
KENYA NATIONAL EXAMINATION COUNCIL

KCSE 2007

HISTORY AND GOVERNMENT PAPER 1 MARKING SCHEME

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24.7.1 History & Government Paper 1 (311/1)

1.
 - To understand how different organs of government function.
 - To understand how laws are made/enforced.
 - To have knowledge of the duties/responsibilities of citizens.
 - To enable citizens know their rights. *(Any 2 x 1 = 2 marks)*
 - To be able to compare political systems of the world.
2.
 - Man used fire to cook food.
 - Fire provided light at night.
 - Man used fire to keep himself warm.
 - Fire was used to harden tips of tools. *(Any 2 x 1 = 2 marks)*
 - Fire was used to frighten/keep off dangerous animals. *(1 x 1 = mark)*
3. Shungwaya.
4.
 - He presided over religious functions.
 - He foretold future events/seer.
 - He was a medicineman.
 - He was a rain maker. *(Any 2 x 1 = 2 marks)*
5. They wanted military support against Mombasa. *(1 x 1 = mark)*
6.
 - Zanzibar had favourable climate for clove growing.
 - Availability of labour/slave labour.
 - Zanzibar had a natural deep harbour which would promote trade in agricultural products.
 - Zanzibar had fertile soils. *(Any 2 x 1 = 2 marks)*
7.
 - Agiriyama.
 - Bukusu.
 - Somali. *(Any 2 x 1 = 2 marks)*
8. To facilitate effective administration of the colony. *(1 x 1 = mark)*
9.
 - To serve as a link between African people and the Central government.
 - To involve Africans in the management of their affairs.
 - To provide a forum through which Africans would express themselves. *(Any 1 x 1 = 1 mark)*
10.
 - Small scale farming was practised.
 - Africans mainly grew foods.
 - Traditional methods of farming were used. *(Any 2 x 1 = 2 marks)*
11.
 - The number of elected Africans to the Legislative council was to be increased from 8 to 14.
 - There were to be 12 nominated members representing the different races.
 - The African representation on the council of Ministers be doubled/increased to 2. *(Any 1 x 1 = 1 mark)*

12.
 - The Speaker.
 - The Attorney-General. (Any 1 x 1 = 1 mark)
13. Oginga Odinga. (Any 1 x 1 = 1 mark)
14.
 - By naturalization.
 - By birth.
 - By registration. (Any 2 x 1 = 2 marks)
15.
 - Constant wrangling leading to negligence of duty.
 - Mismanagement of funds/greed.
 - Demoralization of sports men and women.
 - Discrimination/favouring teams over others. (Any 2 x 1 = 2 marks)
16.
 - Capital.
 - Recurrent. (Any 1 x 1 = 1 mark)
17. The President. (1 x 1 = 1 mark)
18. (a)
 - They were looking for new settlements as a result of overpopulation.
 - Diseases and natural disasters forced them to migrate.
 - They migrated in order to escape internal conflicts.
 - Overstocking and Overgrazing led them to look for more pasture.
 - They moved to search for fertile lands with favourable climate.
 - Some people migrated for adventure (spirit of adventure). (Any 5 x 1 = 5 marks)
- (b)
 - They intermarried with their neighbours, such as Luhyia, Kalenjin, Abagusii and Kuria.
 - They shared the name 'Nyasaye' with some Luo communities as a title of God.
 - They had similar funeral rites and burial customs with their neighbours.
 - They assimilated other communities.
 - They displaced other communities.
 - Their movement and settlement increased conflicts.
 - Their settlement in Western Kenya led to population increase.
 - They influenced their neighbours to adopt their language and naming system. (Any 5 x 2 = 10 marks)
19. (a)
 - The coming and establishment of settlements along the coast by early visitors.
 - The development of the Indian Ocean trade.
 - Some towns were established on Islands/security.
 - Existence of deep, well sheltered harbours.
 - Climatic conditions were favourable.
 - Increase in population due to intermarriages.
 - The settlement of Muslim refugees from Arabia.
 - Effective administration by the rulers of the towns enabled them to expand. (Any 5 x 1 = 5 marks)
- (b)
 - Each town had a leader whose title was the Sultan or Sheikh.
 - The towns were governed using Islamic Laws/Sharia.
 - People developed and spoke the Kiswahili language.
 - Women wore 'buihui's' and men put on 'kanzu's'

- The main religion practised was Islam.
- The people adapted Arabic and Persian architectural designs.
- They ate oriental foods.
- They carried out trade with Europeans as well as with the communities in the interior of Kenya.
- They practised mixed farming/or grew bananas, cashew nuts as well kept animals.
- They carried out fishing.
- Education was provided in 'Madrasas'.

(Any 5 x 2 = 10 marks)

20. (a)

- Governor Northey saw the need to develop the highlands to meet administrative costs.
- The British industries needed cheap raw materials.
- They thought the area had no occupants/was empty land.
- The government wanted to make the protectorate economically viable.
- In order to control further influx of Asians into the protectorate.

(Any 3 x 1 = 3 marks)

(b)

- Africans who lost their land became poor.
- The displaced Africans were confined to Native Reserves thus leading to congestion/over use of land.
- Many Africans became squatters and lived in misery and hopelessness.
- The landless were to supply labour in settler farms for wages in order to pay taxes.
- The displaced Africans were forced to move to towns to look for employment.
- The movement to towns by the displaced African led to the growth of urban centres.
- The traditional Socio-Economic set-up of the African was disrupted.
- Loss of land led to bitterness and made Africans later to form political organizations to demand for their land.

(Any 5 x 2 = 10 marks)

21. (a)

- Many people were arrested/or detained in various camps.
- The armed forces were used to suppress the movement.
- They killed/or executed the activists.
- They used traitors and spies to reveal hiding grounds of the fighters.
- The activists houses were destroyed/looted/villages burned down.
- The people were put in concentration camps to curtail their movement.
- Kenya African Union (K.A.U.) was banned.
- The Independent schools were closed down.
- State of Emergency was declared.
- The government tortured Mau Mau supporters.

(Any 5 x 1 = 5 marks)

(b)

- Oathing united people and this made them to be committed to the cause.
- Fighters used guerrilla warfare which made it difficult for the British government to contain the rebellion.
- The civilian population sustained the rebellion by supplying food, weapons and information.
- The movement was led by able leaders.
- The Aberdares and Mt. Kenya forests provided good hideouts for the Mau Mau fighters.
- The fighters had adequate weapons which enabled them to persist/continue fighting.
- Some of the fighters were ex-service men and were therefore able to apply the military experience they had gained in the first and second world wars.
- The movement received moral and material support from Independent African countries.

(Any 5 x 2 = 10 marks)

22.

(a)

- It can be done when a vote of no confidence is passed on the governing president.
- The constitution allows the president to dissolve it at will.
- It can be done after the expiry of the five year parliamentary period.
- During a state of emergency.
- It can be done when the opposition has more members than the ruling party in Parliament.

(Any 3 x 1 = 3 marks)

(b)

- The National Assembly /Parliament debates and makes laws which are used to govern the country.
- It amends/changes existing laws and the constitution when necessary.
- It acts as a check on the possible abuse of power by the judiciary, executive or any other institution in the country.
- It represents the views of the people/elected members provide a link between the people and the government.
- It ensures that the rule of law is respected/everyone is governed by the same laws.
- It approves and controls sources of government revenue and expenditure /the budgets which contain the estimates of the two sums are read/ debated and approved annually.
- It monitors the government spending through the Public Accounts Committee/This Committee can summon public servants for misuse of public funds.
- The National Assembly debates issues of national and international concern and makes recommendations for appropriate action.
- The National Assembly has power to pass a vote of no confidence in the President and Government/It can terminate the life of a government when two thirds of its members pass a vote of no confidence.
- Parliament can fire an individual member through a vote of no confidence. The Member of Parliament is forced to resign.
- It creates parastatals or other government agencies through Acts of Parliament.
- The members of the National Assembly elect the speaker and the deputy speaker.

(Any 6 x 2 = 12 marks)

23.

(a)

- The Court of Appeal.
- The Chief Magistrates Court.
- The Resident Magistrates Court.
- The Senior Principal Magistrates Court.
- Special Courts/Tribunals.

(Any 5 x 1 = 5 marks)

(b)

- In order to make the co-ordination of government programmes and administration effective.
- To enable the government to facilitate division of labour.
- It helps prevent abuse of power/provides checks and balances.
- It promotes efficient service delivery.
- It is a constitutional requirement.
- To enhance accountability.
- It promotes transparency/openness in government dealings
- It ensures that no arm of the government interferes with the other.

(Any 5 x 2 = 10 marks)

24.

(a)

- Maintain law and order.
- Quelling civil disturbances.
- Prosecute criminals.
- Inspect vehicles to ensure roadworthiness.
- Entertain people during national functions.

- Conduct driving tests.
- Detect and prevent crimes/investigate.
- Arresting suspected criminals.
- Guarding the country's entry points.
- Combating crime.
- Protecting government property/senior government officers.

(Any 5 x 1 = 5 marks)

(b)

- Represents the president in the district.
- Oversees the implementation of government policies.
- Co-ordinates development activities in the district.
- Interprets and explains government policies to the people in the district.
- Conducts civil marriages on behalf of the state.
- Chairs the district security committee.
- Co-ordinates disaster management activities.
- Issues licences and trade permits in the districts.
- The accounting officer of the district.
- Ensures law and order is maintained in the district.
- Acts as a link between the people and the state.

(Any 5 x 2 = 10 marks)