**THE KENYA NATIONAL EXAMINATIONS COUNCIL**

**SS217 HISTORY AND CITIZENSHIP**
**School Based Assessment**
**Grade 10**
**October 2026**

**Time: 2 hours**

**Name: _____Assessment No.: _____**

**School Name: _____Signature: _____**

**Instructions**

(i) Attempt **ALL** questions in **Sections A, B and C**
*(ii) Section A comprises Multiple Choice Questions, Section B comprises Structured questions while Section C has an essay Question.*
(iii) Write your answers **clearly** in the spaces provided in this booklet.
(iv) Use **blue or black ink** only.
(v) All responses must be written in **English**.

| **For Teacher's Use Only** | | |
|---|---|---|
| | **Max. Score** | **Learner's score** |
| **Task 1 Q no. 1,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16,17,21** | **23** | |
| **Task 2 Q no. 12, 13, 18, 22** | **07** | |
| **Task 3 Q. no. 14, 15, 19, 24** | **33** | |
| **Task 4 Q. no. 20, 23** | **07** | |
| **Total** | **70** | |

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**SECTION A. MULTIPLE CHOICE QUESTIONS (20 marks)**
***Answer ALL questions in this section.***

**1.** History and Citizenship have different branches, each dealing with specific aspects of human life and practices. Which of the following statements best shows how political history influences the participation of citizens in modern Kenyan society?
A. It explains how traditional folk stories are passed from one generation to another.
B. It describes how past governance systems, resistance movements, and constitutions shape how people vote and participate in public debates.
C. It focuses only on the dates and names of ancient leaders without connecting them to present-day politics.
D. It teaches learners how to perform scientific experiments in school laboratories.

**2.** A Grade 10 learner is researching the role of early communities in the development of citizenship in Kenya. They use the following sources:
i. A recorded oral interview with a community elder
ii. A history textbook about Kenya
iii. A government archive document from the colonial period
iv. A recent newspaper article discussing citizenship rights
Which of the following options correctly classifies these sources into primary and secondary sources?
A. Primary: i, iv Secondary: ii, iii
B. Primary: i, ii Secondary: ii, iv
C. Primary: i, iii Secondary: ii, iv
D. Primary: iii, iv Secondary: i, ii

**3.** You have been assigned by your teacher to analyse how past historical events have influenced modern citizenship in Kenya. You have reviewed the following conclusions:
i. Colonial laws led to the development of modern legal and governance systems.
ii. Traditional leadership systems have no influence on present-day governance.
iii. The struggle for independence contributed to the protection of citizens' rights and freedoms.
iv. Past conflicts have helped shape policies promoting national unity and cohesion.
Which of the above options best evaluates these conclusions about how historical information has shaped modern History and Citizenship?
A. i, ii, and iii only
B. i, iii, and iv only
C. ii and iv only
D. i and ii only

**4.** A group of students are discussing the importance of studying History and Citizenship. They make the following statements:
i. It helps individuals understand past events and their influence on present society.
ii. It enables citizens to make informed decisions and participate actively in governance.
iii. It focuses only on memorizing dates and events without practical relevance.
iv. It promotes national identity and appreciation of cultural diversity.
Which option best describes the importance of studying History and Citizenship?
A. i, ii, and iv only

B. i, iii, and iv only
C. ii and iii only
D. i and iii only.

**5.** A trade port city receives many merchants, who settled in, speaking a different language over many years. Which of the following actions most clearly proves that a new linguistic skill in the local population has been achieved?
A. City authorities pass a law declaring the merchants' language an official minority language.
B. Merchants hire interpreters, so they no longer need to learn the local language.
C. Local religious leaders start condemning the merchants' language as immoral in their sermons.
D. Local children begin code-switching between the home language and the merchants' language in relevant contexts.

**6.** Kenya has three major linguistic groups: the Bantu, the Nilotes, and the Cushites. The movement of these groups into Kenya differed from one group to another. Which of the following accounts best explains why the Bantu-speakers are believed to have entered Kenya from the region around Mount Elgon and Western Kenya rather than directly from the Coast?
A. Genetic studies show that Kenya's Bantu populations are unrelated to other Bantu-speakers in Central and Southern Africa.
B. Oral traditions of all Bantu communities in Kenya mention sailing from Madagascar directly to the Kenyan Coast.
C. Linguistic evidence suggests that Bantu languages in Kenya are all derived from a Cushitic language spoken near Lake Turkana.
D. Archaeological evidence shows that the earliest iron-using farming communities in Kenya appear first in the Western highlands and Rift Valley region.

**7.** Diversity is concerned with recognizing the differences among people and knowing how to accommodate them in our daily lives within society. Which of the following best explains how ethnic diversity promotes internal trade within Kenya?
A. Ethnic diversity mainly affects religious practices and has no real impact on trade patterns.
B. Diverse communities avoid interaction to protect their cultural practices, which reduces movement of goods.
C. Different communities specialize in varied economic activities that lead to exchange of goods and services across regions.
D. Ethnic diversity forces all communities to produce the same goods, increasing competition instead of trade.

**8.** A county government in Kenya notices that attendance at public participation forums on its Integrated Development Plan has been dropping every year, although it has announced the events severally through the main newspapers and on local radio. Which is the most suitable way of improving this process?
A. Introduce year-round community feedback mechanisms such as ward-level forums and digital platforms and use the feedback to redesign the formal participation process.
B. Organise one large, highly publicised town-hall meeting in the county headquarters and invite all residents to attend.

C. Focus participation invitations on business associations and NGOs, since they are easier to mobilise and can represent the public.
D. Maintain the current approach but increase the number of newspaper adverts during the consultation period.

**9.** For Kenya to get a new constitution, many efforts were put in by different groups, with serious issues which required immediate change. Which issue best explains the early push for a new constitutional order in Kenya during the 1990s?
A. Public demand to entrench one-party rule and political stability.
B. Pressure from the Judiciary to abolish Parliament.
C. Widespread concern over concentration of power in the presidency.
D. The need to increase presidential powers after the Cold War.

**10.** Voter registration is an important step in the voting process. It requires carefulness so that the election results are trusted. Which of the following best explains how voter registration contributes to the integrity of electoral processes in Kenya?
A. It allows the Independent Electoral and Boundaries Commission (IEBC) to verify voter identities and prevent multiple or fraudulent registrations.
B. It ensures that only citizens aged 18 and above are eligible to vote, thereby complying with constitutional requirements.
C. It limits voting to urban areas where National Identity Cards are easily accessible.
D. It guarantees that political parties can campaign freely on polling day.

**11.** A teacher wants to help students from different ethnic communities in a mixed-background school in Nairobi internalize a shared Kenyan identity. Which of the following actions is the most appropriate way of enhancing national integration in this context?
A. Assigning leadership roles only to students from the largest ethnic group in the school so that decisions are made quickly.
B. Organizing regular inter-house sports and cultural festivals where students from all communities perform traditional dances and present projects on national values.
C. Reducing interaction between students from different regions by grouping them according to their home counties.
D. Focusing the curriculum only on international history to avoid discussions about local ethnic differences.

**12.** Over different periods of time, human beings have changed from a migratory life to a sedentary life, which was characterised by settled life. Which environmental change most directly encouraged early humans to settle in one place rather than continue constant migration?
A. Rapid expansion of polar ice sheets across continents.
B. Sudden disappearance of all large herd animals.
C. Stabilization and warming of climate after the last Ice Age.
D. Increased frequency of large volcanic eruptions.

**13.** Whenever wars happen, developing countries are left with long-term effects affecting many generations. Which of the following options best represents a multi-dimensional

strategy that integrates diplomacy, economic resilience, and regional cooperation to reduce the vulnerability of African countries to global conflicts?
A. Strengthen regional economic integration, invest in early warning systems for global conflicts, and form diplomatic alliances.
B. Close all international borders and suspend foreign trade to completely isolate African economies from global wars.
C. Rely only on international peacekeeping forces to prevent any foreign military presence in African states.
D. Privatize national defence to allow multinational corporations to manage the security of African states during global wars.

**14.** The American Revolution, running between 1775–1781, had far-reaching effects on various parts of the world. What was the key global effect that the Revolution had outside the USA?
A. Creation of the United States as an independent nation.
B. Inspiration for the French Revolution and Haitian independence.
C. End of all European colonialism worldwide.
D. Immediate unification of Native American tribes.

**15.** The first Industrial Revolution in Europe weakened the African continent, making the continent's leaders find alternative ways of healing their economies. Which of the following best describes one measure African leaders took to respond to this challenge?
A. They immediately adopted European free trade ideas and removed all local trade controls without negotiation.
B. They refused any trade with European merchants and closed all ports.
C. They rapidly built their own large, mechanized factories to compete directly with European industry.
D. They tried to renegotiate trade by exporting new primary products such as palm oil, groundnuts, and cloves.

**16.** When the British came to the African continent, they had a clear plan of how to not only introduce their rule but also ensure that it remained for a long time. Which of the following best describes the first major step in the process by which the British established colonial rule in Kenya?
A. The British launched a full-scale military invasion of all Kenyan communities in 1890.
B. The Imperial British East Africa Company (IBEAC) was granted a royal charter to administer the region in 1888.
C. Kenya was immediately declared a British Crown colony in 1885 without any prior agreements.
D. The British signed independence agreements with Kenyan communities in 1895.

**17.** The Independent Electoral and Boundaries Commission (IEBC) is the body charged with the responsibility of managing elections in Kenya. Which of the following is a key measure taken by the Commission to avoid election malpractices in elections in Kenya?
A. Banning the use of mobile phones inside polling stations to protect ballot secrecy and prevent ballot selfies.

B. Allowing candidates to bring their own ballot boxes to polling stations to ensure transparency.
C. Permitting “super agents” from political parties to oversee multiple polling stations simultaneously.
D. Using only manual voter registers without biometric verification to avoid technical failures.

**18.** Modern African Nationalism was a powerful force for liberation from colonial rule, but it now faces major challenges in the period after independence. Which of the following best describes a main challenge facing modern African Nationalism today?
A. The complete absence of nationalist movements across the African continent after independence.
B. The elimination of all colonial borders, which has created perfectly aligned nation-states across Africa.
C. The universal adoption of a single African language that has eliminated all ethnic and cultural differences.
D. The tension between strong national identities and the goal of continental integration through bodies like the African Union.

**19.** Historians classify the causes of the French Revolution into social, economic, political, and cultural categories. Which of the following options correctly classifies the cause with its appropriate category?
A. Social cause: The French monarchy's involvement in the American Revolution, which created a massive national debt.
B. Economic cause: The rigid three-estate system that gave the First and Second Estates tax exemptions while the Third Estate paid all taxes.
C. Social cause: The First Estate (clergy) and Second Estate (nobility) enjoyed privileges and did not pay most taxes, while the Third Estate (98% of population) bore the tax burden.
D. Political cause: The Enlightenment ideas of liberty, equality, and individual rights promoted by philosophers like Rousseau and Voltaire.

**20.** Kenya has implemented various national activities to promote peace and harmonious living among its diverse communities. Which of the following is a national activity used to promote peace in Kenya?
A. Organizing Amani Clubs in schools that promote dialogue, peace education, conflict resolution, and appreciation of diversity among students from different ethnic and religious communities.
B. Holding ethnic-specific cultural festivals that only celebrate one community's traditions to preserve cultural heritage.
C. Creating separate schools for different ethnic groups to prevent cultural mixing and reduce conflict.
D. Establishing community force patrols that use military action to suppress any disagreements between communities.

**SECTION B. STRUCTURED QUESTIONS** **(20 marks)**

***Answer ALL questions in this section.***

2 1. A County is holding public participation on a road and housing project, with notices shared through social media, online portals, online forms and websites. However, misinformation and digital inequality disrupt citizen engagement and fairness.

a) Apply your understanding of public participation to identify **four** ways a County will ensure fair citizen involvement despite misinformation and digital inequality. (4 marks)

b) Use the scenario to explain **three** communication channels can be effectively combined to improve participation. (6 marks)

22. *Africa was not discovered, it was desired.* Identify **four** ways in which this quote reflects economic motives of colonisation. (4 marks).

23. During a History and Citizenship lesson at your school, your teacher showed a video clip of the National Peace Campaign Forum held in Nairobi. In the video, learners from different counties marched together carrying a "Peace Torch," performed drama and sang songs about unity, and planted trees at the Uhuru Park grounds. The Principal then explained that similar events are usually held in all the 47 counties in Kenya every year.
Discuss **three** incidences where the constitution has been applied to promote peace within the Kenyan society. (6 marks)

**SECTION C: ESSAY QUESTION** **(30 marks)**

***Answer this question***

24. William Wilberforce was one of the leading British politician and philanthropist who led movement abolishing slave trade. **On 12th May 1789**, he gave a powerful speech about slave trade and slavery. Read the summarised version of that speech below and answer the questions that will follow.

**William Wilberforce's Speech on the Abolition of the Slave Trade in House of Commons on 12th May 1789.** "*Let us make reparation to Africa*."

"When we consider Africa, we must admit that it is we ourselves who have degraded her by the slave trade, corrupting her people, encouraging violence, and justifying our guilt by the misery we created. What shame we ought to feel for neglecting this injustice for so long. Let us now make reparation for the harm we have done. Let us remember that Europe itself was once barbarous; even England sold its own people. Therefore, we must not despise Africa but restore justice. Let us put an immediate end to this inhuman traffic, which spreads cruelty,

conflict, and fear across the continent. Instead of fostering violence, let us promote fair and humane commerce.

The slave trade also encourages idleness and disorder, rewarding the capture of fellow human beings rather than honest labour. It is not regulation that can cure such evils, but total abolition. The system itself is corrupt, from the violent capture of people to the horrors of their transportation and sale. No law can remove these abuses while the trade continues. Finally, I appeal not to policy, but to conscience and religion. We cannot ignore a practice that violates justice and humanity. The case is now before us; we must decide. Let Parliament act with integrity, abolish the trade, and make reparation to Africa through just and moral commerce."

(a) With reference to the speech, explain the context in which it was delivered. (6 marks)

(b) Although slavery ended over 100 years ago, continent still suffers its effects. Using **seven** relevant examples, explain how Africa continues to feel the effects of slavery in areas like economy, politics, or culture. (14 marks)

**(c)** Write a letter to the Chair, Africa Union discussing **five** views you would give on how Africa can deal with the challenges of modern slavery. (10 marks)

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