

**HISTORY & GOVERNMENT
MID-TERM 2 EXAM**

Form 1

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EXAM**

MARKING SCHEME

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FORM ONE HISTORY MARKING SCHEME

SECTION A

1. State Charles Darwins theory of evolution.
 - (i) ***This is a process of slow/gradual change from a simple state to a more superior state.***
(1 x 1 = 1 mk)
2. Give two physical changes that occurred in early human beings as they evolved from ape – like creature to modern people.
 - i) ***Adoption of upright posture.***
 - ii) ***Reduction of hair on the body***
 - iii) ***Size of jaws and teeth become smaller***
 - iv) ***Cranial capacity increased***
 - v) ***Forearms and hands became shorter***
(2 x 1 = 2 mks)
3. State two areas of study in anthropology.
 - (i) ***Forms of government***
 - (ii) ***Systems of marriage***
 - (iii) ***Inheritance***
 - (iv) ***Religious practices***
 - (v) ***Economic actives***
(2 x 1 = 2 mks)
4. Identify two branches of history.
 - (i) ***Social history***
 - (ii) ***Political history***
 - (iii) ***Economic history***
(2 x 1 = 2 mks)
5. Differentiate between archaeology and oral traditions.
 - (i) ***Oral tradition – refers to information acquired by word of mouth has communicated from one generation to another while archaeology is study of material remain from past human life and culture through excavation and analysis.*** (1 x 1 = 1 mk)
6. Identify one prehistoric site in Kenya where remains of Kenyapithecus were found.
 - i) ***Fort Ternan near Kericho.*** (1 x 1 = 1 mk)
7. State two ways in which man used stone tools.
 - (i) ***For skinning animals after hunting***
 - (ii) ***Digging up roots***
 - (iii) ***Cutting meats and vegetables***
 - (iv) ***Sharpening bones and woods***
 - (v) ***Crapping animal skins and softening***
 - (vi) ***Killing animals during hunting***
 - (vii) ***For protection/defence.***
(1 x 1 = 1 mk)
8. What is the meaning of the term Homo erectus?
Upright man (1 x 1 = 1 mk)
9. Name the tools made by man during the first phase of the Old Stone Age.
Oldowon tools/pebble tools (1 x 1 = 1 mk)

10. State two methods of irrigation used during the development of Agriculture.
- (i) *Shadoof/bucket irrigation*
 - (ii) *Basin/flood irrigation*
 - (iii) *Canal/furrow irrigation.* (2 x 1 = 2 mks)
11. Give two theories that try to explain the origin and development of Agriculture
- (i) *Diffusion theory*
 - (ii) *Independent theory* (1 x 1 = 1 mk)
12. Give the method that was used to plant cereal crops before Agririan Revolution.
- i) **Broad casting/scattering.** (1 x 1= 1 mk)
13. Give two factors that facilitated early domestication of crops in Mesopotamia.
- (i) *Availability of indigenous crop*
 - (ii) *Fertile soils from silt in the lower valleys of Euphrates and Tigris.*
 - (iii) *Availability of water for irrigation.* (2 x 1 = 2 mks)
14. Name the form of writing developed in Mesopotamia during agricultural development.
- i) **Cuneiform.** (1 x 1 = 1 mk)
15. Identify two electronic sources of information in history and government.
- ii) **Radios**
 - iii) **Television/films/videos**
 - iv) **Micro films**
 - v) **Computers** (2 x 1 = 2 mks)
16. Identify the historical period when the oral traditions was the main source of information.
- **Pre-history** (1 x 1 = 1 mk)
17. State the main disadvantage of oral traditions as a source of information.
- **Information cannot be kept for future reference.** (1 x 1 = 1 mk)

SECTION B:

18. (a) Give three stages of the evolution of man before Homo Erectus.
- **Egyptopithecus.**
 - **Pryopithecus Africanus/proconsul**
 - **Kenyapithecus/ramapithecus/Asian ape**
 - **Australopithecus/zinjathropus/southern Ape/Nut-crackes man**
 - **Homo habilis/handyman/practical man** (3 x 1 = 3 mks)
- (b) Explain the culture of early man during the middle Stone Age period.
- **Man made more advanced tools called songoan tools.**
 - **He wore skin, waist belt and necklaces and painted themselves**
 - **He ate cooked food that comprised of meat, vegetables fruits, insects eggs etc.**
 - **Man lived caves and rock shelters and eh entrance of the cave was secured by lighting fire at night and was covered with animal skins.**
 - **Man lived in groups of 50 people with a leader.**

- *He started burying the dead and developed a language of communication*
- *He painted the animals he hunted on the walls of caves where he lived.*
- *Man invented fire during this period.* (6 x 2 = 12 mks)

19. (a) State three ways through which archaeologists obtain information.

- *Looking for areas where the tectonic forces of erosion have exposed surface that may give clues*
- *Through historical research on an area that may be mentioned in historical documents*
- *Through vision*
- *Archaeologist may also use his long experience.*
- *During cultivation and building construction farmers and builders may accidentally expose ancient objects that could arouse the curiosity of the research* (3 x 1 = 3 mks).

(b) Explain six limitations of written sources.

- *Essential information may be omitted hence making written source quite unreliable.*
- *Written information may be misunderstood or misinterpreted by readers either with the intention of discrediting others or to suit one's need.*
- *Writers are at times biased since they write from their particular point of view.*
- *Written records are only limited to the literate people within the society.*
- *Acquiring written sources is very expensive*
- *Reading written records is often time consuming.* (6 x 2 = 2 mks)

20. (a) Identify five major changes that marked Agrarian revolution in Britain.

- *Abolition of fallow*
- *Adoption of the land enclosure systems*
- *Use of fertilizers*
- *Selective breeding*
- *Mechanisation of agriculture*
- *Inter-cropping*
- *Establishment of the royal agriculture society.* (5 x 1 = 5 mks)

(b) Explain five benefits of early domesticated animals.

- *Animal skins were used for clothing and beddings*
- *Some animals were used for transport*
- *Dog provided man with security/protection*
- *They provided man with food (meat and milk)*
- *Animal waste was used as manure*
- *Bones from animals were used to make a variety of products e.g. needles ornaments & weapons.*
- *Some animals were used in ploughing*
- *Hooves and bones of animals were used as containers and drinking vessels.*
- *Horn was used as communication instrument.* 5 x 2 = 10 mks)

21. (a) Give three reasons why Africa is referred to as the cradle of mankind

- *Presence of numerous archaeological sites on the continent where remains of the early man have been found.*
- *Savanna grassland dominance in Africa provided space for early man to effectively hunt and gather food.*
- *Warm tropical climate suitable for the early man's survival since he still walked naked.*

- *Presence of many permanent rivers which provided water and trapping grounds for wild animals.*
- *Geographical location of Africa at the centre of pangea made it possible for all ape like creature to move to other regions during the continental drift.* (3x1 = 3 mks)

(b) Explain six benefit of the discovery of fire by early man.

- *Man ate cooked/roasted food*
- *Fire provided warmth to man during cold weather*
- *Man used fire as source of light during dark night*
- *He used fire to harden the tips of the tools*
- *He used fire in hunting*
- *He used it as a means of communication*
- *Fire was used to preserve food by drying it.*
- *Fire enabled man to move out of warm savannah to other cold parts of the world.*

(6 x 2 = 12 mks)

SECTION C

22. (a) Identify five features of a government.

- *There are laws and rules that guides people.*
- *Operates within a given region like states or country*
- *Has jurisdiction*
- *Has sovereignty*
- *Has law enforcement*
- *Has legitimacy*

(5 x 1 = 5 mks)

(b) Explain five reasons for studying history.

- *Enable people to understand and appreciate their past way of life*
- *Instils a sense of patriotism and national pride in a person.*
- *One develops respect for other people's culture*
- *Helps in developing capacity for critical analysis of historical data.*
- *Helps to appreciate human achievements and aspirations.*
- *It is a career subject*
- *Helps to appreciate human achievements and aspirations*
- *It is a career subject*
- *Helps in developing the ability to question, acquire and argue rationally.*
- *Helps learners to understand human race better.*
- *Fosters empathy in us.*
- *Instills in us appropriate attitudes and values which makes us become useful members of society.*

(5 x 2 = 10 mks)

23. (a) Give three social effects of the development of Agriculture in Mesopotamia

- *Emergence of social classes in the society*
- *High population growth*
- *Development of writing/arithmetic*
- *Advancement in religious practice*
- *Settlement along river valley*

(3 x 1 = 3 mks)

(b) Explain six ways in which food shortages affect the people in developing countries.

Ways

- *Many people have lost their lives*
- *Increased suffering and misery among millions of people*
- *Increased in social problems in societies of theft*

- *Slow pace of economic development*
 - *Reduced level of industrial development in agro-based industries*
 - *Refugee problems as people ran away from countries affected by food shortages leading to strain of governments of countries they go.*
 - *Increased cases of political instability*
 - *Reduced capital in other sectors as the countries spend much of their foreign resources in importing food staff.*
- (6x2=12 mks)

24. (a) Identify three forms of government.

- *Democratic government*
 - *Aristocratic government*
 - *Monarchical government*
 - *Dictatorial government*
- (3 x 1 = 3 mks)

(b) Explain six importance of studying government.

- *Helps us understand how laws are made and enforced*
- *We learn how development programmes are formulated and implemented*
- *We learn how government raises and spends revenue.*
- *Helps to understand and appreciate the need for a government.*
- *Helps us understand and appreciate the constitution, process of making laws*
- *Makes us know our roles as citizen and the roles of leaders who govern us.*
- *Helps understand our rights, responsibilities and limitations within which we must operate*
- *Study of government influences career in public administration.*
- *Teaches learners about conflict resolution and peaceful co-existence.*
- *Learners know the democratic principles that govern most countries.*