

END TERM 3 2026
GRADE 10
HISTORY AND CITIZENSHIP
MARKING SCHEME & TEACHER'S GUIDE
TOTAL MARKS: 100

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GENERAL MARKING GUIDANCE

- Award marks only for responses that address the question and are historically/civically correct.
- Accept equivalent wording, relevant examples and other valid responses supported by the Grade 10 Curriculum Design.
- Do not penalise candidates for wording differences where the intended historical meaning is correct.
- For questions requiring explanation, award the mark for a valid point and the additional mark where the explanation is correctly developed.
- For extended responses, avoid double-awarding the same idea.

QUESTION-BY-QUESTION MARKING SCHEME

QUESTION 1

Primary source: original/first-hand evidence produced during or close to the event; example: government record, artefact, oral testimony, photograph. [1 marks]

Secondary source: later interpretation or account based on primary/other sources; example: history textbook, journal article, documentary. [1 marks]

QUESTION 2

Any two: search for pasture/water; availability of fertile land; population pressure; environmental/climatic conditions; search for security; economic opportunities; interaction with other communities. [2 marks]

QUESTION 3

Any two: economic interests/resources/markets; strategic interests; missionary/religious motives; competition among European powers; political expansion/prestige; need to control trade routes. [2 marks]

QUESTION 4

Any two: accountability; transparency; inclusivity; participation; access to information; constitutionalism/rule of law. [2 marks]

QUESTION 5

Any two valid major developments, e.g. merger of political entities/parties, constitutional amendments, creation/reorganisation of devolved structures, referendum/constitutional changes, emergence of multiparty politics, 2010 Constitution, devolution. [2 marks]

QUESTION 6

Any two: conduct/supervise elections; register voters; delimit electoral units as provided by law; regulate nomination/electoral processes; voter education; manage election results/processes; enforce electoral standards. [2 marks]

QUESTION 7

Any two: inclusive participation; respect for diversity; equitable resource sharing; national symbols/common activities; intercultural interaction; civic education; peaceful conflict resolution. [2 marks]

QUESTION 8

Any two: development of agriculture; domestication of animals; favourable climate/environment; population growth; food production/surplus; technological innovation; need for permanent settlement. [2 marks]

QUESTION 9

Two selected civilisations named correctly, e.g. Ancient Egypt, Kush, Axum, Great Zimbabwe, Ghana, Mali, Songhai. Award 1 mark for two valid names and 1 mark for a valid contribution of either. [2 marks]

QUESTION 10

Any two: economic interests; political/strategic interests; missionary activities; technological/medical advantages; inter-European rivalry; African internal divisions; search for raw materials/markets. [2 marks]

QUESTION 11

(a) Any two explained: enables citizens to influence decisions; improves accountability/transparency; identifies community needs; legitimises public decisions; promotes civic responsibility. [4 marks]

(b) Any two explained: promotes tolerance/respect for diversity; strengthens common identity; reduces ethnic/cultural divisions; encourages cooperation; supports peaceful conflict resolution. [4 marks]

QUESTION 12

(a) Any one explained: agriculture; animal domestication; settled communities; improved tools/technology; food surplus/specialisation. [2 marks]

(b) Any one contribution correctly explained, e.g. writing/record keeping, architecture, governance, trade, science/technology, art/culture. [2 marks]

(c) Any one: formalised European claims/spheres of influence; accelerated partition; ignored African interests; established rules used by European powers in claiming territory. [2 marks]

(d) Any one: organised resistance/political mobilisation; created nationalist movements; demanded self-government; united communities around independence; challenged colonial rule. [2 marks]

QUESTION 13

Four explained effects, any four: recruitment of African soldiers; economic disruption/forced production or taxation; infrastructure/logistical changes; political awakening/nationalism; demographic/social effects; post-war economic difficulties; changes in colonial administration; territorial/political consequences. 1 mark point + 1 mark explanation each = 8. [8 marks]

QUESTION 14

(a) Any two explained: liberty; natural rights; equality; popular sovereignty; consent of the governed; social contract; representative government. 2 marks each. [4 marks]

(b) Any one explained: inspired other independence/revolutionary movements; spread ideas of rights and representative government; influenced political thought/reforms elsewhere; affected Europe and other Atlantic societies. [2 marks]

(c) Any one: shared history/institutions; trade and economic links; diplomatic cooperation; educational/cultural links; shared values and programmes. [2 marks]

QUESTION 15

(a) Slavery involves ownership/control of a person or severe exploitation; servitude involves compelled service/labour under coercive conditions without genuine freedom. Award 2 for a clear distinction. [2 marks]

(b) Any two explained: poverty; unemployment; conflict/displacement; trafficking networks; discrimination/vulnerability; weak enforcement; lack of education; demand for cheap labour. [4 marks]

(c) Any one: enforce laws; protect victims; public awareness; investigate trafficking/exploitation; provide rehabilitation; strengthen civil-society partnerships. [2 marks]

QUESTION 16

(a) Any two explained: availability of coal/iron/raw materials; agricultural revolution; capital; markets; scientific/technological innovation; transport improvements; political/economic conditions. [4 marks]

(b) Any three explained: increased demand for African raw materials; expansion of colonial economic interests; development of transport/infrastructure serving colonial trade; intensified imperialism; changes in African labour systems; introduction/expansion of industries in some areas; environmental/social consequences. 2 marks each. [6 marks]

QUESTION 17

(a) Any three explained: sovereignty; equality; cooperation; rule of law; multilateralism; collective action; respect for human rights; environmental protection; peace and security. [6 marks]

(b) Any two explained, e.g. climate change/environmental protection, health security, technological change/digital governance, international security, economic cooperation, opportunities for collective problem-solving and development. [4 marks]

QUESTION 18

(a) Any three explained: protects rights and freedoms; provides lawful dispute-resolution mechanisms; promotes equality/non-discrimination; establishes institutions for governance/accountability; supports public participation; provides mechanisms for peaceful transfer/management of power; promotes rule of law. [6 marks]

(b) Any two explained: dialogue; tolerance; respect for diversity; mediation; rejecting hate speech/violence; community service/cooperation; peaceful civic participation. [4 marks]

QUESTION 19

(a) Any four stages in correct sequence, e.g. oral/traditional communication; writing/manuscripts; printing press; telegraph/telephone; radio; television; digital/computer/internet technologies. 1 mark each. [4 marks]

(b) Any three valid explained opportunities/challenges, e.g. access to information, communication, learning, economic opportunities; misinformation, privacy risks, cybercrime, exclusion/digital divide, online discrimination. 1 mark each. [3 marks]

(c) Any three: equal access to opportunities/services; enforce anti-discrimination laws; inclusive education; fair representation; public awareness; protect human rights; address harmful stereotypes; equitable resource distribution. [3 marks]

CURRICULUM TRACEABILITY

Question	Strand / Sub-strand	Learning focus	Cognitive level	Marks
1	1.1 Introduction to History and Citizenship	Sources/branches of History	Knowledge/Understand	2
2	1.2 Linguistic groups in Kenya	Migration, settlement and diversity	Understand	2
3	1.3 Establishment of colonial rule	Reasons for colonial rule	Understand	2
4	1.4 Public participation	Constitutional principles and participation	Understand	2
5	1.5 Political developments and challenges since independence	Political/constitutional developments	Recall/Understand	2
6	1.6 Elections in Kenya	IEBC roles and electoral process	Recall/Understand	2
7	1.7 National integration	Ways of enhancing integration	Apply	2
8	2.1 Human Developments in Africa	Neolithic transition	Understand	2
9	2.2 African Civilisations up to 19th Century	Contributions of early civilisations	Understand	2
10	2.3 Colonization of Africa	Factors influencing colonisation	Understand	2
11	1.4 + 1.7	Public participation and national integration	Apply/Analyse	8
12	2.1 + 2.2 + 2.3 + 2.4	Human development, civilisations, colonisation and nationalism	Understand/Apply	8
13	2.5 Global wars	Effects of global wars on Africa; strategies for peace	Analyse/Evaluate	8
14	3.1 + 3.2	American Revolution; international/Commonwealth relations	Understand/Analyse	8
15	3.3 Modern slavery and servitude	Forms, causes and responses	Understand/Apply	8
16	3.5 First Generation of Industrial Revolution	Causes and impact on Africa	Analyse/Evaluate	10
17	3.4 Global governance	Principles, emerging issues and opportunities	Analyse/Evaluate	10
18	4.1 Peace and conflict transformations in Kenya	Constitution, peace and conflict prevention	Apply/Analyse	10
19	4.2 + 4.3	Digital citizenship technology; equality and non-discrimination	Analyse/Evaluate	10

TOTAL-MARK VERIFICATION

Section A = 20 marks; Section B = 40 marks; Section C = 40 marks; GRAND TOTAL = 100 marks.

The marking scheme contains guidance for all 19 questions and the cumulative coverage includes all 17 Grade 10 History and Citizenship sub-strands in the supplied Curriculum Design.

TEACHER / EXAMINER GUIDANCE

- Use the supplied Grade 10 Curriculum Design as the authority for scope and learning outcomes.
- Accept relevant examples from the Kenyan context and other appropriate historical contexts where they correctly demonstrate the assessed concept.
- For evaluative responses, reward justified conclusions rather than particular wording.
- Where a candidate gives more responses than required, mark only the number requested, unless the school has a documented alternative policy.
- Maintain consistency in application of M/A/C-style principles: award credit for correct method/concept and accuracy where a calculation or multi-stage response requires it.

END OF MARKING SCHEME

