

KAPSABET HIGH SCHOOL

Kenya Certificate of Secondary Education

HISTORY AND GOVERNMENT

Paper 2

Section A (25 marks)

1. **Define the term government. (1 mark)**
 (i) *The term government is the study of how people are governed.*
 1 point @ 1 mark (1 mark)
2. **Give two methods used by archaeologists to locate archaeological sites. (2 marks)**
 (i) *They look for areas where tectonic forces/ faulting has taken place exposing surfaces which may give some clues*
 (ii) *Physical features whereby the area features may be different from areas around them thus vision/eyes*
 (iii) *Through historical research and documentation especially when an area is mentioned in oral narrative e.g. Babylon*
 (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) *Evidence of art paintings*
 Any 2 points @ 1 mark each (2 marks)
3. **Identify two species of Homo Sapiens. (2 marks)**
 (i) *Cro Magnon*
 (ii) *Neanderthal man*
 (iii) *Rhodesian man*
 Any 2 points @ 1 mark each (2 marks)
4. **Name the method used by early man in the middle stone age to improve his tools. (1 mark)**
 (i) *Levallois method*
 1 point @ 1 mark (1 mark)
5. **Mention two urban centres that emerged as a result of early agriculture in Mesopotamia (2 marks)**
 (i) *Ur*
 (ii) *Uruk*
 (iii) *Nippur*
 (iv) *Babylon*
 (v) *Eridu*
 (vi) *Lagash*
 (vii) *Kish*
 (viii) *Nineveh*
 Any 2 points @ 1 mark each (2 marks)
6. **Give one reason why early man developed trade. (1 mark)**

- (i) *Population increase thus the need for more products*
- (ii) *Specialization and improved technology which created need to exchange skills and goods*
- (iii) *Differences in climate and environmental conditions*
- (iv) *Existence of surplus production in the society*

Any 1 point @ 1 mark each (1 mark)

7. Give the main item of trade from North Africa during the Trans-Saharan trade.

(1 mark)

- (i) *Salt*

1 point @ 1 mark (1 mark)

8. Identify two advantages of road transport.

(2 marks)

- (i) *It reduces the cost of movement of goods and people*
- (ii) *It is cheaper compared to other forms of transport.*
- (iii) *It is faster when compared to water and railway transport*
- (iv) *Roads are flexible and link with other forms of transport*

Any 2 points @ 1 mark each (2 marks)

9. Give two examples of print media as a modern means of communication. (2 marks)

- (i) *Books*
- (ii) *Newspapers*
- (iii) *Magazines*
- (iv) *Journals/periodicals*
- (v) *Newsletters*
- (vi) *Posters*
- (vii) *Brochures*
- (viii) *Braille*

Any 2 points @ 1 mark each (2 marks)

10. Identify two reasons why metals were preferred over stone tools. (2 marks)

- (i) *They were durable.*
- (ii) *They could not break easily.*
- (iii) *They could be re- sharpened when blunt.*
- (iv) *Molten metals could be cast into a variety of shapes with patterns and designs*
- (v) *Broken objects could be re- worked.*

Any 2 points @ 1 mark each (2 marks)

11. Name the country that pioneered industrial revolution in Europe. (1 mark)

- (i) *Britain*

1 point @ 1 mark (1 mark)

12. Identify the main reason for the growth of London as an early urban centre in Europe (1 mark)

- (i) *Trade/Commercial activities*

1 point @ 1 mark (1 mark)

13. Give two duties of *Lukiiko* in the Buganda kingdom. (2 marks)

- (i) *It advised the Kabaka.*
- (ii) *It assisted the Kabaka in administering the kingdom i.e. made important decisions like making peace and declaring war.*
- (iii) *It made laws for the kingdom.*

- (iv) *It acted as a court of appeal and solved disputes.*
- (v) *It directed the collection of taxes and planned government expenditure.*
- (vi) *It represented the interests of the people.*
- (vii) *It checked the activities of the government.*

Any 2 points @ 1 mark each (2 marks)

14. Mention one type of spirit in the Shona kingdom in the 19th century. (1 mark)

- (i) *Svikiro/departed family or clan elder spirits*
- (ii) *Vadzimu/ family spirits*
- (iii) *Mhondoro/ Clan spirits*
- (iv) *Chamiruka/ Chaminuka/ national spirit*

Any 1 point @ 1 mark each (1 mark)

15. Give two strategic factors for the European scramble and partition of Africa. (2 marks)

- (i) *Egypt was strategic for Britain because of the Suez canal so as to safeguard her possessions in India and the Far East.*
- (ii) *Uganda was important since it was the source of the Nile and Egypt's life line.*
- (iii) *South Africa was strategic since it was the sea route to West Indies*
- (iv) *Belgium, France and Portugal clashed over river Congo with the imagination that the area had great economic potential.*
- (v) *France feared that if Italy controls parts of North African coast, she would have economic control of the Mediterranean thus had to occupy Tunisia.*

Any 2 points @ 1 mark each (2 marks)

16. Apart from Assimilation, name another administrative policy used by the French to administer her colonies in Africa. (1 mark)

- (i) *Association*

1 point @ 1 mark (1 mark)

17. Identify the European power which colonized Mozambique up to 1975. (1 mark)

- (i) *Portugal*

1 point @ 1 mark (1 mark)

Section B (45 marks)

18. (a) Give five disadvantages of open field system of farming in Britain before Agrarian Revolution (5 marks)

- (i) *There was underutilization of land since it was left fallow*
- (ii) *Cart tracks and paths that went through unfenced fields wasted land.*
- (iii) *The practice of ploughing land and leaving it idle wasted time and labour.*
- (iv) *Land pieces were scattered hence families had to travel long distances before reaching them thus wasted time*
- (v) *Common grazing led to the spread of diseases among animals.*
- (vi) *It was difficult to practice selective breeding.*
- (vii) *The existed strips limited the use of machines*

(viii) *Shortage of hay for winter compelled farmer to reduce some of their animals in autumn by slaughtering then preserve meat by salting*

Any 5 points @ 1 mark each (5 marks)

(b) Explain five effects of Agrarian Revolution in the United States of America (USA). (10 marks)

- (i) *The introduction of new farm machines enabled farmers to put more land under cultivation*
- (ii) *It encouraged agricultural research/scientific inventions which resulted into better crop varieties/animal breeds*
- (iii) *There was improved transport infrastructure which speeded up the movement of farm produce*
- (iv) *The use of machines in farms replaced human labour thus unemployment*
- (v) *Increased population growth*
- (vi) *It led to expansion of agriculture related industries which processed/ packaged/ preserved farm produce*
- (vii) *Increased food production led to expansion of trading activities*
- (viii) *Use of fertilizers/hybrid seeds increased food production*
- (ix) *It led to urbanization/growth of towns*
- (x) *Many parts of USA was opened up for farming and for settlement*
- (xi) *It led to shipping of many slaves from Africa.*
- (xii) *Diversification of agriculture was realized*
- (xiii) *Surplus food has been given out as food aid/humanitarian assistance*

Any 5 points @ 2 marks each (10 marks)

19. (a) Give five methods used to acquire slaves from West Africa during the Trans-Atlantic trade. (5 marks)

- (i) *Raids organized by chiefs*
- (ii) *Sale of war captives*
- (iii) *Leaders sold their subjects to enrich themselves/ Slaves were exchanged with European products*
- (iv) *They were obtained through kidnapping*
- (v) *Social misfits were also sold*
- (vi) *Through enticement or trickery*
- (vii) *Selling of debtors/ panyarring*

Any 5 points @ 1 mark each (5 marks)

(b) Explain five social effects of the Trans-Atlantic slave trade. (10 marks)

- (i) *It led to depopulation of West Africa as many people were taken as slaves*
- (ii) *Slave raids and inter-tribal wars led to deaths of many people.*
- (iii) *There was destruction of property like farms and houses due to slave raids.*
- (iv) *There was increased warfare and conflicts as stronger kings attacked weak ones to obtain slaves.*
- (v) *The system of capturing, sale, and shipment of slaves caused fear and untold suffering among many people.*
- (vi) *It changed the role of African leaders as they abandoned their roles as guardians of the people to slave raiding.*

- (vii) *It led to change in social roles as women became heads of their families owing to enslavement of many men.*
- (viii) *The Africans developed a taste of western manufactured goods like clothes.*
- (ix) *It led to the foundation of Liberia and Sierra Leone as settlements of freed slaves.*
- (x) *It led to the growth of mullato population resulting from intermarriages between Europeans and the Africans.*
- (xi) *Some trading centres grew to towns*
- (xii) *The trade exposed West Africa to many diseases like tuberculosis.*
- (xiii) *Some African cultures spread to the Americas*

Any 5 points @ 2 marks each (10 marks)

20. (a) Identify five factors for the growth of early urban centres in Africa. (5 marks)

- (i) *Discovery of crop farming led to the development of farming centers which attracted population and later became towns*
- (ii) *Trading activities between different communities led to the development of trading centres which later became towns.*
- (iii) *Trading centres that were used for religious activities developed into towns.*
- (iv) *Areas that had adequate security attracted population concentration and thus led to the development of towns.*
- (v) *Places that were used for administrative functions developed into towns*
- (vi) *Places along the coast where ships stopped for supplies developed into towns.*
- (vii) *Mining centres developed into settlements which became towns*
- (viii) *Places where water for use was available attracted settlements and grew into towns.*
- (ix) *Towns developed at cross roads*
- (x) *Development of centres of learning e.g. Alexandria*

Any 5 points @ 1 mark each (5 marks)

(b) Explain five solutions to the challenges facing Johannesburg as a modern urban centre. (10 marks)

- (i) *Development of better housing estates to upgrade the slums.*
- (ii) *Creation of more job opportunities to create employment.*
- (iii) *Creation of aids awareness campaigns among the town dwellers.*
- (iv) *Development of dual carriageways, underpasses and bypasses to ease congestion.*
- (v) *Better planning of the city has been adopted.*
- (vi) *Partnership with the private sector has assisted in alleviating shortage of essential services like water, electricity, schools and hospitals.*

Any 5 points @ 2 marks each (10 marks)

21. (a) State five reasons for Kabaka Mutesa I collaboration with the British. (5 marks)

- (i) *He wanted British protection against Khedive Ismail's threat to annex Buganda kingdom*
- (ii) *He wanted protection against Bunyoro who were Bugandas' traditional enemies*
- (iii) *He was influenced by Christian missionaries to collaborate with the British*
- (iv) *He wanted his people to obtain western education and civilization from the British.*
- (v) *He wanted to obtain economic gains by trading with the British*
- (vi) *Early explores like H.M. Stanley convinced him to collaborate*
- (vii) *He wanted technical experts to teach his people new skills*

- (viii) *The threat from Khartoum slavers/Khartoumers who were pushing southwards from Sudan while looking for slaves.*
- (ix) *There were succession disputes over Bugandas' throne*
- (x) *Threat from armed Arab traders from the coast.*
- (xi) *Buganda was an open society to foreigners and was willing to accept new and constructive ideas from them.*

Any 5 points @ 1 mark each (5 marks)

(b) Explain five reasons why the Shona and Ndebele were defeated during the Chimurenga war (1896-1897). (10 marks)

- (i) *The British received reinforcements from South Africa and Botswana.*
- (ii) *There was disunity among the Africans as they fought the company from different fronts/ Some African communities also supported the British against the Ndebele and the Shona.*
- (iii) *The British had superior weapons than the Africans who were ill equipped and depended on their confidence in the mediums (priests).*
- (iv) *The British had large, well trained and more organized soldiers than the Africans.*
- (v) *Arrest and execution of African cult leaders like Nehanda, demoralized the Africans.*
- (vi) *Cecil Rhodes was determined to suppress the resistance and establish effective occupation*
- (vii) *The failure of the Mwari cult to protect the people/the magic failed to protect them against enemy bullets thus they lost hope.*
- (viii) *The Ndebele economy had been weakened by drought and famine thus could not sustain the resistance. The people had also been weakened by diseases.*
- (ix) *By the time of resistance, the Indunas lacked military practice as their regiments had been broken earlier.*
- (x) *There was lack of unity among the Ndebele social classes.*

Any 6 points @ 2 marks each (12 marks)

Section C (30 marks)

22. (a) Give three factors that led to the rise of the Shona Kingdom. (3 marks)

- (i) *Able leaders like Nyatsimba Mutota who was a military leader*
- (ii) *Participation in long distance trade made her acquire weapons for defence/wealth for the kingdom*
- (iii) *Good climate/fertile soils made them have enough food*
- (iv) *Had strong military for defence and expansion*
- (v) *Availability of minerals like gold and iron brought wealth to the kingdom*

Any 3 points @ 1 mark (3 marks)

(b) Describe the political organization of the Asante kingdom in the 19th century. (12 marks)

- (i) *The empire was a centralized state divided into three divisions namely the nucleus/Kumasi states, States outside Kumasi/Amatoo, and conquered states/provincial Asante.*
- (ii) *The overall ruler of the empire was the Asantehene.*
- (iii) *The office of the Asantehene was hereditary.*
- (iv) *The Asantehene was the commander-in-chief of the armed forces.*
- (v) *Kumasi was under direct control of the Asantehene.*
- (vi) *The conquered states were ruled by their kings but treated as provinces of the Asante. The Asantehene appointed representatives in each conquered state.*
- (vii) *The Asantehene ruled with the assistance of a confederacy of kings/Omanhene who took oath of allegiance to ensure loyalty to the Asantehene/the Omanhene represented the king in the provinces.*
- (viii) *The conquered states and the Omanhene were allowed some autonomy but were expected to pay tribute to the Asantehene and contribute soldiers in times of war.*
- (ix) *The empire had a standing army which was used for defense, and conquering other states.*
- (x) *The empire had a well-established court system based at Kumasi and was headed by the king.*
- (xi) *The Annual Odwira festival strengthened solidarity and nationalism in the kingdom.*
- (xii) *The sacred golden stool kept at Kumasi strengthened unity in the empire/ each Omanhene was given a symbolic black stool to signify unity of purpose in the community.*

Any 6 points @ 2 marks each (12 marks)

23. (a) Identify three roles of the Emirs in Northern Nigeria during the colonial period. (3 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 3 points @ 1 mark each (3 marks)

(b) Explain six reasons why the British used direct rule in Zimbabwe. (12 marks)

- (i) *They desired to control the economy of Zimbabwe so as to maximize profits.*
- (ii) *The local political institutions based on the Indunas had been destroyed during the British occupation of Zimbabwe*
- (iii) *The existence of the British South Africa company (BSAC) personnel on the spot who were familiar with the area as well as the British system of administration.*
- (iv) *They wanted to ensure complete control of the Africans to avoid any resistance.*
- (v) *The British South Africa Company had enough finance to pay the administrators.*
- (vi) *The 1896 - 1897 Shona - Ndebele uprising shook European confidence in local administrators.*
- (vii) *The British aimed at establishing Zimbabwe as a British dominion settlement.*
- (viii) *The British found the Zimbabweans uncooperative.*
- (ix) *Zimbabweans had no centralized system of administration but autonomous independent chiefdoms that had clear and distinct traditions.*

Any 6 points @ 2 marks each (12 marks)

24. (a) **Give three methods used by nationalists in Ghana during the struggle for independence. (3 marks)**

- (i) *They formed political parties.*
- (ii) *They used boycotts/demonstrations/strikes/go-slows.*
- (iii) *They organized political rallies to mobilize mass support.*
- (iv) *They used newspapers to articulate their views.*
- (v) *They used Legislative Council.*
- (vi) *They composed songs/poems to attack colonialism.*
- (vii) *They used trade unions.*
- (viii) *They used the international fora.*

Any 3 points @ 1 mark each (3 marks)

(b) **Explain six challenges faced by nationalists in South Africa in the struggle for independence. (12 marks)**

- (i) *The nationalists were arrested/ detained which crippled their activities thereby slowing down the struggle.*
- (ii) *The political parties were banned by the government making it difficult for nationalists to coordinate their activities.*
- (iii) *The government enacted pass laws which restricted movement thus hampering their interactions.*
- (iv) *They lacked adequate funds to finance the struggle thus slowing their activities*
- (v) *They lacked press freedom making it difficult for them to spread their ideas.*
- (vi) *They lacked advanced weapons thereby making them less effective in their armed struggle.*
- (vii) *They had different approaches in their struggle (moderate/ radical wings) thus creating a loophole which was exploited by the government.*
- (viii) *Some nationalists were killed, which led to low morale hence slowing down the momentum of the struggle.*
- (ix) *Use of divide and rule policy to divide the Africans.*
- (x) *Nationalists were always trailed by secret police on apartheid information.*
- (xi) *Many nationalists were forced to flee the country*
- (xii) *The nationalists were not united creating tension among themselves thus rendering their struggle less effective.*

Any 6 points @ 2 marks each (12 marks)