**COUNTY LINK GROUP**

**COMMON EXAMINATION**

**END OF TERM II FORM 4 -2017**

**HISTORY PAPER 311/1**

**MARKING SCHEME**

**JULY 2017**

**SECTION A (ALL QUESTIONS 25 MARKS)**

1. *One community that had a centralized system of government during the pre- colonial period.*

The Wanga (1x1=1mk)

1. *Two natural factors that facilitates the coming of Arabs to the East African coast*
* The availability of Mosoon winds
* Presence of natural harbours along the coast (2x1= 2mks)
1. *Two factors which facilitated the spread of Islam in Kenya by 1500 A.D*
* Trade activities between Arabs and Africans
* Intermarriage between Arabs and other communities
* Arabs settlement along the coast
* Development of Kiswahili language
* Islam was accommodative to African trade practice (2x1= 2mks)
1. *Two economic factors that promotes national unity in Kenya*
* Equitable distribution of resources
* Commercial/ trade activities
* Equal employment opportunities
* Use of common language (2x1= 2mks)
1. *One way of becoming a Kenya citizen*

By birth

By registration (1x1=1mk)

1. *One coastal community that participated in long distance trade*

Mijikenda

Swahili (1x1= 1mk)

1. *One way through which constitution promotes national unity in Kenya*
* It guarantees equal opportunities to all members
* Provides for unitary government
* Provide protections to individual against any form of discrimination (1x1= 1mk)
1. *Two features of the early political associations in Kenya between 1920 upto 1939*
* Led by elite Africans
* They were tribalistic in nature
* They were less radical/ moderate
* They got financial & moral support from Asians
* Addressed common demands/ did not advocate for independence (2x1= 2mks)
1. *Two education bodies that appareled among the Agikuyu during the colonial period*
* Kikuyu independent schools Association (KISA)
* The Kikuyu Karinga education association (KKEA) (1x1= 1mk)
1. *One nationalists parties whose leader attended the Lancaster house conferences*
* Kenya African Democratic union (KADU)
* Kenya African National Union (KANU (1x1 =1mk)
1. *Two lessons why the Africans were not allowed to grow cash crops in colonial Kenya*
* To provide steady supply cheap labour to the Europeans
* To control the spread of diseases and pests from African farms
* Africans had no knowledge of cash crop growing (2 x 1 = 2mks)
1. *Two groups that affected education in Kenya during the colonial period*
* Missionaries
* Colonial government
* Asians
* Africans (2x1= 2mks)
1. *Identify two units of the Kenya defense forces*
* Kenya Navy
* Kenya Army
* Kenya Air force (2x1= 2mks)
1. *Who gives assent to a parliamentary bill before it becomes a low in Kenya*
* The president (1x1= 1mk)
1. *One ex- official members of the county assembly in Kenya*
* The speaker of the county assembly (1x1= 1mk)
1. *One official who presents the national government at the county level*

The county commissioner (1x1= 1mk)

1. *One external sources of government revenue in Kenya*

Foreign AID (1x1= 1mk)

***SECTION B (3 QUESTIONS- 45MKS)***

1. (a) *Five reasons which led to the migration of the Cushites from their original homeland into Kenya during the pre-colonial period*

- Population pressure

- Search for pasture and water for their animals

- Family and clan field

- Outbreak of human and anima diseases

- Drought and Famine

-Desire for adventure

- External attack (5x1= 5mks)

(b) *Political organization of the Somali: during the pre- colonial period*

-The basic political unit was the clan

- The clan was headed by the council of elders

- The council of elders maintained law and order & settle disputes

- They practiced the Age set- system

-Existence of warriors helped Maintain law and order

- They had shelkhs (Sultan) especially after adopting Islam (5 x2 =10mks)

 19. (a) *Positive results of the Portuguese rule along the East African coast*

- Portuguese built fort Jesus for dense and later become a tourist attraction

- They introduced new food crops in Kenya

- The Portuguese words enriched Kiswahili language

- They fostered a good relationship between East African coast and India

- They introduced Christianity along the coast (3x1=3mks)

 (b) *Six factors that led to the collapse of the Portuguese rule on the Kenyan coast*

- Inefficient and corrupt officials who amassed wealth at the expense of the general public

- Constant rebellion in the Area due to ruthless rule

- Inadequate Portuguese officials to administer the region

- Decline in Trade activities thus no revenue for the Portuguese operations

- Portuguese solders were weakened by attacks by tropical diseases

- Invasion of Zimba warriors undermine their position

- The annexation of Portugal by Spain weakened Portuguese control of the coastal

(6 x2 =12mks)

1. (a) *Reasons why colonial government encourage white framing in Kenya*

- There was urgent need by the British to exploit the highlands for agriculture to met the cost administration

- Colonia government wished to make Kenya a white Man’s country

- The colonial government wanted to counter Asians influence in Kenya

- The Kenya highlands were suitable for European Settlements

- Africans lacked funds and technical Know –how to be used in Large –Scale farming

- The colony lacked Vital Mineral Resources like gold & diamond (1x1 = 5mks)

 (b) *Five ways through which the colonial government promoted settler farming in Kenya*

- Provision of land to the white farmers

- Provision of technical assistance

- Provision of infrastructure- constructions of railway and roads

- Provision of credit facilities to the settlers

- Provision of security against hostile communities

- Provision of marketing facilities for the settlers produce e.g KPCU, KCC, KMC e.t.c

*(6 x2 = 12mks)*

1. *(a) Three National philosophies in Kenya*

- African socialism

- Harambee sprit

- Nyayoism (3x1= 3mks)

(b) *Six ways in which harambeee philosophy has promoted the development of education in Kenya*

- Many educations institution have been constructed using funds raised through harambee

- Many students have been helped to fees through harambee

- Physical facilities in institutions have been constructed through harambee

- Teaching / learning materials have been purchased through harambee

- Harambee spirit has supported co- curriculum activities making learners exploit their talents

 -School furniture has been bought through harambee

- Parents have supplemented government schools’ feeding program through harambee

(6 x1= 12mks)

 **SECTION C (2 QUESTIONS 30MKS)**

1. (a) *Five ways through which education promotes national unity*

- Use of one curriculum in all schools

- Use of one medium of communication

- Centralized national examination

- Existence of National Schools (5x1= 5mks)

 (b) *Explain five factors which undermine National Unity in Kenya*

- Unequal distribution of National resources

- Different religious beliefs & practices

- Tribalism

- Nepotism

- Corruption

- Racism

- Ignorance

- Greed

- Gender discrimination (5x2=10mks)

23. (a) *Five reasons why elections are important in Kenya*

- To give citizens a chance to choose leaders

- It is a constitutional requirement

- Enables Kenyan to have a new government

- Enables Kenyans remove non- performing leaders

- Enable Kenyans to exercise their democratic right of voting

- To enable people to give mandate to the party of their choice to rule

- To enable leaders to be responsive to the development of needs of the electorate (5x1=5 mks)

 (b) *Describe the law – Making process in Kenya*

- Drafting of the bill in the attorney General chamber or by lawyers

*- First reading* – Bill is introduced in the parliament by the clerks

- *Second reading* – By the cabinet secretary in charge for further debate

- *Committee stage* - Selected members of parliaments to work on the bill

- *Report stage* –Bill is taking to the parliament to ensure member’s suggestions were effected

- *Third reading* – Members of parliament discusses and votes on it

- *Presidential Assent* –The president signs the bill to become a law or statute, then its gazette.

(5x2 =10mks)

24. (a) *Three members of the county Executive committee*

- Governor

- Depute governor

- Members appointed by the county

- Governor with approval of the assembly (3mks)

 (b) *Six roles of the county Assembly*

- Make laws for the performance of the county

- Exercise authority over county executive committee

- Receives and approves plan & polices for the Management & exploitation of county resources

- Approvals polices for the development of infrastructure and institutions in the county

- Approval of oversight budgets & development projects of the county

- Approving investment decisions & loans to the county.

- Monitoring and execution of projects under approved plans (6 x2= 12mks)