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PATHFINDER
ANSWER BOOKLET

SOCIAL STUDIES

GRADE 7 8 9

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Wings of Excellence

WINGS OF EXCELLENCE

CONTENTS

Assessment Activities (Page 4)

1. Poster explanations

(a) Terms explained

- Self-esteem: Confidence and respect one has for themselves.
- Self-awareness: Knowing your strengths, weaknesses, feelings and values.
- Abilities: Skills or talents that enable someone to perform tasks.
- Values: Principles or standards that guide behaviour.
- Emotions: Feelings such as happiness, anger, fear or sadness.

(b) How self-awareness affects self-esteem

- When you understand your strengths and weaknesses, you build confidence and avoid negative comparisons.
- Self-awareness helps you accept yourself, which strengthens self-esteem.

(c) How abilities contribute to personal development

- Abilities allow individuals to achieve goals and succeed in tasks.
- They help in career growth and building confidence.
- Different abilities encourage teamwork and innovation.

2. Football incident

(i) Emotion that overcame Mwamachu Anger

(ii) Appropriate decision - Remain calm and report the incident to the teacher instead of retaliating.

(iii) Managing emotions - Take deep breaths, walk away and talk to someone trusted about the incident.

3. Define self-exploration

- The process of examining one's own beliefs, values, abilities and interests to understand oneself better.

4. Personal values for steady personality
- Honesty
- Respect
- Responsibility
- Hard work
- Empathy

5. Define emotions
- Emotions are strong feelings such as joy, anger, fear, or sadness that influence behaviour and reactions.

6. Effective management of emotions
- Practice self-control.
- Engage in physical exercise.
- Talk to trusted friends or counsellors.
- Stay positive and avoid negative thoughts.
- Take breaks and relax when stressed.

End of Strand Assessment (Entrepreneurship) Page 7

1. Meanings

(a) Entrepreneur

A person who starts and manages a business.

(b) Entrepreneurship

The process of creating and running a business.

(c) Entrepreneurial opportunities

Chances to start businesses or projects that meet needs and make profit.

2. Opportunities in Social Studies

(a) Examples Tour guiding, cultural exhibitions, map-making.

(b) Implementation in school - Organize exhibitions, create maps, run clubs.

(c) Making money - Charge entry fees, sell maps, offer guiding services.

(d) Other activities

Farming projects, handicrafts, digital content creation.

3. Poster qualities for social entrepreneurship

(a) Qualities Creativity, risk-taking, leadership, innovation, teamwork.

(b) Explanations

- Creativity Generates new ideas.

- Risk-taking - Willingness to try new ventures.
- Leadership -Guides others.
- Innovation - Improves existing ideas.
- Teamwork - Works well with others.

(c) Opportunity to pursue e.g. Cultural tourism.

(d) Qualities aligning Creativity and teamwork for exhibitions.

4. Benefits of entrepreneurial opportunities
- Create jobs.
- Promote innovation.
- Improve living standards.
- Generate income.

1.2. Social Studies and Personal Management

Assessment Activities Page 10

1. Terrence's five key points showing how people shape an individual:

a. Through family upbringing and discipline
b. By peer influence and friendships
c. Through cultural practices and traditions
d. By role models and mentors
e. Through school and community expectations

2. Four key goals for self-improvement in one's social life:
a. Building respectful relationships
b. Enhancing communication skills
c. Developing empathy and understanding
d. Practicing responsible decision-making

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3. Importance of setting personal goals:
a. Provides direction and purpose in life
b. Helps measure progress and achievements
c. Builds motivation and self-discipline
d. Enhances decision-making and time management

4. Marsha's response: Self-improvement is the process of enhancing one's abilities, skills, and qualities to achieve personal growth and development.

5. Five values in personality development:
- Honesty
- Respect
- Responsibility
- Kindness
- Perseverance

6. Personality traits Mr. Masikonde needs:
a. Empathy
b. Patience
c. Good communication skills
d. Integrity
e. Attentiveness

7. Three educational goals:
- Improve academic performance
- Develop critical thinking skills
- Enhance teamwork and collaboration

End of Strand Assessment
Page 14

1. Effects of unhealthy self-esteem
- Leads to withdrawal from others.
- Causes poor decision-making.
- Results in lack of confidence.

2. Signs of low self-esteem
- Feeling inferior.
- Avoiding challenges.
- Negative self-talk.

3. Importance of healthy self-esteem in interactions
- Builds confidence to communicate.
- Promotes respect for others.
- Encourages positive relationships.

4. Behaviours reflecting high self-esteem
- Speaking confidently.
- Maintaining eye contact.
- Participating actively in discussions.
- Showing respect to others.

5. Ways to improve personal productivity
- Setting clear goals.
- Managing time effectively.
- Avoiding distractions.
- Staying motivated and disciplined.

1.3. Social Studies and Career Development

End of strand assessment Page 25

1. (i) A pathway is a route or direction a learner follows to achieve career goals

   (ii) A career is a long-term occupation or profession pursued over time

   (iii) A career path is the sequence of jobs or roles that lead to a desired career

2. (i) Personal interests and strengths

   (ii) Academic performance or subject grades

   (iii) Availability of subjects or resources

   (iv) Career goals or future aspirations

   (v) Advice from teachers, parents or mentors

3. a. Academic Requirements

   Strong Foundation in Humanities and Languages: Good performance in History and Citizenship, Geography, Religious Education, English Language, Literature in English, Lugha ya Kiswahili, Fasihi ya Kiswahili, Kenya sign Language, Indigenous Languages, Foreign Languages (Arabic, German, French and Mandarin), or other relevant languages.
   Critical Thinking and Analysis Skills: Evident through performance in subjects that require logical reasoning, such as Social Studies or Religious Education.

   b. Personal Traits and Interests
   Curiosity about Society: Interest in understanding people, cultures and systems.
   Strong Communication Skills: Ability to express ideas clearly in writing and orally.
   Problem-Solving Abilities: An inclination to analyze societal challenges and suggest solutions.

   c. Career Path Awareness
   Learners should understand the career opportunities linked to the Social Sciences Pathway, including:
   - *Teaching*
   - *Law*
   - *Social Work*
   - *Public Administration*
   - *Urban Planning*
   - *Journalism and Media*

   d. Participation in Co-Curricular Activities
   - Debating clubs and other forums that promote critical thinking and an understanding of societal issues.
   - Community service projects or initiatives that encourage active citizenship and empathy.

   e. Supportive Learning Resources Access to relevant materials like:
   - Textbooks on humanities and Social Studies.
   - Digital platforms for research and collaborative projects.
   - Libraries with a collection of historical, geographical and geological resources.

4. History, Geography, Religious Education and Civics

5. English, Kiswahili, Foreign Languages and Literature

6. (i) Helps learners focus on relevant subjects.

   (ii) Guides future career decisions

   (iii) Encourages goal-setting and planning

   (iv) Builds motivation and self-confidence

   (v) Aligns education with personal interests and strengths

7. Support systems promote emotional, academic and social well-being.   Pg 26

- They help learners set goals and stay motivated

- Provide guidance and mentorship

- Encourage positive decision-making and resilience

- Strengthen relationships with peers, teachers and family.

8. • Parents
   • Teachers
   • Career counselors
   • Peer mentors
   • Religious leaders
   • Community organizations

9. (a) Pre-career mapping is the process of identifying interests, strengths, and goals to guide career choices

   (b) • Helps learners understand their strengths and interests
   • Guides subject and career choices
   • Encourages goal-setting and planning
   • Builds confidence and motivation
   • Prepares learners for future opportunities

10. • Limited access to career guidance.
    • Lack of trained counselors.
    • Inadequate parental support.
    • Peer pressure or misinformation.
    • Poor digital access or resources.

11. • Train more career counselors and mentors.
    • Increase parental involvement through workshops.
    • Provide accurate career information in schools.
    • Promote peer support programs.
    • Improve access to digital tools and resources.

2.1 Community Service Learning (CSL)

End of strand Assessment Pg 30

1. (a) A community is a group of people living in the same area or sharing common interests

   (b) Service is the act of helping or doing work for others voluntarily

2. • Identify a community need
   • Plan the service activity
   • Implement the activity
   • Reflect on the experience
   • Share outcomes with others

3. • Builds empathy and responsibility
   • Strengthens teamwork and communication skills
   • Enhances problem-solving and leadership
   • Connects learning to real-life situations

2.2 Community Service Learning (CSL)

End of strand assessment Pg 36

1. (i) A project is a planned activity undertaken to solve a problem or achieve a goal

   (ii) A community service learning project is a structured activity where learners help solve real-life community problems while gaining knowledge and skills

2. • Problem identification
   • Plan to solve the problem
   • Designing the solution
   • Implementing the solution
   • Exhibition and report writing
   • Reflection

3. • Poverty
   • Poor sanitation
   • Insecurity
   • Drug abuse
   • Unemployment

4. • Promotes active citizenship
   • Builds teamwork and leadership skills
   • Enhances problem-solving abilities
   • Connects classroom learning to real-life situations
   • Encourages empathy and responsibility

5 • Interviews
   • Questionnaires
   • Observation
   • Focus group discussions
   • Digital research

6. Table
1. Identify a specific problem in the community, such as poor sanitation or lack of clean water.
2. Plan how to solve the problem by brainstorming possible solutions and assigning roles to participants.
3. Design the solution by creating a detailed action plan, timeline, and gathering necessary resources.
4. Implement the solution by carrying out the planned activities, such as cleaning, educating, or building.
5. Exhibit the results and write a report summarizing the process, outcomes, and lessons learned.
6. Reflect on the experience by evaluating what worked well, what could be improved, and how it impacted the community.

2.3 Community Service Learning (CSL)

End of strand assessment Pg 40

1.(a) Community Service Learning is a structured approach where learners engage in solving real-life community problems while gaining academic and personal development.

(b) i. Problem identification
ii. Planning the project
iii. Designing the solution
iv. Implementing the solution
v. Exhibition and report writing
vi. Reflection

2. i Poor sanitation   ii. Drug abuse
iii. Environmental pollution iv. Insecurity
v. Poverty   vi. School dropout

3. i. Builds empathy and responsibility
ii. Enhances teamwork and leadership skills
iii. Connects learning to real-life situations
iv. Promotes active citizenship
v. Develops problem-solving abilities
vi. Strengthens community relationships

4. i Limited resources or funding
ii. Lack of community support
iii. Poor coordination among learners
iv. Time constraints
v. Inadequate guidance or mentorship

5. i. Interviews   ii. Questionnaires
iii. Observation   iv. Digital research

3.1 People and Relationships

Assessment Activities pg 47

1. (a) • Availability of water from River Nile
   • Fertile soil for agriculture
   • Organized leadership and religion

(b) • Centralized leadership under kings
   • Trade with neighboring regions
   • Strong cultural and religious practices

(c) • Rich mineral resources
   • Strategic location for trade
   • Skilled craftsmanship and stone construction

2.
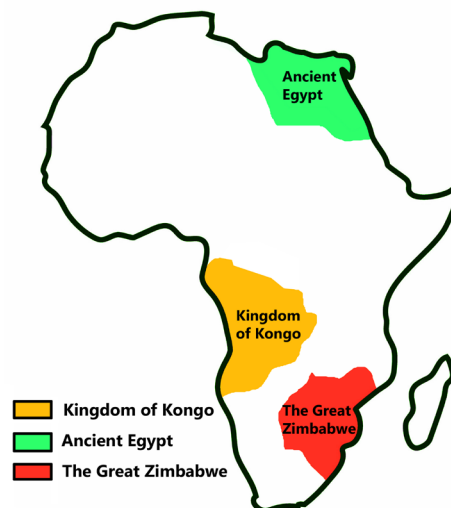
3. • Influenced modern architecture and engineering.
• Introduced early systems of governance and law.
• Contributed to cultural heritage through art, religion and language.

Slavery and Servitude

1. (a) Slavery: The condition in which individuals are owned by others and deprived of personal freedom

   (b) Servitude: The state of being under the control or service of another, often without full freedom

2. • Domestic slavery   • Debt bondage
   • Military slavery   • Ritual servitude
   • Forced labor
   • Child slavery

End of substrand Assessment test Page 50
End of Substrand Assessment Test

1. (i) • Slavery: A condition where individuals are owned by others and deprived of personal freedom.

(ii) Servitude: A state of being under the control or service of another, often without full freedom.

2   • Domestic slavery   • Debt bondage
    • Military slavery   • Ritual servitude
    • Forced labor   • Child slavery

3. • Demand for cheap labour in plantations and trade .

• Availability of trade routes along the Indian Ocean.

• Collaboration between local chiefs and foreign traders.

• High profits from slave trade.

• Weak enforcement of laws against slavery.

4. • Learners draw a map of Africa and mark coastal regions involved in the Indian Ocean slave trade, including East African ports like Mombasa, Zanzibar and Kilwa

5. • Breakdown of family units
   • Loss of cultural identity
   • Psychological trauma and fear
   • Disruption of community structures

End of strand assessment Pg 59

1. (a) (i) Availability of water from River Nile
       (ii) Fertile soil for agriculture
       (iii) Organized leadership and religion

(b) (i) Centralized leadership under kings
    (ii) Trade with neighboring regions
    (iii) Strong cultural and religious practices

(c) (i) Rich mineral resources
    (ii) Strategic location for trade

(iii) Skilled craftsmanship and stone construction.

2. **X:** Ancient Egypt
   Y Kingdom of Kongo
   Z: Great Zimbabwe

3. (i) Domestic slavery (ii) Debt bondage
   (iii) Military slavery   (iv) Ritual servitude
   (v) Forced labor   (vi) Child slavery

4. (i) Demand for cheap labour in plantationsand trade
   (ii) Availability of trade routes along the Indian Ocean
   (iii) Collaboration between local chiefs and foreign traders
   (iv) High profits from slave trade
   (v) Weak enforcement of laws against slavery

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5.(i) Money: A medium of exchange used to buy goods and services
(ii) Barter trade: The exchange of goods and services without using money
(iii) Currency trade: The exchange of one form of currency for another, often between countries

6. (i) Difficulty in transporting bulky goods during barter trade
(ii) Lack of common value in exchanged items
(iii) Need for a standardized medium of exchange
(iv) Growth of trade across regions and cultures

7. (i) Simplified buying and selling of goods
    (ii) Encouraged savings and investment
    (iii) Enabled pricing and valuation of goods
    (iv) Facilitated long-distance trade
    (v) Reduced disputes in transactions

8. (i) Human diversity refers to the differences among people in terms of culture, race, gender, abilities and beliefs

(ii) • Aspects of human diversity:
    • Race
    • Gender
    • Religion
    • Language
    • Age
    • Abilities

(iii) **Desirable:**
    (i) Honesty
    (ii) Kindness
    (iii) Respectfulness
    (iv) Responsibility
    (v) Cooperation

    Undesirable:
    (i) Dishonesty
    (ii) Rudeness
    (iii) Laziness
    (iv) Selfishness
    (v) Aggressiveness

9. (i) Respects others
    (ii) Listens actively
    (iii) Avoids violence
    (iv) Solves problems calmly
    (v) Promotes unity and fairness

10. (i) Dialogue - talking through issues respectfully
    (ii) Mediation - involving a neutral third party
    (iii) Arbitration - allowing a third party to make a binding decision
    (iv) Negotiation - reaching a compromise through discussion.

3.2 People and Relationships

Assessment exercise 4 Pg 71

1. • Presence of early human fossils in Africa.
   • Discovery of ancient tools and artifacts.
   • Existence of prehistoric sites like Olduvai Gorge.
   • Favourable climate for early human survival.
   • Genetic evidence tracing human origins to Africa.

2. • Increase in brain size and intelligence.
   • Development of upright posture and bipedal movement.
   • Use of tools and fire.
   • Development of language and communication.
   • Formation of social groups and communities.

3. (i) Natural selection:
   The process by which organisms get better adapted to their environment, survive and reproduce.

   (ii) Fossil records: Preserved remains or impressions of ancient organisms used to study human evolution.

   (iii) Evolution: The gradual development of organisms over generations from earlier forms.

4. • Olduvai Gorge
   • Isimila Stone Age site
   • Kondoa rock paintings
   • Engaruka ruins

5. • Australopithecus   • Homo habilis
   • Homo erectus   • Homo sapiens

Assessment exercise 5 Pg 75

1. • Strategic location along the East African coast encouraged trade with Arabs, Persians and Indians
   • Availability of natural harbours and monsoon winds facilitated maritime trade
   • Rich hinterland provided goods like ivory, gold and slaves for export

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- Influence of Islam and Swahili culture promoted unity and governance
- Development of trade routes connecting the interior to coastal towns
- Skilled craftsmanship and urban planning supported growth of city infrastructure.

2. **a) Indian Ocean Trade**

The coast was strategically located along major trade routes linking Africa, Arabia, Persia, India and China. Traders exchanged goods like gold, ivory, slaves, spices, and textiles.

b) Monsoon Winds

The predictable monsoon winds made sailing easier.

Winds brought traders to the Coast and enabled return voyages, boosting regular trade.

c) Good Natural Harbours

Places like Mombasa, Malindi, Kilwa and Lamu had deep, sheltered harbours. These encouraged ships to dock safely and made the cities ideal trading centres.

d) Interaction with Foreign Traders

Arabs, Persians and later Indians settled along the Coast. Their presence promoted cultural exchange, intermarriage growth of Swahili culture, which strengthened the city-states.

e) Availability of Local Raw Materials

The interior supplied valuable goods such as gold, ivory, rhinoceros horns and timber.

These items attracted foreign traders and encouraged city-state development.

Assessment Exercise 6 Pg 81

1. **Factors that led to the growth of Trans-Saharan trade:**

a. Availability of trade goods: Goods from the north included - iron tools, salt, silk, weapons, cowrie shells, cotton cloths and horses in exchange for goods from west Africa which were: kolanuts, hides and skins, gold, slaves, ivory and ostrich feathers.

b. Pack animals: Availability of pack animals which facilitated easy movement of goods across the dessert over long distances without water.

c. Existence of Islam in the region: The existence of Islamic religion in the region united the people of western Africa.

d. High demand of trade goods: There was high demand for goods between the people of west Africa and the people of North Africa.

e. Existence wealthy merchants from the North: There was existence of wealthy merchants who gave traders goods on loans. This acted as a boost to trade.

f. Well established trade routes: There existed well established trade routes which made it easy to cross and traverse the Sahara desert.

g. Existence of strong kings e.g. Askia Mohamed of Songhai and Mansa Musa of Mali: They ensured Protection of the traders with their goods and ensured peace and good political stability.

h. Presence of Tuaregs: The existence of Tuaregs whose work was to provide security to the traders, showing them direction and maintaining water points *(oases)* where the Berber merchants could water their animals *(camels)* before continuing with the rest of the journey.

i. Local trade: The existence of local trade among the Berbers and the Tuaregs provided trading base for the major regional trade in the region.

2. **Negative effects**

a. The population decline: This is because most of the were forced to move from their original homes as a result of trade.

b. It led to the displacement of people from their places of origin.

c. It led to the increase of warfare as

communities had acquired weapons as a result of trade.

d. High demand for ivory led to the destruction of wildlife.

3. Ways of demonstrating assertiveness in the promotion of social justice

a. Educating the public on the rights and equality for all through chief's barazas schools and community programs.

b. The government should ensure the equitable sharing of resources whereby wealth and opportunities are fairly achieved.

c. Treating all people with dignity and respect their rights.

d. Upholding the rule of law by ensuring that justice is served fairly without discrimination.

e. Creating avenues where people can easy access to equal opportunies e.g. education.

g. Encouraging people to participate in decision making.

h. Encouraging and support peaceful methods of solving conflicts.

Assessment Activities Pg 89
Social Cultural Diversities in Kenya

1. List and discuss five social cultural diversities in Kenya. (Examples: language, religion, race, dress and food, customs and traditions)

2. Using a print material (e.g. newspaper, magazine, book), identify ways to improve one's self-esteem.

3. Watch a video clip on handling different emotional states.

• Summarize key strategies shown in the video.

4. Write a short response explaining how to manage the effects of emotions in a socially diverse environment.

5. Discuss practical ways of managing peer pressure.

• Include examples from school or community settings.

6. Compose a communication message that promotes respect for social cultural diversities in Kenya. (This could be a poster slogan, radio message, or short speech.)

Assessment exercise 8 Pg 92

1. State five aspects of social cultural diversity. (Examples: language, religion, race, dress and food, customs and traditions)

2. Explain three ways of celebrating various socio-cultural diversities in Kenya. (Think of festivals, cultural exchange programs, or inclusive school activities.)

3. Describe three ways of building a healthy self-esteem to promote social cohesion. (Include personal habits, peer support, and positive communication.)

4. Name three strategies individuals can use to manage peer pressure in a culturally diverse environment. (Consider assertiveness, choosing positive role models, and setting personal boundaries.)

5. Students of Mwhoko Junior School were asked to suggest strategies for promoting respect and inclusion. Identify five possible answers they gave. (Examples: celebrating cultural days, inclusive language use, anti-bullying campaigns, peer mentoring, and collaborative projects.)

End of strand assessment Pg 95
End of Strand Assessment: Conflict Resolution

1. State and explain the following non-violent methods of conflict resolution:

(i) Arbitration - A neutral third party listens to both sides and makes a binding decision.

(ii) Negotiation - The conflicting parties discuss their differences and agree on a solution.

(iii) Mediation - A third party helps the disputing sides communicate and reach a voluntary agreement.

2. List four common causes of conflict within a family. (Examples: financial disagreements, poor communication, unequal responsibilities, or generational differences)

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3. Characteristics of a peaceful family for harmonious living:
- Open and respectful communication
- Shared responsibilities and cooperation
- Emotional support and understanding
- Conflict resolution through dialogue
- Mutual respect and trust

4. Effects of emotions:
(i) On self - Can lead to stress, low self-esteem, or motivation depending on the emotion
(ii) On others -May cause misunderstandings, hurt feelings, or stronger social bonds

5. Effects of rural to urban migration on rural areas:
- Reduction in labor force for farming and local industries
- Brain drain and loss of skilled individuals
- Decline in local economic activities
- Increased dependency on urban remittances.

3.3 People and Relationships

End of strand assessment Pg 126
Poverty and Resource Exploitation

1. Definition of poverty: Poverty is the condition where individuals or communities lack sufficient resources to meet basic needs such as food, shelter, education and healthcare.

2. Causes of poverty in Africa
(i) Unemployment and underemployment
(ii) Poor governance and corruption
(iii) Low access to quality education
(iv) Over-reliance on foreign aid
(v) Environmental degradation and climate change

3. Effects of over-exploitation of natural resources on poverty:

(i) Depletion of resources leading to loss of livelihoods
(ii) Environmental damage reducing agricultural productivity
(iii) Increased inequality and displacement of communities

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4. Poverty and Population
i. Home-grown solutions to reduce poverty in Africa:
   (i) Promoting small-scale farming and agribusiness
   (ii) Supporting local entrepreneurship and cottage industries
   (iii) Enhancing access to vocational training and skills development
   (iv) Encouraging community savings and microfinance initiatives
   (v) Investing in affordable housing and basic infrastructure
   (vi) Strengthening local governance and anti-corruption measures

5. Benefits of poverty reduction in the community:
(i) Improved access to education and healthcare
(ii) Reduced crime and social unrest
(iii) Increased employment and income levels
(iv) Better living standards and housing
(v) Enhanced social cohesion and inclusion
(vi) Growth in local economic activities

6. Definition of population structure: Population structure refers to the composition of a population based on age, gender, and other demographic factors. It helps in understanding the distribution and needs of different groups within a society.

7. Sources of population data in Kenya:
- National census .
- Civil registration offices
- Household surveys and demographic studies.

4.1 Natural and Historical Built Environments

End of strand assessment page 151

1.(a) Primary and Secondary Sources of Information Primary Sources
  (i) Oral traditions (stories, songs, proverbs)
  (ii) Historical artifacts *(tools, pottery, weapons)*
  (iii) Written records *(letters, diaries, manuscripts)*
  (iv) Photographs and videos
  (v) Autobiographies or eyewitness accounts.
(b) Secondary Sources
  (i) Textbooks
  (ii) Encyclopedias
  (iii) Research articles and journals
  (iv) Documentaries
  (v) Biographies

2. **Importance of Historical Information**
  (i) Helps us understand our past and origins.
  (ii) Preserves cultural heritage and traditions.
  (iii) Provides lessons to avoid past mistakes
  (iv) Promotes national identity and unity
  (v) Guides future planning and development Agriculture

3.(a) Definition Agriculture is the practice of cultivating crops and rearing animals for food, clothing, and other human needs.
(b) Location of Early Agriculture in Africa Early agriculture in Africa started in the Nile Valley (Egypt) and spread to regions such as the Rift Valley of East Africa and Nubia (Sudan region).
(c) Crops Grown in Early Agriculture
  • Nile Valley in Egypt Wheat, barley, flax
  • Rift Valley of Eastern Africa Millet, sorghum
  • Nubian region Dates, wheat, barley
(d) Domesticated Animals
  • Cattle   • Sheep
  • Goats   • Donkeys   • Camels

4. **Maps and Africa's Position**
(a) Definition of a Map A map is a drawing or representation of the earth's surface (or part of it) showing physical and human features using symbols.

(b) Position of Africa
  • Longitudes: Africa stretches approximately from 17° West to 51° East.
  • Latitudes: Africa extends from about 37° North to 35° South.

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(c) 3 million square kilometres
(d) (i) Asia   (ii) Africa
    (iii) North America   (iv) South America
    (v) Antarctica   (vi) Europe
    (vii) Australia

5. **Passing Star Theory:** A star passed near the sun, pulling gases that cooled and formed planets.
• **Nebula Cloud Theory:** A rotating cloud of gas and dust condensed; the center became the Sun, planets formed around it.

6.
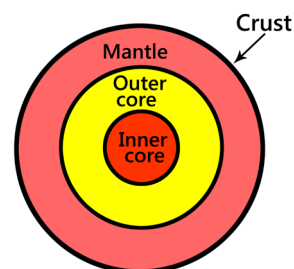
7. (i) Temperature   (ii) Humidity
   (iii) Precipitation   (iv) Wind
   (v) Atmospheric Pressure
   (vi) Cloudiness
   (vii) Visibility

8. (i) Agriculture - rainfall and sunshine support crops.
(ii) Energy - wind and solar provide renewable power.
(iii) Water Supply - rain replenishes rivers and groundwater.
(iv) Human Comfort - weather influences clothing, housing and activities.

4.2 Natural and Historical Built Environments

End of Strand Exercise Page 178

(i) Causes of climate change: Greenhouse gas emissions, deforestation, industrial activities, agricultural practices.

(ii) Effects of climate change: Rising temperatures, melting ice and rising sea levels, reduced agricultural productivity, loss of biodiversity.

2. (i) Relief: Mountains influence rainfall and temperature, windward sides are wet, leeward sides are dry.

(ii) Shape of the Coastline: Bays and gulfs affect winds and ocean currents, influencing rainfall and temperature.

(iii) Distance from the sea: Coastal areas have moderate climates, inland areas experience extremes.

3. Vegetation is the plant cover growing naturally in a given area.

4. Tropical rainforest: dense evergreen trees, high rainfall, found in Congo Basin.

• Savanna grassland: tall grasses with scattered trees, found in East and Southern Africa.

• Desert vegetation: sparse plants adapted to dry conditions, found in Sahara and Kalahari.

5. • Robben Island - South Africa
   • Giza pyramid - Egypt
   • Great Zimbabwe - Zimbabwe
   • Meroe - Sudan
   • Timbuktu - Mali
   • Kilwa ruins -Tanzania

6. Importance of historical sites and monuments: preserve cultural heritage, provide education, attract tourists, promote unity and identity.

7. Weather is the short-term atmospheric conditions of a place at a specific time. Climate is the long-term average weather patterns of a region measured over many years.

4.3 Natural and Historical Built Environments

End of strand assessments
Page 227 and 228
Socio-economic activities in the Stone Age

1. (i) Early Stone Age: Hunting and gathering
(ii) Middle Stone Age: Hunting, gathering, and beginning of fishing
(iii) Late Stone Age: Farming, herding and fishing

2. Tools used by early man
(i) Early Stone Age: Hand axes, choppers, cleavers
(ii) Middle Stone Age: Scrapers, spear points, flakes
(iii) Late Stone Age: Microliths, bows and arrows, grinding stones

3. Indigenous knowledge systems in African societies
   (i) Herbal medicine
   (ii) Oral traditions and storytelling
   (iii) Traditional music and dance
   (iv) Indigenous farming methods
   (v) Weather forecasting by observing nature
   (vi) Traditional conflict resolution
   (vii) Craft making (pottery, weaving, carving)
   (viii) Spiritual practices and rituals
   (ix) Indigenous architecture
   (x) Food preservation techniques

4. How indigenous knowledge systems sustained life
   (i) Herbal medicine treated illnesses
   (ii) Oral traditions preserved culture and values
   (iii) Farming methods ensured food security
   (iv) Weather forecasting guided planting seasons
   (v) Conflict resolution maintained peace
   (vi) Craft making provided tools and income

(vii) Spiritual practices strengthened social cohesion

(viii) Architecture provided shelter adapted to environment

(ix) Food preservation reduced famine risks

(x) Music and dance promoted unity and identity

5. Causes of poverty in Africa

(i) Corruption and poor governance

(ii) Unemployment

(iii) Low levels of education

(iv) Poor infrastructure

(v) Political instability and conflicts

(vi) Overdependence on agriculture

(vii) Climate change and natural disasters

(viii) Unequal distribution of resources

5.1 Political Development and Governance

End of strand assessments Page 247

1. (a) Definition of African Diaspora
- The African Diaspora refers to people of African origin living outside the African continent due to migration, slavery, or displacement.

(b) Contributions of the African Diaspora to Africa's development
- Remittances sent back home to support families and communities
- Investment in businesses and infrastructure
- Transfer of skills, knowledge and technology.

2. Roles of African Diasporas in Africa's political development.
- Advocating for democracy and good governance abroad.
- Lobbying foreign governments to support African causes.
- Promoting human rights and justice in African states.
- Influencing policy through activism and international networks.

3. Factors contributing to the presence of African Diasporas worldwide
- Trans- Atlantic slave trade
- Colonial labour migration
- Search for better economic opportunities
- Political persecution and conflicts
- Educational opportunities abroad

4. Countries inhabited by the African Diasporas
- United States of America
- Brazil
- United Kingdom
- Canada
- France

End of strand assessments Page 251 to 252

1. Differentiation of terms
- Interdependence: Mutual reliance between countries for resources, trade, and support.
- Interconnectedness: Linkages and networks that connect countries socially, economically, and technologically.

2. Ways of creating awareness on globalization effects
- Public campaigns through media and social platforms
- Incorporating globalization topics in school curricula
- Hosting national and international conferences/seminars
- Community outreach and sensitization programs

3. Qualities of a global citizen
- Respect for diversity and cultural differences
- Commitment to human rights and justice
- Environmental responsibility
- Active participation in civic duties
- Adaptability and openness to new ideas

4. Positive and negative effects of globalization
- Positive:

- Increased trade and economic growth
- Access to advanced technology
- Cultural exchange and integration
- Improved communication networks
- Greater employment opportunities
- Negative:
- Loss of cultural identity
- Economic inequality
- Environmental degradation
- Exploitation of labor
- Dependence on foreign economies

5. Reasons for interconnectedness and interdependence among countries
- International trade and exchange of goods
- Sharing of technology and innovation
- Global environmental concerns *(e.g. climate change)*
- Political cooperation and peacekeeping
- Migration and exchange of human resources

6. Citizenship in Kenya
(a) Responsibilities of a good citizen:
- Obeying laws of the country
- Participating in community development
(b) Rights of a child in the Constitution:
- Right to education
- Right to protection from abuse and neglect
(c) Importance of citizen participation in community projects:
- Promotes unity and cooperation
- Ensures sustainable development and ownership of projects

7. Importance of the Constitution of Kenya
- Provides a framework for governance
- Protects citizens' rights and freedoms
- Promotes justice, equality, and democracy
- Guides law-making and enforcement

8. Political right
- B. Right to vote

9. Main reason for Scramble and Partition of Africa
- Desire for raw materials and markets by European powers.

10. Concept of respecting and valuing uniqueness
   B. Non-discrimination

11. Scramble and Partition of Africa
(a) Reasons:
- Search for raw materials
- Need for new markets
(b) Conference:
- Berlin Conference (1884–1885)
(c) Countries taken by the British:
- Kenya
- Uganda
(d) Conditions agreed upon at Berlin Conference:
- Effective occupation must be established to claim territory.
- Free navigation of rivers such as Congo and Niger.

5.2 Political Development and Governance

End of strand assessments Page 269

National Days in Kenya
- Madaraka Day (1st June)
- Mashujaa Day (20th October)
- Jamhuri Day (12th December)

2. Requirements for citizenship by registration.
- Must have resided in Kenya for a continuous period as required by law
- Must be of good character and not involved in crime.
- Must demonstrate knowledge of Kiswahili or another Kenyan language
- Must intend to reside permanently in Kenya

3. Composition of the National Assembly
- Members elected from constituencies
- Women representatives elected from counties
- Members nominated to represent special interests (youth, persons with disabilities, workers)
- The Speaker of the National Assembly

4. Roles of the Judiciary
- Interpreting and applying the law
- Protecting the rights and freedoms of citizens
- Resolving disputes between individuals, institutions, and government
- Ensuring justice is served fairly and impartially

5. Qualities of a good leader
- Honesty and integrity
- Accountability
- Vision and foresight
- Fairness and justice
- Ability to inspire and motivate others

6. Responsibilities of a global citizen
- Promoting peace and justice
- Protecting the environment
- Respecting diversity and human rights
- Participating in global problem-solving
- Supporting sustainable development

7. Ways Wangari Maathai addressed social injustices
- Advocated for environmental conservation through the Green Belt Movement
- Empowered women by involving them in tree planting and community projects
- Spoke against corruption and poor governance
- Promoted democracy and human rights

8. Reasons Mahatma Gandhi was able to address social injustice
- Use of non-violent resistance (satyagraha)
- Strong leadership and moral authority
- Mobilized masses through peaceful protests
- Advocated for equality and justice for all

5.3 Political Development and Governance

End of strand assessments
Page 292 to 293

1.(a) Definition of constitution

A constitution is the supreme law of a country that outlines the structure of government, rights of citizens, and principles guiding governance.

(b) Stages in constitution making.
(i) Identifying the need for a constitution.
(ii) Public participation and collection of views.
(iii) Drafting of the constitution.
(iv) Debate and review of the draft.
(v) Approval through referendum or legislative process.
(vi) Promulgation and implementation

2. Roles of parliament in the constitutional making process.
(i) Debating and reviewing draft proposals.
(ii) Passing laws to facilitate constitutional changes.
(iii) Representing citizens' views in discussions
(iv) Approving constitutional amendments.
(v) Oversight of implementation.

3. Roles of citizens in the constitutional making process
(i) Giving views during public participation forums
(ii) Voting in referendums to approve or reject drafts
(iii) Educating others about constitutional issues
(iv) Monitoring implementation of constitutional provisions

4. Ways of civil engagement in governance
(i) Voting during elections
(ii) Participating in public debates and forums
(iii) Petitioning government institutions
(iv) Joining civil society organizations

5. Roles of political parties in democratic governance
(i) Mobilizing citizens for elections
(ii) Nominating candidates for leadership positions
(iii) Educating citizens on political issues
(iv) Influencing government policies
(v) Promoting democracy and accountability
6. Basic requirements for forming a political party.
(i) Must have a constitution and manifesto
(ii) Must be registered with the Registrar of Political Parties.
(iii) Must have a national outlook. *(representation across counties)*
(iv) Must respect democratic principles and human rights.
(v) Must not be based on ethnicity, religion, or region only .
7. Positions vied for during a general election in Kenya
(i) President
(ii) Governor
(iii) Senator
(iv) Member of Parliament (MP)
(v) Women Representative
(vi) Member of County Assembly (MCA)
8. Rights of special groups
• Elderly: Right to care, dignity and protection from neglect
• Refugees: Right to asylum, protection and basic needs
• Migrants: Right to fair treatment, work opportunities and protection from exploitation
9. Ways of preserving cultural elements that promote global citizenship
(i) Documenting and archiving cultural practices
(ii) Promoting intercultural exchange programs
(iii) Teaching cultural values in schools
(iv) Supporting traditional art, music, and crafts
(v) Using media to showcase cultural heritage
(vi) Encouraging respect and tolerance for diversity

Model Paper 1

1. (a) Community Service Learning is an educational approach where learners engage in organized community activities to address real-life problems while gaining knowledge and skills.
(b) Conducting surveys and interviews
• Observing community practices and challenges
• Consulting local leaders and institutions
2. a. Negotiation - Family members discuss issues to reach a mutual agreement.
b. Arbitration - A neutral third party makes a binding decision to resolve disputes.
c. Mediation - A mediator helps family members communicate and reach a voluntary solution.
3. a. Personality attributes: honesty, confidence, patience, creativity
b. Components of human identity: language, religion, culture, nationality
4. a. Mutation - A permanent change in the genetic material of an organism.
b. Natural selection - The process where organisms better adapted to their environment survive and reproduce.
c. Adaptation - The adjustment of organisms to their environment for survival.
5. a. Brains - Increased in size and complexity.
b. Face - Became flatter with reduced jaws and teeth.
c. Tail - Disappeared as humans evolved upright posture.
6. Socio-cultural diversities are differences in social practices, traditions, values, and cultural expressions among people.
7. Impacts of emotions:
• Influence decision-making
• Affect relationships with others
• Impact self-confidence and motivation
8. Ways of managing peer pressure:
• Assertiveness
• Choosing positive friends
• Setting personal goals
• Respecting cultural differences

9. Values enhancing healthy self-esteem:
• Self-respect
• Integrity
• Responsibility
• Confidence

10. i. Evolution - The gradual development of organisms from simple to complex forms over time.
ii Reasons Africa is the cradle of mankind:
• Oldest human fossils found in Africa
• Presence of early stone tools
• Favourable climate and environment for early humans

11. a. Citizenship - Legal membership of a person in a state.
b. Legal documents: National ID card, Birth certificate, Passport
c. Ways of demonstrating patriotism: Respecting national symbols, Participating in national events, Protecting public property, Obeying laws.

12. i. Solutions to drought: Water harvesting, Irrigation, Planting drought-resistant crops, Afforestation
ii. Areas to report: Objectives achieved, Challenges faced, Recommendations

13. Contributions of early civilization: Development of writing, Invention of the wheel, Establishment of trade

14. a) Musa practiced internal migration.
b) Effects of migration: Brain drain, Cultural exchange, Urban congestion

15. Effects of population growth: Unemployment, Pressure on resources, Environmental degradation, Poor housing

16. a. Demography - The study of human population characteristics.
b. Demographic trends - Birth rates, Death rates, Migration patterns, Population growth

17. Importance of setting goals: Provides direction, Motivates effort, Measures progress, Builds self-discipline

18. Groups of visitors: Arabs, Persians, Portuguese, Chinese

19. National values: Integrity, Patriotism, Social justice

20. a. Personality traits for self-improvement: Discipline, Determination, Optimism
b. Personality traits for self-understanding: Self-awareness, Honesty, Reflection
c. Ways to achieve educational goals: Time management, Group discussions, Seeking mentorship, Consistent practice
d. Shikami should acquire skills, pursue training, seek mentorship, and set career goals.

21. a. First stages of human evolution: Australopithecus, Homo habilis, Homo erectus
b. Factors: Discovery of oldest fossils, Evidence of earliest tools

22. a. Causes of low self-esteem: Negative criticism, Poverty, Discrimination
b. Solutions: Positive self-talk, Counseling, Encouragement from peers

23. Changes Arabs brought: Introduction of Islam, New architectural styles, Trade expansion

24. The climate is likely to be Equatorial climate.

25. Factors influencing vegetation: Rainfall, Soil type, Human activities

26. Roles of National Assembly: Making laws, Representing citizens, Approving budgets, Oversight of government

27. Nobel Prize Nominees: Wangari Maathai, Mahatma Ghandhi

28. Qualities of a global citizen: Respect for diversity, Environmental responsibility, Advocacy for peace, Social justice

29. Qualities of a peaceful person: Tolerance, Forgiveness, Respect, Cooperation, Kindness

30. Kingdoms from Trans-Saharan trade:
Ghana   Mali   Songhai

Model Paper 2

1. Meaning of terms
- Map: A representation of the earth's surface or part of it drawn to scale on a flat surface.
- Map reading: The process of interpreting and understanding the symbols, scale, and features shown on a map.

2. Growth of East African city states
- **Deep harbours:** Allowed docking of large ships, encouraging trade and settlement.
- **Monsoon winds:** Facilitated seasonal sailing between Africa and Asia, boosting trade and cultural exchange.

3. Physical features on topographical maps
- Mountains • Rivers • Valleys

4. Equipment for measuring distances on a map
- Pair of dividers
- Ruler

5. Cooperation and governance
(a) Guiding principles of leadership and integrity
- Transparency and accountability
- Respect for the rule of law
- Service to the people
(b) Achievements of the OAU
- Supported independence movements in Africa
- Promoted unity and solidarity among African states
- Encouraged economic cooperation
- Opposed apartheid in South Africa

7. Historical sites and their countries
- Timbuktu is found in Mali
- Meroe is found in Sudan
- Robben Island is found in South Africa

8. Constitution of Kenya
- Bill of Rights
- Structure of government

9. Features of Swahili civilization
- Use of Swahili language
- Islamic religion and culture
- Stone houses and mosques

10. Processes of evolution
- Mutation
- Natural selection
- Isolation and adaptation

11. Signs of unhealthy relationship
- Lack of trust
- Constant conflict
- Disrespect

12. Non-violent ways of solving family conflicts
- Dialogue/communication
- Mediation

13. Human rights
(a) Classifications
- Civil and political rights
- Economic, social, and cultural rights
- Solidarity/collective rights
(b) Characteristics
- Universal • Inalienable

14. Importance of fossil records
- Show stages of human evolution
- Provide evidence of extinct species
- Help scientists reconstruct past environments
- Indicate geographical distribution of early humans

15. Characteristics of human rights
- Universal • Indivisible
- Equal for all

16. Matching processes
- Mutation - Human organisms underwent change in their genes and body behaviour
- Natural selection - Only the fittest or strongest organisms survived
- Isolation and adaptation - Organisms adapted to their environment
(b) Theory of evolution proposed by: Charles Darwin

17. Prehistoric sites
- Aegyptopithecus - Egypt
- Ramapithecus - India
- Australopithecus - South Africa

18. Fossils and discovery places
   Homo habilis was discovered at Olduvai

Gorge in Tanzania
Homo erectus was discovered at Lake Turkana in Kenya
Homo sapiens was discovered at Omo Valley in Ethiopia

19. Features of Swahili civilization
 • Islamic religion
 • Swahili language
 • Stone houses with carved doors
 • Trade in gold, ivory and slaves

20. Causes of population growth in Africa
 • Improved healthcare
 • Availability of food
 • Early marriages
 • Reduced infant mortality

21. Factors influencing self-esteem
 • Poor hygiene
 • Peer influence
 • Body image concerns
 • Academic performance

22. Types of map scales
 • Linear scale
 • Statement scale
 • Ratio/representative fraction scale

23. Self-esteem
(a) Self-esteem: The value or perception one has of themselves.
(b) Factors: Family background, peer influence, academic performance, physical appearance, economic status.
(c) Ways: Positive self-talk, setting goals, maintaining hygiene, developing talents.
(d) Importance: Builds confidence, improves relationships, enhances productivity.

24. Evolution
(a) Scientist: Charles Darwin
(b) Accepted because it is supported by fossil evidence and scientific research
(c) Characteristics of Homo sapiens: Upright posture, large brain, ability to speak
(d) Changes: Development of tools, increased brain size, upright walking

25. Marginal information on maps
 • Title   • Scale
 • Key/legend   • North direction

26. Elements in Kenya constitution
 • 18 elements

27. Meaning of critical thinking
 • The ability to analyze, evaluate, and make reasoned judgments.

28. Effects of weather and climate
 • Drought reduces crop yields
 • Heavy rainfall causes floods and destruction of property

29. Conservation of historical sites
 • Fencing and security
 • Public awareness campaigns
 • Government protection laws
 • Restoration and maintenance

30. Solutions to violation of human rights
 • Enforcing laws
 • Civic education
 • Strengthening institutions

31. Nobel Prize nominees
 • Wangari Maathai: Advocated for environmental conservation and women's rights
 • Mahatma Gandhi: Used non-violent resistance against colonial injustices

32. Non-violent ways of solving conflicts
 • Mediation
 • Negotiation
 • Arbitration
 • Dialogue

33. Arms of government
 • Legislature
 • Executive
 • Judiciary

34. Natural causes of climate change
 • Volcanic eruptions
 • Solar radiation changes
 • Natural greenhouse gases

35. Major historical sites in Africa
 • Great Zimbabwe (Zimbabwe)
 • Pyramids of Giza (Egypt)
 • Lalibela churches (Ethiopia)
 • Kilwa ruins (Tanzania)

Model Paper 3

1. Growth of East African city states
   - Deep natural harbours: Allowed docking of large ships, encouraging trade and settlement.
   - Bantu migration: Introduced iron-working, farming, and new languages, enriching culture and trade.
   - Monsoon winds: Enabled seasonal sailing between Africa and Asia, boosting trade and cultural exchange.

2. Constitution of Kenya
   i) Importance
   - Provides a framework for governance.
   - Protects citizens' rights and freedoms.
   - Promotes unity and national identity.
   - Guides law-making and administration.
   ii) Ways to uphold and protect
   - Respect and obey the law.
   - Participate in civic duties such as voting.

3. Population in Africa
   a) Factors influencing distribution
   - Availability of water.
   - Fertile soils.
   - Climate conditions.
   b) Settlement patterns
   - Linear settlement.
   - Nucleated settlement.
   - Dispersed settlement.

4. Africa as the cradle of humankind
   - Discovery of the oldest human fossils in Africa.
   - Presence of prehistoric sites like Olduvai Gorge.
   - Evidence of early tools and human activities found in Africa.

5. Contributions of early civilisation
   - Development of writing systems.
   - Introduction of trade and commerce.
   - Establishment of governance structures.
   - Advancements in architecture and technology.

6. Trans-Saharan trade
   a) Effects
   - Spread of Islam in Africa.
   - Growth of towns and cities.
   - Exchange of goods and ideas.
   b) Organisation
   - Trade was conducted in caravans.
   - Camels were used as the main means of transport.
   - Goods were exchanged at trading centres across the desert.

7. Factors influencing weather and climate
   - Latitude.
   - Altitude.
   - Ocean currents.

8. East African coast destinations
   - Kilwa.
   - Mombasa.

9. Population growth
   a) Definition: Increase in the number of people in a given area over time.
   b) Causes
   - Improved healthcare.
   - Availability of food.
   - Reduced infant mortality.
   - Early marriages.

10. Goods exchanged in Trans-Saharan slave trade
    - Gold.
    - Ivory.
    - Slaves
    - Salt

11. Physical features on topographical maps
    - Mountains.
    - Rivers.
    - Valleys.
    - Plains.

12. Components of human diversity
    - Age.
    - Gender.
    - Religion.
    - Ethnicity.
    - Language.

13. Characteristics of a peaceful family
    - Respect among members.
    - Good communication.
    - Cooperation.

14. Personalities
    - Authentic: Being genuine and true to oneself.
    - Diligence: Showing persistence and hard work in tasks.
    - Empathy: Understanding and sharing the feelings of others.

15. *Sketch of Africa (Draw Africa and mark: Tropic of Capricorn, Tropic of Cancer, Prime Meridian, Horn of Africa, Equator).*
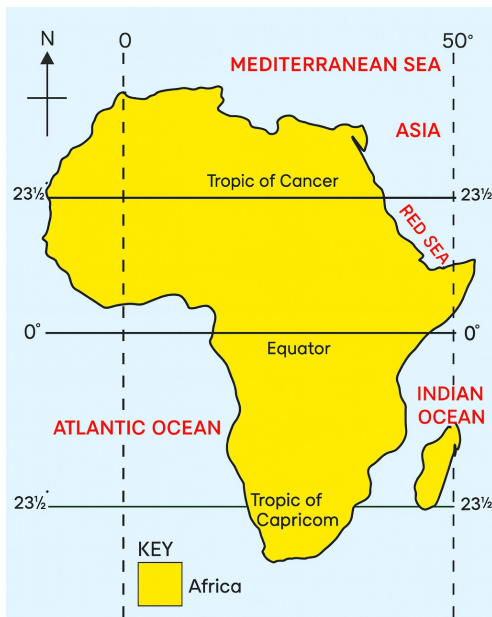
16. Significance of forts and monuments
- Preserve history and culture.
- Attract tourists.
- Serve as symbols of heritage. Examples: Fort Jesus in Mombasa, Uhuru Monument in Nairobi.
17. Evolution Theory
- Principles: Mutation, natural selection, adaptation.
- Contribution: Explains human origin, development of species, and adaptation to environments.
18. Major climatic zones in Africa
- Equatorial: Supports dense forests and farming.
- Savannah: Suitable for livestock and crops.
- Desert: Limits farming, supports nomadic life.
- Mediterranean: Favourable for fruits and cash crops.
19. Vegetation zone described
- Equatorial rainforest.
20. Children's rights
- Right to education.
- Right to healthcare.
- Right to protection from abuse.
21. Migration
a) Types of internal migration
- Rural to urban.
- Urban to rural.
- Nomadic migration.
b) Positive effects
- Exchange of skills and ideas.
- Growth of towns.
- Cultural integration.
22. Peaceful conflict resolution methods
- Mediation.
- Negotiation.
23. Population distribution factors
- Rainfall: High rainfall supports farming and settlement.
- Temperature: Extreme temperatures discourage settlement.
- Drainage: Well-drained areas attract settlement.
24. Democracy in schools
- Promotes responsibility among learners.
- Encourages participation in decision-making.
- Builds leadership skills.
25. Benefits of historical sites
- Promote tourism.
- Preserve cultural heritage.
26. Elements of cultural diversity
- Language
- Dressing styles
27. Trans-Saharan trade
a) Groups involved: Arabs and Africans.
b) Benefits of Swahili civilization
- Spread of Islam.
- Growth of trade.
- Development of Swahili language.
28. Map scale
- Statement scale.
29. Major vegetation zones in Africa
- Equatorial rainforest.
- Savannah grassland.
- Desert vegetation.
- Mediterranean vegetation.
30. African country with Cairo as capital
- Egypt.

KJSEA SAMPLE PAPER 1
SECTION A (20 marks)
1. B
2. A
3. C
4. D
5. B
6. A
7. D
8. A
9. A
10. B
11. B
12. C
13. B
14. C
15. D
16. C
17. C
18. B
19. B
20. B

SECTION B (80 marks)
21. (a) Direction from the lake to the forest
   North-East
(b) Distance of the tarmac road = 28km
   (measured using the scale provided)
(c) Economic activities
• Coffee farming
• Quarrying
• Trading at the market
• Fishing in the lake
(d) Main factor influencing settlement
   Availability of water from Lake Tibu and
   River Tibu
(e) Trading license obtained from County
   government offices
22. Factors influencing population distribution
   in Africa (3mks)
• Climate
• Availability of water
• Fertile soils
23. Branches of Social Studies (3mks)
• Geography
• History
• Government/Civics

24. Weather study Rainfall data:
   40 + 80 + 300 + 400 + 350 + 20 + 40 +
   100 + 200 + 210 + 30 + 150 = 1930 mm
   (2mks)
   Mean monthly temperature:
   $(21+19+27+30+25+20+22+23+28+25+27 +25) \div 12 = 24°C$ (2mks)
   Method of data: Field observation /
   Recording (1mk)
25. Origin of the Earth
(a) Theories:
   • Passing Star Theory
   • Nebula Cloud (2mks)
(b) Effects of Earth's rotation:
   • Causes day and night
   • Influences time differences (2mks
26. Stages of evolution of man (7mks)
   a. Aegyptopothecus
   b. Dryopithecus
   c. Kenyapithecus
   d. Australopithecus
   e. Homo habilis
   f. Homo eretus
   g. Homo sapiens
27. Role of trade in African economies
(a) Commodities exchanged
   i. Gold
   ii. Salt
(b) How trade spread culture and ideas
   i. Spread of Islam and Arabic language
      through traders.
   ii. Exchange of skills, technology and
   cultural practices among communities.
28. Kingdom of Mali
(a) Key leaders
   i. Sundiata Keita
   ii. Mansa Musa
(b) Contributions
   i. Sundiata Keita established strong
      governance and expanded the kingdom.
   ii. Mansa Musa promoted trade, Islamic
      learning, and made Mali wealthy and
      famous through his pilgrimage to
      Mecca.

29. Sketch map of Africa (10mks)
(Draw Africa and indicate: Mount Kilimanjaro, Lake Victoria, Equator line, Lake Turkana).

30. Population growth
(a) Definition Population is the total number of people living in a given area at a specific time.
(b) Causes
i)   Rapid population growth
- Improved healthcare reduces death rates.
- Availability of food reduces famine.
- Early marriages increase birth rates.
ii) Slow population growth
- High infant mortality reduces survival rates.
- Poor healthcare increases death rates.
- Wars and conflicts reduce population.
(c) Reasons for urban-to-urban migration
- Search for better employment opportunities.
- Access to improved social services.
- Expansion of trade and business opportunities.
31. Trans-Saharan trade
(a) Factors leading to development
- Availability of camels suited for desert transport.
- High demand for gold, salt, and slaves.
- Existence of trade routes linking North and West Africa.
(b) One route taken
  • From Timbuktu to Tripoli.
(c) Items of trade
  • Gold   • Salt   • Slaves

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

SECTION B (80 marks)
21.(a) Land slopes towards South-East
(b)   Factor influencing growth of town Presence of tarmac road and markets
(c) Climate of North-Western part Cool and wet (forest area)
(d) Direction of quarry from forest South-West
(e) Chief executive head County Governor
22. Careers related to Social Studies (4mks)
- Teacher
- Historian
- Geographer
- Anthropologist
23. Founding countries of E.A.C (3mks)
- Kenya
- Uganda
- Tanzania
24. Definitions (6mks)
a. **Clan:** A group of families related by blood or ancestry.
b. **Age group:** People born within the same period.
c. Age set: A group of people initiated together into adulthood.

25. Community service learning (2mks)
• Learning through participation in activities that benefit the community.
26. Slavery and Indian Ocean trade
(a) Forms of slavery/servitude
• Domestic slavery
• Debt bondage
• Forced labour
(b) Factors for Indian Ocean trade
• Availability of goods like ivory and gold
• Monsoon winds aiding navigation
• Demand for slaves and spices
• Presence of deep harbours
27. Climate in Africa (a) Factors influencing climate
  • Latitude • Altitude
  • Ocean currents
(b) Impacts on settlement
• Fertile areas attract farming communities
• Harsh climates discourage settlement
• Rainfall patterns determine water availability
28. Role of rivers (a) Important rivers
  • Nile • Congo
(b) Contributions
• Provided water for farming and domestic use
• Enabled transport and trade
• Supported fishing and food supply
• Encouraged settlement along riverbanks
29. Qualities of a global citizen (4mks)
• Respect for diversity
• Environmental responsibility
• Advocacy for human rights
• Cooperation in solving global challenges
30. Terms of Berlin Conference (8mks)
• Division of Africa among European powers.
• Recognition of effective occupation.
• Abolition of slave trade.
• Freedom of navigation on Congo and Niger rivers.
31. Rainfall and temperature calculations
Rainfall data: 3+0+3+1+18+500+720+408+300 +70+15+0 = 2038 mm (2mks)
Mean monthly rainfall = 2038 ÷ 12 = 170 mm (2mks)

Annual range of temperature = 30 − 23 = 7°C (2mks)

Mean annual temperature = (23+24+26+28+3 +26+26+26+29+30+28+25) ÷ 12 = 27°C (2mks)

(b)i. Coolest month ⟶ January (23°C) (1mk
ii. Wettest month ⟶ July (720 mm) (1mk)
32. Preserving family documents (3mks)
• Store in dry, safe places.
• Use protective covers or files.
• Digitize documents for backup.
33. Median of pedestrian fatalities (3mks)
Data: 7,4,6,8,5,7,7,6,4,7 ⟶
Ordered: 4,4,5,6,6,7,7,7,7,8
Median = (6th value) = 7

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

SECTION B

21. (a) Direction of church from school
    North-East

22. (b) Crop grown Tea and sugarcane

23. (c) Religion practiced Christianity
    (presence of church)

24. (d) Quarry is used for Building stones

25. (e) Tita area is headed by County
    Governor

26. (f) Climate of North-Western region →
    Cool and wet

27. (g) Settlement pattern Linear settlement

28. 47 counties

29. Rotation vs Revolution of the Earth(4mks)

- Rotation: The earth spins on its axis once
  every 24 hours, causing day and night.
- Revolution: The earth moves around
  the sun once every 365¼ days, causing
  seasons.

30. Methods of preserving traditional culture
    in Kenya (2mks)

- Teaching cultural practices in schools.
- Preserving cultural artefacts in museums.

31. Roles of the President in Kenya (2mks)

- Head of state and government.
- Commander-in-chief of the defence forces.

32. Characteristics of a person with high
    self-esteem (4mks)
    • Confident in decision-making.
    • Positive self-image.
    • Respectful of others.
    • Assertive and resilient.

33. Roles of guidance and counselling in
    schools   (4mks)

- Helps learners cope with personal and
  academic challenges.
- Promotes discipline and positive
  behaviour.

34. Ways of managing stress (2mks)

- Exercising regularly.
- Talking to trusted friends or counsellors.

35. Reasons Africans were captured and sold
    as slaves (4mks)

- High demand for cheap labour in
  plantations.
- Desire by traders to profit from slave
  trade.

36. Skills developed through Social Studies
    (2mks)

- Critical thinking.
- Communication skills.

37. Early visitors to East African coast by
    1500 AD   (3mks)
    • Arabs   • Persians   • Chinese.

38. Places in Kenya with archaeological
    remains   (2mks)
    • Olorgesailie   • Kariandusi.

39. Support systems in career path (4mks)

a) Support systems: Structures or networks
   that provide guidance, resources, and
   encouragement in career choice.

b) Reasons:

- Help in making informed decisions.
- Provide mentorship and confidence.

40. Children's rights (3mks)

- Right to education.
- Right to healthcare.
- Right to protection from abuse.

41. Constitution chapters (6mks)

- **Chapter 8:** Legislature – makes laws.
- **Chapter 9:** Executive – implements laws
  and policies.
- **Chapter 10:** Judiciary – interprets laws
  and ensures justice.

42. Countries colonized by Italians (2mks)
    • Libya.   • Somalia.

43. Types of faults   (8mks)
    (a)   (b)
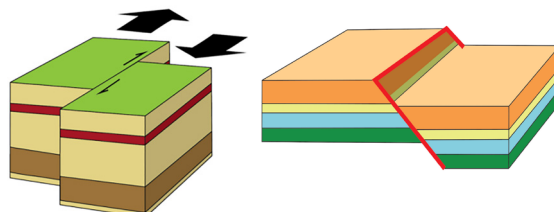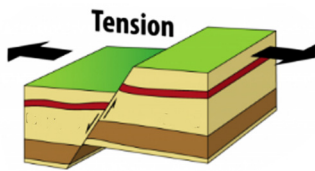
(c)   (d)
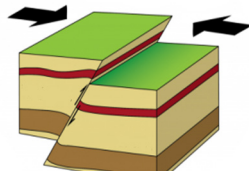
- Normal fault: Caused by tension, blocks move apart.
- Reverse fault: Caused by compression, one block pushed over another.
- Shear/transform fault: Blocks slide past each other horizontally.
- Vertical fault: One block moves vertically relative to the other.

44. Values in personality development (4mks)
- Honesty: Builds trust and integrity.
- Respect: Promotes good relationships.
- Hard work: Encourages achievement and responsibility.
- Empathy: Enhances compassion and cooperation.

45. Factors to consider in career decision (3mks)
- Personal interests and talents.
- Availability of opportunities.
- Level of education and training required.

46. Support systems for pre-career (3mks)
- Mentorship programmes.
- Parental guidance.
- Career counselling services.

47. Peaceful conflict resolution (3mks)
- Dialogue and listening to each other.
- Mediation by a neutral person.
- Compromise and agreement.

48. Stages of service learning (5mks)
- Investigation (identifying community needs).
- Planning and preparation.
- Action (implementing the project).
- Reflection (evaluating experiences).
- Demonstration/celebration (sharing results).

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

SECTION B
21. Kwaro Area
(a) Direction of forest from school North-West
(b) Factor for tea farm establishment Cool and wet climate
(c) Presence of church indicates Christianity
(d) Population distribution Linear along the road and river
(e) Main economic activity Tea and potato farming

22. Methods of collecting data in the field (5mks)
  a. Observation   b. Interview
  c. Questionnaire   d. Taking photographs
  e. Measuring/recording samples

23. Internal structure of the earth
  (a) Crust   (b) Mantle   (c) Core

24. First four stages of evolution of early man
  a. Australopithecus
  b. Homo habilis
  c. Homo erectus
  d. Homo sapiens

25.

26. Characteristics of climatic region marked **K** (3mks)
a. High temperatures throughout the year
b. Heavy rainfall (convectional)
c. Dense evergreen forests

27. Colonial powers of country marked **H** (3mks)
   • Britain   • France
   • Germany

28. Factors for growth of traditional kingdom at **G** (3mks)
   a. Availability of fertile land for agriculture
   b. Existence of trade routes
   c. Strong leadership and governance

29. Ocean currents influencing Africa (5mks)
   a. Canary Current
   b. Benguela Current
   c. Guinea Current
   d. Mozambique Current
   e. Agulhas Current

30. Factors supporting Africa as cradle of humanity (4mks)
a. Discovery of oldest human fossils in Africa
b. Presence of many prehistoric sites (e.g. Olduvai Gorge)
c. Evidence of early tools and artefacts
d. Fossil records showing stages of human evolution

31. Differences in population characteristics: Germany vs Kenya (4mks)
a. Germany has low birth rate; Kenya has high birth rate.
b. Germany has ageing population; Kenya has youthful population.
c. Germany has low population growth; Kenya has rapid growth.
d. Germany has high life expectancy; Kenya has lower life expectancy.

32. Emotional intelligence to promote integrity (3mks)
a. Managing emotions responsibly.
b. Showing empathy and respect for others.
c. Practicing honesty and accountability.

33. Importance of choosing a pathway in senior school (5mks)
a. Helps learners focus on career goals.
b. Builds relevant skills for future jobs.
c. Encourages specialization in areas of interest.
d. Improves academic performance through clear direction.
e. Prepares learners for higher education and employment.

34. Steps in community service learning project (5mks)
a. Investigation (identify community needs).
b. Planning and preparation.
c. Action (implementing the project).
d. Reflection (evaluate experiences).
e. Demonstration/celebration (share results).

35. Benefits of poverty reduction (6mks)
a. Improved living standards.
b. Better access to education.
c. Reduced crime rates.
d. Improved healthcare.
e. Economic growth.
f. Social stability.

36. Ways of sustaining healthy relationships (6mks)
a. Good communication.
b. Respect for each other.
c. Trust and honesty.
d. Conflict resolution skills.
e. Empathy and care.
f. Cooperation and support.

37. Types of earth movements (2mks)
a. Horizontal earth movements.
b. Vertical earth movements.

38. Theories of continent formation (2mks)
a. Continental drift theory.
b. Plate tectonics theory.

39. Effects of medium of exchange (4mks)
a. Simplified trade transactions.
b. Encouraged specialization.
c. Promoted economic growth.
d. Reduced barter trade limitations.
40. Socio-cultural diversities in Kenya (4mks)
a. Language diversity.
b. Religious diversity.
c. Ethnic diversity.
d. Traditional practices and customs.
41. Factors leading to growth of Trans-Saharan trade (4mks)
a. Availability of camels for desert transport.
b. Demand for goods like gold, salt and slaves.
c. Existence of trade routes across the Sahara.
d. Presence of trading centres and markets.

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

SECTION B
21. (a) Direction of quarry from game reserve South-East
(b) Source of water: River Tuti and Lake Tuti
(c) Religion practised - Christianity (presence of church)
(d) Food crop grown - Maize
(e) - Evidence of cool and wet South-West.
- Presence of tea plantations and shrubs
22. Terms of the Berlin Conference (1884-1885)
• Division of Africa among European powers.
• Recognition of effective occupation as the basis of colonization.
• Abolition of slave trade.
• Freedom of navigation on Congo and Niger rivers.
23. Characteristics of tropical rain forest
I Dense evergreen vegetation.
II High rainfall throughout the year.
III High humidity.
IV Low annual range of temperature.
24. Meaning of types of slavery
a. Chattel slavery Slaves treated as property that can be bought or sold.
b. Military slavery Slaves used as soldiers or guards.
c. Debt slavery ⟶ Slaves forced to work to repay debts.
d. Bondage slavery Slaves tied to servitude without freedom until released.
25. Importance of pre-career mapping
I Helps individuals identify strengths and interests.
II Guides in choosing suitable career pathways.
III Prepares one for future opportunities and challenges.
26. Methods of identifying problems in community service learning
I. Observation
II. Interviews

III. Questionnaires

IV. Group discussions.

27. Socio-economic activities of early man in the Middle Stone Age

I   Hunting animals for food.

II Gathering wild fruits and roots.

III Fishing in rivers and lakes.

IV Making and using stone tools.

V   Practicing simple social organization.

28. Effects of over-exploitation of resources on poverty in Africa

I   Depletion of natural resources.

II Environmental degradation.

III Reduced agricultural productivity.

IV Increased unemployment and poverty levels.

29. Home-grown solutions for poverty reduction in Africa

I   Promoting education and skills training.

II Supporting small-scale farming.

III Encouraging entrepreneurship.

IV Strengthening community cooperatives.

30. Influence of Late Stone Age on agriculture

I   Development of better tools for farming.

II Domestication of plants and animals.

III Use of fire to clear land.

IV Establishment of permanent settlements.

31. Barriers to harmonious relationships in society

I   Lack of trust.

II Poor communication.

III Cultural differences.

IV Unresolved conflicts.

32. Sources of population data

I   National census.

II Surveys.

III Vital registration (births and deaths).

IV Government records.

33. Factors determining population structure of Germany

I   Low birth rate.

II High life expectancy.

III Ageing population.

34. Types of faults in the environment

I   Normal fault.

II Reverse fault.

III Transform/shear fault.

IV Vertical fault.

V   Thrust fault.

35. Ways of sustaining healthy relationships

I   Good communication.

II Respect for each other.

III Trust and honesty.

IV Conflict resolution skills.

36. Evidence of continental drift

I   Similar fossils found on different continents.

II Matching rock formations across continents.

III Fit of continental coastlines (e.g. South America and Africa).

IV Distribution of climatic evidence (e.g. glacial deposits).

37. Map scale enlargement

•   Original scale: 1:10,000.

•   Enlarged twice New scale = 1:5,000.

38. Importance of fossil records of human evolution in Africa

I   Show stages of human evolution.

II Provide evidence of extinct species.

III Help reconstruct past environments.

IV Indicate geographical distribution of early humans.

39. Impacts of emotions on self

I   Influence decision-making.

II Affect relationships with others.

III Impact self-confidence.

IV Cause stress or motivation depending on type.

40. Situations that may lead to conflict in a family

I   Sibling rivalry.

II Drug and substance abuse.

III Financial problems.

IV Communication breakdown.