

**OPENER EXAMINATION: TERM 1 2024**  
**HISTORY AND GOVERNMENT**  
**FORM TWO**

**MARKING SCHEME**

**TIME: 2 HOURS**

**INSTRUCTIONS**

This paper consists of three sections.

Answer all questions in section A, three questions in section B and Two in section C.

**SECTION A (25 MARKS)**

1. Differentiate between the term govern and government.

(1mk)

**The word govern refers to the act of exercising power over people while a government is a group of people given authority to rule or administer a country or a state.**

2. Name one type of monarchical government.

(1mk)

**Absolute monarchy**

**Constitutional monarchy**

3. Give one reason why archaeology is an expensive method of obtaining information on history and government.

(1mk)

- **It is costly to excavate fossils and artifacts archaeological sites.**
- **An archeologist may be required to travel to different places to locate a pre-historic site.**
- **Fossils and artifacts are studied by trained experts.**

4. Name the two writing methods in Egypt and Mesopotamia during the development of early agriculture.

(2mks)

**-Egypt – Hieroglyphic**

**- Mesopotamia – cuneiform**

5. Give one function of Orkoiyot among the Nandi community.

(1mk)

- **He acted as a symbol of unity.**
- **He acted as final court of appeal.**
- **He foretold future events.**

6. What was the main significance of the practice of circumcision among African communities?

(1mk)

**It was a mark/sign of transition from childhood to adulthood.**

7. Identify one family in charge ruling coastal Mombasa town on behalf of the Oman Arabs.

(1mk)

**The Mazrui family**

8. Name one level of Elders among the Akamba during the pre-colonial period.

(1mk)

- **The Kivalo**
- **Nthele**
- **Atumia ma Kivalo**

9. State two advantages of upright posture to the early man.

(2mks)

- **It enables man to pick fruits from trees.**
- **It enabled man carry objects easily.**

10. Give two ways how Kenyan communities interacted during the colonial period.

(2mks)

- **Through trade.**
- **Through migration**
- **They interacted through sports and games.**

11. What is the significance of Eunoto ceremony among the Maasai community.

(1mk)

- **It marked the graduation Maasai Moran into junior elders.**

12. Identify two practices that Bantu borrowed/ adopted from Cushites.

(2mks)

- **The practice age-set system**
- **The practice of age-set system.**

13. Name one treaty signed by Sultan of Coast and the British to mark the end of slave trade in East Africa.

(1mk)

- **Hammerton Treaty**
- **Frere treaty**
- **Moresby treaty**

14. Give the two ways of becoming a Kenyan Citizen.

(2mks)

- **Through birth**
- **Through registration**

15. Outline two responsibilities of a good Kenyan citizen.

(1mk)

- **They should pay tax**
- **Should report law breakers.**
- **Should exercise their democratic rights**

16 Name one peaceful method of resolving conflict.

(1mk)

- **Through arbitration**
- **Through mediation**

17. Give one limitation of freedom of movement.

(1mk)

- **To stop spreading a contagious disease.**
- **To secure education of a minor**

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

Answer any **three** questions in this section

18. a) List five examples of communities that belong to Highland Nilotes.

(5mks)

**Nandi            Tugen**  
**Pokot           Keiyo**  
**Sabaot         Marakwet**  
**Kipsigi**

a) Explain five social impacts of migration of Bantu community during the pre-colonial period.

(10mks)

- **If resulted to intermarriage between the Bantus and other communities.**
- **Bantu migration led to population increase in the regions where they finally settled.**
- **It resulted to cultural exchange between Bantu and other community for instance it made Bantu to adopt circumcision from Cushites.**
- **It led to displacement of communities as they migrated for example Luo displaced Abagusii.**
- **The Bantu assimilated other communities such as Gumba/Athi.**
- **Their migration resulted to population redistribution for example the Dorobo moved to forests after their displacement by Bantus.**
- **The movement of Bantus also resulted to increased intercommunity conflict between them and other groups eg Bantu and Oromo and Bantu and Maasai.**

19. a) Give five advantages of written sources of information on History and government.

(5mks)

- **Written records can be preserved for future reference.**
- **Information on written records can be photocopied and distributed to many people.**
- **They are cheaper compared to electronic sources.**
- **They can be translated into different languages.**
- **They are more reliable**

b) Explain five importance of studying government.

(10mks)

- **The study of history helps the learner to know how the government raises and spends revenue.**
- **It helps one to understand how laws are made and implemented.**
- **To know the roles of citizens and those of their leaders**
- **It influences career choice as the learner can arrive at careers such as administration and teaching.**
- **It helps the learner to know how power is vested in different organs of the government.**
- **It makes the learners to understand and appreciate the need for a government.**
- **It inspires patriotism and nationalism among learners.**
- **It helps one to appreciate the constitution and the process of making the constitution.**

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20. a) State five changes that marked agrarian revolution in Britain.

- **Abolition of fallows**
- **Application of new methods of farming**
- **Machines replaced human labour**
- **Land enclosed system replaced open field system**
- **The establishment of Royal agricultural society**
- **Application of scientific principles of farming.**

b) Explain five steps/ measures taken by Kenyan government to solve the problem of food shortage.  
(10mks)

- **Kenyan government has educated the people on family planning methods to reduce overpopulation.**
- **It has constructed good storage facilities.**
- **Establishment of agricultural research institutes such as Kenya Agricultural Research Institute (KARI) to research on hybrid seeds.**
- **It has encouraged land recreation in order to bring more land into use.**
- **Through encouraging farmers to use pesticides and herbicide to increase farm produce.**
- **It has encouraged farmers to grow drought resistance crops in areas with harsh climatic conditions.**

21. a) Give five functions of fort Jesus to the Portuguese.

(5mks)

- **It acted as a store of their arms**
- **It was used as a watch tower**
- **It was a prison for war captives**
- **It was a base of sending expeditions**
- **It was a residential area of Portuguese.**

b) Explain five impacts of missionary work in Kenya.

(10mks)

- **Missionaries established schools which led to introduction of western education.**
- **There was widespread Christianity among East African communities who were converted by missionaries.**
- **Spread of Christianity resulted to erosion of African traditional culture e.g. polygamy**
- **If led to introduction of formal education where African were taught how to read and write.**
- **Missionary work resulted to establishment of African independent churches and school were led by African themselves.**
- **It resulted to abolition of slave trade in East African region**
- **It led to development Agricultural and technical skills among Africans**
- **Missionaries called for help from their motherland whenever they faced hostility from African communities.**

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

Answer all questions in this section.

22. a) Identify three levels of conflicts.

(3mks)

- **Individual versus individual**
- **Individual versus group**

- Group versus state
- State versus state

b) Explain six factors that promote National unity in Kenya.  
(12mks)

- Education by subjecting students to common curriculum, interaction of students in sports, games and music.
- National symbols – such as National flag, National Anthem, public social and court of arm.
- Constitution – The constitution gives Kenyans equal rights thus promoting equality and re unity.
- Presidency – The president represents all people nationally and internationally
- National activities – such as National holiday and agricultural shows and games and sports
- Mass media – Which enables Kenyans from all parts of country to contribute to National debates
- One government – The National government is recognized by Kenyans as the body that runs the affairs of the country.
- Equal distribution of resources which makes different all Kenyans to unite.

23. a) Give five hunting methods used by early man during the storage period.  
(5mks)

- Digging of pit
- Use of traps
- Running after the animals and throwing objects on them
- Waiting for the animals at water points
- Capturing of sick animals
- Driving animals to cliffs where they broke their legs.

b) Describe the culture of early man during the late new Stone Age period.  
(10mks)

- The early man made tools known as microlithic tools
- He communicated using elementally speech
- He made some garments from skins of animals that he hunted
- He ate cooked food as he had discovered fire
- He drew pictures of animals that he hunted on the walls of his caves
- He practiced agriculture along the river valleys
- He lived in large groups of more than a 100 people for hunting and security purpose
- He settled down and had some rules and regulations to governed him
- He lived in small huts made of grass and mud.