

311/2

HISTORY AND GOVERNMENT

PAPER 2

JUNE 2023

NAME: _____

CLASS: _____ ADM. NO: _____

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KASSU JOINT EXAMINATION TEST MARKING SCHEME
Kenya Certificate of Secondary Education
HISTORY AND GOVERNMENT
Paper 2

Section A (25 marks)

- 1. State one disadvantage of linguistics as a source of information on history and government. (1 mark)**
- (i) *Learning a language takes a long period of time.*
 - (ii) *Some words can be omitted when translating a language.*
 - (iii) *Inaccurate information can be passed when translating a language*
 - (iv) *Some words are difficult to understand.*
 - (v) *Some words have become old and irrelevant hence difficult to translate.*
 - (vi) *Some languages have similar words for different meanings.*
 - (vii) *Borrowing of words into a language has corrupted the present language.*
- Any 1 point @ 1 mark each (1 mark)*
- 2. Give two ways in which archaeologists locate a pre-historic site. (2 marks)**
- (i) *They look for areas where tectonic forces/ faulting/erosion has taken place exposing surfaces which may give some clues*
 - (ii) *They look for areas with unique physical features /using their vision/eyes*
 - (iii) *Through historical research and documentation especially when an area is mentioned in oral narrative*
 - (iv) *Long experience and skills which enables them to understand what it takes*
 - (v) *During human activities like cultivation and building/ constructions, ancient objects can be accidentally exposed.*
 - (vi) *They look for evidence of art paintings*
- Any 2 points @ 1 mark each (2 marks)*
- 3. Name any two archaeological sites in Ethiopia. (2 marks)**
- (i) *Hadar*
 - (ii) *Omo river Valley*
 - (iii) *Bodo*
 - (iv) *Afar*
- Any 2 points @ 1 mark each (2 marks)*
- 4. State one negative effect of land enclosure system in Britain during the 19th century. (1 mark)**
- (i) *It displaced the poor people/landlessness*
 - (ii) *It forced people to migrate to urban centres*
 - (iii) *It increased pauperism/poverty in Europe*
 - (iv) *It made some people to migrate to other countries*

- (v) *Land became expensive*
Any 1 point @ 1 mark each (1 mark)
5. **Give the main reason why camel was preferred as the means of transport during the Trans-Saharan trade.** (1 mark)
(i) *It would withstand harsh climatic conditions*
1 point @ 1 mark each (1 mark)
6. **Name the person who discovered the telescope.** (1 mark)
(i) *Galileo Galilei*
1 point @ 1 mark each (1 mark)
7. **Identify the system of writing which was used in Mesopotamia.** (1 mark)
(i) *Cuneiform*
1 point @ 1 mark (1 mark)
8. **State two advantages of wind energy.** (2 marks)
(i) *It is cheap*
(ii) *It is readily available to many places/reliable*
(iii) *It does not pollute the environment*
(iv) *It is renewable/cannot be exhausted*
Any 2 points @ 1 mark each (2 marks)
9. **Name any two early urban centers in Africa.** (2 marks)
(i) *Kilwa*
(ii) *Meroe*
(iii) *Cairo*
(iv) *Aksum*
Any 2 points @ 1 mark each (2 marks)
10. **Give the main reason why the golden stool was important in the Asante Empire.** (1 mark)
(i) *It was a symbol of unity*
1 point @ 1 mark (1 mark)
11. **Give one reason on how European Nationalism influenced the scramble for Africa.** (1 mark)
(i) *Countries competed to acquire many colonies to prove that they were powerful/jingoism/prestige*
(ii) *France wanted to restore her past glory after defeat in Franco- Prussian War*
(iii) *New nations such as Italy and Germany wanted to be equated with the rest of Europe.*
Any 1 point @ 1 mark each (1 mark)
12. **Outline two roles of the Emirs in Northern Nigeria during the colonial period.** (2 marks)
(i) *They collected taxes*
(ii) *They tried cases/settled disputes*
(iii) *They maintained law and order.*
(iv) *They recruited labour for public works*
(v) *They eliminated practices which were not acceptable to the British.*
Any 2 points @ 1 mark each (2 marks)

13. **Name the Chartered Company that administered Zimbabwe during the process of colonization. (1 mark)**
 (i) *The British South Africa Company*
 1 point @ 1 mark (1 mark)
14. **Outline two roles played by ex-world war soldiers in the growth of Nationalism in Africa after 1945. (2 marks)**
 (i) *They applied military skills/tactics acquired to fight the colonialists*
 (ii) *They trained African nationalists in military/fighting skills*
 (iii) *They joined/formed military movements*
 (iv) *They organized/mobilized African nationalists*
 (v) *They made/serviced the weapons used by the nationalists*
 Any 2 points @ 1 mark each (2 marks)
15. **Give two reasons why the United States of America (USA) did not join the First World War until 1917. (2 marks)**
 (i) *The desire to abide by the Monroe doctrine of 1823 which forbade her from interfering in European affairs.*
 (ii) *She feared a revolt by her citizens of German origin.*
 (iii) *She feared an outbreak of a civil war between Americans of German descent and those of other European nationalities.*
 (iv) *The war had not interfered with USA's interests until 1917.*
 (v) *USA was gaining economically from trade with both sides.*
 Any 2 points @ 1 mark each (2 marks)
16. **What was the main aim for the formation of League of Nations? (1 mark)**
 (i) *To promote/sustain world peace/security*
 1 point @ 1 mark (1 mark)
17. **State any two countries which belonged to the Axis Powers during the Second World War. (2 marks)**
 (i) *Germany*
 (ii) *Italy*
 (iii) *Japan*
 (iv) *Hungary*
 (v) *Romania*
 (vi) *Bulgaria*
 (vii) *Slovakia*
 (viii) *Croatia*
 Any 2 points @ 1 mark each (2 marks)

Section B (45 marks)

18. (a) **Identify five unwritten sources of information in History. (5 marks)**
 (i) *Archaeology / paleontology*
 (ii) *Oral traditions*
 (iii) *Linguistics*
 (iv) *Anthropology*
 (v) *Genetics / Botany / Zoology / Biology*
 (vi) *Geology*
 Any 5 points @ 1 mark each (5 marks)

- (b) Explain five importance of studying History. (10 marks)**
- (i) *To understand our culture as well as others people's culture.*
 - (ii) *Enables us to solve the present problems and in certain cases even predict future.*
 - (iii) *It enable us to be critical thinkers*
 - (iv) *To know the origin of mankind his development and the progress attained to now*
 - (v) *To appreciate the achievements and failures of mankind in the past and are able to understand the present.*
 - (vi) *It provides good and interesting material for reading so we read for pleasure and intellectual fulfillment.*
 - (vii) *It enables us in attaining a professional career.*
 - (viii) *It instills a sense of patriotism and national pride/ nationalism in an individual/ to develop a sense of belonging.*
 - (ix) *The records or data found in history are useful for future reference.*
 - (x) *We learn it to develop a sense of time.*
 - (xi) *To understand how man relates and depends on others*
 - (xii) *To understand the social economic and political developments of man*
- Any 5 points @ 2 marks each (10 marks)*

- 19. (a) Give five uses of Copper in Africa during the pre-colonial period. (5 marks)**

- (i) *In making tools like chisels and axes as in Egypt.*
- (ii) *Making utensils and containers like pots and pans.*
- (iii) *Making weapons like daggers and swords.*
- (iv) *As currency/ medium of exchange in the form of copper bars.*
- (v) *Making ornaments like rings and bangles.*
- (vi) *Making alloys like bronze and brass.*
- (vii) *Making king's plaques and art work.*
- (viii) *It was a commodity of trade.*

Any 5 points @ 1 mark each (5 marks)

- (b) Discuss five challenges facing industrialization in South Africa. (10 marks)**
- (i) *Imposition of economic sanctions which prevented her from trading with other countries*
 - (ii) *The long period of apartheid created un conducive environment for industrialization*
 - (iii) *Competition from other developed countries such as western European countries where manufactured goods of better quality than those from South Africa.*
 - (iv) *Industrial strikes/demonstrations/boycotts which were organized by trade unions led to closure of some industries*
 - (v) *High levels of poverty which created inadequate market for manufactured goods due to low purchasing power*
 - (vi) *Violence/xenophobia/aggression against foreigners has discouraged foreign investors/chased away would be foreign investors*
 - (vii) *HIV/AIDS has affected the workforce in industries thereby undermining industrial production*
 - (viii) *High incidence of insecurity /criminal activities in South Africa has been caused by unemployment*
 - (ix) *Inadequate infrastructure e.g. transport, insurance, communication, and banking*

Any 5 points @ 2 marks each (10 marks)

20. (a) **State five reforms introduced by Germans in Tanganyika after the Maji Maji rebellion (1905-1907).** (5 marks)
- (i) *Communal cotton growing was stopped and Africans were encouraged to plant their own cotton and get profit from it.*
 - (ii) *Forced labour for settler farms was abolished.*
 - (iii) *Corporal punishment was forbidden and those settlers who mistreated their workers were punished.*
 - (iv) *Better educational and medical services for Africans were introduced.*
 - (v) *Africans were involved in administration of the regions as Akidas and Jumbes.*
 - (vi) *The new governor censured newspapers that supported settlers against Africans.*
 - (vii) *A new governor who was sympathetic to the cause of the Africans*
 - (viii) *A colonial department of German government was formed in 1907 to closely investigate the affairs to German East Africa.*
 - (ix) *Extra taxation of Africans was rejected by the new governors.*
 - (x) *Kiswahili was accepted as the official language.*
 - (xi) *Colonial administration in Tanganyika was tailored to suit the Africans.*
- Any 5 points @ 1 mark each (5 marks)*
- (b) **Explain five effects of the Lozi collaboration with the British in the late 19th century.** (10 marks)
- (i) *Lewanika received payment of £2000 yearly*
 - (ii) *The Lozi lost their independence as the administration was taken over by the British South Africa Company*
 - (iii) *The British South Africa Company took over the control of the minerals*
 - (iv) *The Lozi land was alienated and given to British settlers*
 - (v) *The Lozi were forced to pay taxes in order to maintain the administration*
 - (vi) *The Lozi were forced to work as labourers on settler's farms*
 - (vii) *The Lozi were employed in the civil service*
 - (viii) *The British South Africa Company developed infrastructure, education and c in Barotseland Christianity*
 - (ix) *The British established their rule peacefully in Northern Rhodesia*
 - (x) *Lewanika was honoured with the title paramount chief until his death*
 - (xi) *The British used Barotseland as a base to conquer the neighbouring communities/ they were used to pacify other communities*
 - (xii) *The Lozi were protected by the British from external attacks.*
- Any 5 points @ 2 marks each (10 marks)*
21. (a) **Give five benefits enjoyed by Assimilated Africans in French West Africa.** (5 marks)
- (i) *They were allowed to send representatives to the French Chamber of Deputies.*
 - (ii) *They were enfranchised/right to vote like the French people in France.*
 - (iii) *They were provided with the same education rights like the French people.*
 - (iv) *They enjoyed the rights of the French Judicial System*
 - (v) *They were exempted from forced labour*
 - (vi) *They were exempted from arbitrary arrests*
 - (vii) *They were exempted from paying taxes*
 - (viii) *They were allowed trading rights like the French people in France*
 - (ix) *They were allowed to operate Local Authority structures like those in France.*
 - (x) *They were allowed to serve in the French civil service*

- (xi) *The Muslims were allowed to maintain their Islamic law*
- (xii) *They were accorded French citizenship*

Any 5 points @ 1 mark each (5 marks)

(b) Discuss five reasons why the indirect system succeeded in Northern Nigeria (10 marks)

- (i) *The region had a centralized administration headed by Emirs*
- (ii) *There existed good taxation system based on sharia law*
- (iii) *There existed good judicial system based on sharia law*
- (iv) *There existed an established local army for defence*
- (v) *An educational system based on Islamic culture*
- (vi) *There existed unity due to Islam*
- (vii) *Use of Hausa as a common language*

Any 5 points @ 2 marks each (10 marks)

Section C (30 marks)

22. (a) Identify three functions of Kabaka in the Buganda Kingdom. (3 marks)

- (i) *He was the head of the government.*
- (ii) *He was the commander-in-chief of the armed forces.*
- (iii) *He appointed senior officials in the government and dismissed them when need arose.*
- (iv) *He was the supreme judge.*
- (v) *He was the chief priest i.e. in charge of all religious activities*
- (vi) *He controlled trade.*
- (vii) *He bestowed honours on people who gave exceptional services to the kingdom.*

Any 3 points @ 1 mark each (3 marks)

(b) Describe the political organization of the Shona during the pre-colonial period. (12 marks)

- (i) *They had a centralized system of administration*
- (ii) *The empire /kingdom was ruled by an emperor/ king who was both the head of state and the government.*
- (iii) *The office of the emperor was hereditary.*
- (iv) *The emperor was assisted in administration of the empire by people like the queen mother and the head drummer among others*
- (v) *The empire was divided into provinces which were ruled by lesser kings and were directly answerable to the emperor.*
- (vi) *The vassal states were ruled by chiefs who paid tribute to the emperor.*
- (vii) *The empire had a standing army which was used in defending and expanding the kingdom.*
- (viii) *Religion created unity in the kingdom.*
- (ix) *There existed a royal fire that was kept burning in the emperor's court as long as the emperor was alive. Each vassal chief carried a flame to his chiefdom and kept it burning as a symbol of unity.*
- (x) *The emperor controlled trade whose revenue was used to sustain the empire and the army.*
- (xi) *Priests acted as a link between the people and the emperor and acted as spies.*
- (xii) *The emperor was a military leader.*

Any 6 points @ 2 marks each (12 marks)

23. (a) **State three roles played by Kwame Nkrumah during the struggle for independence in Ghana. (3 marks)**
- (i) *He started a newspaper/ Accra Evening News which articulated African grievances/their plight.*
 - (ii) *He formed Conventions Peoples Party (CPP) which mobilized the people against the colonial rule.*
 - (iii) *He introduced the party salute/slogan which urged people to support the nationalist cause.*
 - (iv) *He held political rallies which sensitized the people.*
 - (v) *He made CPP vibrant/popular.*
 - (vi) *He produced the country's flag*
 - (vii) *He led Ghana to independence from Britain.*
 - (viii) *He used nonviolent methods like strike, go-slows and boycotts*
- Any 3 points @ 1 mark each (3 marks)*
- (b) **Explain six challenges encountered by Nationalists in Mozambique in the struggle for independence (12 marks)**
- (i) *The negative attitude of the church towards FRELIMO/nationalists limited the support by the faithful.*
 - (ii) *Rival competition between FRELIMO and COREMO*
 - (iii) *The apartheid administration in South Africa/Unilateral Declaration of Independence (UDI) in Southern Rhodesia helped the Portuguese to fight the nationalists.*
 - (iv) *FRELIMO experienced internal division as a result of ideological differences among the leaders.*
 - (v) *The Portuguese applied methods of brutal/cruel methods of suppressing nationalists/arrested/detained/imprisoned/captured/tortured/killed*
 - (vi) *There was disunity among the nationalists therefore were unable to forge a common front.*
 - (vii) *The Portuguese had strict laws which outlawed political movement thereby forcing nationalists to operate from other countries/Banned political parties.*
 - (viii) *The assassination of Eduardo Mondlane demoralized the nationalists.*
 - (ix) *Acute shortage of basic needs*
- Any 6 points @ 2 marks each (12 marks)*
24. (a) **State three reasons for the failure of the Von-Schlieffen plan. (3 marks)**
- (i) *Russia mobilized her forces faster than expected and this meant that German forces had to be deployed to the Eastern front earlier than anticipated.*
 - (ii) *The German invasion of Belgium was not as fast as anticipated as they faced resistance.*
 - (iii) *The British entry into the war also contributed to the delay.*
 - (iv) *Both sides were evenly matched in terms of weapons than the Germans had thought.*
- Any 3 points @ 1 mark each (3 marks)*

(b) Discuss six social effects of the Second World War (1939-1945). (12 marks)

- (i) *Many people both soldiers and civilians lost their lives during the war.*
- (ii) *It led to widespread suffering/misery as many people were displaced when their homes were destroyed.*
- (iii) *Property was destroyed as bombs were used thereby impoverishing the people.*
- (iv) *It changed the status of women as they were now recognized as able decision makers/leaders of families during the absence of their husbands.*
- (v) *Displacement of people hence became refugees e.g. the Jews, Slavs and the Poles*
- (vi) *The atomic bombs used against Japan released radioactive substances which affected the lives of many people*
- (vii) *There was high inflation rate hence high cost of living leading to anti- social behaviour*
- (viii) *The myth of European military superiority was destroyed due to the defeat of the British and American forces in the Far East by Japan.*
- (ix) *It led to the spread of infectious diseases like STD's*
- (x) *Permanent ill health and shortening of life for the people due to malnutrition.*
- (xi) *It caused psychological and emotional trauma to people*
- (xii) *Development of bitter feelings and mistrust among people and nations*
- (xiii) *It led to advancement in the field of surgery*

Any 6 points @ 2 marks each (12 marks)

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