# KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

## GRADE 10 HISTORY AND CITIZENSHIP ENDTERM 1

**PATHWAY: SOCIAL SCIENCE**

Time: 1 Hour 30 Minutes

**COMPETENCY BASED EDUCATION CKEAB 003**

**LEARNER'S DETAILS**

**Name:** _____

**School:** _____

**Assessment Number:** _____. **Date:** _____.

**School Code:** _____. **Signature**: _____.

**INSTRUCTIONS TO LEARNERS**

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. **Read each question carefully** before writing your answer.
4. Ensure your answers are **clear, neat, and well-organized**.
5. Do **not** write in the margin.
6. **Check your work** before submitting the exam.
7. Manage your time well to complete all questions.

| Question No. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| Marks | 10 | 9 | 6 | 8 | 8 | 10 | 13 | 8 | 8 | 80 |
| Learner's Score | | | | | | | | | | |
| Performance Level | | | | | | | | | | |

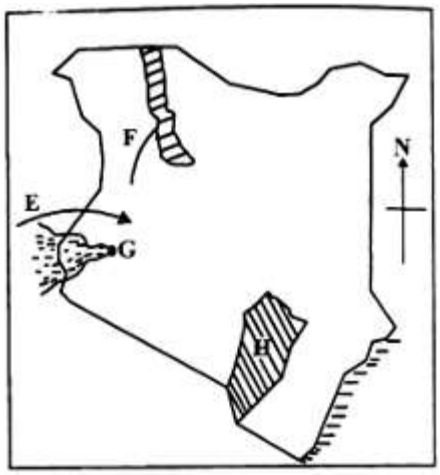
| Level | Level | % Range | Points | Learner's score |
|---|---|---|---|---|
| Exceeding (EE) | EE1 | 90–100% | 8 | |
| | EE2 | 75–89% | 7 | |
| Meeting (ME) | ME1 | 58–74% | 6 | |
| | ME2 | 41–57% | 5 | |
| Approaching (AE) | AE1 | 31–40% | 4 | |
| | AE2 | 21–30% | 3 | |
| Below (BE) | BE1 | 11–20% | 2 | |
| | BE2 | 1–10% | 1 | |

-HISTORY AND CITIZENSHIP-
-003-
-Senior Scl

## HISTORY AND CITIZENSHIP:(80 Marks)

*Answer all questions in this section.*

1. A group of learners visited the **National Museums of Kenya**, where they observed exhibitions showing the migration and settlement of Kenyan communities.




a) Which language group used the route shown by the arrows marked **E** during their migration into Kenya?

_____.

b) Apart from the language group identified in (a) above, name **two other main linguistic groups** found in Kenya. (2marks)

i._____.

ii. _____.

c) State **two reasons for migration** of linguistic groups in Kenya. (2 marks)

i._____.

ii. _____.

d) State **two effects of migration and settlement** on Kenyan communities. (2 marks)

i._____.

ii. _____.

e) Identify **one area of settlement** for each of the following groups: (3 marks)

i) Bantu: _____.

ii) Nilotic: _____.

iii) Cushitic: _____.

f) Outline **two benefits of cultural diversity** in Kenya. (2 marks)

i._____.

ii. _____.

**2.** Learners watched a documentary on the arrival of Europeans in Kenya.



a) State **two reasons** why the British established colonial rule in Kenya. (2 marks)

i._____.

ii. _____.

b) Identify **two methods** used by the British to establish colonial rule. (2 marks)

:

_____.

ii. _____.

c) Outline **three steps** followed in the process of establishing colonial rule in Kenya. (3 marks)

i._____.

ii. _____.

iii._____.

d) Write the year in which Kenya became. (2 marks)

i. British Protectorate: _____.

ii. British Colony: _____.

**3.** During a school debate, learners discussed the importance of public resources in Kenya.

a) Define **public resources**. (2 marks)

_____

_____

b) Identify **two types of public resources** in Kenya. (2 marks)

i._____.

ii. _____.

c) State **two reasons** why public resources should be used sustainably. (2 marks)

i._____.

ii. _____.

**4.** Kenya has experienced several political changes since 1963.

a) Identify **two major political developments** in Kenya since independence. (2 marks)

i._____.

ii. _____.

b) State **two political challenges** Kenya has faced since independence. (2 marks)

i._____.

ii. _____.

c) Explain **two solutions** to political challenges in Kenya. (2 marks)

i._____.

ii. _____.

d) Write in full the following political parties in Kenya. (2 marks)

i. K.A.N.U: _____.

ii. K.A.D.U: _____.

**5.** During a history and citizenship lesson, Learners watched a documentary about Kenyan General Elections.




a) Name the body responsible for conducting elections in Kenya. (1 mark)

_____.

b) State **two guidelines** governing elections in Kenya. (2 marks)

i._____.

ii. _____.

c) Outline **three stages** of the electoral process in Kenya. (3 marks)

i._____.

ii. _____.

iii

_____.

d) State **two measures** taken by IEBC to curb election malpractices. (2 marks)

i._____.

ii. _____.

**6.** Early humans gradually changed their way of life.

a) State **two factors** that led to the transition from a migratory to a sedentary lifestyle. (2 marks)

i._____.

ii. _____.

b) Define the **Neolithic Revolution**. (2 marks)

_____

_____

c) Identify **three advancements** that took place during the Neolithic period. (3 marks)

i._____.

ii. _____.

iii._____.

d) State **two contributions** of the Neolithic Revolution to modern society. (2 marks)

i._____.

ii. _____.

e) Name **one African pastoral community**. (1 mark)

_____.

**7.** Ancient African civilizations played an important role in world history.

a) Name the **most well-known ruler (king)** of the Wanga Kingdom during the 19th century. (1 mark)

_____.

b) State **TWO factors** that led to the development of the Wanga Kingdom. (2 marks)

i._____.

ii. _____.

c) Explain **TWO political or administrative practices** used in the Wanga Kingdom. (2 marks)

i._____.

ii. _____.

d) State **TWO contributions** of the Wanga Kingdom to modern society in Kenya. (2 marks)

i._____.

ii. _____.

e) What title was given to the king of Buganda? (1 mark)

_____.

f) Identify the **region** where the Nyamwezi Chiefdom was found. (1 mark)

_____.

g) State **TWO factors** that led to the rise of the Nyamwezi Chiefdom. (2 marks)

i._____.

ii. _____.

h) Explain **TWO roles** played by Nyamwezi leaders in society. (2 marks)

i._____.

ii. _____.

i) Identify **ONE similarity** between the Wanga and Buganda kingdoms. (1 mark)

i._____.

_____.

**8.** The Berlin Conference greatly influenced Africa's history.



a) State **two decisions** made during the Berlin Conference of 1884–1885. (2 marks)

i._____.

ii. _____.

b) Identify **two reasons** for the colonization of Africa. (2 marks)

i._____.

ii. _____.

c) Explain **two effects** of colonization on African societies. (2 marks)

i._____.

ii. _____.

d) State **two reasons** why colonial rule eventually came to an end in Africa. (2 marks)

i._____.

ii. _____.

**9.** African leaders played a key role in ending colonial rule.

a) Define **nationalism**. (2 marks)

_____

_____

b) Identify the following African leaders. (2 marks)



X



Y

X: _____.

Y: _____.

c) Identify **two factors** that influenced the rise of nationalism in Africa. (2 marks)

i._____.

ii. _____.

d) Name **two African leaders** associated with nationalism. (2 marks)

i._____.

ii. _____.

e) State **three contributions** of African nationalists to independence movements. (3 marks)

i._____.

ii. _____.

iii._____.

f) Explain **three ways modern African states promote nationalism** today. (3 marks)

i._____.

ii. _____.

iii._____.

# THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

## KENYA CERTIFICATE OF BASIC EDUCATION

## SENIOR SCHOOL ASSESSMENT

## TERM 2: MIDTERM ASSESSMENT 2026

### GRADE 10 – HISTORY AND CITIZAENSHIP

**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.

### FOR OFFICIAL USE ONLY (EXAMINER'S USE)

| 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)

**1. Sajni, a learner at Parklands Senior School, is categorizing her research notes. Match the Branch of History in Column A with its correct description in Column B.**

| Column A (Branch) | Column B (Description) |
|---|---|
| (i) Political History | A. Study of how people produce, distribute, and consume wealth |
| (ii) Economic History | B. Focuses on the environment, climate change, and conservation |
| (iii) Social History | C. Deals with systems of government, leaders, and power |
| (iv) Environmental History | D. Deals with the rights, duties, and legal status of individuals |
| (v) Legal History | E. Focuses on the daily lives, traditions, and culture of people |

2. During a community visit, learners gather around an elderly man, Mzee Mambo, as he narrates stories about the historical past of their community, helping them understand different sources of historical information.



(a) Identify the primary source of history being demonstrated in the picture above. (1 mk)

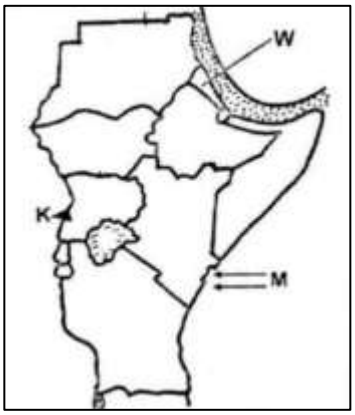
_____.

(b) List three examples of secondary sources used by learners in a school library. (3 mks)

i) _____

ii) _____

3. During a History lesson, learners study a map showing the movement of early communities into Kenya and discuss their migration patterns, reasons for movement, and effects of settlement.




Which language group used the route shown by the arrows marked M during their migration into Kenya?

_____

(b) Based on the map, identify the linguistic group that entered Kenya from the West. (1 mk)

_____.

(c) State two reasons why the Bantu migrated from their original cradle land in the Congo Basin. (2 mks)

i) _____.

ii) _____.

(d) Name two effects of the settlement of these groups on the indigenous Kenyan communities. (2 mks)

i) _____.

ii) _____.

4. The following questions focus on key events in Kenya's colonial history, including British occupation, the partition of Africa, and the methods and responses of African communities during colonization.

Identify the following events by writing the correct Year or Name:

(a) The year Kenya officially became a British Colony: _____ (1 mk)

i. **Resisted:** _____

ii. **Collaborated:** _____

(d) State two methods used by the British to establish their rule in Kenya. (2 mks)

i) _____.

ii) _____.

5. Kenya's Constitution outlines the roles of institutions, citizenship rights, and leadership rules that govern elections, participation, and accountability in the country.

*State whether the following statements are* **True or False**:

(a) The IEBC is the body mandated to conduct elections in Kenya. [ ]

(b) A Kenyan citizen can vote at the age of 16. [_____ ]

(c) Negative ethnicity promotes national integration. [_____ ]

(d) A Member of Parliament can lose their seat if they miss 8 consecutive sittings without permission. [_____ ]

(e) The term limit for a President in Kenya is 10 years (**two terms**). [_____]

6. The picture shows an early stage in human history when people lived as hunters and gatherers before adopting agriculture and settling in permanent homes.



(a) Identify the stage of human development shown in the picture. (1 mk)

(b) Give two factors that led early humans to shift from a migratory to a sedentary (settled) lifestyle. (2 mks)

i)

(c) Name two pastoralist communities in Africa today. (2 mks)

i) _____.
ii) _____.

## SECTION B (50 MARKS)

***(Answer all questions in this section)***

7. At Zidi Senior School, the Board of Management (BOM) wants to build a new swimming pool. They invite learners, parents, and the local Chief Ole Ndiema to a meeting to give their views. Moraa, Kibet, and Akinyi attend.



Moraa ensures everyone's view is recorded.



Kibet makes sure the budget is shown to everyone.



Akinyi ensures that learners with disabilities are invited.

(a) Identify the three principles of public participation demonstrated by the learners. (3 mks)

**Moraa:** _____.
**Kibet:** _____.
**Akinyi:** _____.

(b) Explain three benefits of public participation in a local community project. (3 mks)

i) _____.

ii) _____.

iii) _____.

(c) Describe two challenges that might limit effective public participation in Kenya today. (4 mks)

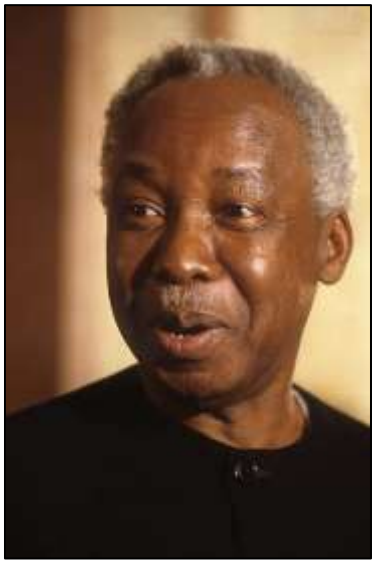
i) _____.

ii) _____.

8. A history teacher shows the class a photo of a prominent African leader. Learners printed the photographs and later placed in their portfolios.



**X**



**Y**

(a) Identify the leader in the image and name the country he led. (2 mks)

| **prominent African leader** | **X** | **Y** |
|---|---|---|
| His name | | |
| Country he led | | |

(b) Explain three factors that influence d the rise of modern nationalism in Africa after World War II. (3 mks)

i) _____.

ii) _____.

iii) _____.

(c) Describe three lessons modern Kenyan leaders can learn from the life of Desmond Tutu or Thomas Sankara regarding integrity. (3 mks)

i) _____.

ii) _____.

iii) _____.

(d) Underline the European power to the country they colonized: (2 mks)

i. Britain: _____ (Nigeria / Angola)
ii. Portugal: _____ (Mozambique / Ghana)

9. (a) Grade 10 History learners drew a map and located the Aksum Empire. Which modern-day country is it found in?_____ (1 mk)

(b) Explain three factors that led to the growth and development of the Aksum Empire. (3 mks)

i) _____.

ii) _____.

iii) _____.

(c) Describe the social and economic organization of the Aksumite people. (2 mks)

i) _____.

ii) _____.

(d) Name one famous King of Aksum. (1 mk)

_____.

10. **During a "Citizenship Day" at school, learners discuss the role of government in Kenya.**

(a) Explain how the following principles promote democracy in Kenya:( 3 mks)

i) Devolution

ii) The Bill of Rights

_____

_____i

ii) Separation of powers

_____

_____

(b) Give three ways in which citizens can participate in a democratic government. (3 mks)

i) _____

ii) _____

iii) _____

(c) Briefly explain the following milestones in Kenya's history: (4 mks)

i) Repeal of Section 2A:

_____

_____

ii) Establishment of Republic Status (1964):

_____

_____

(d) Kenya has faced several political challenges. Identify two such challenges and suggest a possible solution for each. (4 mks)

Challenge 1:

_____

_____

Solution:

_____

_____

Challenge 2:

_____

_____

11. A news report on the school TV shows the ongoing conflict between Russia and Ukraine.



(a) Identify the international body represented by the logo. (1 mk)

_____.

(b) State the start and end years of **World War II**. (2 mks)

**Year It Started:** _____ **Year It Ended:** _____.

(c) Explain three negative effects of global wars on the economy of developing nations like Kenya. (3 mks)

i) _____

ii) _____

iii) _____

(d) Discuss two strategies that the **African Union (AU)** can use to safeguard African states from the impacts of modern global conflicts. (4 mks)

i) _____

ii) _____

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# GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

## KENYA CERTIFICATE OF BASIC EDUCATION

## SENIOR SCHOOL ASSESSMENT

## TERM 3: ENDTERM ASSESSMENT 2026

### GRADE 10 – HISTORY AND CITIZAENSHIP

**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.

### FOR OFFICIAL USE ONLY (EXAMINER'S USE)

| 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) What is meant by a **linguistic group**? (1 mark)

_____

_____

b) State **one factor** that has contributed to interaction among different linguistic groups in Kenya. (1 mark)

**2.**

a) Identify **one method** used by the British to establish colonial rule in Kenya. (1 mark)

_____

_____

b) Give **one reason** why some African communities resisted colonial rule. (1 mark)

_____

_____

**3.**

a) State **one important feature** of the Constitution of Kenya, 2010 that promotes democratic governance. (1 mark)

_____

_____

b) Give **one way** in which the Constitution protects the rights of citizens. (1 mark)

_____

_____

**4.**

a) State **one political development** that occurred in Kenya after independence. (1 mark)

_____

_____

b) Identify **one challenge** that has affected political development in Kenya since independence. (1 mark)

_____

_____

**5**

_____

_____

b) Give **one responsibility of a voter** during an election. (1 mark)

_____

_____

**6.**

a) What is meant by **national integration**? (1 mark)

_____

_____

b) State **one activity** that can promote national integration among Kenyan youth. (1 mark)

_____

_____

**7.**

a) Identify **one characteristic** of early human communities in Africa. (1 mark)

_____

_____

b) State **one reason why Africa is regarded as an important region in the study of human origins**. (1 mark)

_____

_____

**8.**

a) Name **one African civilization** that developed before the nineteenth century. (1 mark)

_____

_____

**9.**

a) What was the **Scramble for Africa**? (1 mark)

b) State **one reason** why European powers colonized African territories. (1 mark)

**10.**

a) What is meant by **African nationalism**? (1 mark)

b) State **one objective** of African nationalist movements. (1 mark)

**11.**

a) Name **one global war** that affected Africa during the twentieth century. (1 mark)

b) Give **one effect** of the global wars on African societies. (1 mark)

a) Name **one major revolution** that transformed the political or economic organization of the world. (1 mark)

_____

_____

b) State **one major change** brought about by the revolution named in (a). (1 mark)

_____

_____

**13.**

a) Give **one reason** why countries establish international organisations. (1 mark)

_____

_____

b) State **one function** of the United Nations. (1 mark)

_____

_____

**14.**

a) Distinguish between **modern slavery** and ordinary employment. (1 mark)

_____

_____

_____

_____

b) State **one form** of modern slavery or servitude. (1 mark)

_____

_____

**15.**

b) Identify **one challenge** facing effective global governance. (1 mark)

_____

_____

**SECTION B: 50 MARKS**

**Answer ALL questions in this section.**

## 16. Study the simplified historical sequence below and answer the questions that follow.




a) Identify the historical development represented by box Q. (1 mark)

_____.

b) State **two reasons** why Africans opposed colonial rule in Kenya. (2 marks)

i. _____

ii. _____

c) Explain **two contributions** made by nationalist movements towards Kenya's independence. (2 marks)

d) State **two ways** in which the Constitution of Kenya, 2010 promotes citizen participation in governance. (2 marks)

i. _____

ii. _____

e) Explain **three ways** in which citizens can promote national integration in contemporary Kenya. (3 marks)

i. _____

ii. _____

iii. _____

## 17. Read the situation below.

During an election period, a group of young people discovers that some political supporters are spreading false information on social media. The information is intended to create hatred between members of different communities. Some young people want to share the information widely, while others argue that it should first be verified.

Answer the questions that follow.

a) Identify **two dangers** of spreading unverified political information during elections. (2 marks)

i. _____

ii. _____

b) Explain **two ways** in which young people can promote peaceful elections. (2 marks)

i. _____

ii. _____

c) State **two democratic principles** that should guide an election. (2 marks)

i. _____

ii. _____

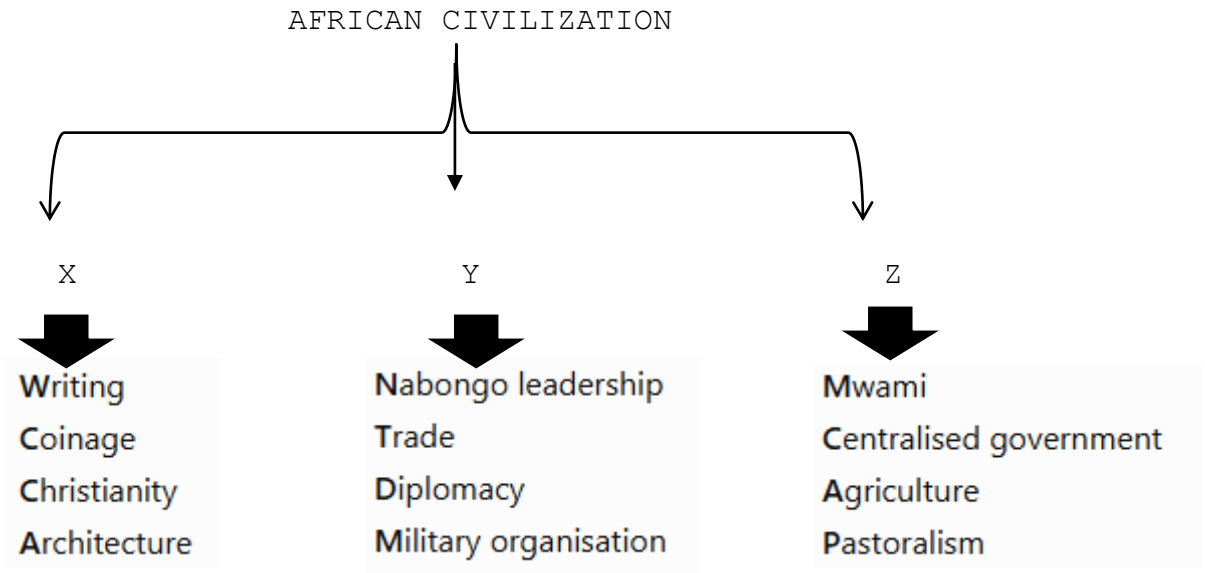
d) Explain **two responsibilities** of citizens before, during or after elections. (2 marks)

i. _____

ii. _____

ii. _____

**18. Below are descriptions of certain ancient African civilization kingdoms and empires.**




**a)** Identify the African civilization represented by **X**. **(1 mark)**

**X:**_____

**Y:**_____

**Z:** _____

**b)** Give **two features** of the Wanga Kingdom. (2 marks)

i. _____

ii. _____

**c)** Explain **two factors** that contributed to the growth of African civilizations. **(2 marks)**

i. _____

ii. _____

**d)** Explain **two ways** in which African civilizations demonstrate that Africans had developed complex social, economic and political systems before European colonization. **(2 marks)**

i

**e)** State **two lessons** that modern African societies can learn from the achievements of African civilizations. **(2 marks)**

i. _____

ii. _____

**19. Study the source below.**

During the nineteenth and twentieth centuries, European powers increased their political and economic influence over many African territories. Africans responded in different ways, including armed resistance, peaceful protest, political organization and nationalist movements. The two World Wars also affected Africa through military recruitment, economic changes, political awareness and social disruption. After the Second World War, nationalist movements became stronger in many African territories.

*Answer the questions that follow.*

a) What historical process is described in the first sentence of the source? (1 mark)

_____

b) State **two methods** used by Africans to resist colonial domination. (2 marks)

i. _____

ii. _____

c) Explain **two factors** that contributed to the growth of African nationalism after the Second World War. (2 marks)

i. _____

ii. _____

d) Explain **two effects** of the World Wars on African societies. (2 marks)

i. _____

ii. _____

e) Explain **three ways** in which African nationalism contributed to the attainment of independence. (3 marks)

i. _____

ii. _____

iii. _____

**20. Study the concept map below.**




a) Name **one international organisation** concerned with maintaining international peace and cooperation. (1 mark)

_____

b) State **two functions** of international organisations. (2 marks)

i. _____

ii. _____

c) Explain **two ways** in which modern technology has transformed economic or social life. (2 marks)

i. _____

ii. _____

d) State **two challenges** associated with the Fourth Industrial and Technologies Revolution. (2 marks)

i. _____

ii. _____

e) Explain **three ways** through which citizens can promote equality and non-discrimination in society. (3 marks)

i. _____

ii. _____

iii. _____