

HISTORY AND GOVERNMENT (311)

FORM 2 -END OF TERM 1 2024 EXAM

MARKING SCHEME

SECTION A (25 MARKS)

ANSWER ALL THE QUESTIONS

1. **Define the term linguistics** (1 mark)
 - i. It refers to the scientific study of languages as it changes in the course of time.

2. **Identify two areas of study under Economic branch of History** (2 marks)
 - i. Hunting & Gathering
 - ii. Crop Cultivation
 - iii. Pastoralism
 - iv. Iron Working
 - v. Trade

3. **Give two custodians of oral traditions** (2 marks)
 - i. Village Elders
 - ii. Court Workers
 - iii. Jesters
 - iv. Griots

4. **State two ways in which Homo Erectus attempted to improve his life during the stone age period (2 marks)**
 - i. He improved stone tools by Levalloisian.
 - ii. He invented fire and used it for cooking.
 - iii. He settled in caves for security.
 - iv. He made clothes from animal skins.
 - v. He developed language for effective communication.
 - vi. He migrated to warmer areas / regions

5. **Give two disadvantages of using caves as shelters by the early human beings during the stone age period (2 marks)**
 - i. They could collapse over them
 - ii. Wild creatures could bite them/animals
 - iii. Human enemies could easily attack them
 - iv. The caves were exposed to cold/winds/floods

6. **Identify two Types of dwellings used by the early man during the Stone Age period (2 marks)**
 - i. Rock shelters.
 - ii. Tree trunks.
 - iii. On trees.
 - iv. Caves
 - v. In forests

7. **Give two disadvantages of hunting by the early man** (2 marks)
 - i. It was difficult to locate or spot prey.
 - ii. Animals were dangerous to hunt.
 - iii. It required many people.
 - iv. Hunting was tiresome.
 - v. Hunting was time consuming.

- vi. Animals ran faster than man.
- vii. It was unreliable.

**8. State two reasons why early agriculture developed along the rivers
(2 marks)**

- i. Existence of fertile soils deposited by rivers.
- ii. Availability of water for irrigation.
- iii. Transport by use of rivers

9. Identify two early forms of writing that developed in Mesopotamia and Egypt as a result of Agriculture (2 marks)

- i. Cuneiform (Mesopotamia)
- ii. Hieroglyphics (Egypt)

10. Give two Kenyan communities that belong to the Eastern Cushites (2 marks)

- i. Borana
- ii. Somali
- iii. Oromo/Galla
- iv. Gabra
- v. Rendille
- vi. Burji/Surji

**11. Identify two cultural practices that the Bantu acquired from the Cushites
(2 marks)**

- i. The age set system
- ii. The practice of circumcision
- iii. The taboo against eating fish

**12. State two functions of Kambi among the Mijikenda during the colonial period
(2 marks)**

- i. Administration of the clan.
- ii. Settling disputes.
- iii. Maintaining law and order.
- iv. It acted as the final court of Appeal on judicial matters.
- v. It presided over religious matters and ceremonies.
- vi. It declared war on their neighbors.

**13. Give two functions of warriors among Kenyan societies in the 19th Century
(2 marks)**

- i. Defending the community from external attacks.
- ii. Raiding for property.
- iii. Used for territorial expansion.

SECTION B (60 MARKS)
ANSWER ALL THE QUESTIONS

14. State five economic activities of the Maasai during the 19th Century (5 marks)

- i. The Kwavi cultivated land and grew crops. They acquired this practice from the Agikuyu.
- ii. They raided for livestock and land.
- iii. They traded with the Agikuyu.
- iv. They made crafts like baskets.
- v. They Iron worked for weapons and tools.
- vi. They mined red ochre and salt.
- vii. They practiced hunting of wild animals
- viii. Gathering of wild fruits.
- ix. They were nomadic pastoralists and believed that all the livestock on earth belonged to them.

b) Describe the social organization of the Maasai during the pre-colonial period (10 marks)

- i. The basic social unit was the family comprising the father, wife / wives and the children.
- ii. Several related families formed a clan
- iii. They had age-sets / age-groups which were made up of people who were circumcised at the same period. They circumcised both boys and girls.
- iv. They believed in the existence of a supreme God-Enkai, who was the creator of the universe.
- v. They had religious leaders e.g. Laibon who mediated between the people and Enkai.
- vi. They offered sacrifices to God in special places / celebrated the Eunoto ceremony that marked graduation from Moran hood to junior elders.
- vii. They believed in the existence of ancestral spirits whom they revered.

15. State three reasons that led to the decline of the participation of Akamba in long distance trade in the 19th century (3 marks)

- i. Competition from better organized Arab and Swahili traders
- ii. Constant raids from Oromo and Maasai.
- iii. Their trading partners e.g. Agikuyu and Aembu became reluctant as they considered the Akamba as slave traders.
- iv. The decline of elephant population
- v. The fight against slave trade.
- vi. Colonial intrusion e.g. the British colonization of the interior.

b) Explain six results of the long distance trade in East Africa (12 marks)

- i. There were increased contacts among the people of the interior like Akamba and Agikuyu.
- ii. New items were introduced like guns, cotton, cloth and glasses.
- iii. The presence of the Swahili and Arabs in the interior exposed it to foreigners who reached as far inland mumias.
- iv. Emergence of powerful chiefs and kingdoms like wanga kingdom and chief kivoi of ukambani.
- v. There was spread of Islam into the interior by the Arabs and Waswahili.
- vi. There was introduction of new crop like maize, bananas, rice, sugarcane and mangoes.
- vii. Decline of indigenous industries due to many foreign goods which were cheap.
- viii. Promoted slavery and slave trade which caused untold suffering
- ix. It led to the settling of people in urban centres that were developed along trade routes.
- x. African slave labour led to the development of agriculture along the coast.

- xi. It opened up the interior for colonization.
- xii. Trade routes later developed in to roads and highways

16 a) State three factors that favoured the development of a local trade (3 marks)

- i. Existence of Surplus production.
- ii. Uneven distribution of natural resources.
- iii. Difference in Climatic and environmental conditions.
- iv. Population increase making man to begin to supplement his needs by trading
- v. Specialization and improved technology which always creates a need to exchange skills and good

b) Describe the organization of Trans- Saharan trade (12 marks)

- i. The trade involved people **from Western Sudan and the Berbers/Arabs** from the North of Africa.
- ii. The **wealthy merchants** from the North **provided the capital/funds** for the trade.
- iii. The traders were organized into caravans in order to enhance security across the desert.
- iv. The Tuaregs **guided/provided security the caravans** through the desert.
- v. Traders made stops at oases to refresh and water the camels.
- vi. Goods from **Western Sudan included Kola nuts, slaves and gold** while those from **North Africa included salt, horses and guns/Trade goods** were sourced from both North Africa and western Sudan.
- vii. The method of trade was **mainly barter /silent barter** as traders lacked a common language.
- viii. There were definite **trade routes linking** the North Africa and Western Sudan.
- ix. **Kings/chiefs maintained law** and order in their territory thereby creating a conducive trading atmosphere.
- x. **Rulers from West Africa controlled the trade** and they received gifts or tributes from the traders
- xi. **The Camel** was used as the **main means of transport** goods.

17 Give three earliest forms of water transport (3 marks)

- i. Rafts
- ii. The dug-out canoe
- iii. Oar-driven boats
- iv. Sailing boats
- v. Sailing ship

a) Explain six ways in which the development of railway transport speeded up industrialization in Europe (12 marks)

- i. It facilitated the transportation of workers to the industries.
- ii. It facilitated the transportation of bulky raw materials to industries.
- iii. It facilitated the fast transportation of bulky manufactured goods to market.
- iv. It facilitated the transportation of fuel, especially coal to the industries.
- v. It facilitated the transportation of bulky goods and machinery for installation in industries.
- vi. Revenue from the railways was used in setting up industries.
- vii. It promoted interaction between towns and people, hence promoted investment in industries.
- viii. It opened up mining and farming in the interior of most countries.

- ix. It promoted the migration and settlement of people to new areas which were sources of raw materials.

SECTION C (15 MARKS)

ANSWER ALL THE QUESTIONS

18 State three values of a Good citizen (3 marks)

- i. One should be patriotic to the country.
- ii. One should have good morals.
- iii. One should be a nationalist.
- iv. One should have integrity.
- v. A good citizen should adhere to work ethics.
- vi. One should be thrift that is wise and prudent use of resources

19 Identify two symbols of National Unity in Kenya (2 marks)

- i. The National Flag
- ii. The National Anthem
- iii. Public Seal
- iv. Court of Arms

20 Give five circumstances under which right to freedom of movement and residence may be limited (5 marks)

- i. When preventing the spread of an infectious disease.
- ii. If a curfew is imposed in times of war or insecurity.
- iii. If affecting a court order requesting one to be arrested.
- iv. If one is suspected to have committed or about to commit a crime.
- v. When securing education or welfare of a person below the age of 18.
- vi. When rehabilitating a drug addict.
- vii. When securing the welfare of a person of unsound mind.
- viii. There are restricted areas. E.g. military barracks and private property.

21 State five ways in which Education promotes national unity (5 marks)

- i. Use of one curriculum/syllabus in all public schools
- ii. Use of one medium of instruction (English and Kiswahili)
- iii. Common national examinations
- iv. Centralized training and deployment of teachers
- v. National schools draw students from all parts of Kenya
- vi. Common co-curriculum activities i.e. drama and music activities in schools