



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)**

**THIS MARKING SCHEME IS THE PROPERTY OF THE KENYA NATIONAL
EXAMINATIONS COUNCIL AND MUST BE RETURNED TO THE COUNCIL AT
THE END OF MARKING.**

This marking scheme consists of 10 printed pages.

SECTION A (25 MARKS)

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

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

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

SECTION B (45 marks)

18. (a)	Identify <u>five</u> animals kept in Mesopotamia during early agriculture. (i) Goats. (ii) Cattle. (iii) Sheep. (iv) Ducks. (v) Horses. (vi) Pigs. (vii) Geese. (viii) Donkeys/asses. Any 5 x 1 = 5 marks.
(b)	Discuss <u>five</u> effects of food shortage in Third World Countries. (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</u> rate 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 poverty escalate leading to poor quality of life/<u>increase in social evils</u>. (viii) <u>evils. It has led to malnourishment diseases / Kwashiorkor / marasmus</u> (ix) <u>The little food available becomes expensive / unaffordable.</u> Any 5 x 2 = 10 marks.
19. (a)	State <u>five</u> roles played by the Tuaregs during the Trans-Saharan trade. (i) They <u>watered/fed</u> the camels/horses. <u>traders</u> (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. <u>camels/horses</u>

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

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

- x) ~~Availability of external/overseas market~~ ^{Availability of external/overseas market 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~~ ^{Availability of capital from enterprising merchants who were willing to invest in the industries}

	(v) European government had policies which supported industrialization by funding/technical expertise. (vi) <u>Improved infrastructure</u> ^{Transport/communication} which eased movement of goods/services/people (vii) <u>Increased scientific/technological invention</u> by scientists leading to efficiency/increase in production. (viii) Agrarian Revolution which increased food for workers/raw materials for industries. (ix) Availability of both ^{local} domestic/external markets for finished products. ^{Provided by large population} x. <u>Availability of skilled labour/manpower</u> ^{who operated machines in industry} Any 5 x 2 = 10 marks.
21. (a)	State five duties of the Lukiiko among the Baganda during the pre-colonial period. (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. Any 5 x 1 = 5 marks
A (b)	Describe the social organization of the Shona in the 19th Century. (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. ^{Shamanka/National} (iv) They had two ^{three} kinds of spirits Vadzimu/family spirits/Mhondoro/clan spirits which communicated through an intermediary. (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.

	(viii) Members from related clans were not allowed to marry as they would attract a curse/taboo.
	(ix) They built/lived in stone houses due to their reknown skill in masonry.

Any 5 x 2 = 10 marks

x) they had medicine men / ~~Ngargara~~ who ~~prepared~~ the silk.
xi) they paid attention to adornment/elaborate hair styles / tattoo marks.
xii) Among the Shona the King/Mwene Mutaapa was regarded as semi divine.

SECTION C (30 marks)

22. (a)	Identify <u>three</u> organs of the Organization of African Unity (OAU). (i) The Assembly of Heads of state/Government. (ii) The Council of Ministers. (iii) The General Secretariat / the Secretariat (iv) The Commission of Mediation/Conciliation/Arbitration. (v) Specialised Commissions / Committees. (vi) Specialised Agencies.	Any 3 x 1 = 3 marks
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(b)	Discuss <u>six</u> challenges facing the Common Market for Eastern and Southern Africa (COMESA). (i) Withdrawal of some members/Tanzania/Namibia has weakened the organization. (ii) Personality differences among some leaders makes it difficult to agree on matters of common interest. (iii) Prioritization of national interests by member states undermines those of the organization/regional integration. (iv) Political instabilities/civil wars/ethnic conflicts in some member states undermines economic development in the region. (v) Border conflicts between some member states threatens regional cooperation/peace/security. (vi) Membership to other organizations by member states makes them to have <u>divided</u> loyalty/paying less attention to the organization. (vii) There is limited trade opportunities as members produce <u>similar</u> goods.	
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x) Difficulties in enforcing regulations as members don't comply ~~comply~~ to COMESA treaty making difficult to achieve its objectives

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

24. (a)	Outline <u>three</u> ways through which the UN promotes world peace. (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. Any 3 x 1 = 3 marks
★ (b)	Discuss <u>six</u> political results of the First World War. (i) It led to the creation of <u>new nations in Europe</u> 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) <u>USA 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. Any 6 x 2 = 12 marks.

- ix) Political boundaries of the Turkish empire was reduced/Turkey lost Egypt/Syria/collapse of the Ottoman empire.
- 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.