

7 copies

SUNSHINE SECONDARY SCHOOL

FORM 1

HISTORY AND GOVERNMENT

END TERM EXAM – JULY 2019

TIME: 2HRS

NAME:.....CLASS:.....ADMIN NO:.....

MARKS ALLOCATION

Answer all Questions

QUESTION	SECTION					
	A	12	13	14	15	TOTAL
MARKS						

SECTION A (40MKS)

1. Identify the **two** groups of Cushitic speakers who migrated to Kenya. (2mks)

(i) Southern Cushites
(ii) Eastern Cushites

2. Give the **three** main linguistic groups that make up the Kenyan of Africa origin. (3mks)

(i) Bantu Speakers
(ii) Nilotic Speakers
(iii) Cushitic Speakers

3. Name the **four** communities that make up the Western Bantus. (4mks)

(i) Abakuria
(ii) Abagusii
(iii) Abaluhya
(iv) Abasuba

4. Identify the **four** sub-groups of the Luo. (4mks)

(i) Doka Doka
(ii) Doka Olinyi
(iii) Doka Omolo
(iv) the Abasuba

5. Identify **five** different sub-tribes of the mijikenda. (5mks)

(i) Digo
(ii) Duruma
(iii) Rabai
(iv) Ribe
(v) Kambe
(vi) Jibana
(vii) Kurama
(viii) Chonyi
(ix) Kauma

6. State **three** ways on how the knowledge of iron working helped in the migration of the Bantus from their original homeland. (3mks)

(i) They used iron weapons to fight
(ii) used iron tools to clear land for settlement
(iii) used iron tools to clear way as they migrated through the forests
(iv) used iron tools for cutting rubber.

7. State **five** role of the council of elders among the Kenyan communities. (5mks)

- (i) settle disputes
- (ii) Preside religious ceremonies
- (iii) Bless warriors before they go to war
- (iv) Set rules & regulations
- (v) Distribute land or declare war.

8. Name **five** early visitors who came to the East African Coast before 15th Century. (5mks)

- (i) Egyptians - Chinese
- (ii) Phoenicians - Arabs
- (iii) Thebanians - Syrians
- (iv) Greeks - Indians
- (v) Romans

9. State **five** importance of importance of Fort Jesus to the Portuguese. (5mks)

- (i) They used as a watchtower
- (ii) Acted as hiding place
- (iii) Acted as military base
- (iv) Used as a store for arms/food
- (v) Acted as a prison for war captives

10. Name **two** Arabs families that ruled the coast of East Africa on behalf of the Omani Arabs. (2mks)

- (i) Mazrui / Matania - Rufaa
- (ii) Nabahen family - Mombasa

11. Identify **two** ways through which one can become a Kenyan citizen. (2mks)

- (i) Birth
- (ii) Registration

SECTION B (60MKS)

12. (a) State **five** importance of circumcision among the Kenyan communities. (5mks)

- (i) A rite of passage from childhood to adulthood
- (ii) Ensure upright behaviour of initiate
- (iii) Enhance devotion of a person ^{to} community
- (iv) Instill courage to initiates
- (v) Make one a master of himself discipline / self control

(b) Explain **five** economic activities of the massai during the pre-colonial period. (10mks)

- i) Livestock keeping / Pastoralism
 - ii) Crop cultivation i.e. Kware
 - iii) Maasai
 - iv) Engaged in trade
 - v) Engaged in raiding
 - vi) Practised craft - iron working, ornaments - iron smiths
 - vii) Hunting & gathering - fruits, meat, honey etc.
- Any five well explained
(5 x 2 = 10mks)

13.

(a) Identify five sources of Historical Information on East African coast before the 17th Century. (5mks)

- (i) Greco-Roman Documentary
- (ii) Periplus of the Indian Sea - Greek agent
- (iii) Writings of Claudius Ptolemy - Geograph
- (iv) Archaeological Evidence.
- (v) Documents by Arab/Ibn Batutma
Christian topography of coastal India

(b) Describe the social organization of the Ameru during the pre-colonial period. (10mks)

- Family was smaller social unit
- Initiated both boys & girls through circumcision.
- Marriage was ~~the~~ polygamous
- Had religious leaders - believed in a Supreme God Bwaba Watu
- Had special people - diviners, medicine men, rain makers.
- Had division of labour - women built houses while men defended community.
- Believed in ancestral spirits.
- Celebrated life through songs & dances.
- Had informal education
- Njuri Ncheke set moral & involved the character of people in the community.

14. (a) State **five** reasons for the coming of Arabs to the East African coast. (5mks)

- (i) To trade.
- (ii) Some came as Refugees.
- (ii) To spread Islam religion.
- (iv) To explore E. African coast
- (v) To establish settlements along the E. African coast

- (b) Explain **five** factors that promoted trade between East African coast and outside world before 19th C. (10mks)

- (i) Availability of trade items - gold, ivory, slaves, cotton, porcelains, beads etc
 - (ii) High demand for trade items
 - (iii) Existence of Inter-faith merchant
 - (iv) Local trade existed among Africans which provided a base.
 - (v) Accessibility of E. Africa coast by sea.
 - (vi) Existence of monsoon winds.
 - (vii) E. Africa was politically stable and peaceful.
 - (viii) Availability of good natural harbours along the coast.
 - (ix) Advancement in ship building industry in Europe.
 - (x) Existence of Indian Ocean - money belt.
 - (Any five will do)
- Examiner = 5 × 2 = 10mks

Weak to offer resistance.

15. (a) State **five** reasons for the success of the Portuguese conquest of the East African Coast by 15th Century. (5mks)

- (i) Portuguese arms were superior
- (ii) Soldiers were well trained
- (iii) No unity among Independent towns
- (iv) Some towns failed to offer resistance
- (v) Portuguese organized surprise attacks

- (b) Explain **five** challenges faced by missionaries during their activities in east African in the 19th Century. (10mks)

- (i) Tropical diseases / malaria
- (ii) stiff competition from Islam at the coast.
- (iii) Resistance & hostility from Africans
- (iv) Poor transport
- (v) Lack of a common language of communication
- (vi) Rivalry among missionary groups - protestant & Catholic
- (vii) Hostility from slave traders / raiders
- (viii) Inadequate funds
- (ix) Few personnel
- (x) Some missionaries were defected by their men like David Livingstone.

Any five was
(Explained 5+2=10mks)

