



311/2 MS  
HISTORY  
Paper 2  
November 2024  
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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## SECTION A (25 MARKS)

1. <i>State two</i>	<p><b>Advantages of using archaeology as a source of information on History and Government.</b></p> <p>(i) It gives information that other sources may not give./provide pre-history information.</p> <p>(ii) It gives a <u>sense of time</u> as artefacts can be dated. <i>vi) It has a sense of reality as</i></p> <p>(iii) It <u>complements</u> other sources of information. <i>artifacts can be seen/touched.</i></p> <p>(iv) It provides varied information on the materials found on the site.</p> <p><i>vi) It gives accurate information on material culture of early human.</i></p> <p><i>vi) It links history to laboratory based sciences</i></p> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks</b></p>
2.	<p><b>Outline <u>two</u> ways used by archaeologists to identify historical sites.</b></p> <p>(i) During building/cultivation, fossils may be exposed.</p> <p>(ii) Through <u>vision</u>.</p> <p>(iii) By looking for areas where erosion/faulting has occurred.</p> <p>(iv) Using their <u>experience/skills</u>.</p> <p>(v) By referring to <u>historical documents</u>.</p> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks</b></p>
3.	<p><b>Give the meaning of the term 'Agrarian Revolution'.</b></p> <p>- It is the rapid/sudden changes/improvement that took place in the field of agriculture.</p> <p style="text-align: right;"><b>1 x 1 = 1 mark</b></p>
4. <i>Name the</i>	<p><b>Main method of trade used during the Trans-Saharan Trade.</b></p> <p>- Barter</p> <p style="text-align: right;"><b>1 x 1 = 1 mark</b></p>
5. <i>Name one</i>	<p><b>Two types of land transport during the ancient period.</b></p> <p>(i) Human transport.</p> <p>(ii) Animal transport.</p> <p style="text-align: right;"><b>1 x 1 = 1 mark</b></p>
6. <i>State two</i>	<p><b>Uses of coal during the Industrial Revolution in Britain.</b></p> <p>it was used:</p> <p>(i) To power <u>machines</u> in factories. <i>v)</i></p> <p>(ii) To drive <u>locomotives/trains</u>.</p> <p>(iii) To provide <u>lighting</u>.</p> <p>(iv) To heat water to produce steam.</p>



	(v) To manufacture dyes/pharmaceuticals. vi) It was used in iron smelting. <i>highlight the</i>	Any 2 x 1 = 2 marks
7. A	Problems caused by high population <sup>growth</sup> in the ancient city of Cairo. (i) Unemployment. (ii) Scarcity of food. (iii) High crime rate/insecurity. (iv) Housing problem/development of shanties/slums. (v) Social evils/prostitution.	Any 2 x 1 = 2 marks
8.	Name the form of picture writing that was used in ancient Egypt. - Hieroglyphics.	1 x 1 = 1 mark
9. <i>State</i>	Main objective of the Berlin Conference of 1884 to 1885. - To divide up/partition the African Continent among the European countries/powers.	1 x 1 = 1 mark
10.	Identify the system of administration used in Senegal before 1945. - The policy of Assimilation.	1 x 1 = 1 mark
11.	Give <u>one</u> factor that <sup>promoted</sup> provided unity among the Shona during the 19 <sup>th</sup> century. (i) Religion/Mwari Cult. (ii) It had a centralized system of administration. (iii) The Royal Fire.	Any 1 x 1 = 1 mark
12. <i>State</i>	One way through which the arms race led to the First World War. (i) It created rivalry/competition in the production of sophisticated weapons. (ii) It created tension/suspicion between the European powers. (iii) It <del>is</del> led to the formation of alliances/rival camps.	1 x 1 = 1 marks



- vi) To restore the dignity of the black people in diaspora
- vii) To fight the serious political, economic and cultural disadvantages faced by the blacker in diaspora.
- viii) To create a forum where black people's grievances could be aired.

13.	Give two State the main reason why the Pan-African Movement was formed.	<p>i) To <u>unite</u> people of African descent/origin /Blacks.</p> <p>ii) To <u>improve</u> the <u>living conditions</u> of all black people all over the world. <math>2 \times 1 = 2</math> mark</p> <p>iii) To <u>fight</u> against <u>colonialism</u> (iv) To <u>fight</u> against <u>racism/white supremacy</u>.</p>
14. Name	Financial institutions of the African Union.	<p>(i) The <u>African Central Bank</u>.</p> <p>(ii) The <u>African Monetary Fund</u>.</p> <p>(iii) The <u>African Investment Bank</u></p> <p>Any 2 x 1 = 2 marks</p>
15. Outline two	Development made in education in Tanzania since independence.	<p>(i) Kiswahili was made the medium of instruction in schools.</p> <p>(ii) Education facilities/schools/universities were expanded/increased enrolment.</p> <p>(iii) Free and compulsory education <sup>was</sup> introduced.</p> <p>(iv) Socialist ideals were incorporated in education.</p> <p>(v) Adult literacy programmes <sup>were</sup> promoted.</p> <p>Any 2 x 1 = 2 marks</p>
16. Give	One branch of government in Britain.	<p>(i) Legislature.</p> <p>(ii) Judiciary.</p> <p>(iii) Executive.</p> <p>Any 1 x 1 = 1 mark</p>
17. Give	Level of elections in the United States of America.	<p>(i) Elections to the <u>House of Representatives</u>.</p> <p>(ii) Election for <u>governors</u></p> <p>(iii) Elections for the <u>Senate</u>.</p> <p>(iv) <u>Election of the president</u></p> <p>Any 2 x 1 = 2 marks</p>



### SECTION B (45 marks)

<p>18. (a)</p> <p><i>Name five</i></p>	<p><b>Methods of dating fossils in History.</b></p> <ul style="list-style-type: none"> <li>(i) Chemical dating/radio carbon dating/Potassium Argon / <i>Carbon-14 (iv)</i></li> <li>(ii) Stratigraphy.</li> <li>(iii) Geological periods.</li> <li>(iv) Fission-track dating.</li> <li>(v) Lexico statistics dating.</li> <li>(vi) Statistical dating.</li> <li>(vii) Paleomagnetic dating.</li> </ul> <p style="text-align: right;">Any 5 x 1 = 5 marks.</p>
<p>(b)</p> <p><i>Explain five</i></p>	<p><b>Advantages of using written sources of information on History and Government.</b></p> <ul style="list-style-type: none"> <li>(i) The information is readily available/accessible to many people.</li> <li>(ii) The information can be translated into different languages, thus enabling many people to read it.</li> <li>(iii) It can be used for future reference; hence history is preserved.</li> <li>(iv) It is more reliable because information is shown/appears in its original state / <i>accurate</i></li> <li>(v) It is cheaper/cost effective compared to other sources like archaeology/anthropology.</li> <li>(vi) It provides objective information devoid of any bias/exaggeration.</li> <li>(vii) It can be disseminated to many people worldwide.</li> </ul> <p style="text-align: right;">Any 5 x 2 = 10 marks.</p>
<p>19. (a)</p> <p><i>Give five</i></p>	<p><b>First five stages of the evolution of human beings in a chronological order.</b></p> <ul style="list-style-type: none"> <li>(i) Aegyptopithecus. / <i>Egyptian ape</i></li> <li>(ii) Dryopithecus Africanus. / <i>proconsul</i></li> <li>(iii) Kenyapithecus Africanus. / <i>Ramapithecus</i></li> <li>(iv) Australopithecus. / <i>southern ape</i></li> <li>(v) Homo Habilis.</li> </ul> <p style="text-align: right;">Any 5 x 1 = 5 marks</p>



(b) Explain five reasons why the early human beings started agriculture.

- (i) There was increase in population which could not be satisfied with the naturally obtained food.
- (ii) Climatic changes caused animals to move away thereby reducing the amount of food available for human consumption.
- (iii) Hunting and gathering was tiresome/cumbersome hence needed an easier/regular source of food.
- (iv) Competition for food between man and animals necessitated alternative sources of food for survival.
- (v) Natural calamities like bush fire / floods destroyed / burned vegetation <sup>animals</sup> hence exposed human beings to shortage of food.
- (vi) Insecurity during hunting and gathering forced human beings to look for safer means of obtaining food.
- (vii) Man discovered that some animals were of economic value <sup>source/provided security</sup> hence decided to domesticate them.
- (viii) Unfavorable weather conditions undermined hunting and gathering, thus, the need for a reliable source of food. <sup>unreliability of hunting and gathering</sup>

ix) Overhunting led to depletion of animal stock hence need for domestication of plants and animals.  
 x) The discovery that some crops took a short time to mature <sup>Any 5 x 2 = 10 marks</sup>

20. (a) Factors which favoured the early Agriculture in Mesopotamia. <sup>presence of indigenous crops</sup>

- (i) Availability of fertile soils / silt.
- (ii) Invention of farming tools / plough / seed drill.
- (iii) Availability of water for irrigation from Rivers Tigris / Euphrates.
- (iv) Knowledge of weather / weather forecasting.
- (v) Existence of indigenous edible plants <sup>animals</sup>
- (vi) Population increase. <sup>ix) Availability of labour provided by the local population/slaves</sup>
- (vii) Favourable climate.
- (viii) Land reclamation method/construction of dykes <sup>Any 5 x 1 = 5 marks</sup>

(b) Discuss five effects of the Agrarian Revolution in the United States of America. (10 marks)

- (i) It led to enhancement of research resulting to improved crop varieties / animal breeds.



	<p>(ii) <u>replacement of slaves/other labourers on the farms</u> / <u>invention of farm machinery / mechanization</u> led to cultivation of large tracts of land.</p> <p>(iii) <u>It led to increase in food production</u> due to the use of fertilizers / hybrid seeds.</p> <p>(iv) It led to <u>diversification of agriculture</u> through the introduction of new crops / animals.</p> <p>(v) <u>Transport network was improved</u> / expanded to ease the movement of food products from the farms to industries / markets.</p> <p>(vi) <u>Agriculture related industries were established</u> to process agricultural raw materials.</p> <p>(vii) Many parts of America were opened up for farming / settlement by the immigrants.</p> <p>viii <u>It led to the expansion of international trade between USA &amp; other countries.</u></p> <p>ix <u>It led to increase of population due to adequate food.</u></p> <p>Any 5 x 2 = 10 marks.</p>
21. (a) State five	<p><b>Factors that led to the development of Trans-Sahara Trade.</b></p> <p>(i) <u>Existence of powerful kings</u> / Mansa Musa / Askia who provided protection / security.</p> <p>(ii) <u>Demand for goods from the region.</u> / <u>Rich man</u></p> <p>(iii) <u>Availability of trade goods / items.</u> ix <u>The presence of Tuaregs who played different important roles.</u></p> <p>(iv) <u>Existence of local trade.</u></p> <p>(v) <u>Availability of horses / camels for transport.</u></p> <p>(vi) <u>Availability of capital from North Africa merchants / Berbers.</u></p> <p>(vii) <u>Availability of oases that provided water.</u></p> <p>viii <u>Existence of well established trade routes</u> Any 5 x 1 = 5 marks</p>
(b)	<p><b>Discuss five negative effects of the Trans-Atlantic Trade on West Africa.</b></p> <p>(i) It led to <u>depopulation</u> of the region as many people were taken to America as slaves.</p> <p>(ii) It caused <u>destruction of property</u> during slave raids.</p> <p>(iii) It led to the <u>changes of roles of women</u> as their husbands were taken away/ women took charge of families in the absence of their husbands.</p> <p>(iv) The region was <u>exposed to new diseases</u> which were brought by the Europeans.</p> <p>(v) It led to <u>decline of economic activities / indigenous industries</u> as productive members of the society were taken away.</p> <p>(vi) It led to <u>separation of families</u> / displacement of people as villages were raided by slave traders.</p> <p>(vii) The <u>introduction of firearms</u> intensified civil wars / conflicts / slave raids between communities. / <u>insecurity</u></p> <p>(viii) It created <u>fear / misery / suffering</u> / <u>hatred among the Africans</u> / <u>insecurity to the Africans</u></p> <p>(ix) It led to the <u>decline of the Trans-Saharan trade</u> as the focus shifted to the south.</p>

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x) It led to the decline of indigenous industries due to introduction of cheap European manufactured goods.

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xi) It led to loss of lives during the slave raids / uprooting

xii) It led to decline of some kingdoms due to internal wars.

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Any 5 x 2 = 10 marks

**SECTION C (30 marks)**

22. (a) <i>Name Three</i>	<b>Organs of the League of Nations (LON).</b> <ul style="list-style-type: none"><li>(i) The <u>Council</u>.</li><li>(ii) The <u>Secretariat</u>.</li><li>(iii) The <u>Assembly</u>.</li><li>(iv) The <u>Permanent Court of International Justice</u>.</li><li>(v) The <u>International Labour Organization</u>.</li><li>(vi) <u>Specialized Commissions and Committees</u>.</li></ul> <p style="text-align: right;">Any 3 x 1 = 3 marks</p>
(b) <i>Explain Six</i>	<b>Reasons why the LON failed to maintain world peace.</b> <ul style="list-style-type: none"><li>(i) Its failure to maintain neutrality in addressing international issues aggrieved some countries / Germany.</li><li>(ii) The Versailles Treaty favoured the Allied powers/ condemned German destruction caused by the war (WWI) / forced to pay war reparations.</li><li>(iii) Some powerful nations / USA / Germany / Russia did not join the League and therefore were not subject to it, thus weakening it</li><li>(iv) The policy of appeasement adopted by the League encouraged aggression / militarization / arms race.</li><li>(v) It lacked its own standing army / machinery to enforce / implement decisions which required military intervention.</li><li>(vi) <u>Inadequate funds</u> undermine its ability to finalize all its programmes / operations.</li><li>(vii) The rise of dictators in Europe / Adolf Hitler / Mussolini / Stalin who were unwilling to abide by its resolutions.</li><li>(viii) Most of the members prioritized their national interests / nationalization at the expense of those of the League.</li><li>(ix) The covenant did not forbid use of aggression / war in settling disputes among states.</li></ul> <p><i>X) The conference of ambassadors in Paris undermined the activities of the League.</i></p> <p style="text-align: right;">Any 6 explained x 2 = 12 marks.</p>

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*XI) The world economic crisis / great depression weakened the activities of the League of Nations.*



23. (a) <i>State three</i>	<b>Roles of political parties in Britain.</b> <span style="float: right;">(3 marks)</span> (i) <u>Popularizing the parties.</u> (ii) <u>Campaigning for the parties.</u> (iii) <u>Financing the parties.</u> (iv) <u>Mobilizing the electorate to vote during elections.</u> (v) <u>Recruiting new members.</u> (vi) <u>Publishing party manifestos.</u> (vii) <u>Nominating candidates to contest for elections.</u> <div style="text-align: right;"><b>Any 3 x 1 = 3 marks</b></div>
(b)	<b>Describe the structure of government of India.</b> <span style="float: right;">(12 marks)</span> (i) It has a <u>federal system</u> where power is shared between the states and Federal Union government. (ii) The federal government is headed by the <u>president</u> who is vested with executive power. (iii) The federal legislature is bi-cameral; comprising two chambers / the Lok Sabha / Rajya Sabha. <i>Lower house upper</i> (iv) There is a <u>Prime Minister</u> who is appointed by the President from the political party with majority seats in parliament. (v) There is a <u>Cabinet</u> which comprises of ministers appointed by the president in consultation with the Prime Minister. (vi) There is a <u>Vice President</u> who is elected by both houses of the parliament. (vii) There is <u>Civil Service</u> which implements government policies / programs. (viii) There are <u>governors</u> who are appointed by the President to administer the states. (ix) There is <u>judiciary</u> which comprises of union / federal court / state courts which administer justice. <div style="text-align: right;"><b>Any 6 x 2 = 12 marks.</b></div>



24. (a)	<p><b>Identify <u>three</u> categories of members of the executive in the United States of America.</b></p> <ul style="list-style-type: none"> <li>(i) The President.</li> <li>(ii) The Vice President.</li> <li>(iii) Cabinet secretaries/<i>Cabinet</i></li> <li>(iv) Civil Service/ Servants.</li> </ul> <p style="text-align: right;"><b>Any 3 x 1 = 3 marks</b></p>
(b)	<p><b>Explain <u>six</u> functions of the federal Government of the United States of America.</b></p> <p style="text-align: right;"><b>(12 marks)</b></p> <ul style="list-style-type: none"> <li>(i) <u>Levies / collects taxes</u> in order to raise revenue to finance development programmes.</li> <li>(ii) <u>It pays debts which the government owes to internal / external creditors.</u></li> <li>(iii) <i>It gives grants to individual states</i> <u>Provides defense for the United States against external aggression.</u></li> <li>(iv) <u>It makes / regulates the value of USA currency</u> in order to make it competitive / stable.</li> <li>(v) <u>It raises / supports the armed forces</u> <i>provides defense for internal/external security</i> <u>to ensure internal / external security / declares war.</u></li> <li>(vi) <u>It handles relations with other countries / international relations</u> in order to promote global peace. <i>/ratifying treaties</i></li> <li>(vii) <u>It resolves disputes among the federal states</u> so as to promote cohesion.</li> <li>(viii) <u>Admits new states into the union.</u></li> <li>(ix) <u>It enacts / passes federal laws</u> which are binding to all states.</li> <li>(x) <u>Regulates commerce</u> <i>trade</i> with foreign nations and the federal states.</li> <li>(xi) <u>Establishes federal courts</u> which administer justice in the states.</li> <li>xii) <i>It declares war / Makes peace.</i></li> <li>xiii) <i>It establishes postal federal services.</i></li> </ul> <p style="text-align: right;"><b>Any 6 x 2 = 12 marks.</b></p>