

HISTORY AND CITIZENSHIP GRADE 10

MID TERM 2 EXAM 2026

MARKING SCHEME

SECTION A (20 MARKS)

Answer ALL questions in this section.

1. Define the term 'Citizenship'. (1 mark)

It is the legal status or right of belonging to a specific country, which grants an individual political, social, and economic rights, alongside responsibilities.

(1 x 1 = 1 mark)

2. State two ways in which a person can become a citizen of Kenya. (2 marks)

- I. By birth.
- II. By registration.

(Any 2 x 1 = 2 marks)

3. Identify two sources of information on History and Government. (2 marks)

- I. Oral traditions.
- II. Archaeology / Paleontology.
- III. Written sources.
- IV. Linguistics.
- V. Anthropology.
- VI. Genetics / Genetic studies.

(Any 2 x 1 = 2 marks)

4. Give one reason why the study of History is important for national unity. (1 mark)

It helps citizens appreciate shared struggles, common ancestry, and diverse cultural practices, fostering a sense of belonging and patriotism.

(Any 1 x 1 = 1 mark)

5. Name two remnants of the hunter-gatherer communities in Kenya. (2 marks)

- I. The Okiek (Dorobo).
- II. The Watta (Sanye).
- III. The Dahalo
- IV. The Sengwer.

(Any 2 x 1 = 2 marks)

6. State two functions of the Council of Elders among the Agikuyu during the pre-colonial period. (2 marks)

- I. Settling disputes and administering justice (regarding land, inheritance, and theft).
- II. Presiding over religious ceremonies, sacrifices, and rituals.
- III. Making laws and declaring war or peace.
- IV. Initiating and advising the warriors (Njama).

(Any 2 x 1 = 2 marks)

7. Identify the main reason for the migration of the Highland Nilotes into Kenya. (1 mark)

Search for pasture and water for their livestock / Search for arable land.

(Any 1 x 1 = 1 mark)

8. Name two written sources of the history of the East African Coast. (2 marks)

- I. The Periplus of the Erythraean Sea.
- II. Ptolemy's Geography.
- III. The Kilwa Chronicle (Kitab al-Sulwa).
- IV. Christian Topography of Cosmas Indicopleustes.
- V. Writings of Arab scholars and travelers (e.g., Ibn Battuta, Al-Masudi).

(Any 2 x 1 = 2 marks)

9. State one reason why the Portuguese were successful in conquering the East African Coast. (1 mark)

- I. Use of superior weapons (such as muskets and cannons).
- II. Superior naval tactics and well-built ships (caravels).
- III. Disunity among the coastal city-states (e.g., Malindi allied with the Portuguese against Mombasa).
- IV. Element of surprise and military ruthlessness.

(Any 1 x 1 = 1 mark)

10. Define 'Dual Citizenship'. (1 mark)

The legal status where an individual is concurrently recognized as a citizen of two sovereign countries under the laws of both states.

(1 x 1 = 1 mark)

11. Give two responsibilities of a Kenyan citizen. (2 marks)

- I. Paying taxes to the government.

- II. Obeying the laws of the land.
- III. Defending the country and its sovereignty.
- IV. Voting in democratic elections.
- V. Protecting the environment.
- VI. Combating corruption and reporting crimes.

(Any 2 x 1 = 2 marks)

12. Name two national holidays celebrated in Kenya. (2 marks)

- I. Madaraka Day (1st June).
- II. Mashujaa Day (20th October).
- III. Jamhuri Day (12th December).

(Any 2 x 1 = 2 marks)

13. Identify one symbol of national unity in Kenya. (1 mark)

- I. The National Flag.
- II. The National Anthem.
- III. The Coat of Arms.
- IV. The Public Seal.

(Any 1 x 1 = 1 mark)

SECTION B (45 MARKS)

Answer any THREE questions from this section.

14. (a) State three characteristics of the Neolithic period (New Stone Age). (3 marks)

- I. Development of early agriculture / Domestication of plants and animals.

- II. Invention of pottery for cooking and food storage.
- III. Settlement in more permanent or semi-permanent villages.
- IV. Use of more refined, polished, and specialized microlithic stone tools (e.g., axes, sickles).
- V. Development of early social structures, leadership, and basic religious beliefs.

(Any 3 x 1 = 3 marks)

(b) Describe six results of the migration and settlement of the Plain Nilotes in Kenya. (12 marks)

- I. Intermarriage: They intermarried extensively with neighboring communities such as the Bantu (Agikuyu, Abaluyia) and Cushites, strengthening social and diplomatic ties.
- II. Cultural exchange: They adopted cultural practices from their neighbors (e.g., circumcision and the age-set system from the Southern Cushites) and passed on their own customs.
- III. Population increase: Their migration and final settlement led to an overall rise in population density across the Rift Valley and adjacent regions.
- IV. Displacement of communities: Their arrival forced some existing communities, like early hunter-gatherers and Western Bantu groups, to move or adjust their territories.
- V. Trade expansion: They engaged in active trade with neighboring agrarian communities, exchanging livestock products (milk, meat, hides) for grains and iron implements.
- VI. Conflict and warfare: Competition over scarce land, fertile pasture, and water sources led to frequent clashes and cattle raiding with groups like the Bantu.

VII. Adoption of new economic activities: Some Plain Nilotes (such as sections of the Maasai and Iteso) adopted crop cultivation from the Bantu, shifting from pure pastoralism to mixed farming.

(Any 6 well-described points x 2 = 12 marks)

15. (a) Identify three functions of the Orkoiyot among the Nandi. (3 marks)

- I. Acted as a supreme religious leader / Chief priest.
- II. Foretold the future / Spiritual prophet.
- III. Advised warriors before going to war and blessed their weapons for victory.
- IV. Offered sacrifices to God (Asis) during times of crisis like severe drought, epidemics, or famine.
- V. Acted as a central symbol of unity among the various Nandi clans.

(Any 3 x 1 = 3 marks)

(b) Explain six factors that led to the growth of the Indian Ocean Trade. (12 marks)

- I. Monsoon winds: The alternating North-East and South-West monsoon winds facilitated the easy, predictable movement of ships (dhows) across the ocean to and from East Africa.
- II. Availability of trade goods: East Africa offered highly demanded, valuable items like ivory, gold, iron, and slaves, while Asia supplied porcelain, beads, cloth, and glassware.
- III. Natural harbors: The East African coast featured deep, sheltered harbors (such as Mombasa, Kilwa, and Lamu) that allowed safe docking and protection for merchant vessels.
- IV. Presence of local merchants: The local coastal inhabitants (Swahili and coastal Bantu) acted as active, reliable middlemen, collecting trade goods from the deep interior.
- V. Introduction of the dhow: The availability of sturdy, ocean-going vessels with triangular sails allowed traders to travel long distances safely across the high seas.

- VI. Spread of Islam: A shared religion built a foundation of trust, standard commercial laws, and close diplomatic networks between Arab traders and local coastal rulers.
- VII. Security and political stability: Local rulers and sultans of coastal city-states provided a secure, organized trading environment to attract international merchants.

(Any 6 well-explained points x 2 = 12 marks)

16. (a) State three reasons for the coming of the Christian Missionaries to East Africa. (3 marks)

- I. To spread Christianity and convert locals from traditional religious beliefs or Islam.
- II. To abolish the slave trade and promote alternative, legitimate trade.
- III. To civilize the local population by introducing Western formal education, medicine, and culture.
- IV. To explore the interior of East Africa and map out areas for future European interest.

(Any 3 x 1 = 3 marks)

(b) Discuss six effects of the Portuguese rule along the East African Coast. (12 marks)

- I. Decline of the Indian Ocean Trade: Heavy taxation, strict commercial restrictions, and frequent attacks on merchant ships severely disrupted long-standing trading networks.
- II. Destruction of coastal towns: Towns that fiercely resisted Portuguese rule, such as Mombasa and Kilwa, were heavily looted, burned, and left in ruins.
- III. Introduction of new crops: The Portuguese introduced crops from the Americas, including maize, cassava, pineapples, sweet potatoes, and guavas, altering local agriculture.
- IV. Spread of Christianity: Though minimal in long-term impact, they laid the earliest foundation for Christianity, marked by the conversion of a few locals and rulers.
- V. Architectural footprint: They built permanent military structures, most notably Fort Jesus in Mombasa, which remains a historic monument today.
- VI. Introduction of new words to Kiswahili: Loanwords from the Portuguese language entered local use (e.g., meza for table, pesa for money, gereza for prison).

VII. Isolation of the coast: Their harsh administrative style severed centuries-old commercial and cultural links between East Africa and the Persian Gulf/Arabian world.

(Any 6 well-discussed points x 2 = 12 marks)

17. (a) Give three ways in which one can lose Kenyan citizenship. (3 marks)

- I. If a registered citizen acquired citizenship through fraud, false representation, or intentional concealment of material facts.
- II. If a registered citizen supports, fights for, or trades with an enemy country during a war involving Kenya.
- III. If a registered citizen is convicted of treason or an offense carrying a prison sentence of seven years or more within five years of their registration.
- IV. By voluntary renunciation of citizenship (for individuals who hold dual citizenship and choose to legally drop their Kenyan status).

(Any 3 x 1 = 3 marks)

(b) Explain six values of a good citizen. (12 marks)

- I. Integrity: Demonstrating honesty, adhering to high moral principles, and refusing to engage in corrupt activities in daily life.
- II. Patriotism: Showing deep love, loyalty, and devotion to one's country, and working actively toward its development and defense.
- III. Respect for the law: Upholding and abiding by the constitution and statutory laws, ensuring order, peace, and justice in society.
- IV. Transparency and Accountability: Being open, honest, and completely answerable for one's actions, particularly when holding public or professional office.
- V. Hard work / Diligence: Productively contributing to the economic growth of the nation through honest labor and professional excellence.

- VI. Tolerance: Respecting and accepting cultural, religious, political, and social differences among fellow citizens to maintain peace.
- VII. Justice and fairness: Treating all others equally and standing up for human rights and equity for all members of society.

(Any 6 well-explained points x 2 = 12 marks)

SECTION C (30 MARKS)

Answer any TWO questions from this section.

18. (a) State three rights of a child in Kenya. (3 marks)

- I. Right to a name and nationality from birth.
- II. Right to free and compulsory basic education.
- III. Right to basic nutrition, shelter, and healthcare.
- IV. Right to be protected from abuse, neglect, exploitation, or harmful cultural practices.
- V. Right not to be detained except as a measure of last resort.

(Any 3 x 1 = 3 marks)

(b) Describe six ways in which the government of Kenya promotes national integration. (12 marks)

- I. Use of a national language: Promoting Kiswahili as a national language allows Kenyans from different ethnic backgrounds to communicate and bond easily.
- II. National symbols: Utilizing symbols like the National Flag, National Anthem, and Coat of Arms to foster a shared national identity and pride.
- III. The school curriculum: Designing an educational system where subjects like History and Citizenship educate students on shared values and national unity.
- IV. National holidays: Celebrating days like Jamhuri and Madaraka Day together brings citizens together to commemorate the nation's shared history.

- V. The Presidency: The President acts as a unifying figurehead, symbolizing national sovereignty and representing all Kenyans globally and locally.
- VI. National security and administrative structures: Organizing uniform administrative bodies (like the National Police Service) to offer equal protection and services across all regions.
- VII. Equal resource distribution: Using institutions like the Commission on Revenue Allocation (CRA) and equalization funds to minimize regional economic imbalances.
- VIII. Inter-community cultural and sports festivals: Sponsoring national drama festivals, music festivals, and sports competitions where youth from various regions interact.

(Any 6 well-described points x 2 = 12 marks)

19. (a) Identify three types of democracy used in modern government. (3 marks)

- I. Direct (pure) democracy.
- II. Indirect / Representative democracy.
- III. Constitutional democracy.
- IV. Liberal democracy.

(Any 3 x 1 = 3 marks)

(b) Explain six challenges facing the implementation of human rights in Kenya. (12 marks)

- I. Ignorance / Lack of awareness: Many citizens do not know their constitutional rights, making it easy for those rights to be violated without being legally challenged.
- II. Poverty and economic hardship: High poverty levels prevent individuals from accessing basic rights like healthcare, quality education, and proper legal representation.
- III. Corruption: Corrupt elements within the judicial system, police service, and administrative offices often delay justice or shield human rights violators.
- IV. Cultural barriers / Regressive traditions: Cultural practices like Female Genital Mutilation (FGM) and early forced marriages infringe heavily on the rights of women and children.
- V. Inadequate institutional capacity: Human rights bodies, the judiciary, and legal aid clinics face shortages of funding and personnel to process human rights cases efficiently.

- VI. Political interference: Political interests occasionally override human rights considerations, leading to selective enforcement or protection of violators.
- VII. Security vs. Freedom dilemmas: During anti-terrorism operations or civil unrest, state security actions sometimes lead to arbitrary arrests or extrajudicial violations under the guise of maintaining order.

(Any 6 well-explained points x 2 = 12 marks)

20. (a) State three methods used by the colonial government to acquire land in Kenya. (3 marks)

- I. Signing of treaties and agreements (e.g., the Maasai Agreements of 1904 and 1911).
- II. Military expeditions / Use of force (pacification).
- III. Legislative enactments / Colonial laws (e.g., the Crown Lands Ordinances of 1902 and 1915).
- IV. Offering gifts or trickery to local chiefs and community leaders.

(Any 3 x 1 = 3 marks)

(b) Discuss six reasons for the construction of the Kenya-Uganda railway. (12 marks)

- I. To facilitate transport of troops: It allowed the quick movement of colonial military forces to suppress local resistance and maintain imperial order.
- II. To tap resources / Economic exploitation: It opened up East Africa for commercial farming, allowing raw materials, cash crops, and minerals to reach the coast for export.
- III. To abolish the slave trade: It provided a fast, alternative logistical system that effectively replaced human portage, breaking the back of the slave trade.
- IV. To open up the interior for trade: It linked the East African coast directly to the interior, facilitating legitimate trade and British mercantile expansion.
- V. To link the coast to Lake Victoria / Protect the Nile: It connected the port of Mombasa to Lake Victoria, securing Uganda, which was strategic for controlling the source of the River Nile.
- VI. To make the British administration cost-effective: By lowering transportation expenses, the railway made governing the East Africa Protectorate much cheaper and more efficient.

VII. To promote European settlement: The railway made it practical for white settlers to travel to the White Highlands and establish large-scale commercial farming enterprises.

(Any 6 well-discussed points x 2 = 12 marks)

