SS217 HISTORY AND CITIZENSHIP
SCORING DUIDE
Grade 10 SBA
OCTOBER 2026

THE KENYA NATIONAL EXAMINATIONS COUNCIL

SENIOR SCHOOL

HISTORY AND CITIZENSHIP

SCORING GUIDE

This marking scheme consists of 6 written pages.

GRADE 10 HISTORY AND CITIZENSHIP SCORING GUIDE

SECTION A: MULTIPLE CHOCE QUESTIONS

KEYS:

1. **B**
2. **C**
3. **B**
4. **A**
5. **D**
6. **D**
7. **C**
8. **A**
9. **C**
10. **A**
11. **B**
12. **C**
13. **A**
14. **B**
15. **D**
16. **B**
17. **A**
18. **D**
19. **C**
20. **A**

SECTION B **(20 marks)**

21(a) Ways a County can ensure fair citizen involvement despite misinformation and digital inequality **(4 marks)**

(i) Translating information into local languages and simple formats for inclusivity.

(ii) Providing verified official information through multiple trusted platforms (radio, print, community forums).

(iii) Using community barazas and local leaderslike Chiefs, Assistant chiefs, village elders/administrators to reach non-digital citizens.

(iv) Promoting civic education campaigns to counter misinformation and improve awareness.

(v) Partnering with civil society and NGOs to widen outreach and fact-check information.

(vi) Establishing offline participation channels such as suggestion boxes and public hearings/road shows.

(vii) Increasing grassroot venues / equal access to public participation venues across urban and rural areas.

(viii) Monitoring and correcting misinformation quickly through official responses.

(ix) Providing free or subsidized digital access points in public spaces.

(x) Training citizens on media literacy and critical evaluation of information sources.

(xi) Use of local institutions like churches, schools and market centres.

Any 4x 1=4 marks

(b) Communication channels that can be effectively combined to improve participation.

(i) Local leaders and opinion influencers – help interpret and relay messages in culturally relevant ways.

(ii) Public notice boards in institutions – ensure visibility of official information.

(iii) Town hall meetings or public forums – allow structured debate and citizen input.

(iv) School-based outreach programmes – engage families through learners.

(v) Interactive digital platforms (websites, online polls) – enable structured feedback collection

(vi) Radio communication – reaches wide audiences, especially rural and non-digital populations.

(vii) Social media platforms – allow fast interaction, feedback, and youth engagement.

(viii) Community meetings (barazas) – provide face-to-face dialogue and trust-building.

(ix) Mobile phone SMS alerts – ensure quick, direct, and widely accessible updates.

(x) Print media (newspapers, posters, flyers) – provides permanent and referenceable information. Any 3x2=6 marks

22. "*Africa was not discovered, it was desired.*"

Ways the quote reflects economic motives of colonisation (4 marks)

(i) Europe desired raw materials such as rubber, cotton, and minerals from Africa.

(ii) Africa was targeted as a new market for European manufactured goods.

(iii) Colonisation aimed at cheap labour exploitation for plantations and mines.

(iv) European powers sought investment opportunities and profitable enterprises in Africa.

(v) Control of Africa meant access to valuable trade routes and ports.

(vi) Competition for wealth and resources among European nations drove occupation.

(vii) The emergence of capitalists and industrialists with surplus capital led them to seek profitable overseas investments, which contributed to the Scramble for Africa.

Any 4x1=4 marks.

23. Incidences where the constitution has been applied to promote peace within the Kenyan society.

(i) Post-2007 Electoral Reforms by introducing the system of Devolution to solve the problem of unfair sharing of national resources among Kenyans living in different parts of the country.

(ii) The 2017 Nullification of Presidential election of Uhuru Kenyatta helped to avoid a possible violence in Kenya from different parties who held conflicting views about the results of the presidential elections.

(iii) Judicial Dispute Resolution through alternative dispute resolution, including mediation and traditional mechanisms, enabling courts like the High Court to resolve conflicts peacefully.

(iv) National Cohesion Framework through the establishment of the National Cohesion and Integration Commission (NCIC) to curb hate speech and ethnic discrimination/ to encourage tolerance. Any 3x2=6 marks

SECTION C (30 arks))

24 a) The context of William Wilberforce's speech of 12th May 1789

(i) At the time, Britain was largely involved in the Transatlantic slave trade, transporting millions of Africans to the Americas. The trade was highly profitable and supported by many British merchants and cities.

(ii) It was the time of Growth of the abolition movement, with groups like the Committee for the Abolition of the Slave Trade (1787), which had had begun campaigning against slavery.

(iii) Wilberforce and other abolitionists were motivated by Christian beliefs about justice, humanity, and equality.

(iv) Parliamentary debate and inquiry: Before the speech, investigations into the slave trade had been conducted, and reports exposing its cruelty were presented to Parliament in 1789.

(v) There was political resistance, with many Members of Parliament opposed to the abolition because of economic interests, creating strong opposition to Wilberforce's proposals.

(vi) There was public awareness of brutality with evidence of the harsh conditions of slavery, especially the Middle Passage, which influenced public opinion and strengthened calls for abolition.

(vii) Wilberforce as parliamentary spokesman:
Wilberforce was chosen to represent abolitionists in Parliament and present their case formally before the House of Commons.

Any 3 x2=6 marks.

b) Ways in which Africa suffers the effects of slavery:

(i) It has led to cultural disintegration as families were separated and traditions lost, weakening social structures and identities.

(ii) African continues to dependence on foreign economies instead of having self-sustained growth.

(iii) Depopulation of the continent which has reduced growth and affected demographic balance.

(iv) Economic underdevelopment as a result of millions of productive people who were removed from Africa, thereby weakening African economies and slowing down long-term development.

(v) Loss of labour force because the young, able-bodied individuals were taken, reducing workforce capacity and productivity.; meaning the continent remains behind in terms of economic development.

(vi) It has led to low social trust among communities, some of whom raided others and handed them over the colonial masters for use as slaves.

(vii) Persistent poverty and inequality especially in the areas which were heavily affected by slave exports, which have tended to be poorer today.

(viii) Political instability because slave raids and wars disrupted societies, creating long-lasting instability and conflicts among Africans.

(ix) Africans suffer racism and discrimination and treated as lesser race by Europeans as far as international/ global affairs are concerned.

(x) the Traditional political systems of African states and institutions were weakened/destroyed, affecting governance today.

Any 7x2=14 marks.

c) How Africa can deal with the challenges of modern slavery.

(i) By addressing conflict and displacement because promotion of peace and stability reduces forced labour and trafficking risks.
(ii) Expanding education and awareness through public education campaigns to inform communities about the risks of trafficking and exploitation, helping prevent victimization.
(iii) Improving border control and migration policies through better monitoring of migration and border systems which can prevent trafficking and protect vulnerable migrants.
(iv) Collaboration with international organizations with bodies like the UN and NGOs which improves resources, training, and expertise in fighting slavery.
(v) Promoting regional cooperation through the African Union and other regional bodies should coordinate efforts, share intelligence, and carry out joint operations.
(vi) Reducing poverty and unemployment by governments investing in job creation, skills training, and economic opportunities to reduce vulnerability.
(vii) Strengthening institutions and governance so that we have transparency and accountability of institutions to help enforce laws effectively/ reduce corruption linked to trafficking.
(viii) African countries should develop and enforce strict anti-trafficking and labour laws which help prosecute traffickers and protect victims.
(ix) Governments should provide rehabilitation, healthcare, counselling, and reintegration programmes for victims of modern slavery.
(x) Enhancing data collection and monitoring systems to assist governments to design better policies and track progress in eliminating modern slavery.

Any 5x2=10 marks.

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GRADE 10 HISTORY AND CITIZENSHIP SBA 2026
SCORING RUBRICS

	1	2	3	4		
	Below Expectation	**Approaching Expectation**	**Meeting Expectation**	**Exceeding Expectation**	**Question Numbers**	**SCORE**
Transformations and Governance	Any learner scoring 0 to 5 marks	Any learner scoring 6 to 11 marks	Any learner scoring 12 to 17 marks	Any learner scoring 18 to 23 marks	1,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16,17,21	23
Themes in African History and Citizenship	Any learner scoring 0 to 1 mark	Any learner scoring 2 to 3 marks	Any learner scoring 4 to 5 marks	Any learner scoring 6 to 7 marks	12, 13, 18, 22	07
International Themes	Any learner scoring 0 to 8 marks	Any learner scoring 9 to 16 marks	Any learner scoring 17 to 24 marks	Any learner scoring 25 to 33 marks	14, 15, 19, 24	33
Contemporary Themes	Any learner scoring 0 to 1 mark	Any learner scoring 2 to 3 marks	Any learner scoring 4 to 5 marks	Any learner scoring 6 to 7 marks	20, 23	07
					24	**70**

THE KENYA NATIONAL EXAMINATIONS COUNCIL

MARK SHEET – GRADE 10 HISTORY AND CITIZENSHIP SBA 2026

S. NO	ASSESSMENT NO	CANDIDATE NAME	TASK 1 (23)	TASK 2 (7)	TASK 3 (33)	TASK 4 (7)	TOTAL (70)	REMARKS
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