

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

AUGUST ASSINGMENT 2026

GRADE 10 – HISTORY AND CITIZENSHIP

Time: 2 Hours



LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write the detail required above
2. This paper consists of two sections: A and B. Answer all questions in section A and section B.
3. Answer the questions in English.
4. All answers MUST be written in the spaces provided in PAPER.
5. Do NOT remove any page from this question paper.

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SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
	POINTS			8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)

Answer ALL questions in this section.

1. A local museum curator is organizing an exhibition on Kenyan history. She has collected old newspapers from 1963, a recorded interview with a Mau Mau veteran, and a modern textbook written in 2024.

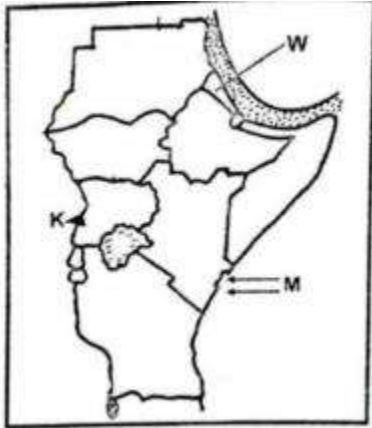
(a) Identify the **Primary Source** among the items mentioned. (1 mark)

(b) Categorize the modern textbook as a source of information. (1 mark)

(c) State **two** importance of using oral traditions as a source of history. (2 marks)

- i. _____.
- ii. _____.

2. The map below shows the migration routes of a major linguistic group into Kenya.



(a) Identify the linguistic group whose migration is represented by the arrows. (1 mark)

(b) Give **two** reasons why this group migrated from their original homeland. (2 marks)

- i. _____.
- ii. _____.

(c) Name one sub-group of the High-land Nilotes. (1 mark)

3. During the late 19th century, the British used various methods to establish their rule. Study the scenario: *A British official signs a document with a local chief promising protection in exchange for land.*

(a) Identify the method of colonial establishment described in the scenario. (1 mark)

(b) Name **two** other methods used by the British to colonize Kenya. (2 marks)

- i. _____.
- ii. _____.

4. The government of Kenya recently commissioned a new Standard Gauge Railway (SGR) and a public hospital.

(a) Categorize these two items as a type of resource. _____ (1 mark)

(b) List **two** ways a patriotic citizen can ensure the sustainable utilization of these resources. (2 marks)

- i. _____.
- ii. _____.

5. Humanity has moved from the 1st Industrial Revolution to the 4th Industrial (Digital) Revolution.

(a) Name the primary source of energy during the **1st Industrial Revolution**. (1 mark)

(b) Identify **one** technological advancement that characterizes the **4th Industrial Revolution**. (1 mark)

6. The image below shows the emblem of an organization that Kenya joined after independence to maintain ties with its former colonizer.



(a) Name the international organization represented by the logo. (1 mark)

(b) State **one** challenge facing members of this organization. (1 mark)

7. Match the following factors to their correct category regarding National Integration:

(Categories: Political, Social, Economic)

(a) Equal distribution of national wealth: _____ (1 mark)

(b) Use of Kiswahili as a national language: _____ (1 mark)

(c) The Presidency as a symbol of unity: _____ (1 mark)

8. In West Africa, the Nyamwezi and Buganda were powerful kingdoms.

(a) Identify **two** factors that led to the growth of the Buganda Kingdom. (2 marks)

i. _____.

ii. _____.

SECTION B: (50 MARKS)

Answer all questions in this section.

9. Raymond a Grade 10 learner read the following information during a search in the internet:

In 1773, a group of colonists in Boston dumped tea into the sea to protest against "Taxation without Representation."

(a) Identify the event described in the scenario above. (1 mark)

(b) Name **three** key leaders who contributed to the American Revolution. (3 marks)

i. _____.

ii. _____.

iii. _____.

(c) Explain **four** impacts of the American Revolution on global struggles for independence. (8 marks)

- i. _____.
- ii. _____.
- iii. _____.
- iv. _____.

10. A young girl is promised a job as a waitress in a foreign country, but upon arrival, her passport is confiscated, and she is forced to work without pay.

(a) Identify the form of modern slavery described in the scenario. (2 marks)

(b) State **two** factors that contribute to the persistence of modern slavery today. (2 marks)

- i. _____.
- ii. _____.

(c) Describe the roles of **the following** historical abolitionists and how their legacy helps modern movements. (8 marks)

William Wilberforce

- i. _____.
- ii. _____.

Harriet Tubman

- i. _____.
- ii. _____.

Legacy

- i. _____.
- ii. _____.

11. Kenya underwent a major transition in 2010.

(a) What was the significance of the **Repeal of Section 2A** in 1991? (2 marks)

- i. _____
- ii. _____

(b) Identify **three** functions of the Independent Electoral and Boundaries Commission (IEBC) in Kenya. (3 marks)

- i. _____
- ii. _____
- iii. _____

(c) Discuss **four** challenges that have faced Kenya's political system since independence. (8 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

12. The transition from the Stone Age to the Neolithic Revolution changed human history forever.

(a) Explain **three** factors that led to the transition from a migratory to a sedentary (settled) lifestyle. (3 marks)

- i. _____
- ii. _____
- iii. _____

(b) List **two** effects of the Neolithic Revolution on modern society. (2 marks)

- i. _____
- ii. _____

(c) Analyze **four** social and economic effects of World War II on the African continent. (8 marks)

- i. _____.
- ii. _____.
- iii. _____.
- iv. _____.

HISTORY AND CITIZENSHIP EXAMINATION: MARKING SCHEME

SECTION A: (30 MARKS)

Question 1: Sources of Information

- (a) **Primary Source:** The old newspapers (1963) OR the recorded interview with the Mau Mau veteran. (1 mark)
- (b) **Category:** Tertiary Source (it compiles information from primary and secondary sources). (1 mark)
- (c) **Importance of Oral Traditions:**

It helps integrate the history of non-literate societies.

It captures the emotions and personal perspectives of the speakers. (2 marks)

Question 2: Migration and Settlement

- (a) **Group:** The Semites. (1 mark)
- (b) **Reasons for Migration:** Search for pasture/water for livestock; internal conflicts; population pressure; outbreaks of diseases. (2 marks)
- (c) **Sub-group:** Nandi / Kipsigis / Keiyo / Marakwet / Tugen / Pokot / Sabaot. (1 mark)

Question 3: Colonial Establishment

- (a) **Method:** Signing of Treaties / Diplomacy. (1 mark)
- (b) **Other Methods:** Force (military conquest); divide and rule; use of company rule (IBEA Co). (2 marks)

Question 4: Public Participation and Resources

- (a) **Category:** Public Resources / Physical Infrastructure. (1 mark)
- (b) **Sustainable Utilization:** Paying taxes for maintenance; reporting vandalism; proper use of the facility to avoid damage. (2 marks)

Question 5: Industrial Revolutions

- (a) **1st Industrial Revolution Energy:** Coal / Steam power. (1 mark)
- (b) **4th Industrial Revolution Tech:** Artificial Intelligence (AI); Robotics; Internet of Things (IoT); Big Data. (1 mark)

Question 6: International Organizations

- (a) **Organization:** The Commonwealth. (1 mark)
- (b) **Challenge:** Cultural differences; economic disparities between members; political instability in some member states. (1 mark)

Question 7: Citizenship and Integration

- (a) **Economic** (1 mark)
- (b) **Social** (1 mark)
- (c) **Political** (1 mark)

Question 8: Early Civilizations

- (a) **Growth of Buganda:** Strong centralized leadership (the Kabaka); participation in long-distance trade; fertile soils/good climate for food security; professional army. (2 marks)

SECTION B: (50 MARKS)

Question 9: The American Revolution (12 Marks)

- (a) **Event:** The Boston Tea Party. (1 mark)
- (b) **Leaders:** Thomas Jefferson, Samuel Adams, George Washington, Thomas Paine, James Otis. (Any 3 × 1 = 3 marks)

- (c) **Impacts:**

Inspired the French Revolution.

Led to the spread of democratic ideals and constitutionalism.

Encouraged other colonized people (including Africans) to fight for self-determination.

Prompted Britain to rethink its colonial policies to avoid similar losses elsewhere. (4 × 2 = 8 marks)

Question 10: Modern Slavery and Servitude (12 Marks)

- (a) **Form:** Human Trafficking / Forced Labour. (2 marks)
- (b) **Factors:** Poverty/unemployment; lack of education; weak legal enforcement; high demand for cheap labor. (Any 2 × 1 = 2 marks)
- (c) **Roles of Abolitionists:**

William Wilberforce: Led the parliamentary campaign in Britain to pass the Slave Trade Act of 1807.

Harriet Tubman: Risked her life on the "Underground Railroad" to lead enslaved people to freedom in the US.

Legacy: They established the moral and legal framework that modern NGOs use to advocate for human rights today. (8 marks)

Question 11: Constitutional and Political Developments (13 Marks)

(a) **Section 2A Significance:** Its repeal in 1991 marked the end of the one-party state and the return of multi-party democracy in Kenya. (2 marks)

(b) **Functions of IEBC:** Voter registration; delimitation of boundaries; conducting and supervising elections/referendums; voter education. (Any 3 x 1 = 3 marks)

(c) **Challenges:** Post-election violence; negative ethnicity/tribalism; corruption; political assassinations; interference with the independence of the judiciary/legislature. (4 x 2 = 8 marks)

Question 12: Human Developments and Global Wars (13 Marks)

(a) **Sedentary Lifestyle Factors:** Discovery of agriculture (farming); domestication of animals; reliable water sources; need for security. (Any 3 x 1 = 3 marks)

(b) **Effects:** Permanent settlements (villages/cities); specialization of labor; surplus food production; social stratification. (Any 2 x 1 = 2 marks)

(c) **Effects of WWII on Africa:**

Economic: Increased demand for African raw materials; but also inflation and debt.

Social: Loss of lives; return of veterans who demanded equality; improved medical knowledge.

Political: Growth of nationalism as veterans realized Europeans were not invincible; accelerated the push for independence. (8 marks)