

**KCSE 2022 PAPER 2**

**5.1.2 History & Government Paper 2 (311/2)**

**SECTION A (25 MARKS)**

1.	<p><b>Give the meaning of ‘Economic History.’</b></p> <ul style="list-style-type: none"> <li>- It is the study of how wealth is generated and distributed in the society.</li> <li>- It deals with how people earn their livelihoods/ economic occupations/ hunting and gathering / cultivation/ fishing/ trading/ mining/ livestock keeping/ bee keeping.</li> </ul> <p style="text-align: right;"><b>1 x 1 = 1 mark</b></p>
2.	<p><b>State two theories on the origin of the early humans.</b></p> <ul style="list-style-type: none"> <li>(i) They were created by God/ Creation Theory/ Biblical/ Koranic Theory.</li> <li>(ii) They evolved from primates/ Evolution Theory/ Scientific/ Darwinic Theory.</li> <li>(iii) Their origin is explained by the mythical/ traditional stories/ Oral Traditions.</li> </ul> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks</b></p>
3.	<p><b>Identify two inventions that promoted Agrarian Revolution in Britain.</b></p> <ul style="list-style-type: none"> <li>(i) Mechanical reaper/ thresher.</li> <li>(ii) Invention of fertilizer.</li> <li>(iii) Horse-drawn plough.</li> <li>(iv) Selective breeding.</li> <li>(v) The seed drill.</li> <li>(vi) Mechanical thresher.</li> </ul> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks</b></p>
4.	<p><b>Give the main reason for the coming of the early visitors to the East African Coast up to 1500 AD.</b></p> <ul style="list-style-type: none"> <li>- They came to trade.</li> </ul> <p style="text-align: right;"><b>1 x 1 = 1 mark</b></p>
5.	<p><b>Identify two types of trade.</b></p> <ul style="list-style-type: none"> <li>(i) Local.</li> <li>(ii) Regional.</li> <li>(iii) International.</li> </ul> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks.</b></p>
6.	<p><b>Name the invention that was made by Wrights brothers.</b></p> <ul style="list-style-type: none"> <li>- Aeroplane/ Aircraft.</li> </ul> <p style="text-align: right;"><b>1 x 1 = 1 mark.</b></p>
7.	<p><b>Highlight one early form of communication.</b></p> <ul style="list-style-type: none"> <li>(i) Fire/ smoke signal.</li> <li>(ii) Messenger/ runner.</li> <li>(iii) Written messages on scrolls/ tablets/ parchment.</li> <li>(iv) Drumbeats.</li> <li>(v) Horn blowing.</li> <li>(vi) Ululation/ screams/ cries.</li> </ul> <p style="text-align: right;"><b>Any 1 x 1 = 1 mark</b></p>

8.	<p><b>State two uses of electricity during the Industrial Revolution in Europe.</b></p> <p>(i) It was used in transport/ locomotive/ trains.                  (ii) It was used in iron smelting.                  (iii) It was used in heating/ cooking.                  (iv) It was used in lighting industries/ homes.                  (v) It was used in telecommunication.                  (vi) It was used to power machines in factories/ industries.</p> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks.</b></p>
9.	<p><b>Identify the people who founded the ancient city of Meroe.</b></p> <p>- The Nubians.</p> <p style="text-align: right;"><b>1 x 1 =1 mark</b></p>
10.	<p><b>Give two economic activities of the early humans during the Middle Stone Age.</b></p> <p>(i) Hunting.                  (ii) Tool making.                  (iii) Fishing.                  (iv) Gathering.                  (v) Weapon making</p> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks</b></p>
11.	<p><b>Name one type of constitution.</b></p> <p>(i) Written.                  (ii) Unwritten.</p> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks.</b></p>
12.	<p><b>State two ways through which direct democracy is exercised in a society.</b></p> <p>(i) Through recall/ removal of an elected leader.                  (ii) Through plebiscite/ popular vote.                  (iii) Through referendum.                  (iv) Through initiative.                  (v) Through public meeting/ baraza.</p> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks.</b></p>
13.	<p><b>Give two countries which were colonised by the French in West Africa.</b></p> <p>(i) Upper Volta.                  (ii) Mali.                  (iii) Dahomey.                  (iv) Senegal.                  (v) Guinea.                  (vi) Mauritania.                  (vii) Ivory coast/ Cote' d'voire.                  (viii) Niger.</p> <p style="text-align: right;"><b>Any 2 x 1 = 2 marks.</b></p>
14.	<p><b>Name one type of spirit among the Shona.</b></p> <p>(i) Vadzimu/ family.                  (ii) Muhondoro/ clan.                  (iii) Chamunuka/ Chamiruka /national spirit.</p> <p style="text-align: right;"><b>Any 1 x 1 = 1 mark</b></p>

15.	<b>Identify the political party which led Ghana to independence from Britain.</b> - Convention People's Party (CPP).	Any 1 x 1 = 1 mark
16.	<b>State two roles which were played by the Council of Ministers in the Organization of African Unity (OAU).</b> (i) Preparing agenda for the Assembly of Heads of state and government. (ii) Preparing of the OAU budget. (iii) Implementing decisions made by the Assembly. (iv) Attending to urgent matters of OAU.	Any 2 x 1 = 2 marks
17.	<b>Name the headquarters of the United Nations.</b> - New York.	1 x 1 = 1 mark

### SECTION B (45 MARKS)

18. (a)	<b>Identify five forms of written sources of information on History and Government.</b> (i) Magazines. (ii) Newspaper. (iii) Books/ novels/ constitutions/ plays/ pamphlets. (iv) Diaries. (v) Biographies/ autobiographies. (vi) Reports/ newsletters/ letters/ official government reports/ gazette. (vii) Journals. (viii) Documentaries. (ix) Rock arts/ painting/ stone tablets/ clay tablets/ pictures/ photos. (x) Manuscripts / scrolls/ parchments. (xi) Archives (xii) Periodicals (xiii) Maps/ charts.	Any 5 x 1 = 5 marks.
(b)	<b>Explain five disadvantages of electronic sources of information on History and Government.</b> (i) They require power to operate which may not be available in some places. (ii) They may contain inaccurate information thereby misleading the user. (iii) They are expensive to acquire/ maintain, thus making them out of reach to many people. (iv) They may be addictive to the users/ mobile phones/ television; leading to anti-social behaviors. (v) Some may contain biased information/ content which distort facts. (vi) Some contain exaggerated information due to ease with which they can be manipulated. (vii) Some may be used to promote immoral behavior thereby eroding societal values. (viii) Some electronic devices may have hazardous/ adverse effect on human health/ obesity/ hearing/ visual challenges.	

	<ul style="list-style-type: none"> <li>(ix) The disposal of electronic devices causes pollution of the environment.</li> <li>(x) Some electronic devices require expert to operate.</li> <li>(xi) Some electronic devices can only be used where there is network connectivity.</li> <li>(xii) Their use has promoted fraud in the society, leading to loss of money.</li> <li>(xiii) It has led to /promoted hacking, leading to loss/ misuse of information.</li> <li>(xiv) One is likely to lose all important information when the device crashes/ breaks down.</li> </ul> <p style="text-align: right;"><b>Any 5 x 2 =10 marks.</b></p>
19. (a)	<p><b>State five uses of domestic animals during the ancient periods</b></p> <ul style="list-style-type: none"> <li>(i) Some produced manure.</li> <li>(ii) Some were used for ploughing.</li> <li>(iii) Some provided food/ meat/ milk.</li> <li>(iv) Some were used for transport.</li> <li>(v) Some provided security.</li> <li>(vi) Some animal skins were used for clothing.</li> <li>(vii) Animal bones were used for making ornaments/ needles/ weapons.</li> <li>(viii) Horns/ hooves from some animals were used as containers/ utensils.</li> <li>(ix) The dog was used for hunting.</li> <li>(x) Animal bones were used as weapons.</li> <li>(xi) Animals were used for religious purposes/ sacrifices</li> <li>(xii) Animal horns/ birds were used for communication.</li> <li>(xiii) Some animals were used for companionship eg.cats/ sheep.</li> <li>(xiv) Animals were used as items of trade.</li> <li>(xv) Some animals were used for sporting activities/ horses.</li> </ul> <p style="text-align: right;"><b>Any 5 x 1 = 5 marks.</b></p>
(b)	<p><b>Describe five effects of early agricult e on people’s way of life.</b></p> <ul style="list-style-type: none"> <li>(i) People diversified their activities as some engaged in other sk lls such as pottery/ weaving/ blacksmithing.</li> <li>(ii) Urbanization/ trading centres developed which served as markets for agricultural products.</li> <li>(iii) Human population grew steadily due to increased food production/ increased fertility rates.</li> <li>(iv) A new class of people/ social stratification developed due to in reased prosperity.</li> <li>(v) It led to sedentary lifestyles as people settled in villages/ on their farms.</li> <li>(vi) It led to development of trade as communities exchanged goods/ services.</li> <li>(vii) It led to development of government/ political organization as rules to regulate people’s behavior were developed.</li> <li>(viii) It led to scientific invention in agriculture as farmers deve oped better methods of improving production.</li> <li>(ix) It influenced development of writing for record keeping</li> <li>(x) It influenced the development of Arithmetic / Mathematics/ Geometry/ Algebra/ measuring area for farming.</li> <li>(xi) It led to the development of astronomy which determined the calendar of activities/ events.</li> <li>(xii) It led to the development of religion eg god of fertility/ god of rain/ god of draught.</li> </ul>

	<p>(xiii) Improved farming led to increased food production.                  (xiv) It influenced transportation of farm products from farms to the factories/ market.                  (xv) It led to improved living standards due to availability of varieties of food/ available income from farming/ trade, etc.</p> <p style="text-align: right;"><b>Any 5 x 2 = 10 marks.</b></p>
<p>20. (a)</p>	<p><b>Highlight five factors which promoted the growth of nationalism in Ghana.</b></p> <p>(i) Discontentment of African farmers with low profits from cocoa                  (ii) Discrimination against Africans in issuance of trade licenses.                  (iii) Existence of a large group of youth with elementary education.                  (iv) Presence of World War 2 ex-servicemen/ experience.                  (v) Existence of highly educated Africans trained in Europe/ USA.                  (vi) Africans were forced to cut their cocoa trees by the British, due to the swollen shoot disease.                  (vii) Low African representation in the LegCo.                  (viii) Ghanaians were against the construction of a university in Ibadan, Nigeria instead of Accra, Ghana.                  (ix) They feared possible land alienation in Ghana.                  (x) Granting of independence to India and Pakistan inspired the Ghanaians.                  (xi) The Pan-African Movement inspired them to struggle for independence.                  (xii) Introduction of taxation by the colonial government was resented by Ghanaians.                  (xiii) Loss of power by the traditional chiefs.                  (xiv) The UN Charter inspired the Ghanaians to struggle for independence.                  (xv) The charismatic leadership of Kwame Nkrumah/ other leaders united the people in the struggle.                  (xvi) Their resolve/ decision to achieve independence.</p> <p style="text-align: right;"><b>Any 5 x 1 = 5 marks.</b></p>
<p>(b)</p>	<p><b>Explain five methods which were used by African nationalists in the struggle for independence.</b></p> <p>(i) They used strikes/ boycotts so as to express their discontent with colonial rule.                  (ii) They sent petitions/ delegations to present their grievances to the colonial office government.                  (iii) They used mass media to mobilize people/ articulate African grievances.                  (iv) They sought representation in the legislative council where they advanced African interests.                  (v) They formed independent movements, schools and churches which were used as platforms to advance the African agenda.                  (vi) They used armed struggle to dislodge/ remove the oppressive colonial government.                  (vii) They formed political parties which provided avenues for pushing for independence.                  (viii) They formed trade unions which championed the rights of workers.                  (ix) They used diplomacy/ conferences to rally international community behind their African cause.                  (x) They held public rallies to articulate their grievances. To the colonial government.                  (xi) Some of the arrested / detained nationalists went on hunger strike to agitate for independence.</p> <p style="text-align: right;"><b>Any 5 x 2 = 10 marks.</b></p>

21. (a)	<p><b>Give five disadvantages of using animal transport</b></p> <ul style="list-style-type: none"> <li>(i) Their use is limited to short distance/ get tired.</li> <li>(ii) It is slow.</li> <li>(iii) Their use is limited to certain areas/ camels.</li> <li>(iv) Some animals are stubborn.</li> <li>(v) Pack animals can be attacked by wild animals.</li> <li>(vi) They have a limited carrying capacity.</li> <li>(vii) Their use is limited to daytime.</li> <li>(viii) Animals fall sick/ attacked by diseases.</li> <li>(ix) Its tedious/ cumbersome mode of transport.</li> </ul> <p style="text-align: right;"><b>Any 5 x 1 = 5 marks.</b></p>
(b)	<p><b>Explain five ways in which Television is important as a means of communication.</b></p> <ul style="list-style-type: none"> <li>(i) It creates jobs/ employment opportunities such broadcasters/ sound engineers/ sign language interpreters.</li> <li>(ii) It brings out reality in the news by displaying images/ giving sound.</li> <li>(iii) It promotes trade/ commercial activities through advertisement of goods/ services.</li> <li>(iv) It enables people to get real time news as one can watch events as they happen/ occur in different parts of the world</li> <li>(v) It promotes the entertainment industry whereby artists get opportunity to display their talents/ drama/ music.</li> <li>(vi) It promotes education by disseminating knowledge through various educational programmes/ channels.</li> <li>(vii) It promotes culture through airing programmes showing cultural activities of diverse communities.</li> <li>(viii) It broadcasts news/ ideas which keep people informed about local/ global affairs</li> </ul> <p style="text-align: right;"><b>Any 5 x 2 =10 marks.</b></p>

**SECTION C (30 marks)**

22. (a)	<p><b>Identify three political parties in India.</b></p> <ul style="list-style-type: none"> <li>(i) The Communist Party of India (CPI)/ I.M/ Communist Parties of India.</li> <li>(ii) Congress Party.</li> <li>(iii) The Bharatiya Janata Party(B.J.P)</li> <li>(iv) Regional Parties/ Dravida Munnetra Kazhagam (DMK)/ India Anna the Telegn Desam/ Akali Dal/ The National Conference.</li> </ul> <p style="text-align: right;"><b>Any 3 x 1 =3 marks.</b></p>
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(b)	<p><b>Discuss six functions of the president of India.</b></p> <ul style="list-style-type: none"> <li>(i) He/She appoints the Prime Minister who runs the government.</li> <li>(ii) He/She nominates the twelve members of the council of states.</li> <li>(iii) He/She establishes special councils to arbitrate on inter-state conflicts</li> <li>(iv) He/She acts as a symbol of unity thereby bringing/ holding people together.</li> <li>(v) He/She declares a state of emergency if necessary.</li> <li>(vi) He/She appoints state governors/ Supreme Court judges who assist in the running of the country.</li> <li>(vii) He/She opens/ dissolves parliament either when its term ends/ if there is sufficient reason to do s</li> <li>(viii) He/She participates in law making by assenting/ signing bills into law.</li> <li>(ix) He/She exercises power of mercy where he/she can pardon people who had been sentenced.</li> <li>(x) He/She is the commander in-chief of the armed forced in India.</li> <li>(xi) He/she makes regulation for certain union territories for smooth operations of the territories.</li> <li>(xii) He/she is the leader of the party that nominates him /her for the elections.</li> <li>(xiii) He/she represents India rin international fora.</li> </ul> <p style="text-align: right;"><b>Any 6 x 2 =12 marks.</b></p>
23. (a)	<p><b>Identify three categories of persons who are not allowed to contest for parliamentary seats in Britain.</b></p> <ul style="list-style-type: none"> <li>(i) Aliens/ foreigners.</li> <li>(ii) Members of the House of Lords /noble/ peers.</li> <li>(iii) Clergymen of the churches of Scotland/ England/ Ireland/ Roman Catholic Church.</li> <li>(iv) Public officers/ judges/ civil servants/ members of the armed f ces.</li> <li>(v) Persons declared bankrupt.</li> <li>(vi) Persons who have committed electoral offences/ are corrupt</li> <li>(vii) Members of the Royal family.</li> <li>(viii) A person serving a jail term of more than one (1 year).</li> <li>(ix) A person of unsound mind.</li> </ul> <p style="text-align: right;"><b>Any 3 x 1 = 3 marks.</b></p>
(b)	<p><b>Explain six functions of the Congress in the United States of America (U.S.A).</b></p> <ul style="list-style-type: none"> <li>(i) It appoints commissions of inquiry to investigate any issues of national concern.</li> <li>(ii) It amends the law with the approval of all the states.</li> <li>(iii) It approves taxation measures which enables the government to raise revenue to finance its operations/ programmes</li> <li>(iv) It confirms senior public officers appointed by the preside</li> <li>(v) It represents the interests/ aspirations of the American people.</li> <li>(vi) It makes laws which govern the country/ regulate actions/ conduct of the people.</li> <li>(vii) It approves the making of treaties between United States of America and other nations.</li> <li>(viii) It checks the executive arm of government in order to promote transparency/ accountability/ efficiency in service delive .</li> </ul> <p style="text-align: right;"><b>Any 6 x 2 = 12 marks.</b></p>

24. (a)	<p><b>Give three characteristics of Human Rights.</b></p> <ul style="list-style-type: none"><li>(i) They are indivisible.</li><li>(ii) They are universal/ apply equally to all people.</li><li>(iii) They have limitations.</li><li>(iv) They can be suspended/ derogated.</li><li>(v) They are inherent/ inborn/ intergral.</li></ul> <p><b>Any 3 x 1 = 3 marks.</b></p>
(b)	<p><b>Discuss six reasons why the United Nations Charter on Human Rights is important.</b></p> <ul style="list-style-type: none"><li>(i) It promotes policies/ strategies geared towards eradication of poverty in the society.</li><li>(ii) It promotes good governance by advocating for equitable distribution of resources in the society.</li><li>(iii) It promotes peace/ security in the society by encouraging respect for Human Rights.</li><li>(iv) It encourages protection of the rights of the vulnerable groups/ members of the society in order to prevent violation/ abuse of their rights.</li><li>(v) It promotes development by addressing issues of discrimination in employment opportunities/ exploitation.</li><li>(vi) It advocates for humanitarian assistance to the needy people affected by disasters/ calamities thereby easing their suffering</li><li>(vii) It has led to the promotion of women rights/ empowerment by advocating for gender equality.</li><li>(viii) It encourages/ advocates for provision of education to all in order to empower them/ improve their social welfare.</li><li>(ix) It forms the basis of Human Rights legislations made by other countries/ institutions.</li><li>(x) It promotes good governance by ensuring that people political right are safe guarded.</li><li>(xi) It prevents justice by guaranteeing individuals rights to a fair trial.</li><li>(xii) It prevents terrorism by undertaking human rights.</li><li>(xiii) It helps to promote territorial integrity and sovereignty through self-determination.</li></ul> <p><b>Any 6 x 1 = 12 marks.</b></p>