

HISTORY PAPER 2

Guidelines for the assessment of 'A' level history essays

For an essay to be categorized as excellent (22-25 marks) or very good (19-21marks), it should be composed of (a)relevant ideas/arguments (b) supportive evidence or specific examples (c) specific periods/dates (d) convincing and clearly flowing ideas from the introduction, through the essay body, up to the conclusion & enough coverage of what is asked (f) readable work. The lower grades of essay i.e good (16-18marks) and fairly good (13-15) are due to the less specific examples and time frame, less average and less accuracy. Then the 'O' level type/generalized essays (10-12marks) are either those without examples and time frame or those with sketchy statements/points. The lowest categories of essays are the poor ones (06-09 marks) and the very poor ones (00-05marks) with largely irrelevant material.

While marking the candidates' work in relation to the above questions, the following notes can be used. It is also important to note that the essays should be marked in consideration of their overall soundness and clear candidates' lines of argument.

1. A) THE PRE COLONIAL KIKUYU SOCIETY

The kikuyu people are believed to have migrated from areas around Meru. By the 1st half of the 19th century, they had already reached the area around Metumi/Gaki border. Their settlements gradually expanded as moreland was acquired from the neighbouring territories.

SOCIAL ORGANISATION

The social organisation of the kikuyu was mainly based on the clan, age group/age set. Most of the kikuyu belonged to nine clans, which were corresponding to the nine daughters of Gakuyu, their legendary founder. Each clan was composed of age groups or generation sets (Imariika), in turn these were divided into age sets and each set was given a particular name. Young men at the age of about 18 years were initiated into the age set and this even involved circumcision. The male initiation was based on a 'Muhingo', closed period, which lasted for nine 'imera' (seasons) or 'Miaka (years) during which no initiations of boys took place at all. The closed period was followed by annual initiations for the next nine years. These nine initiation sets formed one army contingent or regiment set. On the part of females, they were initiated annually and in some areas, they formed their own age sets with particular names.

History Paper 2 Uace

CO Houle



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Higher Education and Lifelong Learning Hans Schuetze, Maria Slowey, 2013-01-11 Responding to the emerging needs of lifelong learners arguably represents one of the most fundamental challenges facing higher education systems of the countries of the developing world At the start of the new century the concept of Lifelong Learning may indeed be counted as one of the the key organising concepts underlying public policy in many countries The interpretation of the concept however remains highly contested This timely book throws new light on the dramatic changes taking place in higher education through an exploration of the participation of non traditional students in ten countries Among others the following areas are explored the complex reality behind the statistics on participation in higher education in five European countries Austria Germany Ireland Sweden and the United Kingdom North America Japan Australia and New Zealand contrasting perceptions of lifelong learning changing patterns of participation by adults in higher education national and institutional policies and innovations to accommodate non traditional students and new forms of study conclusions for policy practice and research Higher Education for Lifelong Learners will be of interest to academics researchers and students involved with higher education lifelong learning and comparative education as well as policy makers educational managers and administrators The contributions reveal a remarkable transformation in the student body and in the way learners pursue their studies highlighting the international impact of increasing marketisation and differentiation on the nature of the higher education accessible to potential lifelong learners

Information Technology and Constructivism in Higher Education:

Progressive Learning Frameworks Payne, Carla R., 2009-05-31 This volume is grounded in the thesis that information technology may offer the only viable avenue to the implementation of constructivist and progressive educational principles in higher education and that the numerous efforts now under way to realize these principles deserve examination and evaluation Provided by publisher

St. Mary's College Kisubi Turns 100, 2006 *Combating Social Exclusion in University Adult Education* Julia Preece, 2018-08-17 Published in 1999 this work suggests that widening participation is not just about changing learner expectations it is also about changing institutional expectations and practices Higher learning for example should include a broader more inclusive range of knowledge and ways of knowing than at present and criteria for learning achievement should include assessment of citizenship as well as linear outcomes

Index of Conference

Proceedings British Library. Document Supply Centre, 2003 Resources in Education, 1999-10 **The Impact of**

Gender Quotas Susan Franceschet, Mona Lena Krook, Jennifer M. Piscopo, 2012-03-02 The Impact of Gender Quotas is a theory building and comparative exercise in elaborating concepts commonly used to analyze the broad impacts of gender quotas Using a conceptual framework based upon descriptive substantive and symbolic dimensions of representation the book presents case studies from twelve countries in Western Europe Latin America Sub Saharan Africa and Asia *British Education Index*, 2000 **Catalog of the Modern Greek Collection, University of Cincinnati** University of Cincinnati.

Library,1978 Adult Learning, Citizenship and Community Voices Pam Coare,Rennie Johnston,2003 This topical book examines the connections between theory and practice in citizenship learning Focusing on the experiences and views of a range of citizens many on the margins of society the contributors explore the significance and impact of particular forms of educational policies and provision in peoples lives and the role adult learning can play in the development of citizenship Organised into three sections the book provides a theoretical overview and a framework for understanding the links between learning and citizenship This is followed by an exploration of the voices of different citizens as they seek to develop their lives and learning The final section brings together theory and practice and identifies ten Propositions for Practice in developing adult learning for citizenship primarily in community contexts

Decoding **History Paper 2 Uace**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**History Paper 2 Uace**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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Table of Contents History Paper 2 Uace

1. Understanding the eBook History Paper 2 Uace
 - The Rise of Digital Reading History Paper 2 Uace
 - Advantages of eBooks Over Traditional Books
2. Identifying History Paper 2 Uace
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an History Paper 2 Uace
 - User-Friendly Interface
4. Exploring eBook Recommendations from History Paper 2 Uace
 - Personalized Recommendations
 - History Paper 2 Uace User Reviews and Ratings

- History Paper 2 Uace and Bestseller Lists
- 5. Accessing History Paper 2 Uace Free and Paid eBooks
 - History Paper 2 Uace Public Domain eBooks
 - History Paper 2 Uace eBook Subscription Services
 - History Paper 2 Uace Budget-Friendly Options
- 6. Navigating History Paper 2 Uace eBook Formats
 - ePub, PDF, MOBI, and More
 - History Paper 2 Uace Compatibility with Devices
 - History Paper 2 Uace Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of History Paper 2 Uace
 - Highlighting and Note-Taking History Paper 2 Uace
 - Interactive Elements History Paper 2 Uace
- 8. Staying Engaged with History Paper 2 Uace
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers History Paper 2 Uace
- 9. Balancing eBooks and Physical Books History Paper 2 Uace
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection History Paper 2 Uace
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine History Paper 2 Uace
 - Setting Reading Goals History Paper 2 Uace
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of History Paper 2 Uace
 - Fact-Checking eBook Content of History Paper 2 Uace
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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web $m \times c \times \Delta t$ equation 1 where m is the total mass of the solution solute plus solvent c is the specific heat of the solution and Δt is the observed temperature change the specific heat of the solution is generally assumed to be the same as that of guided inquiry designing the ideal hand warmer - Dec 27 2022

web the heat of reaction ΔH_{soln} is written after the products in units of kJ mol rxn for example sodium hydroxide dissolves exothermically releasing 44.2 kilojoules per mole dissolved this process is represented as $\text{NaOH (s)} \rightarrow \text{NaOH (aq)}$ $\Delta H_{\text{soln}} = -44.2 \text{ kJ mol rxn}$ write equations to similarly represent the dissolving process for

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web hand warmers are usually placed inside the gloves to keep your hands warm the heat keeping your hands warm is formed as a result of an exothermic reaction which occurs in a small packet hand warmers have 5 main ingredients in them salt carbon polypropylene vermiculite water and iron

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web background the hand warmers are filled with sodium acetate click the metal disc and you will notice the liquid changes state and becomes a solid in the process heat is released the sodium acetate is a supersaturated solution

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web oct 9 2021 sodium acetate coin or other small piece of metal plastic bags seal the coin inside a small bag place this bag inside a larger bag containing supersaturated sodium acetate get this by dissolving as much sodium acetate as possible in hot water this chemical hand warmer is reusable

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web the goal of my experiment and research is to evaluate the various number of compounds to be used as hand warmers and locate the ones that can raise the temperature to 20 degrees celsius in 100 g water and costs as little as possible

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web in this lab you are challenged to use chemistry to determine which ionic compound makes the best hand warmer in this experiment you will collect data that will allow you to calculate the heat of solution ΔH_{soln} or the amount of energy released or absorbed in kJ/mol of the substance being dissolved

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web a full clinical description of each case including history examination and electrophysiological findings was conducted results review of the available literature

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web mid semester examination 14 march 2014 time 09 duration 2 hours total marks 100 instructions to candidates candidates must attempt any 4 four questions candidates