

**KCSE 2012 PP2**

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

1. Identify **one** type of artefact that is likely to be found in an archeological site. (1 mark)
- (i) Tools
  - (ii) Weapons
  - (iii) Pottery
  - (iv) Ornaments.
- Any 1 x 1 = 1 mark
2. Name **one** source of information on the Creation Theory of man. (1 mark)
- (i) The Bible
  - (ii) The Koran
- 1 x 1 = 1 mark
3. State **two** ways in which the Sumerians in Mesopotamia reclaimed land for agriculture. (2 marks)
- (i) They built banks/dykes along rivers to stop flooding.
  - (ii) They dug ditches to drain water from swamps.
  - (iii) They used canals to irrigate the land.
  - (iv) They used the shadoof to draw water to irrigate the land.
- Any 2 x 1 = 2 marks
4. Give the main form of transport that was used in the Trans-Saharan trade. (1 mark)
- (i) Animal transport/camel/horse.
- 1 x 1 = 1 mark
5. Name **two** groups of people that were involved in the Trans-Atlantic trade. (2 marks)
- (i) The Europeans
  - (ii) The Africans
  - (iii) The Americans.
- Any 2 x 1 = 2 marks
6. State **two** negative effects of the development of motor vehicle transport: (2 marks)
- (i) It causes traffic jams especially in urban areas;
  - (ii) It contributes to environmental pollution;
  - (iii) It damages roads;
  - (iv) It causes accidents leading to loss of lives/injuries.
- Any 2 x 1 = 2 marks
7. Give **two** inventions that revolutionalized the textile industry in Britain during the 18th Century. (2 marks)
- (i) The flying shuttle;
  - (ii) The spinning jenny;
  - (iii) The water frame;
  - (iv) The Spinning mule;
  - (v) The power loom;
  - (vi) The cotton gin.
  - (vii) Cylindrical printing
- Any 2 x 1 = 2 marks

8. Identify the main factor that contributed to the growth of Athens in Ancient Greece. (1 mark)
- (i) Trade/ commercial activities. 1 x 1= 1 mark
9. State **two** European activities in Africa before 1850. Any 2 x 1= 2 marks
- (i) They were involved in trade.
- (ii) They were spreading Christianity.
- (iii) They were involved in exploration.
- (iv) They were involved in spreading Western Education.
10. State **one** way in which African collaboration with the Europeans hastened colonization in Africa. (1 mark)
- (i) It encouraged Europeans to settle on African land/loss of African land.
- (ii) It created disunity among Africans.
- (iii) It assisted the Europeans in conquering other communities.
- (iv) It assisted/enabled Europeans to establish their control/entrench themselves. Any 1 x 1 = 1 mark
11. Give the main reason why the European powers held Berlin conference of 1884 to 1885. (1 mark)
- To discuss how to partition/share/divide Africa among themselves. 1 x 1 = 1 mark
12. State **one** way in which the rise of dictators in Europe contributed to the outbreak of the Second World War. (1 mark)
- (i) They overthrew democratic government.
- (ii) They rearmmed themselves.
- (iii) They engaged in acts of aggression/attacked other countries. Any 1 x 1= 1 mark
13. Give **two** economic benefits enjoyed by the members of the commonwealth. (2 marks)
- (i) Favourable trading opportunities to members.
- (ii) Financial assistance given to the poor nations.
- (iii) Technical/research assistance to member countries.
- (iv) Support for youth programmes/projects for development. Any 2 x 1= 2 marks
14. Give the main reason why the Pan African movement was formed at the beginning of the 20th Century. (1 mark)
- To unite peoples of African descent. 1 x 1=1 mark
15. Name one financial institution established by the African Union. (1 mark)
- (i) The African Monetary Fund
- (ii) The African Central Bank
- (iii) The African Investment Bank Any 1 x 1 = 1 mark

16. Identify **two** factors which have undermined the exploitation of mineral resources in the Democratic Republic of Congo since independence. (2 marks)

- (i) Civil war in the country;
- (ii) Shortage of labour due to displacement of people;
- (iii) Smuggling of minerals;
- (iv) Political interference by neighbouring states;
- (v) Poor transport network.

Any 2 x 1 = 2 marks

17. State **two** ways in which poor road network has undermined economic development in Tanzania since independence. (2 marks)

- (i) It has made transportation of goods/services difficult;
- (ii) It has hindered exploitation of some resources;
- (iii) It has slowed down the movement of labour;
- (iv) It has increased the cost of transport.

### SECTION B (45 marks)

18. (a) State **three** disadvantages of hunting as an economic activity of the early man. (3 marks)

- (i) It is difficult to locate/spot the animals/insecure/unreliable source;
- (ii) Animals are a threat/dangerous to humans;
- (iii) It requires many people;
- (iv) Hunting is time consuming;
- (v) It is tiresome/cumbersome;
- (vi) Animals run faster than man.

Any 3 x 1 = 3 marks

(b) Explain **six** benefits of settling in villages during the late stone age period. (12 marks)

- (i) There was security as people could protect themselves against enemies.
- (ii) Living as a large group enabled people to work together hence accomplishing tasks with ease.
- (iii) Settling in villages assured man of permanent dwelling thereby reducing movement.
- (iv) Man began growing crops thereby ensuring regular food supply.
- (v) Man domesticated animals which provided animal products thereby reducing his hunting activities.
- (vi) Living in villages promoted interactions thereby increasing social cohesion/sharing of ideas/resources.
- (vii) People were able to exchange goods/services hence getting what they did not have that is barter trade.
- (viii) It enabled them to build better shelter thereby protecting themselves from harsh weather conditions.

Any 6 x 2 = 12 marks

19. (a) Give **three** uses of wind as a source of energy in ancient times. (3 marks)

- (i) To winnow grains;
- (ii) To drive/turn wind mills;
- (iii) To propel boats/sailing ships;
- (iv) To drive water pumps;
- (v) To dry grains.

Any 3 x 1 = 3 marks

(b) Explain **six** effects of iron working technology on African communities before the 19th Century. (12 marks)

- (i) The use of iron tools made cultivation of the land easier/faster as they were more efficient.
- (ii) Iron tools were used to clear forests thereby enabling people to migrate/settle in new areas.
- (iii) Iron weapons were used to fight other communities thereby increasing warfare/ conflicts.
- (iv) It led to the rise of professional smiths who were accorded high status in the community.
- (v) The demand for iron tools enhanced trade between communities.
- (vi) Communities were able to protect themselves better using iron weapons which were more effective.
- (vii) Powerful states emerged as iron weapons were used to conquer/annex weaker communities/territories
- (viii) Iron implements were used as a medium of exchange thereby facilitating trade transactions.
- (ix) The use of iron tools/implements led to increased food production since more land was brought under cultivation.
- (x) It led to the development of towns.
- (xi) Widespread use of iron led to the decline of use of other metals.
- (xii) Destruction of forests.

Any 6 x 2 = 12 marks

20. (a) State **five** economic activities of the Asante during the 19th Century. (5 marks)

- (i) They grew crops for food/trade;
- (ii) They carried out trade among themselves/other groups.
- (iii) They were involved in mining;
- (iv) They practised Art and Crafts/basketry/weaving;
- (v) They practised iron working/black smithing;
- (vi) They did hunting/gathering;
- (vii) They practised pottery making.
- (viii) They kept animals.
- (ix) They practised fishing.

Any 5 x 1 = 5 marks

- (b) Describe the social organization of the Buganda Kingdom during the pre-colonial period. (10 marks)
- (i) They were organized into clans which had their own traditions/customs.
  - (ii) They worshipped many gods/polytheism.
  - (iii) The people highly regarded the Kabaka whom they considered to be semi-divine.
  - (iv) The people believed in life after death since they worshipped the spirits of the dead.
  - (v) The umbilical cord/jaw bones of Kabaka were preserved for future remembrance.
  - (vi) The people performed sacrifices during the time of misfortune/fortunes.
  - (vii) They had symbols of royalty in form of royal drums/spears/crowns which were kept at the Kabaka's palace/royal regalia.
  - (viii) The Kabaka presided over religious functions/rituals.
  - (ix) They had religious shrines which were scattered all over the Kingdom.
  - (x) They were polygamous /married many wives in order to strengthen social relations.
  - (xi) They had a supreme god called Katonda.
  - (xii) They were divided into classes/social stratification.
  - (xiii) It was an exogamous society - had kinships which regulated marriages and sexual relationships.
  - (xiv) There was division of labour/duties for men and women.

Any 5 x 2 = 10 marks

21. (a) Outline **five** grievances by Africans against apartheid in South Africa. (5 marks)
- (i) Africans were not allowed to vote for black representatives in government.
  - (ii) They were prohibited from living in urban areas/sharing facilities with whites.
  - (iii) The pass laws restricted African movement.
  - (iv) They were confined into Bantustans/reserves.
  - (v) The labour laws denied them equal employment opportunities.
  - (vi) Low quality education prepared them for only low cadre jobs.
  - (vii) The Land Acts gave whites exclusive rights over land.

Any 5 x 1 = 5 marks

- (b) Explain **five** challenges faced by African nationalists in their struggle for a majority rule in South Africa. (10 marks)
- (i) Some 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 the nationalists to coordinate their activities.
  - (iii) The nationalists were not united, creating tension among themselves thus rendering their struggle less effective.
  - (iv) The government enacted pass laws which restricted movement thus hampering their interactions.
  - (v) They lacked adequate funds to finance the struggle thus slowing down their operations.
  - (vi) They lacked press freedom making it difficult for them to spread their ideas.
  - (vii) They lacked advanced weapons thereby making them less effective in their armed struggle.

- (viii) They had different approaches in their struggle (moderated/radical wings) thus creating a loophole which was exploited by the government.
- (ix) Some nationalists were killed which led to low morale hence slowing down the momentum of the struggle.
- (x) Use of divide and rule policy to divide Africans.
- (xi) Many nationalists were forced to flee their state.
- (xii) Nationalists were always trailed by secret police and apartheid informers.

Any 5 x 2 = 10 marks

### SECTION C(30 marks)

22. (a) Name **three** communes that were established by the French in Senegal during the colonial period.

- (i) - St Louis
- (ii) - Goree'
- (iii) - Rufisque
- (iv) - Dakar

Any 3 x 1 = 3 marks

- (b) Describe the structure of the British colonial administration in Northern Africa.

(12 marks)

- (i) The colonial secretary based in London.
- (ii) Under the colonial secretary was the governor who was in-charge of the administration of the colony.
- (iii) The colony was divided into provinces headed by a Resident/Provincial Commissioner who co-ordinated administration in the provinces.
- (iv) The provinces were further subdivided into districts headed by District officers who were answerable to the Provincial Commissioner/Resident.
- (v) Districts were sub-divided into locations/Emirates headed by the Chiefs/Emirs
- (vi) There were headmen who were in-charge of the villages and assisted the Emirs in matters of administration.
- (vii) Both the Resident/Provincial Commissioner and the District Officers were British.
- (viii) Each province had a protectorate court/Court of Appeal which was presided over by the Resident.

Any 6 x 2 = 12 marks

23. (a) Name **three** permanent members of the United Nations Security Council. (3 marks)

- (i) France
- (ii) China
- (iii) Russia

- (iv) Britain/United Kingdom
- (v) United States of America

Any 3 x 1 = 3 marks

- (b) Explain **six** ways in which the United Nations provides humanitarian assistance. (12 marks)

- (i) It assists refugees / displaced persons with clothes in order to preserve human dignity.
- (ii) It assists in resettling displaced persons by negotiating for their resettlement in safe areas.
- (iii) It provides relief food in drought stricken areas in order to avert loss of lives.
- (iv) It provides medical supplies to the victims of war/other calamities so as to restore human health.
- (v) It provides shelter to the deserving cases by building houses/giving materials for construction.
- (vi) It provides education to vulnerable groups in order to promote literacy.
- (vii) It assists in evacuating people affected by flood to safer grounds to avert suffering.
- (viii) It protects refugees by ensuring their respect/observance of basic human rights.

Any 6 x 2 = 12 marks

24. (a) Identify **three** categories of members of the Executive in the United States of America. (3 marks)

- (i) The President.
- (ii) The Vice-President.
- (iii) The Cabinet.
- (iv) The Civil Service.

Any 3 x 1 = 3 marks

- (b) Describe **six** functions of the Federal Government of the United States of America. (12 marks)

- (i) It handles foreign policy matters which affects her relationship with other governments of the world.
- (ii) It indicates/arbitrates disputes involving different states of the union with the view of reaching an amicable solution.
- (iii) It conducts/regulates trade/commerce between Federal states/foreign nations.
- (iv) It is in charge of the national defence of federal states against external aggression.
- (v) It establishes federal courts which administers justice in the states of the union.
- (vi) It levies/collects taxes in various federal states.
- (vii) It can declare war with foreign government with approval by the congress.
- (viii) It makes/issues currency/regulates its value.
- (ix) It pays foreign debt owed to other nations .
- (x) It enacts legislation which governs the federation/makes laws.
- (xi) It admits new states into the federation eg. Hawaii.

Any 6 x 2=12 marks