**TRIAL ONE EVALUATION TEST 2019**

HISTORY AND GOVERNMENT

PP2 MARKING SCHEME 2019

**SECTION A**

1. Give the relationship between “History” and “Government”. (1 mark)

History is the study of man’s past activities while Government is the study of how people are

Governed.

**1 x 1 =1 mark**

2. Name **two** types of dwellings used by the early man during the Early Stone Age period.

(2 marks)

(i) Rock shelters;

(ii) Tree trunks;

(iii) On trees;

(iv) Caves/stone caves.

(v) In forest **Any 2 x 1 =2 marks**

3. Give **two** inventions that led to the Agrarian Revolution in Britain. (2 marks)

(i) The seed drill by Jethro Tull;

(ii) The horse-drawn hoe by Jethro Tull;

(iii) Selective breeding of livestock by Robert Bakewell;

(iv) Introduction of fertilizer by Sir John Lawes;

(v) Mechanical thresher by Andrew Melkel;

(vi) Mechanical reaper by Patrick Bell. **Any 2 x 1 =2 marks**

NB. For marking purposes, the candidate will get right at the mention of the invention

without the inventor.

4. State **one** theory of origin about the knowledge of iron working in Africa. (1 mark)

(i) It spread to North Africa from the Middle East/diffusion/one area theory;

(ii) It developed independently in different parts of Africa/independent theory.

**1 x 1 = 1 mark**

5. Identify the earliest method of trade used during the Trans-Saharan Trade. (1 mark)

Barter trade. **1 x 1 =1 mark**

6. State **two** ways in which Africans participated in the Trans-Atlantic Trade. (2 marks)

(i) They acted as middlemen between Europeans merchants and interior communities;

(ii) They acquired /raided slaves;

(iii) Rulers sold their own subjects/they were sold as slaves;

(iv) They marched slaves to the coast;

(v) They transported trade items to the coast. **Any 2 x 1 =2 marks**

7. Identify **two** modern means of print media. (2 marks)

(i) Newspapers; (vi) Brochures;

(ii) Magazines; (vii) Braille

(iii) Journals; (viii) Posters

(iv) Periodicals; (ix) Pamphlets

(v) Books;

**Any 2 x 1 =2 marks**

8. State the main factor that led to the growth of ancient town of Kilwa. (1 mark)

- Its control of Sofala gold trade/ trade in gold. **1 x 1 = 1 mark**

9. Give **one** reason why the Golden Stool was important in the Asante Empire: (1 mark)

(i) It was a symbol/source of unity among the states.

(ii) It was considered sacred. **1 x 1 = 1 mark**

10. Apart from an empire, name **one** other type of government that existed in Africa during the

pre-colonial period. (1 mark)

(i) The Kingdoms/monarchy;

(ii) The Chiefdoms/chieftain;

(iii) The Council of elders.

**1 x 1 = 1 mark**

11. State **two** ways in which Chief Lewanika of the Lozi collaborated with the British in the

late 19th Century. (2 marks)

(i) He allowed Christian missionaries to settle/operate in his territory;

(ii) He allowed the British to exploit minerals in his land;

(iii) He accepted the British protection over his territory;

(iv) He allowed a British resident to perform administrative duties in the area.

**Any 2 x 1 = 2 marks**

12. Name **one** African Community that took part in the Maji Maji uprising between 1905

and 1907. (1 mark)

(i) Ngindo; (vi) Luguru;

(ii) Matumbi; (vii) Zaramo;

(iii) Pogoro; (viii) Bena;

(iv) Ngoni; (ix) Ndendeule.

(v) Mpunga; (x) Wamera

**1 x 1 = 1 mark**

13. Outline **two** roles played by the ex-war soldiers in the growth of African Nationalism

after 1945. (2 marks)

(i) They applied military skills/tactics acquired to fight colonialism;

(ii) They trained African Nationalists in military fighting skills;

(iii) They joined/formed Nationalist movement;

(iv) They organised/mobilised African Nationalists;

(v) They made/serviced the weapons used by the Nationalists.

**Any 2 x 1 = 2 marks**

14. Highlight **one** way in which economic rivalries between the European powers contributed

to the outbreak of the First World War. (1 mark)

(i) Competition for overseas market caused tension/friction;

(ii) Competition for sources of raw materials/colonies fuelled tension;

(iii) Tariff wars among them created tension / suspicion.

(iv) Competition for surplus capital. **1 x 1 = 1 mark**

15. Give the main incident which made Japan to surrender unconditionally to the allied powers

in1945. (1 mark)

- The dropping of the atomic bomb on Hiroshima and Nagasaki in 1945.

**1 x 1 = 1 mark**

16. State **two** factors which promote economic relations between nations. (2 marks)

(i) Loans given to other nations;

(ii) Offering grants/aid to other nations;

(iii) Trading activities between nations;

(iv) Investments in foreign nations;

(v) Debt relief to other nations. **Any 2 x 1 = 2 marks**

17. State **two** ways in which non-aligned members safeguard their national security. (2 marks)

(i) By keeping off from conflicts of non-member countries;

(ii) By maintaining their sovereignty/independence;

(iii) By maintaining their economic independence;

(iv) By not identifying with either Communism or Capitalism;

(v) By taking independent decisions/actions in international fora;

(vi) By maintaining their cultural identity.

(vii) By not joining military alliances. **Any 2 x 1 = 2 marks**

**SECTION B (45 MArKS) - Answer three questions**

18.(a) Give **five** reasons why hunting of wild animals was mainly a group activity during the

Stone Age period. (5 marks)

(i) Wild animals are dangerous/could kill people;

(ii) They could surround the animals;

(iii) Spotting/locating the animal was easier;

(iv) Less time was taken to catch the animals;

(v) To give moral encouragement/team spirit;

(vi) They could catch more animals. **Any 5 x 1 = 5 marks**

(b) Describe **five** ways in which the development of the upright posture improved the early

man’s way of life. (10 marks)

(i) The early man was able to move/walk/run faster with long strides;

(ii) Man could use the hands to carry out farming activities;

(iii) Man could use the hands to grasp items conveniently;

(iv) Man could spot/sight the animals/wild fruits which he used to hunt/gather from far

distances;

(v) Man could see the impending danger from a distance and take appropriate measures;

(vi) Man used hands to make tools/ weapons which were used for different purposes.

(vii) Man used the hands to defend himself/attack the enemies.

(viii) Man used the hands to perform/carry out domestic chores/young ones.

**Any 5 x 2 = 10 marks**

**19a)** State five disadvantages of barter trade during Trans-Atlantic trade **5mks**

1. Language barrier
2. Lack of double co incidence of wants
3. It was cumbersome to carry bulk goods
4. Not easy to establish exact value of goods
5. Some goods could not be divided into smaller units
6. Some goods were perishable

b) organization of the Trans atlantic trade

1. It operated among three triangular routes ; Europe, west Africa and America
2. It involved European traders who supplied finished products and slaves to the outside world
3. Money to finance trade was sourced from Europe
4. Slaves were captured, yoked together and marched to the coast in caravans
5. Slaves were obtained through raiding
6. Slaves were stored in warehouses while awaiting transportation
7. It was a barter form of trade
8. The prices of slaves depended on sex, age and size
9. In America the slaves were sold through auctioning.
10. Once bought were branded with trade marks. **Any 5 explained 10Mks**

20.(a) Outline **five** European activities in Africa during the 19th century. **(5 marks)**

(i) Were involved in trade;

(ii) Were spreading Christianity;

(iii) Were involved in exploration;

(iv) Were establishing settlements;

(v) Were signing imperial treaties/establishing colonial rule;

(vi) Were mining;

(vii) Were involved in farming.

(viii) Were involved in stamping out slave trade.

(ix) Were involved in spreading Western education.

(x) Were involved in establishing health facilities.

**Any 5 x 1 = 5 marks**

(b) Explain **five** effects of the Mandinka resistance against the French invasion in the late

19th century. (10 marks)

(i) Many lives were lost due to the protracted war between the two groups;

(ii) There was destruction of property as the Mandinka applied scorched earth policy

during the war;

(iii) The Mandinka were defeated and hence subjected to French colonial rule/

loss of indepence;

(iv) The traditional institutions of the Mandinka were disrupted/weakened rendering them

ineffective in discharging their duties/functions/loss of leadership;

(v) The Mandinka experienced famine as most of the people were engaged in the war at

the expense of farming activities;

(vi) Many people were displaced by the war, thereby becoming refugees in the

neighbouring states;

(vii) The war created suffering /misery among the people leading to a state of despair;

(viii) Samore Toure was captured and deported to Gabon;

(ix) Disruption of economic activities eg. gold mining and trade;

(x) It laid down ground for African nationalism.

**Any 5 x 2 = 10 marks**

**21a)Leaders behind nationalism in South Africa**

1. Walter Sisulu
2. Steve Biko
3. Nelson Mandela
4. Oliver Tambo **Any 3 3marks**

**b) Problems that undermined the activities of nationalists in Mozambique**

1. Portuguese government outlawed political movements
2. Shortage of basic facilities like food,cloth and shelter
3. Ideological difference led to formation of rival liberation movement
4. Portuguese government ruthlessly suppressed nationalistic movements
5. The church discouraged political movements in the country
6. Assassination of Edwardo Mondlane discouraged the,/m
7. Inadequate funds to organize their activities
8. South African Apartheid government supported the Portuguese
9. Ethnicity posed a big challenge to the liberation struggle in Mozambique. Any **6 12mks**

**SECTION C (30 mks) Answer any two question**

**(22a) Functions of katikiro**

1. organized tax collection
2. planned public work
3. planned war in kabakas name
4. protected kabaka during war
5. informed kabaka about the decisions he made
6. solved the court issues

b) Factors for the rise and growth of Asante Empire

1. The golden stool brought about unity in the kingdom
2. Had able,shrewd and courageous leaders eg Osei tutu
3. The growth of Transaharan trade which brought a lot of wealth to the Asante people.
4. The kingdom had a strong agricultural base
5. The centralized political system provided stability
6. Had a large standing army which defended the kingdom
7. Had a large standing army which defended the kingdom
8. The odwira festival that was held annually helped to make the state more cohesive
9. Determination of the Asante people to be free from oppression rule of their master.

23a) privileges enjoyed by assimilated Africans

1. They were allowed to vote during elections
2. They were allowed to vie for posts’ the French parliament
3. They were exempted from forced labour
4. They were allowed to work and live in France
5. They received French education
6. They had freedom of movement within the French empire

b) why it failed outside the communes

1. Africans were not willing to become Christians
2. Africans were not able to get the French type of education
3. The French parliament did not want to compete with Africans for cabinet posts
4. African traditional rulers feared they would lose their position
5. French traders feared competition so they opposed the system
6. It was expensive to implement the system because of the vastness of the region
7. The varied African cultures made it difficult for them to be absorbed into the French culture
8. Racial discrimination against the indigenous people.

24a) Weapons used during cold war\

1. Financial aid to enemies of opposing side
2. Military aid to enemies of opposing side
3. Economic sanctions
4. Propaganda

b) Political effects of First World War

1. Creation of new nations in Europr eg Yugoslavia and Hungary
2. Made USA to have an upper hand in post war European affairs
3. The war undermined the existence of greater Turkey
4. The size of Germany was reduced/ its colonies were taken by the league of nation( mandated territories)
5. Creation of the league of nation as an international organization to maintain world peace
6. The war led to emergence of communism in Russia.
7. The war created revolutionary ideas among colonized people such as Indians and Africans.