevant education and training.
 - Opportunities to associate, be represented and participate in political, social, economic and other spheres of life.
 - Access to employment.
 - Protection from harmful cultural practices and exploitation.
- Any 2 points @ 1 mark each (2 marks)
- 9 Give **two** reasons why the Bukusu resisted against the British rule. (2 marks)
- They were being pushed to recognize Nabongo Mumia (of Wanga) as the overall leader of Abaluhya.
 - To safeguard their independence
 - In 1894, the British demanded the Bukusu warriors to surrender all their guns.
 - Hated Swahili whom British employed in their forces.
- Any 2 points @ 1 mark each (2 marks)
- 10 Give the **main** reason why the Africans were not allowed to grow coffee until 1937. (1 mark)
- African labour would not be available on European farms.
- 1 point @ 1 mark each (1 mark)
- 11 Identify **one** demand made by the Coast African Association. (1 mark)
- Improved education for the Africans
 - Adequate health facilities
 - Abolition of taxes
 - Formation of cooperative unions for Africans
 - Removal of illiterate chiefs
 - Appointment of African administrators
 - Land alienation which affected the Mijikenda people.
 - Elevation of **Shimo La Tewa** to a high school
 - That taxes collected from African traditional drinks be used to develop the rural areas
 - African representation of Coastal region in the Legislative Council

Any 1 point @ 1 mark each (1 mark)
12 Outline **two** functions of the Deputy President of Kenya. (2 marks)

- He/she is the principal assistant of the president.
- He/she deputizes the president in execution of duties conferred to him/her. / Assignments or delegations.
- He/she acts as the president in the absence of the president.

Any 2 points @ 1 mark each (2 marks)
13 Give the **main** function of the Kenya Police Service in Kenya. (1 mark)

- Maintain law and order

1 point @ 1 mark each (1 mark)
14 State **one** factor undermining collective responsibility through Harambee spirit. (1 mark)

- Misappropriation of funds
- Poverty among Kenyans

Any 1 point @ 1 mark each (1 mark)
15 Name the commission that recommended cost-sharing and reduction of subjects in the 8 - 4 - 4 system of education. (1 mark)

- Kamunge Commission.

1 point @ 1 mark each (1 mark)
16 Name **one** county within the former Eastern Province. (1 mark)

- Kitui
- Meru
- Machakos
- Makueni
- Tharaka-Nithi

Any 1 point @ 1 mark each (1 mark)
17 Identify **two** functions of the National Intelligence Service (NIS) in Kenya. (2 marks)

- It collects intelligence information on threats to State Security.
- It keeps the State informed on the feelings of the people towards the government and its policies.
- It gathers information on external threats to the nation

Any 2 points @ 1 mark each (2 marks)

SECTION B (45 marks)

Answer any three questions from this section in the answer booklet provided

18. (a) State **five** factors that led to the migration of the Agikuyu into Kenya during the pre-colonial period. (5 marks)

- Increase in population hence the need for land for settlement.
- They were searching for land for cultivation.

- They were looking for additional pastures and water for their livestock.
- Some migrated due to internal conflicts or family and clan feuds.
- Some migrated due to external attacks from hostile communities.
- Diseases and epidemics forced some to migrate.
- Others migrated to escape drought and famine.
- Some migrated to satisfy their desire for adventure and curiosity.

Any 5 points @ 2 mark each (10 marks)

Kenya
marks) (b) Explain **five** results of the interactions between the Bantu and the Cushites in during the pre- period. (10

- Intermarriages which strengthened relationships between them
- Some Bantu adopted Islam from the Cushites
- Some Bantu copied some practices from the Cushites like circumcision and age set system.
- They raided each other for livestock/increased warfare.
- The Cushites displaced other Bantu communities leading to further migrations
- There was development of trade between them
- Some Cushites were assimilated by the Bantu

Any 5 points @ 2 marks each (10 marks)

19. (a) Give **three** reasons why Arabs came to the Kenyan Coast by 1500. (3 marks)

- They wanted to trade and control all commercial activities along the East African Coast.
- Some like the Arabs came as refugees fleeing from religious and political persecutions in Arabia.
- Some like the Arabs came to spread their religion/Islam.
- To explore the East African coast.
- To establish their settlements at the East African Coast due to its good climatic conditions.

Any 3 points @ 1 mark each (3 marks)

(b) Explain **six** effects of Long Distance trade on the people of East Africa during the 19th Century. (12 marks)

- It encouraged trade between different Africa communities.
- The local people developed a taste of imported goods like clothes and glassware.
- It led to decline of traditional industries due to preference of imported goods.
- New crops were introduced into the interior of East Africa e.g. Maize.
- Some traders got a lot of wealth and become very powerful people, some rising to positions importance e.g. Chief Kivoi.
- There was intermarriage between the African communities in the interior and the coastal traders.

- The use of Kiswahili spread to the interior.
- Islam was introduced into the interior.
- Caravan routes were later adopted for highways.
- Importation of luxury articles and new crops influenced the way of life of the people in the region.
- Inter-community trade promoted cultural interaction e.g. language.
- Traders paved way for European colonization.
- In certain areas, slave raids caused suffering, insecurity and loss of lives.
- Some trading centers developed into urban centers or towns

Any 6 points @ 2 marks each (12 marks)

20. (a) State **three** reasons that made the Akamba to offer mixed reaction towards the establishment of British rule in Kenya. (3 marks)

- They feared losing their independence
- The British attempted to stop them from raiding their neighbours like the Agikuyu
- The I.B.E.A company disrupted the Akamba long distance trade
- The Akamba at **Masaku** accused the British administrators of committing religious sacrilege by cutting down an Ithembo shrine tree to be used as a flag pole in Muthitini in 1891.
- They were forced to provide labour for public works
- The abuse of Akamba culture by raping their women and looting of their property caused discontent
- They British kept disrupting their peace by sending military expeditions that resulted in deaths and destruction of property
- The famine of 1899 weakened some sections of the Akamba making them unable to stage a meaningful resistance.
- The missionaries had also pacified some sections of the Akamba.

Any 3 points @ 1 mark each (3 marks)

- (b) Explain **six** reasons of collaboration between Mumia of the Wanga and the British. (12 marks)

- He wanted the British to expand his territory.
- He wanted gain prestige by his association with the British.
- He desired to obtain modern weapons which he could use in conquering his enemies like the Bukusu.
- He wanted to benefit from material gains like clothes.
- He wanted to benefit by trading with the British.
- He had a tradition of welcoming strangers as he had worked with long distance traders.

He was influenced by his neighbours like the Baganda

21. Three methods used by the colonial government to acquire labor for settlers in Kenya

- colonial government alienated fertile lands from Africans

- imposed payment of tax on Africans
- denied them the right to grow cash crops
- created native reserves

3MKS

B)Impact of colonial land policies

- Africans lost their land and became jobless
- the loss led to African nationalism and resentment to the colonists
- the landless were settled in small ,infertile native researves which encouraged the squatter way of survival
- rural-urban migration
- introduction to the kipande system to restrict movement of Africans
- urbanization led to breakdown of African traditional setup
- over-population in towns led to lack of employment
- moral decay due to lack of privacy in the slums

6x2 = 12 mks

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SECTION C (30 Marks)

Answer any two questions from this section in the answer booklet provided

22. (a) State **five** values of a good citizen in Kenya. (5 marks)
- A good citizen respects the laws of the land always.
 - Take part in activities that foster national unity including economic activities like trade and agriculture which boosts the economy
 - Respecting others regardless race, ethnicity or age
 - Participating in democratic processes like elections.
 - Respecting the rights and freedoms of other citizens.
 - Being respectful of social justice like protecting public land from grabbers and safeguarding environment destruction
 - Should be loyal and patriotic towards his or her country.
 - Supporting the government by taking parts in development projects that ensure sustainable development of the country.
 - Being accountable and transparent especially public servants and other citizens in dealing with issues.
 - Maintaining high level of integrity in the society like avoiding vices like corruption.
 - Respecting elected leaders and supporting them in initiating development projects.
 - Paying taxes to the government so that it can generate revenue for development
- Any 5 points @ 1 mark each (5 marks)
- (b) Describe **five** ways that the Kenya government has undertaken to promote national integration. (10 marks)
- The adoption of a unitary constitution provides equality of all Kenyans before the law.
 - One government which is recognized by all Kenyans and thus runs the affairs of the nation promotes unity.

- The institution of presidency. The constitution recognizes one president who is the spokesman and the international representative of all Kenyans.
- Our education system promotes unity through use of one curriculum in all public schools, Use of one medium of instruction, Common national examinations, existence of national schools, teaching of subjects like history and religion as well as drama and music
- The economic growth that includes equitable or fair distribution of resources, urbanization, employment opportunities and use of common currency
- The use of Kiswahili and English as national languages enables Kenyans to interact freely and with ease.
- Existence and commemoration of national activities like national holidays, agricultural and other shows as well as games and sports.
- The mass media. These are modes of communication that are used to pass information to a large number of people at the same time.
- Various symbols of national unity like the national anthem, loyalty pledge, coat of arms as well as national philosophies promote a sense of belonging thus unity.

Any 5 points @ 2 marks each (10 marks)

23 (a) **Three main methods of conflict resolution in Kenya.**

- Mediation.
- Negotiation.
- Arbitration.

3 x 1 = 3mks

(b) **Six ways in which the government of Kenya promotes the Bill of Rights.**

- The bill of rights guarantees a person the right to life. This means that taking away life by murder or suicide is punishable under the law.
- It provides the right to own property. Thus any person who may possess another person's property unlawfully is liable to prosecution.
- It provides for freedom of conscience/religion of the individual. This entitles the individual the right to think, worship or not worship.
- It provides for freedom of association/assembly.
- It provides for freedom of expression. This allows a person to express his opinion freely in writing or speech without fear
- It provides for protection against slavery and forced labour. This allows the individual to choose when, where or whom to work for.
- The bill of rights protects the individual against arbitrary search, arrest and detention.

6 x 2 =
12mks

24. (a) Give **three** reasons for the establishment of independent schools in Kenya during the colonial period. (3 marks)

- To give African children more opportunities for formal education
- To preserve African cultural identity
- To provide job opportunities for African teachers
- To address discrimination in the education system
- To provide quality education to the Africans

Any 3 points @ 1 mark each (3 marks)

- (b) Describe the contribution of Ronald Gideon Ngala to the struggle for independence in Kenya. (12 marks)

- In 1947 he became a member of the Coast African Association through which he expressed the problems and hopes of the Mijikenda people.
- He also mobilized the Mijikenda into forming a pressure group called the Mijikenda union.
- He was the founder member of the Mombasa African Democratic Union in (MADU) in 1955.
- As a member of the African Elected Members Association (AEMO) Ngala pressurized for the constitutional reforms for the Africans.
- In 1957, he was elected to the legislative council to represent the coast.
- In 1958, he was appointed minister for Labour, Social Security and Adult Education.
- He was instrumental in the formation of Kenya African Democratic Union (KADU) to defend the interests of the minority African groups against possible domination by Kenya African National Union (KANU) and he became its president.
- Ngala and Mboya led the African delegation which attended the first Lancaster House Conference in 1960 to discuss the independence constitution.
- He supported and called for the release of detained leaders.
- In 1961, KADU under the leadership of Ngala formed the first independent government. By then he was representing Kilifi constituency.
- In the Lancaster House conference of 1962, KADU under Ngala pressed for majimbo or regional government while KANU opted for a strong unitary government.
- In May 1960, he was elected to the House of Representatives representing Kilifi and also leader of the opposition. In the same year he was elected regional president of the Coast Regional Assembly.

Any 6 points @ 2 marks each (12 marks)

