**TERM 1 - 2025**

**HISTORY AND GOVERNMENT (311)**

**FORM TWO (2)**

**Time:**

**MID TERM EXAM**

MARKING SCHEME

**SECTION A (25 MARKS)**

**ANSWER ALL THE QUESTIONS IN THIS SECTION**

1. **Define the term government (1 mark)**
2. Government refers to a group of people within a state or a country given authority to organize, direct and control the affairs of the state or country. (1x1=1 mark)
3. **Identify two types of monarchical government (2 marks)**
4. Absolute monarchy:- which refers to the unrestricted power of the Head of State. The monarchy is dictatorial.
5. Constitutional monarchy;- The monarchical power , which is restricted is determined by what is spelt out in the constitution. Such a system of government is found in Lesotho and Britain. (2x1=2 marks)
6. **Give three careers choices that are influenced by the study of History (3 marks)**
7. Law
8. Diplomacy
9. Church
10. Politics
11. Teaching
12. Administration. (3x1=3 marks)
13. **State three disadvantages of relying on Linguistics as a source of information for History and Government (  3 marks)**
14. It is time consuming/learning a language takes a long time therefore delaying acquisition of  information.
15. There is a danger of omitting a word when translating a language. In the process, vital   
    information about a people’s history may be lost.
16. Inaccurate information can be passed on where wrong words are borrowed from other languages.
17. Some words may just be difficult to understand.
18. Some languages have become archaic and irrelevant hence difficult to translate.
19. Misinterpretation of words may make them difficult to understand.
20. Linguistic analysis for classification purposes may fail to take into account languages with   
    time.
21. One word may have different meanings in different languages. This can easily confuse a   
    researcher. For example, Nyoro in Kikuyu means ‘smooth’, while the same word in Luo means ‘yesterday’.
22. Lack of original speakers in the language under study limits research findings. (3x1=3 marks)
23. **Identify five  methods  that are used by archaeologists and paleontologists in discovering a historical site.(5 marks)**
24. By looking at areas where **tectonic forces** (faulting) or erosion have occurred.
25. **Use of vision**. Sometimes vision may help them find on the surface a small part of an early   
    settlement such as a few stones in a regular pattern.
26. Use of **historical research.** A place that may be mentioned in a historical document or in an oral narrative may give a clue to the geography of the area..e.g Omo River Valley, Olduvai Gorge, Ur and Babylon.
27. **Use of experience.** An archaeologist may also use his long experience and skill to identify a potential site for archaeological excavation.
28. **During cultivation and building construction**, farmers and builders may accidentally expose ancient objects that could arouse the curiosity of researchers. For example ‘Nyayo ya  Mungu’ in Tanzania was a single footprint on a rock surface that was found in 1995 and   
    became evidence of the existence of early human beings. (5x1=5 marks)
29. **Give two reasons why the earliest mammals lived on trees (2 marks)**
30. There was more supply of food o trees such as insects , leaves and birds’ eggs
31. Security. Animals were more secure from their enemies while up on trees Man evolved from this kind of animals (2x1=2 marks)
32. **State three changes that Homo Sapiens underwent as  a break off from apes to modern man (3 marks)**
33. The **skull size of the early human beings became larger** indicating bigger brains. For example Australopithecus, who lived between 5 and 1 million years ago, had a brain capacity of 530cm3. Homo erectus who lived later on had an improved brain capacity of between 775 and 1225cm3.
34. Their **jaws and teeth became more powerful** compared to earlier forms indicating their use   
    in tearing and cutting tough fibres and even the need for defence as a weapon. The size of   
    the jaws and teeth became smaller.
35. They developed **a refined speech** as compared to earlier forms.
36. They **were taller with less hair** on their body.
37. The **tail which no longer had any value** in the savanna **disappeared.**
38. The forearms and hands underwent some changes. They developed **a thumb** for grasping   
     objects.
39. Their **arms and hands became shorter**, more appropriate for an upright posture.
40. Their **leg and foot formation** also changed (3x1=3 marks)

1. **Identify three species of the Australopithecus (3 marks)**
2. Australopithecus Afarensis
3. Australopithecus Anamensis
4. Australopithecus africanus.
5. Australopithecus Robustus
6. **Give three reasons why Rock Art was important to the Early man during the Middle stone age (3 marks)**
7. Believed, painting pictures of the animals with arrow piercing them would give their hunting expeditors great success (have controlling power over the prey)
8. Cave painting also shows a keen observation of animal life
9. They painted to decorate their caves
10. It was a way of passing time leisure e.g. first writing from was in picture form
11. Man preserved his cultural heritage through painting (3x1=3 marks)

**SECTION B (45 MARKS)**

**ANSWER ANY THREE QUESTIONS FROM THIS SECTION**

1. **(a)Give five reasons why hunting of wild animals was mainly a group activity during the Stone Age  period.            (5marks)**
2. Wild animals are dangerous/could kill people.
3. They could surround the animals.
4. Spotting/locating the animal was easier.
5. Less time was taken to catch the animals.
6. To give moral encouragement/team spirit.
7. They could catch more animals. Any 5 x 1  = 5 marks

**(b) Explain six factors which led to Early Agriculture in Mesopotamia (12 marks)**

1. The fertile silt  that the rivers deposited
2. The water from the rivers (Tigris and Euphrates) that was used to irrigate the fields
3. Land reclaimation methods e.g construction of dykes
4. Availability of labour provided by local population and slaves
5. Various inventions by Sumerians e.g the plough and the seed drill which were used in food production, the wheel that was used in carts to transport produce, clay and woven vessels that were used to  store produce.
6. Availability of indigeneous crops (6x2=12 marks)
7. **(a)State 3 economic activities of the Borana during the pre colonial period.  (3mks)**
8. They participated in trade
9. They kept livestock
10. They hunted wild animals
11. They were gatherers
12. They grew crops
13. They made iron tools (Any 3x1=3 Marks)

**(b) Describe the social organization of Agikuyu during the pre colonial period.(10mks)**

1. The smallest social and was the family.
2. Several related families formed a clan which lived in a defined area.
3. The Agikuyu practiced circumcision of the boys and clitondectomy for girls.
4. The Agikuyu had age set system made up for boys and girls who were initiated at the same period,
5. Members of the age set worked together and considered each other as brothers and sisters.
6. Marriage was highly regarded among the Agikuyu as one would raise a family and also own properties.
7. They believed in the existence of a supreme  God called Ngai and lived on Mount Kirinyaga.
8. They had sacred places of worship such as graves and fig tree.
9. Believed in the existence of ancestral spirit who acted as intermediaries between God and the people. (Any 6x2=12 marks)

1. **(a)Identify three documentary sources of information on the early visitors to the east African Coast (3 marks)**
2. Periplus of the Erythrean Sea
3. Ptolemy’s Geography
4. Documents by Arab merchants/Swahili chronicles
5. Graeco – Roman Documentary
6. The Christian Topography (Any 3x1=3 marks)

**(b)Explain six effects of the long distance trade (12 marks)**

1. Increased contacts among the people of the interior through trading activities
2. Introduction of New items eg cloth & glasses
3. Opening up of the interior which exposed it to the foreigners leading to colonization
4. Spread of Islam into the interior
5. Introduction of New crops eg maize, rice
6. Decline of indigenous industries as foreign goods were introduced and slave trade in the International trade
7. It promoted slavery and slave trade in the international trade
8. Intensification of warfare during slave raids caused suffering and destruction
9. Emergence of powerful chiefs and kingdoms through acquisition of firearms and wealth.(Any 6x2 =12 marks)

**13(a) Identify the three types of trade. (3 marks)**

1. regional trade
2. international trade
3. international trade (3x1=3 marks)

**(b) Explains six problems faced by the Trans-Saharan traders. (12 marks)**

1. long and tiresome journeys across the desert
2. inadequate water and food
3. extreme weather conditions of the desert –very cold at night and very hot during the day
4. attacks by dangerous desert creatures such as scorpions and snakes
5. insecurity because of declining and falling of kingdoms
6. exhaustion of trade goods especially gold
7. frequent shifts of trade routes due to desert sandstorms
8. the traders were robbed by some people living in the desert (Any 6x2=12 marks)

**SECTION C (30 MARKS)**

**ANSWER ANY TWO QUESTIONS**

**14(a) Give three cases that may lead to the revocation of one’s citizenship (3mks)**

1. -If in case of war the citizen assists the enemy state
2. -If citizenship is obtained through fraudulent means
3. -If within five years of registration one is imprisoned for three or four years.
4. -If a person is convicted of treason
5. -If the nationality and parentage of child becomes known
6. -If the age of a child becomes known and reveals that the child was older than eight years when found in Kenya

**(b) Explain six civic responsibilities of a Kenyan citizen (12mks)**

1. -Respect and follow the law, avoiding all vices and criminal activities.
2. -Safeguard and protect the law of the land by not encouraging law-breaking or harbouring criminals
3. -Have valid documents and testimonials
4. -Take part in public elections by voting or being a candidate
5. -Protect the environment and natural resources of the land.
6. -Take part in public debates on issues of common interest
7. -Actively participate in nation-building programmes.

1. **(a)Identify three symbols of national unity (3 marks)**
2. The National Flag
3. The National Anthem
4. The Coat of Arms
5. The Public Seal (Any 3x1=3 marks)

**(b)Explain six ways in which education promotes National Unity in Kenya. (5 marks)**

1. Use of one curriculum/syllabus in all public schools
2. Common National examinations
3. Centralized training and deployment of teachers
4. Participating in drama and music activities in schools
5. Common medium of communication is used in schools
6. Learners from different backgrounds attend the same schools.
7. The National goals of education emphasize on National Unity (Any 6 x 2 = 12 marks)

1. **(a)Give three advantages of using railway transport over road transport. (3 marks)**

1. Transport bulky goods
2. It’s cheap compared to road transport
3. Its faster compared to road transport
4. There is no traffic congestion in railway transport
5. Can be used during all-weather unlike some roads which are only used during dry season (3marks)

**(b) Explain six effects of telecommunication on modern society. (12 marks)**

1. It has led to the spread of ideas of different parts of the world
2. Television, videos, cinemas and computers provide entertainment
3. It has created employment
4. It has facilitated weather forecasting, navigation and space exploration
5. It’s a medium of transmitting education programmes all over the world
6. Security has improved through camera, close circuit television etc
7. It has promoted trade through advertisement on radio, television and computers
8. Information can be relayed to far places or remote areas through radio, television etc
9. It has promoted immorality
10. It has made tax collection easier
11. Government earns revenue from telecommunication
12. It has promoted water and air transport
13. It has enhanced information management e.g. the use of computers for information storage and processing (Any 6x2=12 marks)