

FORM FOUR CLUSTER KCSE MODEL 4
HISTORY & GOVERNMENT PAPER 1 ANSWERS

SECTION A: (25 Marks)

Answer all questions in this section

1. -Pre-history 1 x 1= 1 mark

2. - Ability to harness monsoon winds

- Improved boat making technology.

- Knowledge of using maps and compasses

3. -Conducting raids. 2 x 1= 2 marks

4. -Land marks i.e fort Jesus Vasco Da Gama's

-Pillar

-Artifacts

-Portuguese words

-Crops introduced e.g mangoes. 2 x 1= 2 marks

5. -Ability to harness monsoon winds.

-Improved boat making technology.

-Knowledge of using maps and compasses. 2 x 1= 2 marks

6. Pubungu-Pakwach 1 x 1= 1 mark

7. -They wanted military support against Mombasa. 1 x 1= 1 mark

8. -Ivory

-Slaves

-Gold 2 x 1= 2 marks

9. -Periplus of Erythrean Sea.

-Greco- Roman Documentary.

-Ibn Batuta and Al Masud writing.

-Geography by Claudius Ptolemy.

-Swahili chronicles.

-Christian topography of cosmos Indico-pleatustes. 2 x 1= 2marks

10. Anglo-German Agreement 1890/Heligoland Treaty. 1 x 1= 1 mark

11. -Establish effective British administration and control over Kenya. -Help protect British

strategic interest in East Africa e.g. source of River Nile. 2 x 1= 2 marks

12. -It was organized on racial lines/discrimination.

13. -Restrict African movement for easy recruitment of labour

14. -Was subsistence/small scale.

-Didn't grow cash crops.

-Mainly mixed farming. 1 x 1= 1 mark

15. Abolish/making laws on legislation. 1x 1= 1 mark

16. -Public

-Private

-Communal 2 x 1= 2 marks

17. -Raila Odinga. 1 x 1= 1 mark

SECTION B: (45 Marks)

Answer any three questions in this section.

18. a) Give five reasons for the migration and settlement of the Iteso in Kenya in the 19th

Century.

- Diseases and epidemics that attack animals and people.
- Internal conflicts. -
- External attacks.
- The spirit of adventure/exploration/curiosity.
- Population pressure in cradleland.
- Drought and famine.
- Searching for pasture and water. 5 x 1= 5 marks

b) Explain the impacts of the interaction between the Nilotes and Bantu in Kenya

- They copied customs from Bantu e.g. circumcision.
- They intermarried with the Bantu.
- Nilotes raided Bantus for animals, food.
- They traded with Bantu e.g. Maasai + Kikuyu.
- Nilotes assimilated others e.g. Luo and Abasuba.
- They interacted through sports, games e.t.c.
- They borrowed cultural practices e.g. naming. -It resulted in population increase. 5 x

2= 10 marks

19. a) Identify any three ruling Arab families who struggled over control of the Coast.

- Mazrui
- Busaidi
- Shirazi 3 x 1= 3 marks.

b) Describe the way of life of the people who lived in the Coastal City states by 1500AD.

- They lived in semi-autonomous settlement ruled by sultans.

- Majority of the inhabitants were Muslims.
- Those who lived in the city states spoke Kiswahili language.
- They participated in Indian Ocean trade.
- Arabian/Persian architecture used in building.They practiced mixed farming e.g. grew yams, bananas etc.
- They fished in the Indian Ocean.
- They practiced spinning and weaving.
- The city states were ruled under Islamic law.
- The men put on kanzus and women buibui.

20. a) Identify any three terms of the Devonshire White Paper 1923.

- African interests declared paramount.
- African interests declared paramount.
- African to be represented on Legco by a missionary.(Dr. Arthur)
- Kenyan Highlands reserved for whites.
- Demand for self-internal government by whites rejected.
- Indians to elect 5 members to the legco. - Racial segregation abolished in residential areas.

- Settlers maintained their representation in the Legco. 3 x 1= 3 marks

b) Explain six measures taken by colonialists to ensure adequate supply of labour to settler farms.

- Taxation. Africans sold their labour to get money to pay taxes.
- Africans given low wages to make them permanently dependant on selling their labour.

- Creation of reserves that were over crowded forcing Africans go and work.
- Kipande system introduced to restrict Africans in their work places.
- For Africans to continue staying on their land as squatters they had to give labour.
- Africans not allowed to grow cash so they don't have alternative source of income to labour. Confiscation of livestock made Africans poor thus forced to work
- Labour laws were/passed empowering chiefs to recruit labour.
- Africans given elementary education that only prepared them to work for whites. 6 x

2= 12 marks 21

21. a) State five roles played by Trade Unions in improving lives of people in Kenya during colonial era.

- Aired grievances of workers to employers.
- Achieved better conditions for workers through strikes and collective bargaining.
- Achieved better wages for Africans and Asians.
- Educated people on their political rights.
- Provided training grounds for national leaders who later led nationalist struggle.
- Assisted and supported those who struggled for independence.

b) Explain the impacts of national philosophies in Kenya.

- They have encouraged cooperation and unity.
- Have encouraged Kenyans to participate in development projects.
- Education been promoted by building schools, college.
- Have encouraged social mutual responsibility among Kenyans.
- Medical services been improved through construction of dispensaries, health centres
- etc.

- Plight of the disadvantaged been addressing through organizing for harambees.
- African culture promoted though borrowing of positive African Traditions.
- Spiritual well-being promoted through building of churches, mosques. 5 x 2= 10 marks

SECTION C: (30 Marks)

Answer any two questions from this section

22. a) Mention any three factors that hinder national unity in Kenya.

- Tribalism i.e favouring on ethnic background.
- Nepotism
- favourism based on one's family.
- Tribal clashes/ethnic conflicts.
- Unfair distribution of resources.
- Regionalism- concentrating power and resources in regions
- Corruption that leads to unfair distribution of resources and opportunities. 3 x 1= 3 marks

b) Explain six values of a Kenyan citizen.

- Obedience to the laws to promote peace and harmony.
- Participating in development projects.
- Taking part in democratic processes e.g. voting.
- Contributing to the income of a country through paying taxes.
- Respecting other people's views and property to ensure peaceful co-existence.
- Being loyal and patriotic to the country to promote national security and social cohesion.
- Avoiding corruption and enhancing transparency and accountability in economic matter.

-Participating in public meetings to ensure effective implementation of policies.

-Taking part in activities that promote national development. 6 x 2= 12 marks

23. a) Explain five roles of the cabinet in Kenya.

- Formulate national and foreign policies to guide the country.

- Advice president on issues of National development.

-Supervise implementation of government policies.

-Initiate/approve government bills for discussion in parliament.

-Initiate development projects in the country.

-To discuss important national and international issues.

-Prepare budgetary estimates for the respective departments.

-Defend collectively government policies. -Represent the president at functions. 5 x 2=

10 marks

b) State three functions of correctional services in Kenya.

- Punishing offenders.

-Rehabilitating offenders.

-Confining offenders.

-Deterring the would be offenders.

-Offers welfare services to convicts.

-Confine remandees as they wait for court. 3 x 1= 3 marks

24. a) Identify three funds established by the constitution for government revenue

- Equalization fund.

-Consolidated fund.

-Contingencies fund.

-Revenue fund. 3 x 1= 3 marks

b) In six ways explain how national Government spends its revenue.

- Construction of national infrastructure e.g. roads, railway, airports.**
- Financing national development projects like electricity generation, irrigation schemes.**
- Construction of educational facilities like schools, universities.**
- Construction of national referral health facilities.**
- Repairing and maintaining national infrastructure.**
- Establishing and maintaining security organ, servicing external and internal debts.**
- Maintenance of foreign.**
- Remitting funds to international organizations like UNO, AU etc. 6 x 2= 12 marks**