

ALLIANCE HIGH SCHOOL



TRIAL EXAMINATION - SEPTEMBER 2022

Kenya Certificate of Secondary Education

311/2 HISTORY AND GOVERNMENT PAPER 2

TIME - 2½ HOURS

## MARKING SCHEME

### SECTION A (25 MARKS)

Answer all the questions in this section.

1. Identify two archaeological sources on information on History and Government. (2marks)

- (i) Remains of tools
- (ii) Remains of utensils
- (iii) Remains of garments
- (iv) Remains of coins
- (v) Remains of plants
- (vi) Remains of animal/humans

2. Give the main difference between man and other apes. (1mark)

Mental capacity/capability

3. Identify two urban centres that developed as a result of early agriculture in Egypt. (2marks)

- (i) Memphis
- (ii) Aswan
- (iii) Thebes
- (iv) Akhctaten

4. Name the area where hides and skins were acquired from during the Trans-Saharan trade. (1mark)

Hausaland

5. Give two limitations of using animal transport. (2marks)

- (i) Some are stubborn eg the donkey.
- (ii) They carry small volume of goods

- (iii) It is limited to be used during the day
- (iv) It is time consuming because it is slow.
- (v) Animals are affected by poor health/injuries/attacked by wild animals.
- (vi) Rugged terrain/extreme weather conditions hamper the movement of animals.

6. Identify two birds that were used as messengers. (2marks)

- (i) Doves
- (ii) Pigeons
- (iii) Parrots

7. Give one use of Bronze in Mesopotamia. (1mark)

- (i) To make utensils
- (ii) To make ornaments/decorations
- (iii) To make weapons such as swords and spears
- (iv) To make tools eg axes

8. Give one way in which centralization of authority contributed to the rise of the Buganda kingdom. (1mark)

- (i) It enhanced effective control of the Kingdom
- (ii) It promoted control of other traditional leaders thus unity.
- (iii) It enhanced loyalty in one single ruler.
- (iv) It led to the emergence of able Kabaka who propelled the Kingdom.

9. Define the term constitution. (1mark)

A set of agreed principles and rules which states the structure and powers of government and the relationship between the governor and the governed.

10. State two principles of democracy. (2marks)

- (i) Freedom of speech debate and inquiry
- (ii) Multi-party system.

- (iii) Open and accountable mass media.
- (iv) Economic democracy/ economic freedom and empowerment.
- (v) Equality before the law.

10. Give one way in which industrial revolution contributed to colonization of Africa by the Europeans. (1mark)

- (i) The need for raw materials for industries in Europe.
- (ii) Desire to establish new markets for their manufactured goods.
- (iii) Desire by the European industrialists to invest the surplus capital.

11. Apart from Nkrumah name two other leaders who were arrested in Ghana after the Accra riots of 28th July 1948. (2marks)

- (i) J.B. Danquah
- (ii) William Ofori
- (iii) Addo
- (iv) Adjei
- (v) Obetsebi Lamptey

12. Apart from the treaty of Versailles with Germany, identify two other treaties signed between the allies and each of the five central powers. (2marks)

- (i) Treaty of St. Germain with Austria.
- (ii) Treaty of Trianon with Hungary
- (iii) Treaty of Neuilly with Bulgaria
- (iv) Treaty of Sevres/Treaty of Lausanne with Turkey.

13. What was the main ideological difference between Patrice Lumumba and Joseph Kasavubu? (1mark)

Lumumba preferred a centralized unitary system to hold the country together while Kasavubu preferred a federal system.

14. Give the main function of the Commonwealth fund for technical cooperation. (2marks)

Provides advice, expertise and training to member states.

15. Name the chair of "The All-African People's Conference" of 1958 in the Pan - African Movement. (1mark)

Tom Mboya of Kenya

16. Identify one type of election held for the House of Commons in Britain? (1mark)

- (i) General elections
- (ii) By-elections

#### SECTION B (45 MARKS)

Answer any three questions in this section

18 (a) State three ways in which the Sumerians reclaimed land for agriculture. (3marks)

- (i) They built banks/dykes along rivers to stop flooding.
- (ii) They dug ditches to drain water from swamps.
- (iii) They used canals to irrigate the land.
- (iv) They used shadoof to draw water to irrigate the land.

(b) Discuss six benefits of settling in villages during the late stone age. (12marks)

- (i) There was security as people could protect themselves against enemies.
- (ii) Living as a large group enabled people to work together hence accomplishing tasks with ease.
- (iii) Settling in villages assured man a permanent dwelling thereby reducing movement.
- (iv) Man begun growing crops thereby ensuring regular food supply.
- (v) Man domesticated animals which provided animal products thereby reducing his hunting activities.
- (vi) Living in villages promoted interactions thereby increasing social cohesion/sharing ideas/resources.
- (vii) People were able to exchange goods and services hence getting what they did not have/ barter trade.

(viii) It enabled them to build better shelter thereby protecting themselves from harsh weather conditions.

19 (a) Give three reasons for the decline of Meroe. (3marks)

- (i) The collapse of agricultural activities
- (ii) Reduced trading activities
- (iii) External attacks from the Kingdom of Axum.

(b) Explain six factors for the decline of Triangular trade. (12marks)

- (i) The introduction of machines/industrialization in Britain which replaced human labour leading to decline of demand for slaves.
- (ii) Slave labour was perceived by economists to be less profitable/less productive compared to free labour.
- (iii) The campaign against slave trade/slavery by philanthropists/missionaries who declared it evil/inhuman.
- (iv) Propagation of liberty/equality of human beings following the French Revolution encouraged fair treatment of all people.
- (v) The development of legitimate trade which was more profitable and replaced slave trade.
- (vi) The signing of treaties abolishing slave trade/slavery by Britain influenced other countries to adopt the same.
- (vii) The attainment of independence by USA in 1776 left Britain without colonies where slaves could work.
- (viii) The closure of slave market in America after the American civil war left slave dealers with no market for their slaves.

(viii) The decline of the demand for sugar in European market as France produced cheap sugar.

(ix) Slave revolts/rebellion in Haiti, Jamaica and British Guyana.

(x) Contributions of Africans to stop slave trade eg. King Nzinga of Congo.

20 (a) Give five reforms introduced by the Germans in Tanganyika after the Majimaji rebellion. (3marks)

- (i) Rejection of extra taxation on Africans.
- (ii) Corporal punishment was abolished.
- (iii) They stopped forced labour.
- (iv) Communal cotton growing was abolished.
- (v) Germans tried to rule leniently through some recognized African chiefs.

(vi) Medical and educational facilities for Africans were improved.

(vii) Kiswahili became an official language.

(viii) Newspapers that incited settlers against Africans were censored.

(ix) Colonial department of the German government was set up to investigate and monitor the affairs of the colony.

(b) Explain five significance of the Buganda agreement of 1900. (10marks)

(i) It gave legitimacy to the British claims over Buganda as opposed to other European powers.

(ii) The Baganda chiefs and ministers acquired new power and influence such as the right to collect land rent.

(iii) The power of the Kabaka over land was reduced since he could no longer freely distribute land.

(iv) It legitimized annexation of counties from Bunyoro which created animosity between the two kingdoms.

(v) Distribution of land created bitterness among peasants.

(vi) Apollo Kagwa, the Buganda Katikiro became a powerful personality and assisted the British to implement indirect rule in Uganda.

(vii) Buganda chiefs were used to administer other regions thus Buganda helped the British to extend their rule to the rest of Uganda.

(viii) The Kabaka acquired new prestige, he was consulted before new taxation measures could be imposed on Buganda.

(ix) Led to the conquest of Buganda and the rest of Buganda by the British.

(x) It gave Buganda a central role with the Kingdom - the Kingdom was favored over others.

21 (a) State five ways through which the attainment of independence of Ghana contributed to liberation of other African countries from colonial rule. (5marks)

(i) Motivated other African countries to strengthen their independence struggle.

(ii) Nkrumah became more vocal in agitating for the course of other nationalists.

(iii) Ghana gave financial support to other African liberation movements.

(iv) Ghana allowed some African nationalists to establish their military base in the country.

(v) Ghana played a leading role in the formation of OAU which was instrumental in the liberation other states.

(b) Explain five differences between the use of British indirect rule and French assimilation policy. (10marks)

(i) The British used traditional rulers as chiefs while French appointed assimilated persons to become chiefs.

(ii) African traditional rulers under British rule retained most of their powers whereas chiefs under French rule had limited powers.

(iii) British colonies were administered as separate territories while the French colonies were administered as provinces of France.

(iv) Most French administrators were military officers while the British administrators were both professionals and non-professionals.

(v) Africans in French colonies were represented in the French Chamber of Deputies in France while in British colonies, laws were made in the British House of Commons.

(vi) Assimilated Africans in French colonies became full French citizens while the British colonies, educated Africans remained colonial subjects.

(vii) British indirect rule preserved African cultures while assimilation undermined African culture.

### SECTION C (30 MARKS)

Answer any two questions in this section.

22 (a) State three achievements of the Non-Aligned Movement. (3marks)

(i) It advocated for political freedom which led to attainment of independence of countries under colonial rule.

(ii) It kept off military activities of two superpowers which helped to reduce international tensions.

(iii) It provided a forum where members voiced their concerns.

(iv) It encouraged members to put their national interests before those of superpowers.

(v) Its member states have helped to solve conflicts.

(vi) It condemned arms race among countries.

(vii) It has enabled members to vote as a block thereby influencing world affairs.

(viii) It has helped its members to safeguard national security/territorial integrity.

(ix) It raised funds to cushion frontline states from the effects of sanctions imposed on them by the Apartheid regime.

(x) A new economic order was emerged due to increased trade among members.

(xi) It has created a new scientific/technological order, so as to bridge the gap between the developed and developing countries.

(b) Explain six political causes of the First World War. (12marks)

(i) Assassination of Archduke Franz Ferdinand of Austria.

(ii) Arms race

(iii) Formation of Alliances

- (iv) Development of nationalism
- (v) Desire for revenge
- (vi) Rivalry over colonial possession/colonial rivalry
- (vii) The Moroccan crisis
- (viii) The Italo-Turkish dispute over Libya.

(ix) The Balkan crisis/wars

23 (a) Name three African leaders who attended the 1945 Pan - African Conference in Manchester. (3marks)

- (i) Jomo Kenyatta
- (ii) Julius Nyerere
- (iii) Kwame Nkrumah
- (iv) Leopold Senghor
- (v) Komozi Banda
- (vi) Nnadi Azikiwe
- (vii) Peter Abrahams
- (viii) Obafemi Awolowo

(b) Explain six political challenges experienced by the Democratic Republic of Congo at independence. (12marks)

- (i) Political and ideological differences between Patrice Lumumba and Joseph Kasavubu.
- (ii) The killing of Belgium nationals following the army mutiny created a state of lawlessness.
- (iii) Belgium interference in the affairs of the country undermined the independence of Africans/UNO interference.
- (iv) Personality differences among leaders ignited conflict amongst their followers too.
- (v) Africans were ill prepared for independence hence the government lacked adequate personnel with management skills to run the government.
- (vi) Political assassination created differences among leaders/followers thereby creating tension in the country.
- (vii) Secession of some regions Kasai/Kasanga caused instability in the central government hence weakened it.
- (viii) The mutiny staged by some African soldiers created a state of lawlessness.
- (ix) Ethnic differences divided the country.
- (x) Competition for political dominance by political parties polarized the country thereby undermining unity.

24 (a) State five significance of the British monarch. (5marks)

- (i) Contributes to better understanding between Britain and other countries.
- (ii) Provides continuity to the executive authority.
- (iii) Is a symbol of Commonwealth unity.
- (iv) It sets the standards for social life.
- (v) Inspires the head of government with a sense of responsibility/dignity.
- (vi) Acts as a useful counsellor of the head of the government.

(b) Describe five functions of the President of India. (10marks)

- (i) He/she dissolves/calls for elections of the Lower House of Parliament/Lok Sabha/ House of the People.
- (ii) The president assents/vetoes bills that have been passed by Parliament.
- (iii) The president is the commander-in-chief of the armed forces.
- (iv) The president appoints state governors/attorney general/Supreme Court judges.
- (v) The president declares a state of emergency when national security is threatened.
- (vi) The president appoints the Prime Minister on advice of Parliament/He/she calls the leader of the winning party to form government.
- (vii) He/she is a symbol of national unity.
- (viii) He/she establishes special councils to arbitrate on inter-state disputes.
- (ix) He/she nominates 12 members to the Council of State/Upper House/Rajya Sabha.
- (x) He/she is the leader of the political party that nominates him for elections.
- (xi) He/she pardons offenders.
- (xii) He/she makes regulations on certain union territories.

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HISTORY DEPARTMENT - 311/2

"The peak of one mountain is the foot of the next, keep climbing"