

311/2

NAME: _____

HISTORY AND GOVERNMENT

CLASS: _____ ADM. NO: _____

PAPER 2

INDEX. NO: _____

END TERM 2 - JULY 2025

MARKING SCHEME
Kenya Certificate of Secondary Education
HISTORY AND GOVERNMENT Paper 2

Section A (25 marks)

1. **Identify one period in history. (1 mark)**
(i) *Pre-history*
(ii) *History*

Any 1 point @ 1 mark each (1 mark)
2. **Identify the type of government in which people from the highest social class rule over the others. (1 mark)**
(i) *Aristocratic /Aristocracy/Oligarchy*

1 point @ 1 mark (1 mark)
3. **Give one characteristic of Homo Erectus. (1 mark)**
(i) *Was upright/ bipedal or walked on two legs.*
(ii) *The brain capacity was ranged from 700cc and 1250 cc./ Had higher thinking capacity.*
(iii) *Had more developed speech than earlier creatures*
(iv) *Had more developed hand/thumb for grasping objects*
(v) *Had long skull.*
(vi) *Had protruding jaws.*
(vii) *Was about five feet, six inches in height*

Any 1 point @ 1 mark each (1 mark)
4. **Identify the method used to plant cereal crops when agriculture begun. (1 mark)**
(i) *Broadcasting/scattering of seeds*

1 point @ 1 mark (1 mark)
5. **Give two inventions that led to Agrarian Revolution in Britain. (2 marks)**
(i) *The seed drill*
(ii) *The horse drawn hoe*
(iii) *Selective breeding of livestock*
(iv) *Introduction of fertilizers*
(v) *Mechanical reaper/combine harvester*
(vi) *Mechanical thresher*

Any 2 points @ 1 mark each (2 marks)
6. **Highlight one early form of communication. (1 mark)**
(i) *Fire/smoke signal*
(ii) *Messengers/runners*
(iii) *Written messages on scrolls/tablets/parchments*
(iv) *Drumbeats*
(v) *Horn blowing*

- (vi) *Ululation/screams/cries/clicking of tongues/whistling*
- (vii) *Bells*
- (viii) *Flags*
- (ix) *Gestures*

Any 1 point @ 1 mark each (1 mark)

7. State two negative effects of the development of motor vehicle transport. (2 marks)

- (i) *It causes traffic jams especially in urban areas*
- (ii) *It contributes to environmental pollution*
- (iii) *It damages roads*
- (iv) *It causes accidents which leads to deaths/injuries*

Any 2 points @ 1 mark each (2 marks)

8. Give two contributions of the invention of the steam engine to industry in the 18th century in Europe. (2 marks)

- (i) *Machines were able to operate efficiently /machines worked better*
- (ii) *It enabled industries to be located far from the sources of energy.*
- (iii) *It led to establishment of industries in many places*

Any 2 points @ 1 mark each (2 marks)

9. Give the main item of trade from West Africa during the Trans-Saharan trade. (1 mark)

- (i) *Gold*

1 point @ 1 mark (1 mark)

10. Name two groups of people who were involved in the Trans-Atlantic trade. (2 marks)

- (i) *The Europeans*
- (ii) *The Africans*
- (iii) *The Americans*

Any 2 points @ 1 mark each (2 marks)

11. State two functions of Saza chiefs in the Baganda kingdom. (2 marks)

- (i) *To maintain law and order*
- (ii) *To collect taxes*
- (iii) *To recruit men for military services*
- (iv) *They settled disputes/tried cases in court*
- (v) *They advised the king/they were members of the Lukiiko*

Any 2 points @ 1 mark each (2 marks)

12. Identify two functions of Athens as an early urban centre in Europe. (2 marks)

- (i) *It was a cultural centre/music/art/theatre*
- (ii) *It was an educational centre*
- (iii) *It was a sports centre*
- (iv) *It was a religious centre*

Any 2 points @ 1 mark each (2 marks)

13. Give the main factor that contributed to the emergence of Johannesburg as a modern urban centre. (1 mark)

- (i) *Discovery of gold deposits*

1 point @ 1 mark (1 mark)

14. Name one country in West Africa that was colonized by the Germans. (1 mark)

- (i) *Togo*
- (ii) *Cameroon*

Any 1 point @ 1 mark each (1 mark)

15. State one way in which African collaboration with the Europeans hastened colonization in Africa. (1 mark)

- (i) *It created disunity among Africans*
- (ii) *It encouraged Europeans to settle on African land*
- (iii) *It assisted Europeans in conquering other communities*
- (iv) *It enabled the Europeans to establish their control/entrench themselves*

Any 1 point @ 1 mark each (1 mark)

16. Outline two reasons why the British used indirect rule in Northern Nigeria. (2 marks)

- (i) *To reduce administrative cost of the colony since the region was vast.*
- (ii) *The British lacked enough trained personnel to administer the area.*
- (iii) *There existed an already acceptable system of administration*
- (iv) *To avoid resistance from the people of northern Nigeria*
- (v) *Indirect rule had already succeeded in Uganda and India*
- (vi) *Poor transport and communication network prompted them to use the policy.*
- (vii) *There was communication barrier between the British and local communities.*
- (viii) *The adoption of the dual mandate policy by the British government encouraged them to use the policy*

Any 2 points @ 1 mark each (2 marks)

17. Identify two political reforms introduced by President Fredrik de Klerk that led to the achievement of black majority rule in South Africa. (2 marks)

- (i) *He released all the political prisoners*
- (ii) *Repealed apartheid laws, e.g. pass laws*
- (iii) *Lifting the ban of political parties*
- (iv) *Allowing Africans to participate in elections*

Any 2 points @ 1 mark each (2 marks)

Section B (45 marks)

18. (a) Mention five adaptations that distinguish man from other primates. (5 marks)

- (i) *Loss of body hair*
- (ii) *Ability to speak*
- (iii) *Ability to grasp objects/well developed thumb*
- (iv) *Development of upright posture.*
- (v) *High thinking capacity*
- (vi) *Ability to make and use tools*

Any 5 points @ 1 mark each (5 marks)

(b) Describe the cultural and economic practices of early man during the Middle Stone Age period. (10 marks)

- (i) *Man was a hunter and gatherer*
- (ii) *Man- made tools like hand axes using levallois method.*
- (iii) *Man did fishing on rivers and lakes*
- (iv) *They lived in camps for protection purposes*
- (v) *They made shelters and also lived in caves.*
- (vi) *They used simple hunting methods of chasing animals and throwing stones at them as well as using traps*
- (vii) *They started wearing animal skins as clothing*
- (viii) *They painted themselves using red ochre and oil*

- (ix) Man developed a distinct language to enhance communication
- (x) Rock painting was done on cave walls and rocks.
- (xi) They decorated themselves with necklaces made from seeds and animal bones
- (xii) Man- made fire and was used for a number of purposes like providing warmth during cold seasons

Any 5 points @ 2 marks each (10 marks)

19. (a) State five disadvantages of using air transport. (5 marks)

- (i) It is expensive to procure, maintain and use aircrafts.
- (ii) Construction of air strips requires a lot of resources like land
- (iii) They can only take off and land in designated areas thus inconveniencing the users.
- (iv) Aircrafts cannot carry bulky goods as compared to other forms.
- (v) Its operations are affected by weather conditions.
- (vi) They cause air pollution
- (vii) Using aircrafts has contributed to terrorism and drug trafficking
- (viii) Use of aircrafts in military has led to massive destruction of property and deaths of many people.
- (ix) Accidents involving aircrafts are fatal.
- (x) It requires skilled personnel to manage its operations

Any 5 points @ 1 mark each (5 marks)

(b) Explain five positive effects of telecommunication in society. (10 marks)

- (i) It has made it possible for messages to be conveyed faster over long distances.
- (ii) It has led to the spread and sharing of ideas between people in different parts of the world.
- (iii) They are used for entertainment especially televisions, computers and cinemas.
- (iv) They are a medium of transmitting education programmes all over the world.
- (v) Weather forecasting, navigation and space exploration have been made easy by use of satellites.
- (vi) Information can be relayed to remote regions through the radio, television and cell phones.
- (vii) It has promoted trade and tourism through advertisements
- (viii) Security has improved through the use of cameras and close circuit televisions.
- (ix) Modern weapons use telecommunication services hence reliability.
- (x) They have created various job opportunities.
- (xi) The devices like electronic tax registers have improved tax or revenue collection systems.
- (xii) The use of computers has enabled information to be stored for future use.
- (xiii) It has promoted business transactions.
- (xiv) The government earns revenue through taxation on telecommunication services.

Any 5 points @ 2 marks each (10 marks)

20. (a) State five uses of coal as a source of energy. (5 marks)

- (i) To provide energy for lighting.
- (ii) To heat water for generation of steam power.
- (iii) To drive factory machines using steam power.
- (iv) To Move locomotive engines on rails.
- (v) To smelt iron in furnaces/to produce coke.
- (vi) To manufacture dyes/pharmaceutical products

Any 5 points @ 1 mark each (5 marks)

(b) Explain five solutions to the challenges facing industrialization in third world countries. (10 marks)

- (i) *There is need to develop transport and communication networks.*
- (ii) *There is need to support cottage industries.*
- (iii) *Impose heavy taxes on imported goods to limit competitions.*
- (iv) *Borrowing loans from developed countries and investing in economically viable projects.*
- (v) *They need to encourage technical education to produce experts*
- (vi) *Proper use of available raw materials.*
- (vii) *Encourage democracy to avoid political instability.*
- (viii) *Checking population increase through strengthening family planning methods.*
- (ix) *Encourage foreign and local investors by giving them softer terms.*
- (x) *Discouraging brain drain by offering attractive services to locally trained experts.*
- (xi) *Develop early warning systems to reduce effects of natural calamities.*
- (xii) *Promote regional cooperation for a wider industrial market*
- (xiii) *Reduce military spending and divert it to industrialization*

Any 5 points @ 2 marks each (10 marks)

21. (a) Highlight five causes of the Mandinka resistance against the French invasion in the late 19th century. (5 marks)

- (i) *He wanted to maintain his independence from the French interference.*
- (ii) *He wanted to protect his gold fields especially the Bure mines from French exploitation.*
- (iii) *He wanted to retain his authority as a leader i.e. as Al- Imam, a title he adopted in 1874.*
- (iv) *He wanted to protect his trade which earned him revenue to purchase arms and ammunitions*
- (v) *He wanted to safeguard Islam form Christian influence/ He was fighting a holy war (Jihad).*
- (vi) *He had a strong army and weapons thus had confidence in his army.*
- (vii) *He wanted to preserve Mandinka culture.*
- (viii) *He was unhappy with French's activities of selling arms to his enemies like Tiebba of Sikasso.*
- (ix) *He wanted to protect the Mandinka land from European occupation.*

Any 5 points @ 1 mark each (5 marks)

(b) Explain five effects of the partition of Africa on the Africans. (10 marks)

- (i) *Africans lost their independence as Europeans established colonies.]*
- (ii) *African economies were weakened through European exploitation of their resources.*
- (iii) *African systems of government were replaced by European systems.*
- (iv) *Africans adopted European languages which became official languages in the colonies.*
- (v) *Modern African states were created by the boundaries drawn during the partition.*
- (vi) *Africans lost their lives and property as they resisted occupation.*
- (vii) *African cultures were undermined through introduction of western education, Christianity and health services.*

- (viii) Closer ties were forged between Africans and Europeans which created overdependence on Europe.
 - (ix) It intensified warfare among African communities.
 - (x) Infrastructure/roads/railways were developed to link agriculture and major mining areas.
 - (xi) Introduction of new policies like taxation and forced labour which were unpopular among African communities.
 - (xii) Introduction of new crops together with new farming methods.
 - (xiii) Some African communities were split by the boundaries drawn during partition.
 - (xiv) Africans lost their land as Europeans established permanent settlements.
- Any 5 points @ 2 marks each (10 marks)

Section C (30 marks)

22. (a) **State three factors which led to the rise of the Shona Kingdom during the pre- colonial period. (3 marks)**
- (i) The region occupied by the kingdom was suitable for farming thus increased food production for the population
 - (ii) They took part in the long distance trade thus were able to obtain weapons for defence and territorial expansion.
 - (iii) They had able leaders who were able to hold the kingdom together e.g. Chikura and Nyatsimba Mutota.
 - (iv) The kingdom had a strong standing army that enabled her to conquer her neighbours.
 - (v) The kingdom was rich in minerals such as gold and copper and this brought wealth.
 - (vi) They had a strong religion that was based on the Mwari cult thus unity.
- Any 3 points @ 1 mark each (3 marks)
- (b) **Describe the political organization of the Asante during the pre-colonial period. (12 marks)**
- (i) The empire was a centralized state under a king
 - (ii) The kingdom was divided into three divisions namely the nucleus (Kumasi) states, States outside Kumasi (Amatoo), and conquered states (provincial Asante).
 - (iii) The overall ruler of the empire was the Asantehene.
 - (iv) The office of the Asantehene was hereditary.
 - (v) The Asantehene was the commander- in- chief of the armed forces.
 - (vi) Kumasi was under direct control of the Asantehene.
 - (vii) The conquered states were ruled by their kings but treated as provinces of the Asante.
 - (viii) The Asantehene ruled with the assistance of a confederacy of kings/Omanhene who took oath of allegiance to ensure loyalty to the Asantehene.
 - (ix) The conquered states and the Omanhene were allowed some autonomy but were expected to pay tribute to the Asantehene and contribute soldiers in times of war.
 - (x) The empire had a standing army which was used for defense, and conquering other states.
 - (xi) The empire had a well -established court system based at Kumasi and was headed by the king.
 - (xii) The Annual Odwira festival strengthened solidarity and nationalism in the kingdom.
 - (xiii) The sacred golden stool strengthened unity in the empire.

23. (a) **Name three communes which were established by the French in Senegal during the colonial period.** Any 6 points @ 2 marks each (12 marks)
(3 marks)

- (i) St. Louis
- (ii) Goree
- (iii) Dakar
- (iv) Rufisque

- (b) **Explain six effects of direct rule in Zimbabwe.** Any 3 points @ 1 mark each (3 marks)
(12 marks)

- (i) It led to land alienation resulting in displacement of Africans.
- (ii) The African traditional rulers lost their independence
- (iii) Africans were subjected to heavy taxation.
- (iv) Africans were subjected to forced labour thus undermining African economy as some worked in the white farms.
- (v) British South Africa Company was given too much power in the administration of the colony.
- (vi) It led to the development of transport network in the country.
- (vii) It led to introduction of new crops like wheat
- (viii) It led to introduction of Western education and Christianity into the country thus undermining African culture.
- (ix) It led to the rise of African nationalism in the country.
- (x) Africans were confined to the reserves thereby creating room for European settlement
- (xi) Africans were exposed to deplorable working conditions which exposed them to risks.
- (xii) Exploitation of mineral resources/agricultural resources for the benefit of colonial government at the expense of African development
- (xiii) Africans were subjected to racial segregation
- (xiv) Africans were subjected to poverty and suffering

24. (a) **State three ways used by the nationalists in Ghana to fight for independence.** Any 6 points @ 2 marks each (12 marks)
(3 marks)

- (i) They formed political parties e.g. the United Gold Coast Convention (UGCC) and the Convention Peoples Party (CPP)
- (ii) They used boycotts/demonstrations/strikes/go-slows
- (iii) They organized political rallies to mobilize mass support
- (iv) They used newspapers to articulate their views
- (v) They used Legislative Council
- (vi) They composed songs/poems to attack colonialism
- (vii) They used trade unions
- (viii) They used the international for a
- (ix) They sent petitions to the colonial government

- (b) **Explain six challenges experienced by the nationalists during the liberation struggle in Mozambique.** Any 3 points @ 1 mark each (3 marks)
(12 marks)

- (i) Shortage of basic needs like food by African fighters especially at the initial stages.

- (ii) *The Catholic Church threatened members who supported FRELIMO with ex-communication.*
- (iii) *Internal divisions due to ideological differences and selfish ambitions among some of the nationalists.*
- (iv) *The famine in the 1960 weakened peasant support for the liberation movement.*
- (v) *The West European countries did not recognize the legitimacy of FRELIMO and therefore FRELIMO had to turn to communist countries e.g. Russia and China.*
- (vi) *The assassination of Mondlane proved to be a temporary setback.*
- (vii) *In the beginning, ethnicity was a hindrance to the recruitment of the members.*
- (viii) *The wide-spread illiteracy hindered the smooth running of the movement.*
- (ix) *Competition from rival guerilla movement e.g. Revolutionary Committee of Mozambique (COREMO) which broke away from FRELIMO.*
- (x) *The Portuguese adopted cruel relationships against FRELIMO sympathizers.*
- (xi) *Support from South Africa, another racist regime gave the Portuguese in Mozambique added strength.*
- (xii) *Portugal outlawed political movements in the country.*
- (xiii) *They lacked adequate funds.*
- (xiv) *Fleeing away of nationalists to other countries weakened the nationalist activities.*

Any 6 points @ 2 marks each (12 marks)

