

ALLIANCE HIGH SCHOOL
 MOCK HISTORY & GOVERNMENT PAPER 1
 FORM FOUR
 SEPTEMBER 2022
 MARKING SCHEME

8. What document contains the rights of citizens in Kenya?
 - The bill of rights found in chapter 4 of the Kenya constitution. (1mk)
9. Identify two types of direct democracy. (1x1=1 mark) (2mks)
- i. Plebiscite
 - ii. Initiative
 - iii. Recall
10. State two reasons why the British used direct rule in administering most parts of Kenya. (2x1=2 marks)
- i. British wanted to effective control of Africans.
 - ii. Indigenous political institutions had been destroyed during British occupation of Kenya.
 - iii. Most Kenyan communities had resisted British occupation of Kenya and therefore the British feared resistance.
 - iv. Direct rule was the most effective way of exercising the terms of the Berlin conference.
 - v. The British felt that their rule was the most superior. (2x1=2 marks)
11. Give two reasons why Nabongo Mumia collaborated with the British. (2mks)
- i. To consolidate his position and that of his kingdom.
 - ii. To secure military support against his enemies e.g the Luo of Ugenya.
 - iii. To secure military support to expand his kingdom.
 - iv. To gain prestige and fame by the British.
 - v. To gain material benefits from the British. (2x1=2 marks)
12. Who was the political head of the British administration in Kenya? (1mk)
- Colonial secretary. (1x1=1 mark)
13. Identify any one feature of the system of education in Kenya during the colonial period. (1 x1=1mark)
- i. It was elementary
 - ii. It was technical in approach.
 - iii. It was denominational. (1mk)
14. State one way in which the colonial government controlled the migration of Africans during the colonial period. (1mk)
- i. Taking head counts on those supposed to live in urban centres.
 - ii. Enabling strict rules about migration to urban centres.
 - iii. Introducing kipande system.
 - iv. Creating reserves. (1x1=1 mark)
15. Why was the nomination of Eliud Mathu to the Legco important to the struggle for independence in Kenya? (1mk)
- For the first time African interests were represented by Africans themselves to the legislative council. (1x1=1 mark)
16. Give one reason why parliament is regarded supreme in Kenya. (1mk)
- i. It is the only law making body in Kenya.
 - ii. It controls government finances.
 - iii. It can terminate the life of a government by passing a vote of no confidence in the government. (1x1=1 mark)
17. Name the highest court in Kenya's judicial structure. (1mk)
- The supreme court. (1x1=1 mark)

1. Name two sources of the History of Kenyan communities during the pre-colonial period. (2mks)
- i. Oral tradition
 - ii. Archaeology
 - iii. Linguistics
 - iv. Anthropology
 - v. Genetics (2x1=2 marks)
2. State two environmental factors which influence the settlement of the Borana in Kenya. (2mks)
- i. They settled in areas where there was water and pasture for their animals.
 - ii. They settled in areas where it was free from animal diseases.
 - iii. They settled in areas where there was enough rainfall free from drought. (2x1=2 marks)
 - iv. Settled in fertile land. (2mks)
3. Give two factors which influenced the Abaluhya to become crop farmers by the beginning of the 19th century. (2mks)
- i. Possession of iron and iron working skills.
 - ii. Suitable climate / fertile soils.
 - iii. Existence of indigenous crops. (2x1=2 marks)
4. State the main reason for the coming of the Portuguese to the Kenyan coast in the 15th century. (1mk)
- i. To control the East African coast and dominate the Indian ocean. (1x1=1 mark)
5. Identify one factor that facilitated contact between the Kenyan coast and the outside world by the end of the 16th century. (1mk)
- i. Presence of monsoon winds.
 - ii. Marine technology – ship building. (1x1=1 mark)
6. State two practices that may interfere with national unity in Kenya (2 marks)
- i. Tribalism.
 - ii. Religious conflicts.
 - iii. Racism.
 - iv. Nepotism.
 - v. Corruption.
 - vi. Intolerance to divergent views.
 - vii. Greed.
 - viii. Poverty.
 - ix. Uneven economic development. (2x1=2 marks)
7. State two provisions of the independence constitution of Kenya. (2mks)
- i. Provided for the establishment of federation government.
 - ii. Spelt out that the party with the majority forms the government / multi party.
 - iii. Spelt out the rights and obligations of Kenyan citizens.
 - iv. Provided for the establishment of National Assembly.
 - v. Provided for the post of prime minister to head the government and governor to head state.
 - vi. Divided responsibilities between regional governments and central government. (2x1=2 marks)

- ix. Undermined authority of African leaders.
- x. Introduced the western culture which undermined Africa culture.
- xi. They wrote the first Kiswahili dictionary and grammar book.
- xii. Established settlements for freed slaves and gave security to destitute.
- xiii. Helped in improving transport system by developing roads connecting their stations.
- xiv. Promoted disunity among people of different denominations and non Christians vs Christians. (5x2=10 marks)

20. (a) Give five reasons why the colonial government encouraged white settlement in Kenya. (5 marks)

- i. To make Kenya a Whiteman's colony with settler farming as backbone of economy.
- ii. To finance the colonial administration.
- iii. To justify and meet the cost of building the Uganda railway.
- iv. There was need to produce tropical raw materials for British industries.
- v. To counter the increasing Asian influx.
- vi. The Kenyan highlands were ideal for white settlement. (5x1=5 marks)

(b) Explain five factors that made Kenyan communities to be defeated by the British during the establishment of colonial rule in Kenya. (10 marks)

- i. The communities were not united hence they were easily defeated.
- ii. The communities had inferior weapons as compared to the superior British weapons.
- iii. The soldiers had little knowledge about the British military tactics.
- iv. Their population had been weakened by famine, diseases and civil war.
- v. Their leaders lacked adequate organizational skills.
- vi. The British used treachery when dealing with some communities / collaboration.
- vii. The economic base of the communities was destroyed by the British thus making them weak.
- viii. The soldiers were demoralized when many warriors were captured / killed (e.g. Aemba and Ameru in 1906 / scotched)
- ix. The Kenya-Uganda railway facilitated the faster movement of British troops. (5x2=10 marks)

21. (a) Give five methods used by the colonial government to discourage the activities of Mau Mau movement. (5 marks)

- i. Many people were arrested / detained.
- ii. The armed forces were used to suppress the movement.
- iii. They killed / executed the activists.
- iv. They used traitors and spies to reveal hiding grounds of the fighters.
- v. The activists' homes were destroyed / looted / villages burned down.
- vi. The people were put in concentration camps to curtail their movement.
- vii. Kenya African Union (KAU) was banned.
- viii. The independent schools were closed down.
- ix. State of emergency was declared.
- x. The government tortured Mau Mau supporters. (5x1=5 marks)

(b) Discuss the role of Ronald Ngala in the struggle for independence in Kenya. (10 marks)

- i. He advocated for equal living standards for all races in Kenya.
- ii. He was a founder member of the Mijikenda Union formed in 1947 which played an important role in the Mijikenda political awareness.
- iii. As a member of the legislative council (Legco) he advocated for increased African representation.
- iv. He organized many political rallies in coast province during which he demanded for the release of the people who had been detained under emergency laws.
- v. As president of KADU he advocated for independence.
- vi. As member of AEMO, he mediated between extremists and moderates to create unity.

SECTION B (45 MARKS)

18. (a) State five reasons for migration of the Cushites from their original homeland into Kenya during the pre-colonial period. (5 marks)

- i. They moved in search for pasture and water for their livestock.
- ii. Drought and famine in their original homeland.
- iii. Outbreak of diseases and epidemics in their original homeland.
- iv. Clan feuds / disputes / internal conflicts.
- v. External attacks.
- vi. Search of land for settlement.
- vii. Spirit of adventure. (5x1=5 marks)

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

- i. The Luo were a decentralized community.
- ii. At the lowest level of political structure was the family whose head was 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 Oganda level was known as buch piny (the law of the land).
- x. Buch piny settled major inter-clan conflicts, declared war and punished criminals such as murderers.
- xi. Religious leaders i.e. diviners and rainmakers also influenced the politics of the Luo
- xii. They had a war-leader osumba mrwayi who was head of a group of warriors referred to as thuondi.

(Any 5x2=10mks)

19. (a) Give five reasons why Christian missionaries came to Kenya in the 19th century. (5 marks)

- i. To spread Christianity.
- ii. To help abolish slave trade.
- iii. To explore the region.
- iv. To spread western civilization.
- v. Promote legitimate trade.
- vi. Educate Africans. (5x1=5 marks)

(b) Explain five results of the coming of Christian missionaries to Kenya. (12 marks)

- i. Christian missionaries converted Africans to Christianity.
- ii. They built schools where Africans were taught how to read and write.
- iii. They built hospitals which helped to improve the health standards of the people.
- iv. They introduced new farming methods.
- v. They introduced new vocational skills e.g. carpentry and masonry.
- vi. Translated the bible into local languages.
- vii. Drew map of the interior of the great lakes region.
- viii. Influenced their governments to take interest in the region which led to colonization.

- vi. It is the evidence of the democratic nature of the government system. (5x2=10 marks)

24. (a) Name five special groups of people who are protected by the bill of rights in Kenya. (5 mks)

- i. The disabled.
- ii. The aged / elderly.
- iii. Minorities / marginalized.
- iv. The children.
- v. Arrested persons.
- vi. The youth.
- vii. Detained / held custody or imprisoned.

(5x1=5 marks)

(b) Explain five ways in which the United Nations charter on human rights is important. (10mks)

- i. It reaffirms that human beings are born free and are equal in dignity and rights.
- ii. Serves as a driving force behind many human rights based on logistics.
- iii. Has inspired action of subsequent international documents e.g. international bill of rights and convention on the elimination of all forms of racial discrimination.
- iv. Makes the protection of human rights an important part of international law.
- v. Serves as a base for human rights observers e.g. amnesty international.
- vi. Sets a standard of achievement for all nations to strive for.
- vii. Serves as a moral conscience to the world community providing international norms and standards for communities.

(Any 5x2=10 marks)

- vii. As a leader to the Lancaster House Conference he participated in the drafting of the independence constitution.
- viii. In 1961, Ngala as leader of KADU accepted to form a coalition government with New Kenya Party so as not to delay independence. (5x2=10 marks)

SECTION C (30 MARKS)

22. a) Identify three categories of people whose personal liberty is limited. (3 marks)

- i. Convicted criminals.
- ii. Suspect criminals
- iii. A person with unsound mind.
- iv. A drug addict.
- v. A young person under 18 years
- vi. A person with an infectious disease.

(Any 3x1= 3 marks)

b) Explain six civic responsibilities of a Kenyan citizen

- i. A responsible citizen pays taxes to enable the government to meet its financial obligation.
- ii. To participate in community development activities to improve welfare of people in the community.
- iii. To participate in the democratic process by electing leaders being elected to ensure good governance.
- iv. To obey laws so as to enhance peace in the society.
- v. Takes care of the environment in order to promote healthy living.
- vi. Prevents/ fights corruption to promote proper utilization of resources by all.
- vii. Promote the rights and freedoms of all people in the society
- viii. Promote the rule of law by reporting wrong doers
- ix. To participate in national debates/ barazas

(Any 6x2=12 marks)

23. (a) State five constitutional offices in Kenya. (5 marks)

- i. The Attorney general.
- ii. The electoral commissioners.
- iii. Governor of the central bank.
- iv. Judges of the high court.
- v. The chief justice.
- vi. The prosecutor of public prosecutions.
- vii. Judges of the supreme court.

(5x1=5 marks)

(b) Explain five reasons why the election of a president is important in Kenya. (10 marks)

- i. It is the essence of democracy in a government / it gives citizens the chance to exercise their democratic rights.
- ii. Through such elections, the people of Kenya give their president the mandate to rule the country and act on their behalf.
- iii. The president is responsible and accountable to the electorate and this ensures that he / she does not go against public opinion.
- iv. The president enjoys legitimacy of power because it is derived from the people.
- v. It is a sign that the people approve of the president and the policies of the government formed by the party.