GATITU SECONDARY SCHOOL

**311/2**

**HISTORY AND GOVERNMENT**

**PAPER 2**

**Time: 2 ½ Hours**

**FORM 4 WEEKLY TEST CAT 2, 2017**

**SECTION A (25 Marks)**

**Answer all the questions in this section.**

1. State **one** limitation of using electronics as a source of information of History and Government. (1mark)
2. Identify **two** classes of monarchial government. (2marks)
3. Identify **two** ways in which early man used tools. (2marks)
4. Identify **two** uses of copper in Africa during the 19th century. (2marks)
5. State **one** type of trade. (1mark)
6. State **two** ways in which slaves were acquired during the Trans-Atlantic trade. (2marks)
7. Give **two** negative impacts of internet today. (2marks)
8. Give **two** factors that led to the decline of Kilwa town. (2marks)
9. Give **two** categories of chiefs in the Buganda Kingdom. (2marks)
10. Name the leader of the British South African Company (BSACO.) in the 19th century. (1mark)
11. Identify **two** methods of colonial administration used by the British in Africa. (2marks)
12. Name **one** treaty signed by Lobengula and the British during the process of colonization (1mark
13. Name **two** metals that were used as currency in pre-colonial period. (2 mark
14. State **two** reasons why trade movements were formed in Europe in the 19th century.(ma
15. State the **main** function of chiefs among the Shona in pre-colonial period. (1 mark)
16. Identify **one** symbols of royal authority in Buganda Kingdom. (1 mark)
17. Give **one** strategic factor that led to the European invasion of Africa. (1 mark)

**SECTION B (45MKS)**

**Answer three questions from this section**

1. a) Give **five** changes that led to Agrarian Revolution in Britain. (5marks)

b) Explain the effects of Agrarian Revolution in Britain. (10marks)

1. a) Give **three** factors that led to the development of urban centres in Africa during the pre-colonial period. (3marks)

b) Explain **six** consequences of urbanization in Europe during the 19th C. (12marks)

1. a) Give **three** social reasons that led to the scramble and petition of Africa in the 19thC by European powers. (3marks)

b) Explain **six** impacts of European partition of Africa. (12marks)

1. a) Give **three** reasons why the Ndebele were defeated by the British in 1893-1894. (3marks)

b) Briefly describe the results of the Anglo-Ndebele war of 1893-1894. (12marks)

**SECTION C (30MKS)**

**Answer two questions from this section.**

1. a) Outline **five** grievances of Africans against Apartheid in South Africa. (5marks)

b) Explain **five** challenges faced by African Nationalists in the struggle for majority rule in South Africa. (10marks)

23. (a) Give **three** duties of the Katikiro. (3 marks)

(b) Explain **six** factors that led to the rise and growth of the Asante empire. (12 marks)

24. (a) State **three** privileges which were enjoyed by assimilated Africans in the four communes of Senegal. (3 marks)

(b) Why did the French system of Assimilation fail in areas outside the communes? (12 marks)

## WEEEKLY AMBUSH TEST CAT 2, 2017. MARKING SCHEME

**HISTORY AND GOVERNMENT**

**PAPER 2**

**Marking scheme**

**SECTION A (25MKS)**

**Answer all the questions in this section.**

1. **State one limitation of using electronics as a source of information of History and Government.**

* May contain biased information
* Exaggeration of some information e.g. acted films
* Some are censured and may leave out same important information
* It is expensive ***(2 x 1 = 2 marks)***

1. **Identify two classes of monarchial government.**

* Constitutional monarchy
* Absolute monarchy ***(2 x 1 = 2 marks)***

1. **Identify two ways in which early man used tools.**

* For protection against enemies
* For hunting and gathering
* For digging roots
* For constructing shelter
* For skinning/scrapping/peeling
* For cutting/chopping
* For making containers/curving
* For sharpening ***(2 x 1 = 2 marks)***

1. **Identify two uses of copper in Africa during the 19th century.**

* Decoration
* Making utensils
* Medium of exchange
* Storing of wealth
* Item of trade ***(2 x 1 = 2 marks)***

1. **State one type of trade.**

* Local
* Regional
* International

1. **State two ways in which slaves were acquired during the Trans-Atlantic trade.**

* Some African leaders sold their citizens as slaves
* People who failed to pay debts were sold to slave dealers
* Lonely travellers were captured and sold
* Prisoners of war and criminals were sold
* Chiefs and traders organized raids on unsuspecting villages and sold the captured
* The weak in the society, for example orphans and widows were sold to slave dealers
* Children were enticed with sweets and later sold as slaves ***(2 x 1 = 2 marks)***

1. **Give two negative impacts of internet today.**

* Addiction
* Cyber-crime
* Moral erosion e.g. pornography. ***(2 x 1 = 2 marks)***

1. **Give two factors that led to the decline of Kilwa town.**

* Disruption of the gold trade due to civil wars
* Constant rebellion by states weakened the city state
* The conquest and attack by the Portuguese
* Dynastic rivalries due to powered struggle by some royal families led to its decline ***(2 x 1 = 2 marks)***

1. **Give two categories of chiefs in the Buganda kingdom.**

* Mugema (senior chief)
* Saza chiefs
* Bataka chiefs
* Miluka
* Gombolola
* Abatongole (in charge of conquered states)  ***(2 x 1 = 2 marks)***

1. **Name the leader of the British South African Company (BSACO.) in the 19th century.**

* Cecil Rhodes

1. **Identify two methods of colonial administration used by the British in Africa.**

* Direct rule
* Indirect rule

1. **Name one treaty signed by Lobengula and the British during the process of colonization.**

* Moffat treaty
* Rudd concession

13. **Name two metals that were used as currency in pre-colonial period**. (2 marks)

(i) Iron.

(ii) Gold.

(iii) Copper.

(iv) Silver.

(v) Bronze.

14. **State two reasons why trade which movements were formed in Europe in the 19th century**. (2 marks)

(i) Fight for workers welfare/improve working conditions.

(ii) Negotiate for better terms/wages.

(iii) Improve hours of working/health schemes.

15. **State the main function of chiefs among the Shona in pre-colonial period**. (1 mark)

Ruled Vassal States on behalf of the king.

16. **Identify two symbols of royal authority in Buganda Kingdom**. (2 marks)

(i) The throne/regalia.

(ii) Royal spears.

(iii) Royal stools.

(iv) Royal drums.

17. **Give one strategic factor that led to the European invasion of Africa**. (1 mark)

(i) Egyptian question.

(ii) French activities in Congo and West Africa.

(iii) Activities of King Leopold of Belgium.

**SECTION B (45 MARKS)**

**18. (a) Give five changes that led to the Agrarian Revolution in Britain. (5marks)**

* Use of machines
* Use of fertilizers
* Breeding of modern livestock
* Abolition of fallows
* Crop rotation
* Fencing and hedging
* Scientific methods of food preservation

(b) **Explain the effects of the Agrarian Revolution in Britain. (10marks)**

* Increased food production leading to population increase
* Expansion of Agro-based industries increased trade
* Need for labour caused slave trade in Africa
* Development of infrastructure e.g. roads and railways
* Many inventions to boost farming e.g. mechanical reaper by Cyrus Mac Cernic
* Migration of British people to new land e.g. America
* Led to rural-urban migration

1. **(a) Give three factors that led to development of urban centres in Africa during the pre-colonial period.**

**(5marks)**

* Existence of trade routes which linked various places lead to the development of towns and major cross roads
* Administration/royal centres later developed into towns
* Development of centres of learning later became urban centres
* Development in agriculture led to availability of food which in turn encouraged people to establish permanent settlements
* Religious centres developed into towns e.g. Kumasi
* Places that were secure attracted population and later developed into towns
* Ports and harbours which were used as calling stations for replenishment developed to urban centres
* Place were water was available developed with urban centre
* Trading activities led to the rise of convergent centres which later developed into towns ***(5 x 1 = 5 marks)***

b) **Explain six consequences of urbanization in Europe during the 19th century**

* Expansion of trade
* Promoted social interaction among Europeans nations.
* Poor health resulting from poor working conditions and inadequate health facilities.
* Landless peasants migrated to urban centres in search of employment
* Pollution of environment by untreated industrial waste.
* Outbreak of epidemics such as cholera and typhoid due to poor sanitation.
* Increased immorality inform of alcoholism, prostitution and crime.
* Led to improvement of transport and communication.
* Starvation resulting from inadequate food supply to the large urban population.
* Strained social facilities/recreational facilities. ***(6x2=12mrks)***

20) **Give three social reasons that led to the scramble and the partition of Africa in the 19th century by European powers**.

* Christian missionaries wanted to spread Christianity.
* The humanitarians wanted to stop slave trade.
* Wanted to spread their superior culture.
* Exploration and adventure of new lands. ***(3x1=3mrks)***

b) **Explain six impacts of partition of Africa by European powers.**

* boundaries were drawn without considering peoples wishes
* Division of communities such as the Maasai of Kenyans and Tanzania, Somalis of Somali and Somalis of Kenya.
* Collapse of some kingdoms.
* Boundary disputes led to conflicts between states.
* It led to culture erosion of African practices in the process of adopting European culture.
* Loss of many lives during military resistance.
* Destruction of property, homes and farmlands.
* Abolition of slave trade and subsequent introduction of legitimate trade.

21.

1. **Give three reasons why the Ndebele were defeated by the British in 1893 – 1894**

* The British army was well equipped with horses and modern weapons like Machine guns
* The Ndebele used inferior weapons
* Ndebele warriors had been weakened by small pox
* The company forces were well trained and well led. Dr. Lieder Star Jameson was a tough and ruthless commander
* The British were supported by the Mashona
* The death of Lobengula greatly demoralized the Ndebele warriors who surrendered.

21. **(b) Briefly describe the results of the Anglo-Ndebele war at 1893-1894.**

* The Ndebele lost their independence to the British
* The British took away Ndebele cattle as a war fine
* The British government recognized company rule in Matabeleland
* The defeat of the Ndebele opened the way for massive land alienation
* The Ndebele were pushed to the dry and unproductive Gwaai and Shangani reserves
* The Ndebele were subjected to forced labour and taxation
* The Ndebele system of government was dismantled and the age-set organization broken. Many Indians were killed and those who remained were not recognized

**SECTION C (30MARKS)**

1. (a) **Outline five grievances of Africans against Apartheid in South Africa**

* Africans were not allowed to vote for black representatives in the government
* They were not allowed to live in the same urban areas with the whites
* They were prohibited from sharing same facilities with the whites like buses, toilets and schools.
* The pass laws restricted African movement
* Africans were confined into black homeland (reserves) called Bantustans
* The labour laws denied them equal employment opportunities
* Low quality educations prepared Africans for low cadre jobs
* Wanted better education for the Africans
* Peoples freedom and liberties were restricted
* The land Acts gave whites exclusive rights over land

(b**) Explain five challenges faced by African Nationalists in struggle for majority rule in South Africa**

* Some were arrested and detained by the apartheid government
* The political parties were banned by the government making it difficult for the nationalists to coordinate their activities.
* They lacked unity, rendering their struggle less effective
* Pass laws restricted the movement of Africans thus hampering their interactions
* They lacked adequate funds to finance he struggle thus slowing down their operations
* The government banned African newspapers making it difficult to spread their ideas
* They lacked advanced weapons to fight effectively against the Apartheid police
* Ideologies differences among leaders ie moderates, communists and radicals created a loophole which was exploited by the Apartheid government to divide the nationalists
* Some nationalists were killed, breaking the morale of other freedom fighters
* The apartheid government was too harsh and cruel. It used brutal methods against the Africans
* The government frequently declared states of emergency in South Africa and always ran a police state. This threatened African nationalists.

23. (a) **Give three duties of the Katikiro.** (3 marks)

(i) Organized tax collection.

(ii) Planned public work.

(iii) Planned wars in Kabaka’s name.

(iv) Protected Kabaka during war.

(v) Informed Kabaka about the decisions he made.

(vi) On court issues.

1. **Explain six factors that led to the rise and growth of the Asante empire**. (12 marks)
   1. The golden stool brought about unity in the kingdom.
   2. Had able, shrewd and courageous leaders e.g. Osei Tutu.
   3. The growth of Trans-Saharan 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. The Odwira festival that was held annually helped to make the state more cohesive.
   8. Determination of the Asante people to be free from oppressive rule of their former masters. (6 x 2 = 12mks)

24. (a) **State three privileges which were enjoyed by assimilated Africans in the four communes of Senegal**.

(i) They were allowed to vote during elections.

(ii) They were allowed to vie for posts in the French parliament.

(iii) They were exempted from forced labour.

(iv) They were allowed to work and live in France.

(v) They received French education.

(vi) They had freedom of movement within the French empire. (3 x 1 = 3mks)

(b) **Why did the French system of Assimilation fail in areas outside the communes**? (12mks)

(i) Africans were not willing to become Christian.

(ii) Africans were not able to get the French type of education.

(iii) The French parliament did not want to compete with Africans for cabinet post.

(iv) African traditional rulers feared they would lose their positions.

(v) French traders feared competition so they opposed the system/would become economic rivals.

1. It was expensive to implement the system because of the vastness of the French empire.
2. The varied African cultures made it difficult for them to be absorbed into the French culture.
3. Racial discrimination against the indigenous people.
4. Frenchmen feared it would be impossible to exploit raw materials. (6 x 2 = 12mks)