**GATITU MIXED SECONDARY SCHOOL**

**END OF TERM 1 2015**

**HISTORY AND GOVERNMENT FORM TWO**

**(ANSWER ALL THE QUESTIONS)**

**SECTION A**

1. Give **one** difference in the social practices of the Luhya and Ameru in the 19th century. (1mark)
2. Name **two** coastal towns which acted as major trading centers in the Indian Ocean trade.

(2Marks)

1. Identify o**ne** cultural practice which the highland bantu acquired from the cushite

(1 mark)

1. State **one** way in which the Abagusii and kipsigis interacted during the pre-colonial period.

(1 mark)

1. Give **two** major dispersal points of the Bantu. (2 marks)

1. Mention **three** communities that form the Eastern Cushites of Kenya. (3 marks)

1. Identify **one i**mportant land mark of the Portuguese along the Kenyan coast. (1 mark)
2. Identify **three** economic activities of the Borana during the pre-colonial period. (3 marks)

**SECTION B**

1. (a) State **five** reasons for the coming of the Christian missionaries in Kenya in the 19th century. (5mks)

(b) Explain **five** factors that facilitated the spread of Christianity in Kenya in

the 19th century. (5marks)

1. Explain **five** ways in which Slaves were acquired during the trans- Atlantic slave trade. (5mks)

1. Discus **six** effects of the trans-Atlantic trade on the people of West Africa.(6mks)
2. Give **five** disadvantages of barter trade. (5mks)
3. Identify **five** roles played by Tuaregs during the Trans-Saharan trade.(5mks)
4. Explain **five** challenges experienced by traders during the Trans-Saharan trade(5marks)
5. State **five** reasons why missionaries established the settlement for freed slaves in

Kenya in the 19th century. (5marks)