

**HISTORY PAPER 2**  
**END TERM EXAM - FORM THREE**  
**TERM 3 – 2025**  
**MARKING SCHEME:**

**SECTION A (25MARKS)**

1. State two limitations of using electronic sources of information in History and Government. (2mks)
  - ***It is limited to the study of the ancient period only.***
  - ***Location of archeological sites is very hard***
  - ***It is time consuming.***
  - ***Artifacts can be destroyed by weather or man's activities.***
  - ***The information that is gathered is scanty.***
  - ***It is very expensive source of information as one has to hire labourers and take artifacts and fossils to the laboratory for analysis.***
  - ***Some artifacts and fossils can break or disintegrate during excavation.***
  - ***The dates are not accurate, they are estimated.***
2. Name the author of the book entitled 'Origin of species by means of Natural selection'. (1mk)  
**Charles Darwin.**
3. Give two similarities between early agriculture in Egypt and Mesopotamia. (2mks)
  - ***Both planted indigenous crops such as wheat and barley.***
  - ***Both used irrigation systems.***
  - ***Used similar farm implements, for example, hoes, ploughs and sickles.***
  - ***Both developed along river valleys where water and fertile soils were available.***
  - ***They both traded in farm produce.***
  - ***They reared similar animals such as cattle and sheep.***
  - ***In both, human and animal labour was used.***
  - ***In both, arithmetic and writing developed to keep farm records.***
  - ***In both, granaries were built to store agricultural produce.***
4. Identify two trade participants in the Trans-Atlantic Trade. (2mks)  
**France**  
**Holland**  
**Britain**  
**Spain**  
**Portugal**
5. State two characteristics of modern roads. (2mks)
  - ***Wide and straight motorways***
  - ***Dual carriageways***
  - ***Have fly-overs***
  - ***Have underground tunnels.***
  - ***Have modern traffic control lights and road signs.***
  - ***Have good surface drainage.***

- **Durable all-weather roads.**
6. Give two disadvantages of using messengers in early communication. (2mks)
- **Distortion of information.**
  - **Covered limited distances.**
  - **Information could be exaggerated to suit the recipient.**
  - **Messengers could forget messages and hence deliver inaccurate information.**
  - **Messengers got exhausted and some died on the way.**
7. State two modern uses of electricity. (2mks)
- **Powering machines in industries.**
  - **In communication industry where electric signals are used in radio, TV and Telephones, among other devices.**
  - **In transport e.g. electric trains and cars.**
  - **Provides lighting.**
  - **Cooking and heating.**
8. Outline two developments in Cairo under the Syrians from 1100-1249 A.D. (2mks)
- **The developed commerce and industry.**
  - **Built many mosques and other buildings.**
  - **Constructed a fort/citadel on higher ground to safeguard the city.**
  - **Expanded the boundaries of Cairo.**
9. Identify two types of treaties signed during the scramble and partition of Africa. (2mks)
- **Partition treaties signed between European powers, for example, the Anglo-German agreement of 1886 and 1890.**
  - **Protection treaties between Africans and Europeans, for example, between Kabaka Mwanga of Buganda and the British in 1900.**
10. Give two reasons why it was compulsory for the Omanhenes in the Asante kingdom to attend the annual Odwira Festival. (2mks)
- **To pay allegiance/loyalty to the Asantehene.**
  - **To honour the dead.**
  - **To settle any disputes among themselves.**
11. State two sources of the unwritten constitution in Britain. (2mks)
- **Historical documents for example, the Magna Carta (1215A.D) and The Petition of Rights (1628)**
  - **Statutes/ Acts of parliament, for example, Act of settlement (1701) which united the parliament of Scotland and England, Parliamentary Act (1918,1928) which allowed women to vote.**
  - **Customs based on traditional practices or the common law, for example, the firstborn of the ruling monarch succeeds the queen of king.**
  - **Parliamentary customs for example, standing rules and other regulations.**
  - **Law of precedents based on Judicial decisions where reference is made to past cases and judgements in making decisions on current cases.**

- **Writings, opinions and assertions of respected of respected scholars.**

12. Name the types of writing invented in Mesopotamia and Egypt. (2mks)

**Mesopotamia – Cuneiform**

**Egypt – Hieroglyphics**

13. State two disadvantages of barter trade. (2mks)

- **Lack of a measure of value/ difficult to establish the exact value of an item.**
- **Cumbersome to carry bulky goods over long distances.**
- **Perishability of some of the products. Some trade items are indivisible, for example, animals like goats.**
- **Language barriers hindered communication and made it difficult to bargain.**
- **The trade depends on double coincidence of demand, which is difficult to establish.**

### **SECTION B: (45 MARKS)**

14. (a) Describe the agricultural practices in Europe before the Agrarian Revolution. (5mks)

**All land belonged to the feudal kings who gave it to the noblemen who further rented it to the peasant farmers. Peasant farmers paid rent through providing labour and giving part of their harvest.**

**Practiced subsistence agriculture**

**Used simple implements for cultivation, for example, sticks, hoes and later ploughs.**

**Used the broadcasting method.**

**Farmers kept poor breeds of animals.**

**They grew low quality crops.**

**Practiced shift cultivation**

**There was no mechanization in farming.**

(b) What were the results of the Agrarian Revolution in Europe? (10mks)

- **Development of plantation farming.**
- **Plantation farming displaced the peasant farmers, hence creating a class of landless people.**
- **Some of the displaced peasant farmers migrated abroad, for example, to USA and Canada.**
- **It led to expansion of local and international trade.**
- **It led to an improved transport network.**
- **Encouraged development of industries by providing industrial raw materials.**
- **Production of abundant food.**
- **Promoted agricultural research.**
- **Production of abundant food led to decline in mortality and the consequent increase in population.**
- **Manual labourers were made redundant hence creating unemployment.**
- **Displacement of peasant farmers led to rural-urban migration.**

15. (a) Why is the camel referred to as the 'ship of the desert'? (3mks)
- ***It has the ability to travel for long distances without water and food since its hump contains fat that provides it with the energy it needs.***
  - ***It has broad padded, two-toed feet ideal for walking on sand.***
  - ***The camel can eat a wide variety of vegetation, for example thorn bushes, which are not easily digested by other animals.***
  - ***It has a long neck that enables it to reach the upper branches of many trees.***
  - ***It is fairly tame animals, which can carry loads of up to 200kg.***
  - ***Nostrils of camels have flaps that keep out sand even in a sandstorm.***
  - ***Its thick fur protects it from high temperatures during the day and keeps it warm during the cold desert nights.***
  - ***It has a high water storage capacity (can drink up to 57 litres at a go).***
  - ***Camels do not sweat and hence lose very little moisture through excretion.***
- (b) Explain the disadvantages of early animal transport. (12mks)
- ***It was slow and time consuming as the animals required to feed and drink along the way.***
  - ***They suffered from fatigue if they were made to travel for long distances.***
  - ***They could not travel at night.***
  - ***They required a continuous supply of food and water along the way.***
  - ***They were restricted to certain areas for example, horses are susceptible to tsetse flies and therefore not widely used in tropical areas.***
  - ***Some animals like donkey, were stubborn when tired and heavily loaded.***
  - ***They would be attacked by wild animals.***
  - ***Pack animals could only carry a small load as compared to vehicles, for example, the llama carries a load of 40kgs.***
16. (a) Explain the uses of copper in pre-colonial Africa. (3mks)
- ***to make ornaments such as bracelets, bangles, wire chains, anklets and rings.***
  - ***It was used to make utensils such as pans and spoons.***
  - ***Used as a medium of exchange in trade e.g copper bars in Egypt and Central Africa.***
  - ***To make weapons such as spearheads, arrowheads, shields, daggers, swords and helmets.***
  - ***It was used as an item of trade.***
  - ***Used to make tools such as axes, chisels and fishhooks by the Egyptians.***
  - ***In Egypt, pharaoh statues, plaques or artworks were made of copper.***
  - ***Making vases and mirrors.***
- (b) Discuss the impact of metals in Africa. (12mks)
- ***It initiated widespread migration of communities, for example, the migration and settlement of the Bantu in Africa is associated with their possession of iron tools and implements.***

- ***It improved agriculture as large tracts of land were cultivated using bronze hoes and later iron-made farm tools.***
- ***With improved farming, more food was produced leading to an increase in population.***
- ***It led to expansion and growth of trade, promoted urbanization as trading and industrial settlements grew around major mining areas for example Sudan, Ghana and Zimbabwe.***
- ***Influenced religion as metals were used in religious rites and in Kings palaces.***
- ***Division of labour in the society as specialized clans were formed, for example, class of blacksmiths, potters and traders.***
- ***Metals were used in the construction and building industries for example, construction of pyramids, tools, temples, bridge and concrete palaces.***
- ***The use of stronger metals, such as copper and iron, led to the building and expansion of kingdoms and empires, for example, the Mwene Mutapa Empire.***

17. (a) Describe the course of the Majimaji rebellion (1905-1907) (5mks)

- ***In 1904, Kinjekitile, a priest, urged Africans to unite and gave them magic water that was to make them immune to German bullets.***
- ***The uprising broke out at the end of July 1905 in Umatumbi where Africans refused to pick cotton.***
- ***It quickly spread to other parts of southern Tanganyika.***
- ***The Pogoro followed by refusing to pick cotton and uprooting it.***
- ***The Ngoni joined the uprising in September 1905.***
- ***The rebels attacked government stations and plantations.***
- ***The town of Samanja was burnt and looted in 1905.***
- ***The Germans were caught unawares and were slow to respond at first.***
- ***By August 1905, the Germans began to suppress the Africans assisted by Sudanese and Somali soldiers.***

(b) Explain the reforms introduced by the German administration in Tanganyika after Majimaji rebellion. (10mks)

- ***Forced labour and taxation of Africans were stopped.***
- ***The communal cotton growing scheme was stopped and Africans were encouraged to grow cash crops.***
- ***Africans were involved in administration of Akidas and Jumbes.***
- ***The new governor, Von Rechenburg, was committed to improving African health and education.***
- ***Employers were forbidden from beating the Africans or imposing any other unjust punishments.***
- ***Kiswahili was accepted as the official language.***
- ***A colonial department was set up in 1907 to closely monitor the affairs of Germany East Africa.***
- ***Newspapers that supported settlers against Africans were censored.***



## **SECTION C (30 MARKS)**

18. (a) Discuss the laws that were enacted by the apartheid regime to facilitate apartheid in South Africa. (5mks)

***In 1948 – apartheid was legalized.***

***In 1949 – The prohibition of mixed marriages Act was passed. It forbade marriages between whites and non-whites.***

***In 1950 – The population Registration Act was passed. It classified people according to race and ethnic groups.***

***The Immorality Amendment Act was passed - it forbade sexual relations between whites and non-whites.***

***The suppression of communism Act was enacted. Communism was declared illegal.***

***The Native Pass Act required all adult Africans to carry pass books.***

***In 1953. The Bantu Education Act resulted in the separation of races in all education institutions.***

***In 1954 – The Native Resettlement Act provided for the forceful removal of natives from their homes and their resettlement in designated areas.***

***In 1956 – The Urban Amendment Act empowered local authorities to expel non-whites from urban areas.***

***In 1957 – The Native Law Amendment Act forbade Africans from worshipping with whites in the same church.***

- (b) Explain the methods used by the African nationalists in South Africa in their struggle for national liberation. (10mks)

***Africans in South Africa formed political parties e.g. The Pan Africa Congress and The African National Congress to articulate African grievances.***

***Formation of trade unions.***

***Use of demonstrations and defiance campaigns.***

***Use of diplomacy.***

***Use of hunger strikes to protect against unjust confinement.***

***Use of mediate use of pamphlets, newspapers and radio to publicise injustices of the apartheid regime.***

***Religious leaders e.f Anglican Archbishop Desmond Tutu campaign against apartheid.***

***Use of force e.g. the A.N.C formed an armed wing known as Umukonto Wezizwe ‘the spear of the Nation’ which destroyed government installations like bridges and railways.***

19. (a) What are the main characteristics of human rights? (3mks)

***They are universal***

***They are interdependent.***

***Human rights have limitations***

***Enjoyment of human rights may be suspended in case of wars and outbreak of contagious diseases.***

- (b) Discuss the United Nations charter on Human Rights. (12mks)

***All human beings are born free.***

***Everyone is entitled to all the rights and freedoms.***

***Everyone has the right to life, liberty and security.***

***No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.***

***No one shall be held in slavery or servitude.***

***Everyone has the right to recognition everywhere as a person before the law.***

***All are equal before the law.***

***Everyone has the right to an effective remedy by the competent national tribunals.***

20. (a) What factors facilitated the growth of the Ghanaian nationalism?

(5mks)

- ***Emergence of radical nationalism after the second World War.***
- ***Ghananian nationalist were inspired by India and Pakistan, countries which got their independence from the British in 1947 and 1949 respectively.***
- ***Existence of a small group of Africans educated elite e.g Nkurumah, who articulated the grievances of their people.***
- ***Ghananian farmers were discontent with the meagre profits from the sale of cocoa to European countries.***
- ***Africans were unhappy as they were forced to cut down cocoa trees after an outbreak of the 'swollen shoot' disease.***
- ***Africans were denied import and export licences in favour of the whites.***
- ***The colonial education produced many school leavers who were jobless and frustrated***

(b) Why did Ghana achieved independence earlier than other African countries.

(10mks)

- ***It had a long tradition of violence that dated back to the Asante-Tante conflicts of 1800.***
- ***Ghana had a large group of Western educated elites who spearheaded the Ghanaian liberation struggle.***
- ***Ghana was a small country well served with a good system of transport and communication.***
- ***By 1945 Ghana was the most economically and socially developed country in Africa.***
- ***Kwame Nkurumah was a charismatic leader whose leadership provided the unity required for nationalism in Ghana.***
- ***Ethnic disputes and animosity were minimal in Ghana.***
- ***Ghananian nationalists got the support of young unemployed school leavers who were jobless, idle and frustrated.***
- ***There was a small number of European settlers in Ghana compared to African countries e.g Zimbabwe and South Africa.***