

FORM 3 END TERM II 2019
HISTORY & GOVERNMENT PAPER 2

MARKING SCHEME

1. Identify one type of artifact that is likely to be found in archeological site (1 Mark)
 - *Weapons*
 - *Pottery*
 - *Tools*
 - *Ornaments*
 - *coins*
2. Name one source of information on the creation theory (1 Mark)
 - *Bible*
 - *Quran*
3. Give the main form of transport that was used in the trans-Saharan trade. (1 Mark)
 - *Animal*
 - *Camel*
 - *Horse*
4. Name two groups of people that were involved in the trans-Atlantic trade. (2 Marks)
 - *The Europeans*
 - *African middlemen and chiefs*
 - *American middlemen*
5. Identify the main factor that contributed to the growth of Athens in ancient Greece. (1 Mark)
 - *Trade*
 - *Commerce*
6. Give the main reason why the Europeans powers held the berlin conference of 1884 to 1885. (1 Mark)
 - *To discuss how to partition/ share Africa among themselves.*
7. Give two reasons that made early human being to live in groups during the Stone Age period. (2 Marks)
 - *For security*
 - *For companionship*
 - *To share resources*
 - *To help one another.*
8. Identify two ways through which early agriculture spread in Africa. (2 Marks)
 - *Through migration*
 - *Through trade*
 - *Through intermarriage*
 - *Through wars.*
9. Name two metals that were used as currency in pre-colonial Africa. (2 Marks)
 - *Iron*
 - *Gold*
 - *Copper*
 - *Silver*

- *Bronze*

10. State two advantage of the use of money over barter trade as a medium of exchange. (2 Marks)
- *Money is lighter to transport than goods.*
 - *Money is easily divisible into smaller units*
 - *Money is convertible into electronic device for payment.*
 - *Money can be stored for a longer period.*
 - *In barter trade one can't determine actual value of goods.*
11. State two disadvantages of using wood as a source of energy. (2 Marks)
- *Wood is affected by rain*
 - *Produces smoke/ pollutes*
 - *Leads to deforestation*
 - *Its cumbersome to use.*
12. Give two functions of chiefs in Zimbabwe during colonial period (2 Marks)
- *Collected taxes on behalf of the colonizers*
 - *Solved minor disputes among Africans*
 - *Recruited labour for Europeans*
 - *Supervised communal work*
 - *Interpreted government policy to the people*
13. Give two results of the French assimilation policy in Senegal. (2 Marks)
- *All colonies were subjected to the same law*
 - *Racial discrimination was minimal in the colonies*
 - *It undermined African culture*
 - *African represented by deputies in the National Assembly*
14. State two roles played by the African chiefs in the british colonial administration in Nigeria.(2 Marks)
- *They recruited labour for public works*
 - *They collected taxes for the colonial administration*
 - *They tried cases in the local courts*
 - *They communicated colonial government policies to the people.*
15. State two social factors that led to the scramble for colonies in Africa by European powers(2 Marks)
- *Need to abolish slave trade*
 - *Desire to spread Christianity/ protect missionaries*
 - *Desire to spread western colonization.*
 - *Need to settle surplus population.*

SECTION B. (45 MARKS)

(Answer any THREE questions)

- 16.
- a) Give three ways in which the invention of the wheel revolutionized transport in Europe before the 19th century. (3 Marks)
- *People could travel faster than before.*
 - *They could cover long distances*
 - *The chariots were more comfortable*
 - *Heavy loads could be carried over long distances.*

- *Travelling became more secure*
- b) What are the disadvantages of using air transport? (2 Marks)
 - *It's expensive to maintain/ procure an air craft*
 - *The aircraft can only land and take off in specific areas.*
 - *Aircraft cannot carry bulky goods compared to other means of transport*
 - *Its operations are affected by unfavourable weather conditions.*
 - *It emits gases which pollutes the air.*
 - *It has facilitated terrorism/ drug trafficking.*
 - *Use of air transport in warfare has led to destruction of property.*
 - *Accidents by the aircrafts are fatal.*
 - *Requires experts to operate.*

(Any 6x2 = 12 Marks)

- 17.
- a. Give three methods used to acquire slaves from west during the Trans-Atlantic trade.(3 Marks)
 - *Slaves were exchanged for European manufactured goods.*
 - *Prisoners of war were sold*
 - *Slave traders kidnapped lonely travellers.*
 - *Local rulers sold their subjects obtained through raid.*
 - *Debtors were sold*
 - *Children were enticed and sold.*

(Any 3x1=3 Marks)

- b. Explain six factors that led to the decline of the Trans-Atlantic trade. (12 Marks)
 - *Leading economists were against slave labour and argued free labour was more productive.*
 - *Christian missionaries campaigned against slave trade.*
 - *Industrial revolution led to the replacement of human labour with machines.*
 - *U.S.A attained political independence and abolished slavery and slave trade/ closure of American slave markets.*
 - *The development of legitimate trade replaced slave trade.*
 - *Britain abolished slave trade and influenced other European nations to do the same.*
 - *French revolution of 1789 spread ideas of liberty and equality of all people.*

- 18.
- a. State five reasons why early people domesticated crops and animals during the neo-lithic period. (5 Marks)
 - *Due to increased human population, more food was required.*
 - *There was competition for food between man and animals*
 - *Overhunting depleting animals stocks*
 - *Calamities such as bush fire/ floods destroyed vegetation.*
 - *Some crops & animals had economic value.*
 - *Animals were domesticated for security*
 - *Change in climate which caused aridity.*

(Any 5x1=5 Marks)

- b. Explain five causes of food shortages in Africa today. (10 Marks)

- *Rapid population increase has overtaken food production*
- *Inadequate storage facilities, leads to losses as farmers cannot store food*
- *Climate where most parts of Africa receive little rainfall leading to crop failure.*
- *Poor state of road leads to problems of transportation of food.*
- *Low prices discourage many farmers to invest in agriculture.*
- *Many farmers don't have capital to buy inputs*
- *Pests and diseases*
- *Emphasis on cash crop at the expense of food crops.*
- *Civil wars*
- *Poor food policies*
- *Lack of modern farming methods*
- *Overdependence in food aid*
- *Rural – urban migration.*

(Any 5x2=10 Marks)

19.

- a. Identify three ways in which water was used in industries during the 18th century. (3 Marks)
- *To cool machines*
 - *To turn spinning machines in textile industries*
 - *To produce steam power to drive machines*
 - *To clean the machines*
 - *To turn water wheel/ grinding stones.*

(Any 3x1=3 Marks)

- b. Explain six social effects of the industrial revolution in Europe during the 18th century. (12 Marks)
- *Many people migrated to towns to look for jobs*
 - *Increased population in towns led to shortage of houses resulting in development of slums.*
 - *Poor sanitation which led to outbreak of diseases.*
 - *Factories emitted pollutants in air, water and land affecting people's health.*
 - *Those who were unemployed engaged in crimes in towns*
 - *Led to social stratification where the poor were discriminated by the rich.*
 - *Women and children were exploited for they worked for long hours.*
 - *Trade unions developed in order to fight for the right of industrial workers.*
 - *Family breakups as some industrial workers neglected families.*

SECTION C. (30 MARKS)

(Answer any TWO questions)

20.

- a. Give three conditions which one had to fulfill in order to become a French citizen in Senegal. (3 Marks)
- *Literate*
 - *Able to speak French*
 - *Be a Christian*
 - *Practice monogamy*

- *Must have worked in the French civil service.*
- b. Explain six differences between the use of British indirect rule and the French assimilation policy. (12 Marks)
 - *British used traditional rulers as chiefs unlike French appointed assimilated persons as chiefs*
 - *African traditional rulers under British retained most of their powers while chiefs under French rule had little powers.*
 - *British colonies were administered as separate territories while French colonies were regarded as provinces*
 - *Most French administrators were army officers while British administrators were professionals and non-professionals.*
 - *Africans in French colonies were represented in the French chamber of deputies while those in British colonies were not represented.*
 - *Laws used to govern French colonies were made in the chamber of deputies in France while in British colonies laws were made by Legco in the respective colonies*
 - *Assimiles in French colonies became French citizens while in British, Africans remained subjects.*
 - *British indirect rule preserved African culture while assimilation undermined African culture.*

(Any 6x2=12 Marks)

- 21.
- a. State three factors that enabled European powers to colonize Africa in the late 19th C (3 Marks)
 - *Disunity among African communities*
 - *Superior weapons used by Europeans armies*
 - *Weak African communities due to natural calamities*
 - *Some communities collaborated with the Europeans*
 - *Africans ignorance about European intention*

(Any 3x1=3 Marks)

- b. Explain six effects of the partition of Africa on African communities. (12 Marks)
 - *Introduction of new policies e.g. forced labour*
 - *Infrastructure was developed along major mining and agricultural areas*
 - *Intensification of warfare among African community*
 - *Close ties were forged between Africans and Europeans which created overdependence on Europe.*
 - *African culture were undermined through the introduction of western education/ Christianity*
 - *Africans lost land as European established permanent settlements*
 - *Some African communities were split by the boundaries drawn.*
 - *Modern African states were created*
 - *Africans adopted European languages*
 - *African economies were weakened through European exploitation.*
 - *Africans lost independence as Europeans established colonies.*

(Any 6x2=12 Marks)

22.

a. Give three functions of the Kabaka of the Buganda Kingdom during the pre-colonial period.

(3 Marks)

- *Was the Commander in Chief of the armed forces*
- *Head of traditional religion*
- *Head of judiciary/ final court of appeal.*
- *Appointed/ dismissal of Saza chiefs*

b. Describe the political organization of the Shona during the pre-colonial period.

(12 Marks)

- *Ruled by an emperor/ king who had absolute power*
- *King position was hereditary*
- *The king was assisted in administration by several officials eg queen mother, sister etc*
- *There was an advisory council to advice the king*
- *The emperor was divided into provinces headed by lesser kings*
- *The provinces were divided into chiefdoms ruled by chiefs.*
- *They had a standing army*
- *King was a symbol of unity/ semi-divine*
- *There existed priests who advised the king*

(Any 6x2=12 Marks)