

FORM 3 EXAMINATION 2022*Kenya Certificate of Secondary Education*

311/2

HISTORY AND GOVERNMENT**PAPER 2****TIME: 2 ½ HOURS****SECTION A****1. State two methods used in dating historical material. (2marks)**

- Radio carbon 14 dating
- Pottassium organ dating
- Stratigraphy
- Geological dating
- Palaeo magnetic
- Lexico statistics
- Statistics $2 \times 1 = 2 \text{mks}$

2. Give two reasons for studying Government in school.

- Develops sense of patriotism/National pride.
- Informs us about world citizenship.
- Promotes international consciousness.
- Learner becomes a responsible citizen.
- Makes us aware of our rights and obligations.
- To understand how the three arms of government operate.
- It introduces learners to democratic principles.
- Appreciate the constitution and constitution making process.
- To appreciate why we need government.

 $2 \times 1 = 2 \text{mks}$ **3. Define oral tradition as a source of history**

- Information that is communicated by word of mouth from one generation to another. $1 \times 1 = 1 \text{mk}$

4. Give one reason why Africa is regarded as the cradle of mankind.

- Climate in Africa supported abundant plants and animals life.
- Man's earliest material cultures have been found in Africa.
- The all seasons rivers in Africa. $1 \times 1 = 1 \text{mk}$

5 State two aspects of culture of the early man that originated in the late stone-age.

- Wearing animal skins /necklaces and belts.
- Painted his body with ochre and oil
- He became religious.

- Painted caves.
- Developed speech.
- Developed government.
- Buried the dead.
- Developed trade.
- Lived in huts.
- Developed education.
- Developed microlithic tools. $2 \times 1 = 2 \text{mks}$

6. Name two river valleys where Agriculture developed in south west Asia.

- Euprates
- Tigris $2 \times 1 = 2 \text{mks}$

7. State two effects of food shortages in Africa

- Deaths
- Malnourished /weak people.
- Theft /raids.
- Migration of people.
- It affects agricultural industries. $2 \times 1 = 2 \text{mks}$

8. State one method of trade.

- Barter
- Currency.

9. Give two characteristics of regional trade.

- Involved middlemen
- Involved people who were specialized.
- Covered long distances.
- No set market day.
- Large volume of commodities.
- Many people. $2 \times 1 = 2 \text{mks}$

10. State two disadvantages of using coal as a source of industrial energy.

- Bulky to transport.
- Pollution.
- Non-renewable.
- High cost of mining.
- Not readily available. $2 \times 1 = 2 \text{mks}$

11. State one feature found in Ancient Athens

- Built on hills.
- There was the king's palace/cities /acropolis.

- Center of Athens was a market (Agora)
- Beautiful temples e.g Parthenon.
- Gymnasium- for games and gathering.
- Has four sitial classes.
- Poor sanitation. $1x1=1mk$

12. Name the company that was used by the British to administer west Africa.

- Royal Niger Company. $1x1=1mk$

13. Which African leader signed the Lochner treaty 1890.

- Lewanika.

14. Give two reasons why indirect rule failed in southern Nigeria.

- It lacked centralized administration.
- Africa chiefs feared erosion and loss of the traditional authorities.
- Educated Africans opposed the use of traditional chief who were illiterate.
- Existence of many ethnic and religions in the south.
- Use of unpopular African rulers /puppets.
- Introduction of forced labour and direct taxation made the system un popular.
- Misuse of power by the warrant chiefs who raised taxes for their own use.
- communication barrier between the British supervisor , chief and people often led misunderstanding.
- Failure of British administration to fully understand how the social, economic and political structure of southern Nigeria worked. $2x1=2mks$

15. Identify one political effect of the partition of Africa.

- Creation of boundaries in Africa.
- European administrative system introduced.
- Decline of some kingdoms
- Loss of independence.
- Ethnic differences emerged. $1x1=1mk$

16. State one economic effect of direct rule in Zimbabwe

- Loss of land by Africans
- Forced labour and taxation on Africans.
- Introduction of cash crops by settlers. $1x1=1mk$

17. Give one reason why Ghana achieved independence earlier than other African states.

- Large number of educated Africans.
- Able leadership by Kwame Nkuruma.
- Support from pan-African movement.
- Small presence of European settlers in Ghana.
- Economic development brought by the cultivation of cocoa provided funds to African Nationalists.
- Ghana was a small country well served with good transport communication. $1x1=1mk$

SECTION B

18. a) State five physical changes which occurred in early human beings as they evolved from Apelike to modern man.

- Man developed a large brain than apes.
- He developed speech.
- He developed a thumb to grasp objects and make tools.
- Developed a short feet and straight forehead.
- He walked on two legs /Bipendal.
- His teeth and jaws became smaller /smaller canines.
- Reduced body hair /fur.
- He became taller and slender.
- Upright posture. $5x1=5mks$

b) Explain five aspects of culture of the early human beings during the middle stone – age.

- He made tools and weapons known as Acheulian.
- Meat was his chief food. He hunted large animals like elephants.
- He ate vegetables ,fruits, insects, eggs and fish.
- He cooked his food.
- He invented fire.
- He started wearing animal skins, necklace and painted his body with red ochre and oil.
- Man started living in caves and shelters even at night.
- Lived in groups of 50 people and had a leader.
- Started burying the dead.
- Developed a language of communication

- Painted pictures of the animals he hunted on the walls of the cave. 5x2=10mks

19. a) State five factors that led to agrarian revolution in the U.S.A.

- Immigrants from Britain introduced new farming methods in America.
- Availability of land for farming.
- Government recognition of individual ownership of land.
- Granting of financial aid to farmers to buy and develop land.
- Supply of labour from slaves.
- Mechanization of agriculture.
- Development of food preservation methods e.g canning and refrigeration.
- Development of good transport.
- Increase in population created demand for more food.
- Scientific research in agriculture led to better breeds of crops and animals.
- Demand for raw materials by European industries. 5x1=5mks

b) Explain five effects of agrarian revolution in U.S.A.

- Agro-based industries expanded.
- Development of infrastructure e.g roads and railways.
- Mechanization was widely used replacing slave labour.
- Agricultural products were exported to Europe and Asia increasing trade.
- America has given food relief to many 3rd world countries.
- Gave rise to black American communities as Africans were taken to work in the plantation in America.
- Health improved and population increased.
- Unemployment as a result of introduction of machines in farms. 5x2=10mks

20. a) Give five ways in which slaves were acquired during the Trans-Atlantic Slave Trade.

- Exchange with European goods.
- Prisoners of war and criminals were sold as slaves.
- Kidnapping
- Children were enticed with sweets
- Raiding.
- Debtors sold as slaves. 5x1=5mks

b) Explain five economic results of the Trans – Atlantic Slave Trade in West Africa.

- Destruction of property caused by slave raiding.

- Underdevelopment of West Africa due to drain of human labour.
- New products spread in West Africa and Africans developed a taste for western manufactured goods such as clothes, wines and glassware.
- Some states like Asante and Fante became powerful after acquiring wealth from this trade.
- Some individuals in Africa became wealthy as a result of the trade e.g Jasa of Opobo and Samori Toure of Mandinka.
- Decline of local industries like iron smelting, leather and pottery as a result of importation of cheap manufactured goods from Europe.
- It led to decline of Trans-Saharan trade.
- Development of towns such as Lagos, Dakar, Elmina etc.
- Over exploitation of African resources.

5x2=10mks

21. a) State five economic activities of the Shona during the pre-colonial period.

- Cultivation of land.
- Traders
- Hunting and gathering
- Livestock keeping
- Mining
- Craft making 5x1=5mks

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

- The empire /kingdom was ruled by an emperor/king who was the head of the state and government.
- The office of the emperor was hereditary.
- The emperor was assisted in administration by queen mother ,head drummer emperors sister ,emperors principal wives ,the head cook ,head doorkeeper.
- The empire was divided into provinces which were ruled by kings answerable to the emperor.
- Had a standing army which protected the empire.
- Religion united people /created political unity.
- Emperor controlled trade.
- Emperor was military leader.
- Vassal states were ruled by chiefs who paid tribute to the king.
- The royal fire which kept burning at the court of the king was an important symbol of National unity. 5x2=10mks

SECTION C

22. a) State three disadvantages of Television as a medium of communication.

- Expensive to purchase
- Need electricity
- Promote violence and immorality
- Addictive
- Some programmes promote drugs. 3x1=3mks

b) Explain six positive benefits of Telecommunications in the modern world.

- Improved communication; good communication between countries.
- Mass entertainment
- Education –by radio and television to public and schools.
- Transport; ships at the sea and aeroplanes in air are kept in constant touch through telecommunication gadgets.
- Exploration of outer space.
- Warfare –helps to make precise target on the enemy.
- Development of trade; has helped query business transactions.
- Improved management through use of computer to store information.
- Has created employment.
- Fast transmission of ideas
- National unity-using radio to inform people about government policies.
- Has facilitated the study of weather.

6x2=12mks

23. a) Give three reasons why Lewanika collaborated with the British during the colonization of Africa.

- Protect his kingdom against the Germans and Portuguese /European enemies.
- Desire for western education and civilization /wanted his son to be educated.
- Protect him against his internal enemies e.g. in 1884 Lewanika faced an internal rebellion /safeguard his position.
- He was encouraged to collaborate with the British by king Khama of Ngwato.
- He saw the futility of resisting a strong power like Britain.
- Wanted the British to protect his kingdom from attacks by other African communities such as the Ndebele and Shona /African communities.
- He was influenced by the European missionaries.
- To preserve the economy structure of his people.

b) Explain six results of Lewanika collaboration with the British.

- Lost his kingdom and independence to the British.
- The Lozi lost most of their land to the British .
- He became a paramount chief although under the British .
- Slavery was abolished in Lozi.
- The British used the Lozi to extend their control over other areas in Northern Rhodesia.
- Lewanika's son and his people received western education.
- The Lozi people were given key administrative posts in the government.
- Britain exploited Lozi's minerals. 6x2=12mks

24.a) State three privileges which were enjoyed by assimilated Africans in the four communes of Senegal.

- Exempted from forced labour.
- Allowed to send representatives to the French chamber of deputies.
- Provided with the same education rights like the French people in France.
- Protected by French constitution.
- Enfranchised like the French people.
- Allowed trading rights like French people in France.
- Allowed to serve in French civil service.
- To operate local authority structures which were similar to those in France. 3x1=3

b) Explain six results of the French policy of assimilation in Senegal.

- It undermined the authorities of the transitional rulers.
- Undermined African culture.
- Senegal was incorporated into French republic and regarded as an overseas province of France.
- It undermined the spread of Islam.
- It led to development of western education.
- Created a class of African elite who spearheaded Nationalism.
- It created a class of privileged Africans who were regarded to be equal with the white French people.
- Created division among Africans in Senegal. Some became citizens while others became white French people.
- African from Senegal were allowed to participate in political affairs of France. Some of them became deputies and ministers in the French government.

6x2=12mk