

Kenya Certificate of Secondary Education

311/2 HISTORY AND GOVERNMENT PAPER 2  
December 2022 – 2½ hours

MARKING SCHEME

QUESTIONS DISTRIBUTION

FORM	SECTION A	SECTION B	SECTION C	TOTAL MARKS
1	1, 2, 3, 4, 10	18 a, b 19 b	-	33
2	5, 6, 7, 8, 9, 11, 12, 14	19 a 21 a, b	24 a, b	46
3	13, 15	20 a, b	-	18
4	16, 17	-	22 a, b 23 a, b	33

SECTION A (25 marks)

Answer all questions in this section in the spaces provided

1. Give the meaning of 'economic history'. **FORM 1 TOPIC 1 INTRODUCTION TO HISTORY AND GOVERNMENT**

- i. It is the study of how wealth is generated and distributed in the society
- ii. It deals with how people earn their livelihoods / economic occupations e.g. hunting, gathering, cultivation, fishing, trading, mining, livestock keeping, bee keeping

1 x 1 = 1 mark

2. State two theories on the origins of the early humans. **FORM 1 TOPIC 2 EARLY MAN**

- i. They were created by God/ Creation Theory/ Biblical/ Quranic
- ii. They evolved from primates/ Evolution theory/ Scientific/ Darwinism
- iii. Their origin is explained by the mythical/ traditional stories/ oral traditions

Any 2 x 1 = 2 marks

**3. Identify two inventions that promoted Agrarian Revolution in Britain. FORM 1  
TOPIC 3 DEVELOPMENT OF AGRICULTURE**

- i. Mechanical reaper
- ii. Invention of fertilizer
- iii. Horse drawn hoe
- iv. Selective breeding
- v. The seed drill
- vi. Mechanical thresher

Any 2 x1 = 2 marks

**4. Give the main reason for the coming of the early visitors to the East African Coast up to 1500 AD. TOPIC 6 CONTACTS BETWEEN THE EAST AFRICAN COAST AND THE OUTSIDE WORLD**

- i. They came to trade

1 x 1 = 1 mark

**5. Identify two types of trade. FORM 2 TOPIC 4 DEVELOPMENT OF INDUSTRY**

- i. Local
- ii. Regional
- iii. International

Any 2 x1 = 2 marks

**6. Name the invention that was made by the Wright brothers. FORM 2 TOPIC 2  
TRANSPORT**

- iii. Aeroplane/ aircraft

1 x 1 = 1 mark

**7. Highlight one early form of communication. FORM 2 TOPIC 3  
COMMUNICATION**

- i. Fire/ smoke signal
- ii. Messenger/ Runner
- iii. Written messages on scrolls/ tablets/ parchment
- iv. Drumbeats
- v. Horn blowing
- vi. Ululation/ screams/ cries/ clicking of tongues/ whistle
- vii. Bells
- viii. Flags
- ix. Gestures

Any 1 x 1 = 1 mark

**8. State two uses of electricity during the Industrial Revolution in Europe. FORM 2  
TOPIC 4 DEVELOPMENT OF INDUSTRY**

- i. It was used in transport/ locomotive/ trains

- ii. It was used in iron smelting
  - iii. It was used in heating/ cooking
  - iv. It was used in lighting industries/ homes
  - v. It was used in telecommunication systems
  - vi. It was used to power machines in factories/ industries
- Any 2 x1 = 2 marks**

**9. Name the people who founded the ancient city of Meroe. FORM 2 TOPIC 5  
URBANIZATION**

- iv. The Nubians
- 1 x 1 = 1 mark**

**10. Give two economic activities of the early humans during the Middle Stone Age.  
FORM 1 TOPIC 2 EARLY MAN**

- i. Hunting of wild animals
  - ii. Tool making
  - iii. Fishing
  - iv. Gathering of wild fruits
  - v. Weapon making
- Any 2 x1 = 2 marks**

**11. Name one type of constitution. FORM 2 TOPIC 7 CONSTITUTION AND  
CONSTITUTION MAKING**

- i. Written
  - ii. Unwritten
- Any 1 x 1 = 1 mark**

**12. State two ways through which direct democracy is exercised in society. FORM 2  
TOPIC 8 DEMOCRACY AND HUMAN RIGHTS**

- i. Through recall/ removal of an elected leader
  - ii. Through plebiscite/ popular vote
  - iii. Through referendum
  - iv. Through initiative
  - v. Through public meetings/ baraza
- Any 2 x1 = 2 marks**

**13. Give two countries in West Africa which were colonized by the French. FORM 3  
TOPIC 1 EUROPEAN INVASION OF AFRICA AND THE PROCESS OF  
COLONIZATION**

- i. Upper Volta/ Burkina Faso
- ii. Mali
- iii. Dahomey/ Benin
- iv. Senegal
- v. Guinea

- vi. Mauritania
- vii. Ivory Coast/ Cote' d'voire
- viii. Niger

Any 2 x1 = 2 marks

**14. Name one type of spirit among the Shona. FORM 2 TOPIC 6 SOCIAL, ECONOMIC AND POLITICAL ORGANIZATION OF AFRICAN SOCIETIES IN THE 19<sup>TH</sup> CENTURY**

- i. Vadzimu/ family
- ii. Muhondoro/ clan
- iii. Chaminuka/ national spirit (chamiruka)

Any 1 x 1 = 1 mark

**15. Identify the political party which led Ghana to independence from Britain. FORM 3 TOPIC 6 RISE OF NATIONALISM IN AFRICA**

- i. Convention People's Party (CPP)

1 x 1 = 1 mark

**16. State two roles which were played by the Council of Ministers in the Organization of African Unity (O. A. U). FORM 4 TOPIC 3 COOPERATION IN AFRICA**

- i. Preparing agenda for the Assembly of Heads of State and government
- ii. Preparing of the OAU budget
- iii. Implementing decisions made by the Assembly
- iv. Attending to urgent matters of the OAU

Any 2 x1 = 2 marks

**17. Name the headquarters of the United Nations. FORM 4 TOPIC 2 INTERNATIONAL RELATIONS**

- i. New York

1 x 1 = 1 mark

**SECTION B (45 marks)**

*Answer any three questions from this section in the space provided*

**18. a) Identify five forms of written sources of information on History and Government. FORM 1 TOPIC 1 INTRODUCTION TO HISTORY AND GOVERNMENT**

- i. Magazines
- ii. Newspaper
- iii. Books/ Novels/ constitution/ plays/ pamphlets
- iv. Diaries
- v. Biographies/ autobiographies
- vi. Reports/ newsletters/ letters/ official government reports/ gazette
- vii. Journals
- viii. Documentaries
- ix. Roc arts/ painting/ stone tablets/ clay tablets/ pictures/ photographs

- x. Manuscripts/ scrolls
- xi. Archives
- xii. Periodicals
- xiii. Maps/ charts

**Any 5 x 1 = 5 marks**

**b) Explain five disadvantages of electronic sources of information on History and Government. FORM 1 TOPIC 1 INTRODUCTION TO HISTORY AND GOVERNMENT**

- i. They require power to operate which may not be available in some places
- ii. They may contain inaccurate information thereby misleading the user
- iii. They are expensive to acquire/ maintain, thus making them out of reach to many people
- iv. They may be addictive to the users/ mobile phones/ television, leading to anti-social behaviors
- v. Some may contain biased information/ content which distorts facts
- vi. Some contain exaggerated information due to ease with which they can be manipulated
- vii. Some may be used to promote immoral behavior thereby eroding societal values
- viii. Some electronic devices may have hazardous adverse effects on human health/ obesity/ hearing/ visual challenges
- ix. The disposal of electronic devices causes pollution of the environment
- x. Some electronic devices require experts to operate it
- xi. Some electronic devices can only be used where there is network
- xii. One is likely to lose all information when the device breaks down/ crashes
- xiii. Electronic devices have promoted fraud in society leading to loss of money
- xiv. Has promoted hacking leading to loss/ misuse of data

**Any 5 x 2 = 10 marks**

**19. a) State five uses of domestic animals during the ancient period. FORM 1 TOPIC 3 DEVELOPMENT OF AGRICULTURE**

- i. Some produced manure
- ii. Some were used for ploughing
- iii. Some provided food/ meat/ milk
- iv. Some were used for transport
- v. Some provided security
- vi. Some animal skins were used for clothing
- vii. Animal bones were used for making ornaments/ needles/ weapons/ jewelry
- viii. Horns/ hooves from some animals were used as containers/ utensils
- ix. The dog was used for hunting
- x. Animal bones were used as weapons
- xi. Animals were used for religious purposes e.g. sacrifices

- xii. Horns/ bones were used for communication
- xiii. Some animals were used for companion e.g. cats
- xiv. Animals were used as items of trade
- xv. Some animals were used for sporting activities e.g. horses

**Any 5 x 1 = 5 marks**

**b) Describe five effects of the early agriculture on people's way of life. FORM 1**

**TOPIC 3 DEVELOPMENT OF AGRICULTURE**

- i. People diversified their activities as some engaged in other skills such as pottery/ weaving/ blacksmithing
- ii. Urbanization/ trading centers developed which served as markets for agricultural products
- iii. Human population grew steadily due to increased food production/ increased fertility rates
- iv. A new class of people/ social stratification developed due to increased prosperity
- v. It led to sedentary lifestyles as people settled in villages/ on their farms
- vi. It led to development of trade as communities exchanged goods/ services
- vii. It led to development of government/ political organization as rules to regulate people's behavior were developed
- viii. It led to scientific invention in agriculture as farmers developed better methods of improving production
- ix. It influenced development of writing for record keeping
- x. It influenced development of arithmetic / mathematics/ geometry
- xi. It led to development of astronomy which determined calendar of activities
- xii. It led to development of religion e.g. god of fertility/ rains/ drought
- xiii. Improved farming led to increased food production
- xiv. Influenced transportation of farm products
- xv. Led to improved living standards and to availability of varieties of food

**Any 5 x 2= 10 marks**

**20. a) Highlight five factors which promoted the growth of nationalism in Ghana.**

**FORM 3 TOPIC 6 RISE OF NATIONALISM IN AFRICA**

- i. Discontentment of African farmers with low profits from cocoa
- ii. Discrimination against Africans in issuance of trade licenses
- iii. Existence of a large group of youth of elementary education/ educated youth
- iv. Presence of World War 2 ex- servicemen who came up with new discoveries/ ideas
- v. Existence of highly educated Africans trained in Europe/ USA
- vi. Africans were forced by the British to cut cocoa trees due to swollen shoot disease
- vii. Low African representation in the LegCo
- viii. The Ghanaians were against the construction of a university in Ibadan instead of Accra

- ix. They feared possible land alienation
- x. Granting of independence to India and Pakistan inspired them
- xi. Pan-African Movements inspired them to struggle for independence
- xii. Introduction of taxation was resented by Ghanaians
- xiii. Loss of power by traditional chiefs created discontent against colonial government
- xiv. The UN Charter inspired Ghanaians to struggle for independence
- xv. The charismatic leadership provided by Nkrumah and others united the people
- xvi. The desire to achieve total independence
- xvii. Unemployed youth

**Any 5 x 1 = 5 marks**

**b) Explain five methods which were used by African nationalists in the struggle for independence. FORM 3 TOPIC 6 RISE OF NATIONALISM IN AFRICA**

- i. They used strikes/ boycotts/ slows/ sit ins/ demonstrations so as to express their discontent with colonial rule
- ii. They sent petitions/ delegations/ memoranda to present their grievances to the colonial office/ government
- iii. They used mass media to mobilize people/ articulate African grievances
- iv. They sought representation in the legislative council where they advanced African interests
- v. They formed independent movements, schools and churches which were used as platforms to advance the African agenda
- vi. They used armed struggle to dislodge/ remove the oppressive colonial government
- vii. They formed political parties which provided avenues for pushing for independence
- viii. They formed trade unions which championed rights of workers
- ix. They used diplomacy/ conferences to rally international community behind their African cause
- x. They held public rallies to articulate their grievances
- xi. Some of the arrested/ detained nationalists went on hunger strikes

**Any 5 x 2= 10 marks**

**21. a) Give five disadvantages of using animal transport. FORM 2 TOPIC 2 TRANSPORT**

- i. Their use is limited to short distance/ get tired
- ii. It is slow
- iii. Their use is limited to certain areas
- iv. Some animals are stubborn
- v. Pack animals can be attacked by wild animals
- vi. They have a limited carrying capacity

- vii. Their use is limited to daytime
- viii. Animals fall sick/ attacked by diseases
- ix. It is tedious/ cumbersome mode of transport

**Any 5 x 1 = 5 marks**

**b) Explain five ways in which television is important as a means of communication.**

**FORM 2 TOPIC 3 COMMUNICATION**

- i. It creates jobs/ employment opportunities such as broadcasters/ sound engineers/ sign language interpreters
- ii. It brings out reality in the news by displaying images/ giving sound
- iii. It promotes trade/ commercial activities through advertisement of goods/ services
- iv. It enables people to get real time news as one can watch events as they happen/ occur in different parts of the world
- v. It promotes the entertainment industry whereby artists get job opportunities to display their talents/ drama/ music
- vi. It promotes education by disseminating knowledge through various educational programmes/ channels
- vii. It promotes culture through airing programmes showing cultural activities of diverse communities
- viii. It broadcasts news/ ideas which keep people informed about local/ global affairs

**Any 5 x 2 = 10 marks**

**SECTION C (30 marks)**

*Answer any three questions from this section in the space provided*

**22. a) Identify three political parties in India. FORM 4 TOPIC 9 ELECTORAL PROCESS AND FUNCTIONS OF GOVERNMENTS IN OTHER PARTS OF THE WORLD**

- i. The Communist Party of India (CPI)
- ii. Congress Party / Indian National Congress Party
- iii. The Bharatiya Janata Party (BJP)
- iv. Regional Parties/ Dravida Munnetra Kazhagam (DMK)/ India Anna the Telegn Desam/ Akal Dal/ The National Conference

**Any 3 x 1 = 3 marks**



**b) Discuss six functions of the President of India. FORM 4 TOPIC 9 ELECTORAL PROCESS AND FUNCTIONS OF GOVERNMENTS IN OTHER PARTS OF THE WORLD**

- i. He/ she appoints the Prime Minister who runs the government
- ii. He/ she nominates the twelve members of the council of states
- iii. He/ she establishes special councils to arbitrate on inter- state conflicts
- iv. He/ she acts as a symbol of unity thereby bringing/ holding people together
- v. He/ she declares a state of emergency if necessary
- vi. He/ she appoints state governors/ Supreme Court judges who assist in the running of the country
- vii. He/ she opens/ dissolves parliament either when its term ends/ if there is sufficient reason to do so
- viii. He/ she participates in law making by assenting/ signing bills into law
- ix. He/ she exercises power of mercy where he/ she can pardon people who had been sentenced
- x. He/ she is the commander in chief of the armed forces in India
- xi. He/ she makes regulations for certain union territories
- xii. He/ she is the leader of the party that nominates him/ her for elections
- xiii. He/ she represents India in international functions

**Any 6 x 2 = 12 marks**

**23. a) Identify three categories of persons who are not allowed to contest for parliamentary seats in Britain. FORM 4 TOPIC 9 ELECTORAL PROCESS AND FUNCTIONS OF GOVERNMENTS IN OTHER PARTS OF THE WORLD**

- i. Aliens/ foreigners
- ii. Members of the House of Lords/ nobles/ peers
- iii. Clergymen of the churches of Scotland/ England/ Ireland/ Roman Catholic Church
- iv. Public officers/ judges/ civil servants/ members of the armed forces
- v. Persons declared bankrupt
- vi. Persons who have committed electoral offences/ corrupt
- vii. Members of the royal family
- viii. A person serving a jail term of more than 1 year
- ix. A person of unsound mind/ incapacitated persons

**Any 3 x 1= 3 marks**

**b) Explain six functions of the Congress in the United States of America (USA).**  
**FORM 4 TOPIC 9 ELECTORAL PROCESS AND FUNCTIONS OF GOVERNMENTS IN OTHER PARTS OF THE WORLD**

- i. It appoints commissions of inquiry to investigate any issues of national concern
- ii. It amends the law with the approval of all the states
- iii. It approves taxation measures which enables the government to raise revenue to finance its operations/ programmes
- iv. It confirms senior public officers appointed by the president
- v. It represents the interests/ aspirations of the American people
- vi. It makes laws which govern the country/ regulate actions/ conduct of the people
- vii. It approves the making of treaties between United States of America and other nations
- viii. It checks the executive arm of government in order to promote transparency/ accountability/ efficiency in service delivery
- ix. It admits new states into the union
- x. It declares war against their enemies/ establishes/ maintains/ controls the U.S. armed forces

**Any 6 x 2 = 12 marks**

**24. a) Give three characteristics of human rights. FORM 2 TOPIC 8 DEMOCRACY AND HUMAN RIGHTS**

- i. They are indivisible
- ii. They are universal/ apply equally to all people
- iii. They have limitations
- iv. They can be suspended/ derogated
- v. They are inherent/ inborn/ integral

**Any 3 x 1 = 3 marks**

**b) Discuss six reasons why the United Nations Charters on Human Rights is important. FORM 2 TOPIC 8 DEMOCRACY AND HUMAN RIGHTS**

- i. It promotes policies/ strategies geared towards eradication of poverty in the society
- ii. It promotes good governance by advocating for equitable distribution of resources in the society
- iii. It promotes peace/ security in the society by encouraging respect for Human Rights
- iv. It encourages protection of the rights of the vulnerable groups/ members of the society in order to prevent violation/ abuse of their rights

- v. It promotes development by addressing issues of discrimination in employment opportunities/ exploitation
- vi. It advocates for humanitarian assistance to the needy people affected by disasters/ calamities thereby easing their suffering
- vii. It has led to the promotion of women rights/ empowerment by advocating for gender equality
- viii. It encourages/ advocates for provision of education to all in order to empower them/ improve their social welfare
- ix. It forms the basis of Human Rights legislations made by other countries/ institutions
- x. Promotes good governance by ensuring that people's political rights are safeguarded
- xi. Prevents terrorism by undertaking human rights
- xii. Promoted justice by guaranteeing individual's right to a fair trial
- xiii. Helps to promote territorial integrity and sovereignty through self determination

**Any 6 x 2 = 12 marks**

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