

Term 11
Rm 3
Eve



311/2 MS
HISTORY
Paper 2
November 2023
MARKING SCHEME

THE KENYA NATIONAL EXAMINATIONS COUNCIL

The Kenya Certificate of Secondary Education

**HISTORY AND GOVERNMENT
Paper 2**

**MARKING SCHEME
(CONFIDENTIAL)**

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This marking scheme consists of 10 printed pages.

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311/2 MS**

Turn over

SECTION A (25 MARKS)

1.	<p>Identify <u>two</u> branches of History.</p> <p>(i) Social.</p> <p>(ii) Economic.</p> <p>(iii) Political.</p>	Any 2 x 1 = 2 marks
2.	<p>Give the current stage in the evolution of human beings.</p> <p>- Homo sapiens sapiens.</p>	1 x 1 = 1 mark
3.	<p>Which was the first animal to be domesticated by ^{the early} human beings.</p> <p>- Dog.</p>	1 x 1 = 1 mark
4.	<p>State <u>two</u> advantages of written messages as a form of communication.</p> <p>(i) The information can be translated into many languages.</p> <p>(ii) The information given is kept as a record for future reference.</p> <p>(iii) The information may <u>not</u> be forgotten easily/is reliable/more accurate.</p> <p>✓ The information may be accurate.</p> <p>✓ The information can be printed into many copies.</p>	Any 2 x 1 = 2 marks
5.	<p>Identify <u>two</u> factors that led to the decline of early urban centres in Africa.</p> <p>(i) Wars of conquest.</p> <p>(ii) Shortage of water.</p> <p>(iii) Decline of trade.</p> <p>(iv) Change of trade routes.</p> <p>(v) Collapse of empire/insecurity.</p> <p>vi) Exhaustion / depletion of minerals / iron etc.</p>	Any 2 x 1 = 2 marks
6.	<p>Outline <u>two</u> uses of steel during the Industrial Revolution in Europe.</p> <p>(i) Reinforcing buildings.</p> <p>(ii) To construct railway lines / ^{bridges} vehicles / ships.</p> <p>(iii) Making utensils.</p> <p>(iv) To make engines/equipments.</p> <p>✓ Manufacture of locomotives / vehicles / ships.</p>	Any 2 x 1 = 2 marks

7.	<p>Give the main economic activity of the ancient city of Meroe.</p> <p>- Iron working/smelting.</p> <p style="text-align: right;">1 x 1 = 1 mark</p>
8.	<p>Name one African community which participated in the Chimurenga War (1896-1897).</p> <p>(i) The Ndebele.</p> <p>(ii) The Shona.</p> <p style="text-align: right;">Any 1 x 1 = 1 mark</p>
9.	<p>List <u>two</u> types of democracy.</p> <p>(i) Direct democracy/pure. <i>participatory / Prudracentary</i></p> <p>(ii) Indirect/representative/participatory. <i>Parliamentary</i></p> <p>(iii) Constitutional/liberal.</p> <p><i>iv) Presidential</i></p> <p style="text-align: right;">Any 2 x 1 = 2 marks</p>
10.	<p>Identify <u>two</u> methods used by the Europeans to acquire colonies in Africa.</p> <p>(i) Signing treaties.</p> <p>(ii) Company rule.</p> <p>(iii) Diplomacy.</p> <p>(iv) Treachery/<i>Tricks</i>/<i>Luring</i>/<i>entice</i></p> <p>(v) Military expeditions/conquest/force.</p> <p>(vi) Divide and rule.</p> <p style="text-align: right;">Any 2 x 1 = 2 marks</p>
11.	<p>Give <u>one</u> reason why the white settlers chose to establish a self-government in Zimbabwe.</p> <p>(i) They feared their economic interests would be neglected.</p> <p>(ii) They feared political domination by the Afrikaners.</p> <p style="text-align: right;">Any 1 x 1 = 1 mark</p>
12.	<p>Name the <u>two</u> military alliances which were formed during the Cold war.</p> <p>(i) North Atlantic Treaty Organization (NATO).</p> <p>(ii) The Warsaw Pact.</p> <p style="text-align: right;">2 x 1 = 2 marks</p>

13.	<p>Outline <u>one</u> reason why the United States of America did not join the First World War until 1917.</p> <p>(i) Monroe Doctrine was against her interference with European-affairs.</p> <p>(ii) She did not want to provoke/offend her citizens of German origin. <i>starting civil wars in the country</i></p> <p>(iii) The war had not interfered with her interests. <i>before 1917.</i></p> <p><i>iv) she had commercial/trade relations with both alliances-</i></p> <p style="text-align: right;">1 x 1 = 1 mark</p>
14.	<p>Name the event that marked the end of ^{the} Second World War in 1945.</p> <p>(i) The bombing of Hiroshima/Nagasaki.</p> <p style="text-align: right;">1 x 1 = 1 mark</p>
15.	<p>Identify the philosophy that was adopted by Tanzania for her development.</p> <p>- Socialism/Ujamaa.</p> <p style="text-align: right;">1 x 1 = 1 mark</p>
16.	<p>Define the term 'Commonwealth.'</p> <p>- This is an organization/association ^{union} of the former British colonies.</p> <p style="text-align: right;">1 x 1 = 1 mark</p>
17.	<p>Give <u>two</u> qualifications of a voter in Britain.</p> <p>(i) One should be aged eighteen years and above.</p> <p>(ii) One must be a registered voter.</p> <p>(iii) One must be a British Citizen <i>Birth/registration.</i></p> <p style="text-align: right;">Any 2 x 1 = 2 marks</p>

SECTION B (45 marks)

18. (a)	<p>Identify <u>five</u> animals kept in Mesopotamia during early agriculture.</p> <ul style="list-style-type: none"> (i) Goats. (ii) Cattle. (iii) Sheep. (iv) Ducks. (v) Horses. (vi) Pigs. (vii) Geese. (viii) Donkeys/asses. <p style="text-align: right;">Any 5 x 1 = 5 marks.</p>
<p>(b)</p>	<p>Discuss <u>five</u> effects of food shortage in Third World Countries.</p> <ul style="list-style-type: none"> (i) It slows down <u>economic growth</u> as most resources are used to buy food; rather than for economic development. (ii) It causes <u>loss of lives/high mortality/death rate</u> due to famine/malnutrition/starvation. (iii) It leads to <u>overdependence</u> on the developed nations; with dire consequences of economic exploitation/neo-colonialism. (iv) It leads to <u>migration of people</u> from famine stricken areas, thereby straining resources of receiving/host areas. (v) <u>Increased infant/ child mortality rate</u> due to poor nutrition for children. (vi) It has led to <u>decline/closure of</u> agro-based industries due to lack of raw materials. (vii) Social problems like <u>poverty</u> escalate leading to poor quality of life/<u>increase in social evils</u>. <p><i>viii) evils. It has led to malnutritional diseases / Kwashiorkor / marasmus</i> <i>ix) the little food available becomes expensive / unaffordable.</i></p> <p style="text-align: right;">Any 5 x 2 = 10 marks.</p>
19. (a)	<p>State <u>five</u> roles played by the Tuaregs during the Trans-Saharan trade.</p> <ul style="list-style-type: none"> (i) They <u>watered/ fed</u> the camels/horses / <i>traders</i> (ii) They acted as <u>a guides</u> to the traders. (iii) They provided <u>security</u> to traders. (iv) They acted as <u>interpreters</u>. (v) They gave <u>food/water</u> to the traders / <i>camels/horses</i>

x- Children drop out of school because of hunger
 xi- Increase in insecurity/Political instability
 xii- Increased debt burden as the starving countries borrow more for fuel.

	<p>(vi) They guarded the oases.</p> <p>(vii) They acted as middlemen between traders.</p> <p>viii) They provided accommodation to traders. Any 5 x 1 = 5 marks</p> <p><i>Explain</i></p>
(b)	<p>Describe five ways which were used to acquire slaves during the Trans-Atlantic trade.</p> <p>(i) The debtors who failed/were unable to pay debts were sold to the traders to settle the debts. <i>(Pawnfaring)</i></p> <p>(ii) People who were captured during war/prisoners of war were sold out to traders.</p> <p>(iii) Lonely travelers were <u>attacked/kidnapped</u> by slave dealers.</p> <p>(iv) Young children were <u>enticed</u>/attracted by use of sweets, then taken in as slaves.</p> <p>(v) <u>Raiding of</u> villages/capturing the strong members of the community as slaves.</p> <p>(vi) The weak/vulnerable members of the society like <u>widows</u> were sold <u>as</u> slaves.</p> <p>(vii) Wrong doers/troublesome/law breakers/criminals were disposed off by their chiefs/leaders as a punishment.</p> <p>viii) <i>Slaves were exchanged for European manufactured goods</i> Any 5 x 2 = 10 marks</p>
20. (a)	<p>Highlight five uses of gold in Africa during the pre-colonial period.</p> <p>(i) To make coins.</p> <p>(ii) To make knife handles/flint.</p> <p>(iii) It was an item of trade.</p> <p>(iv) It was used as a measure of wealth/value.</p> <p>(v) To make ornaments/jewellery/rings/bangles.</p> <p>(vi) Making utensils/plates/water vessels.</p> <p>(vii) Making ritual tools/statues.</p> <p>viii) <i>Used as a medium of exchange/currency.</i></p> <p>ix) <i>Used to make weapons/swords/ blades</i> Any 5 x 1 = 5 marks</p>
(b)	<p>Discuss five factors which led to the Industrialization in Europe during the 19th century. 10 marks)</p> <p>(i) <u>Large population</u> which provided <u>skilled/unskilled labour</u>.</p> <p>(ii) <u>Varied sources of energy</u> like coal/petroleum/steam power machines in industries.</p> <p>(iii) <u>Political stability</u> which created favourable environment for industries.</p> <p>(iv) <u>Availability of banks/insurance services</u> for provision of credit/compensation for loss.</p>

- x) ~~Availability of external/overseas market/colonies for finished goods/products~~
- xii) ~~Availability of water for industrial use~~
- xiii) ~~Availability of capital from enterprising merchants who were willing to invest in the industries~~

	<p>(v) European government had policies which supported industrialization by funding/technical expertise.</p> <p>(vi) Improved infrastructure ^{transport/communication} which eased movement of goods/services/people</p> <p>(vii) Increased scientific/technological invention by scientists leading to efficiency/increase in production.</p> <p>(viii) Agrarian Revolution which increased food for workers/raw materials for industries.</p> <p>(ix) Availability of both ^{local} domestic/external markets for finished products. ^{Divided by large population}</p> <p>x. Availability of skilled labour/manpower ^{who operated machines in industry}</p> <p style="text-align: right;">Any 5 x 2 = 10 marks.</p>
<p>21. (a)</p>	<p>State five duties of the Lukiiko among the Baganda during the pre-colonial period.</p> <ul style="list-style-type: none"> (i) It helped the Kabaka in general administration. (ii) It made laws. (iii) It acted as the final court of appeal. (iv) It directed tax collection. (v) It planned expenditure/made budget. (vi) It represented people's needs/concerns to the Kabaka. (vii) It advised the Kabaka. <p style="text-align: right;">Any 5 x 1 = 5 marks</p>
<p>A (b)</p>	<p>Describe the social organization of the Shona in the 19th Century.</p> <ul style="list-style-type: none"> (i) They had <u>religion based on Mwari cult</u> as Mwari was believed to be the supreme creator/being. (ii) There were <u>priests</u>, whose work was to lead the people in worshipping Mwari. (iii) The <u>priests who were drawn from the Rozwi clan</u> contacted Mwari through ancestral spirits. (iv) They had two ^{three} kinds of spirits Vadzimu/family spirits, Mhondoro/clan spirits which communicated through an intermediary. ^{Mwari/ National} (v) The society was patrilineal where sons inherited leadership from their father. (vi) They were divided into clans whose naming was based on animals. (vii) The community was polygamous/allowed marriage of many wives.

	<p>(viii) Members from related clans were not allowed to marry as they would attract a curse/taboo.</p> <p>(ix) They built/lived in stone houses due to their reknown skill in masonry.</p> <p>x) <i>they had medicine men/ Ngaraqa who treated the silk.</i> <i>Any 5 x 2 = 10 marks</i></p> <p>xi) <i>they paid attention to adornment/elaborate hair styles.</i></p> <p>xii) <i>Among the Shana the King/Muone Mustapa was regarded as semi divine.</i></p>
<p>22. (a) Identify three organs of the Organization of African Unity (OAU).</p>	<p>(i) The Assembly of Heads of state/Government.</p> <p>(ii) The Council of Ministers.</p> <p>(iii) <i>The General Secretariat / the Secretariat</i></p> <p>(iv) The Commission of Mediation/Conciliation/Arbitration.</p> <p>(v) <i>Specialised Commissions/Committees.</i></p> <p>(vi) Specialised Agencies.</p> <p style="text-align: right;">Any 3 x 1 = 3 marks</p>
<p>(b) Discuss six challenges facing the Common Market for Eastern and Southern Africa (COMESA).</p>	<p>(i) <u>Withdrawal of some members</u>/Tanzania/Namibia has weakened the organization.</p> <p>(ii) <u>Personality differences</u> among some leaders makes it difficult to agree on matters of common interest.</p> <p>(iii) <u>Prioritization of national interests</u> by member states undermines those of the organization/regional integration.</p> <p>(iv) <u>Political instabilities/civil wars</u>/ethnic conflicts in some member states undermines economic development in the region.</p> <p>(v) <u>Border conflicts</u> between some member states threatens regional cooperation/peace/security.</p> <p>(vi) <u>Membership to other organizations</u> by member states makes them to have <u>divided loyalty</u>/paying less attention to the organization.</p> <p>(vii) There is <u>limited trade opportunities</u> as members <u>produce similar goods</u>.</p>

x) Difficulties in enforcing regulations as members don't comply ~~comply~~ to COMESA treaty making difficult to achieve its objectives

	<p>(viii) <u>Poor transport/communication network</u> has hampered smooth movement of goods/people/services.</p> <p>(ix) <u>Competition from more developed countries</u> which avail cheaper goods makes it difficult for members to sell their products/unfavourable terms of trade.</p> <p>x) <u>Conflicts over trading rights</u> which interfere with free flow of goods among the member countries</p> <p style="text-align: right;">Any 6 x 2 = 12 marks.</p>
23. (a)	<p>Name <u>three</u> courts in the Judicial System of India.</p> <p>(i) The Supreme Court.</p> <p>(ii) The High Court.</p> <p>(iii) The District Courts.</p> <p>(iv) The Special Courts.</p> <p style="text-align: right;">Any 3 x 1 = 3 marks</p>
(b)	<p>Explain <u>six</u> functions of the Prime Minister of Britain.</p> <p>(i) He/she <u>initiates domestic/foreign policies</u> in Britain which define internal/external programmes.</p> <p>(ii) He/she <u>appoints/dismisses cabinet ministers</u> with the consent of the Monarch.</p> <p>(iii) He/she <u>chairs cabinet meetings</u> where policies governing the nation are formulated.</p> <p>(iv) He/she <u>recommends to the Monarch persons</u> to be appointed as Civil servants/Chief Justice/High Commissioners/Lords.</p> <p>(v) He/she is <u>the leader of the House of Commons</u> which makes/amends laws for the country.</p> <p>(vi) He/she is the <u>Chief Executive Officer of the British government</u>/Head of government thereby responsible for <u>execution of policies/programmes</u>.</p> <p>(vii) He/she <u>arbitrates disputes</u> between various government departments.</p> <p>(viii) He/she <u>represents Britain in international fora/meetings</u> where international matters are deliberated.</p> <p>(ix) He/she <u>recommends to the Monarch persons</u> to be <u>conferred with state honours</u> in recognition of their distinguished service.</p> <p>x) He/she is the <u>leader of the party that</u> nominates them and influences decisions (policies)</p> <p style="text-align: right;">Any 6 x 2 = 12 marks.</p>

24. (a)	<p>Outline <u>three</u> ways through which the UN promotes world peace.</p> <ul style="list-style-type: none"> (i) By <u>imposing sanctions</u> against defiant states. (ii) <u>Sending peace keeping missions</u> to conflict areas. (iii) <u>Use of UN observers/mediators/special envoys</u> to arbitrate disputes. (iv) Use of <u>International Court of Justice</u> to hear disputes/for litigation. (v) Through <u>diplomacy</u>/sending peace messengers. (vi) <u>Investigating</u> disputes that may threaten world peace. <p style="text-align: right;">Any 3 x 1 = 3 marks</p>
* (b)	<p>Discuss <u>six</u> political results of the First World War.</p> <ul style="list-style-type: none"> (i) It led to the creation of new nations in Europe such as Hungary/Yugoslavia. (ii) The size of <u>Germany</u> was reduced as some provinces/Alsace/Lorraine was taken over by France. (iii) Germany was <u>deprived of her colonies</u> which were declared as mandate territories under the supervision of the League of Nations. (iv) It led to the <u>formation of the League of Nations</u> to maintain global peace/security. (v) USA <u>emerged as a leading world power</u> whose post war influence was felt in Europe/world. (vi) It led to the <u>rise of dictators/Benito Mussolini/Adolf Hitler</u> whose aggression resulted to the Second World War. (vii) It led to <u>development of nationalistic feelings</u> among the colonized people as the myth of white man's superiority was shattered. (viii) It led to <u>emergence of communism in Russia</u> which hastened the collapse of Tsarist regime. <p>ix) Political boundaries of the Turkish empire was reduced/Turkey lost Egypt/Syria/collapse of the Ottoman empire.</p> <p style="text-align: right;">Any 6 x 2 = 12 marks.</p>

- x) The German army was reduced to 100,000 men/ the airforce was disbanded.
- xi) Germany and her allies were forced to pay war indemnity/huge sums of money/ 6.5 billion Sterling pounds.