

Social Studies Grade 5

1

Natural and historic built environments

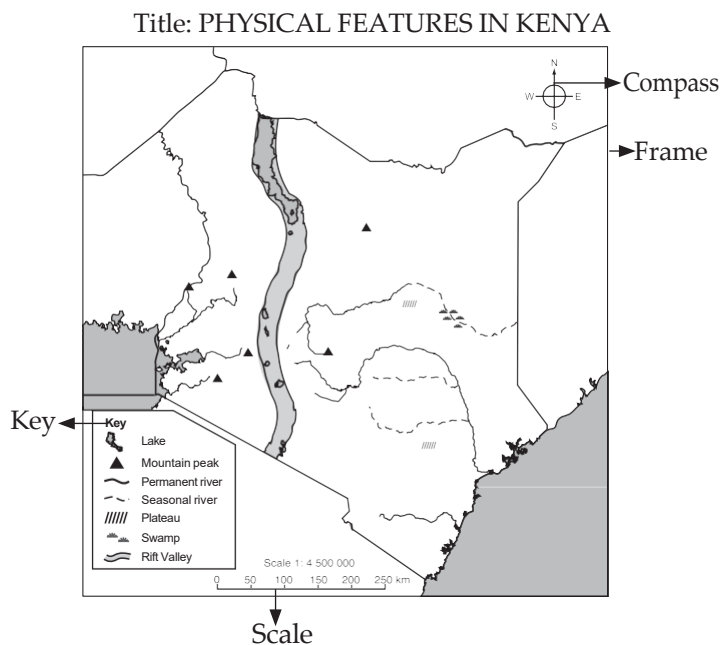
Elements of a map

Key elements of a map

- (a) **Title:** This is the name given to a map.
- (b) **Frame:** A border drawn to enclose a map in order to make it look neat.
- (c) **Scale:** This is the relation between the actual or real size of something or distance and its representation on a map.
- (d) **Compass:** An instrument or a picture of it which helps us to find the direction of one place or thing from another. It has an arrow which always points to the North.
- (e) **Key:** A list of symbols accompanying a map which shows the features represented in the map.

Illustrating key elements of a map on a sketch

1.



2. Check the map drawn to ensure that the map captures all the details in the photograph and that all the elements of a map are present. Compliment the learner for creativity.
3. (a) Check to ensure the frame neatly encloses the map. It should touch the end points of the road and the river on the northern side. The key should be outside the frame.
(b) Accept relevant names of titles.
(c) Ensure the compass shows the cardinal points and an arrow pointing to the north.
(d) Accept answers between 5.3 km – 5.7 km.
(e) Accept reasonable symbols for the features chosen. The symbol should be accompanied by the name of the feature in the key.

Interpreting features on a map using key elements

1. (a) Forest (b) Mosque (c) School (d) Airport
(e) Road (f) Church (g) Maize plantation (h) Bridge
(i) Railway line (j) Settlements/Houses/Buildings (k) River
(l) Hospital (m) Lake/Pond
2. Accept relevant drawings depending on the school the learner comes from. Guide the learner to use appropriate symbols and colours. Ensure the map has all the five elements.
3. (a) (i) Matu area; Tanu area (ii) Title
(b) (i) County offices
(ii) Symbol representing county offices
(c) (i) Mbilia
(ii) By joining the school and home in each area with a straight line then measuring the distance between the home and school. The distance measured is read off along the scale at the bottom. Mbilia has the longest distance from his school and home.
(d) (i) East (ii) North-west
(e) (i) • Cattle rearing in Matu area
i. Fish farming in Tanu area
(ii) • The map of Matu Area has symbols showing presence of ranches in the area. Ranches are grazing areas for cattle.
• The map of Tanu Area has symbols showing that there are fish farms in the area.

Uses of maps in daily life

- A. Motorists, travellers, tourists
 - B. Government departments, learners
 - C. Office staff, residents
 - D. Government departments, learners, international bodies
- (Accept other relevant answers)

What about you?

The map should be relevant to the area that the learner comes from. Ensure that all the key elements are present.

Find out

Accept relevant responses such as when planning to build a house, when looking for location of places, when estimating distance, to know the weather conditions of a place, to know direction and during boundary demarcation.

Location, position and size of Kenya

Kenya and her neighbours

1. Check the map to ensure relevance and that it is neat, within the frame, not crowded, has appropriate colours, and that it has all the elements.
2. The neighbouring countries and water bodies are:
(a) Somalia to the east (b) Tanzania to the south and south west
(c) Ethiopia to the north (d) The Indian Ocean to the south east
(e) South Sudan to the north west (f) Uganda to the west
3. Check to ensure the learners have shaded the map as per the colour codes given.
4. the Indian Ocean

Location and position of Kenya in relation to her neighbours

1. The learner should indicate the numbers as follows:
 - Tanzania (south and south west)
 - South Sudan (north west)
 - Somalia (east)
 - Ethiopia (north)
 - Uganda (west)
2.
 - (a) Kenya lies to the east of Uganda
 - (b) Kenya lies to the north and north east of Tanzania
 - (c) Kenya lies to the west of Somalia
 - (d) Kenya lies to the South of Ethiopia
 - (e) Kenya lies to the south east of South Sudan

The size of Kenya

1.
 - (a) Letter B will be printed on Tanzania, Somalia, Ethiopia and South Sudan.
 - (b) Letter S will be printed on Uganda
2. Tick will be marked in the box corresponding with the size of Kenya which is 582 646 km²

What about you?

Accept relevant responses that show pride in Kenya.

Find out

Check the map to ensure it shows the correct shape of the Kenyan map and that the neighbouring countries are placed in the correct position.

Main physical features in Kenya

Relief and drainage features

1. Paul: general shape or appearance; rise; fall; mountains, hills, valleys and plains
Jane: water; rivers, lakes, swamps, oceans/seas and dammed reservoirs
2. A. The picture shows a lake. A lake is a large area of water surrounded by land. This is a drainage feature.
B. The picture shows a hill. A hill is an area of land that is higher than the area surrounding it. This is a relief feature.
C. The picture shows a plain. A plain is a large area of land that is generally flat. This is a relief feature.
D. The picture shows a swamp. A swamp is an area of land that has stagnant water and some plants growing in it.
3. A. Rivers – Accept relevant names, including names of local rivers.
B. Lakes – Accept relevant answers such as Lakes Elmentaita, Victoria, Turkana, Nakuru, Naivasha, Baringo, Bogoria, and other local lakes.
C. Plains – Accept relevant answers including Coastal plains, Kapiti/Embakasi/Athi plains. Woyamdero plains, the Lotikipi plains, among others.
D. Accept relevant answers. The learner is likely to name the swamps found in their locality.
E. Mt. Kenya, Mt. Elgon, Mt. Suswa, Mt. Longonot, Mt. Menengai. Mt. Marsabit (*Accept other relevant answers*).
F. Valleys – The Rift Valley, Suguta Valley, Lambwe Valley. The learner is likely to name local valleys found in their locality. (*Accept relevant answers*)

Location of physical features in Kenya

1. A Mount Kenya B Indian Ocean C Lake Turkana
2. Check to ensure the learner has indicated correctly where the features are located.
Lake Victoria – Siaya, Busia, Kisumu, Homa Bay and Migori counties.
Mount Elgon – Trans Nzoia County and Bungoma County.
Mount Marsabit – Marsabit County.

Influence of physical features on human activities

Accept relevant responses such as the following:

- Lakes – Sources of water for various uses
 - (b) Used as fishing grounds
 - (c) Used as a form of transport
 - (d) Serves as a tourist attraction
 - (e) Used for sporting activities.
- Hills – Used for erection of communication masts
 - (f) Used as defense posts during wars
 - (g) Some are covered with forests which provide trees for various uses
 - (h) Some are sources of rivers.
- Valleys – Some are rich in fertile alluvial soils used for farming
 - (i) Some are used as tourist attractions.
- Plains – They form good grazing and farming fields
 - (j) Some are home to rich wildlife which is a tourist attraction.
- Rivers – Sources of water for various uses
 - (k) Some are used for transport
 - (l) Some are used for fishing.
- Swamps – Some are sources of water for various uses.
 - (m) Some plants that grow in swamps are used in making things such as mats.
 - (n) Some are important sources of water for domestic use.

Find out

Check to ensure relevant pictures have been placed in the space. If the space is not enough, the learner can use his or her scrapbook. The pictures can be collected by photographing, downloading from relevant websites, drawing or cutting out from newspapers and magazines.

Weather and climate in Kenya

Elements of weather in the environment

1. Check to ensure the learners have used the correct symbols and have drawn the appropriate type of dressing. The weather will depend on the learner's locality.
2. Weather is the condition of the atmosphere at a given place and time. Climate is the average weather conditions of a place after weather records have been kept for a period of about 30 years.
3. The words to be circled that describe weather include: sunny, windy, rainy and cloudy. The words to be circled that describe climate include hot, cold, wet, dry, cool, warm.
4. Answers in the puzzle:
 1. Wind
 2. Cloud cover
 3. Rainfall
 4. Temperature

Climatic regions in Kenya

1. Check to ensure that the map has all the elements and that the climatic regions are correctly shaded.
2. (a) Modified tropical climate
(b) Semi-desert and desert climate
(c) Modified equatorial climate

Characteristics of the main climatic regions in Kenya

- A. hot and wet or modified equatorial
- B. mountain
- C. modified tropical or cool and wet
- D. semi-desert
- E. tropical

Find out

Check to ensure it reflects the weather conditions for the week and the appropriate symbols have been used. Encourage the learner to develop the chart sticking to specific hours in the morning and afternoon. This should be preferably at 9.00am and 3.00pm.

The built environments

The main historic built environments in Kenya

1.
 - A. Museum – A building where items of art, culture or history are preserved for research and information purposes.
 - B. Cultural centre – A building in which cultural items/objects of a community or communities are kept.
 - C. Monument – A building, statue or structure built to remind people about important people or events of the past.
 - D. Historical building – A building which has been preserved because it helps to tell the history of an area, community or country. Such a building may have been used for a specific purpose in the past.
2. Accept relevant drawings and compliment the learner for creativity.

Location of historic built environments in Kenya

1.
 - A. Independence Monument at Uhuru gardens
 - B. Statue of Jomo Kenyatta, the first president of Kenya, at the Kenyatta International Convention Centre.
 - C. Fort Jesus. A historical building in Mombasa County.
 - D. Nairobi National Museum
- 2.

Museums	Examples <ul style="list-style-type: none"> • Meru Museum • Nairobi National Museum • Fort Jesus Museum • Kapenguria Museum • Kariandusi Pre-historic site Museum 	Where they are found in Kenya <ul style="list-style-type: none"> Meru County Nairobi City County Mombasa County West Pokot County Nakuru County
Monuments	<ul style="list-style-type: none"> • Gede Ruins National Monument • Naked Justice Boy at the High court • Tom Mboya statue • Dedan Kimathi statue • Nyayo monument • Jomo Kenyatta monument • Vasco Da Gama Pillar • War Memorial Monument • Peace, Love and Unity Monument • Mau Monument • Silver Jubilee Monument 	<ul style="list-style-type: none"> Kilifi Nairobi County • Nairobi City County, Moi Avenue • Nairobi City County, Kimathi Street • Nairobi County, Uhuru Park • Nairobi City County outside KICC • Malindi, Kilifi County • Nairobi City County, Kenyatta Avenue • Nairobi City County, Central Park • Freedom corner of Uhuru Park • Nairobi City County, Uhuru Gardens
Cultural centres	<ul style="list-style-type: none"> • Riuki Cultural Centre • Bomas of Kenya • Kenya National Theatre • Kenya Cultural centre 	<ul style="list-style-type: none"> • Kiambu County • Nairobi City County • Nairobi City County • Nairobi City County
Historical buildings	<ul style="list-style-type: none"> • Kenyatta House • Karen Blixen House • Jumba La Mtwana • Kipande House • Lord Egerton castle • Treetops Lodge 	<ul style="list-style-type: none"> • Samburu County at Mararal • Nairobi City County • Kilifi County • Nairobi City County • Nakuru County • Nyeri County

Note: The learner may write the local names of the historic or built environments. Accept relevant responses.

3. Ensure that the learner has drawn the map of Kenya accurately and that it contains all the key elements.
Check the location of the historic built environments indicated by the learner to ensure that they are correct.

Strategies to conserve historic built environments

Ensure the letter has been written in prose form and contains the following points:

- They are part of the national heritage.
- They are important for research purposes.
- They are used to learn the history of the community or country by future generations.
- They help in the preservation of the culture of communities.
- They are tourist attractions.

Find out

Check to ensure relevant pictures have been placed in the space. If the space is not enough, the learner can use his or her scrapbook. The pictures can be collected by photographing, downloading from relevant websites, drawing or cutting out from newspapers and magazines.

2

People and social organisations

Language groups in Kenya

The main language groups in Kenya

1. A group of communities who speak languages that have similar words.
2. The learner is expected to tick C.
3. The learner should circle the following words: Europeans, Bantu, Nilotes, Cushites and Asians.
4. **Bantu** – Ameru, Agikuyu, Mijikenda, Akamba, Aembu, Abaluhya, Abagusii, Abakuria, Waswahili, Ambeere, Pokomo
Nilotes – Luo, Turkana, Iteso, Kalenjin
Cushites – Sanye, Burji, Rendille, Somali, Oromo
Europeans – Germans, Britons
Asians – Chinese, Japanese, Indians

Benefits of interdependence of language groups in Kenya

- (a) When language groups work together, they live in peace and unity, making Kenya a better place.
- (b) Sharing ideas between language groups leads to inventions and innovations that help everyone.
- (c) Interdependence brings about development in the society as people are able to build schools, hospitals and roads.
- (d) Interdependence helps language groups practise values such as kindness and respect.
- (e) When language groups support each other, they can share resources that help them meet their basic needs like food and water.

(Accept other reasonable sentences)

How do language groups in Kenya depend on each other?

The learner should tick sentences (a), (c), (d), (e), (g) and (h).

Find out

Accept relevant responses.

Population distribution in Kenya

Effects of population density in Kenya

1. distribution; climate, soil and towns; dense; Nairobi, Mombasa, Kisumu, Nyeri and Eldoret; sparse; national; settle; density; high; low; number of persons.
2. Check to ensure the learners shaded correctly. A should have a deeper or darker shading than B.
3. (a) (a) LP (b) HP (c) LP (d) LP (e) HP (f) LP
 (g) LP (h) HP (i) LP (j) HP (k) HP (l) HP
 (b) Positive: (a), (b), (c), (d), (e), (h)
 Negative: (f), (g), (i), (j), (k), (l)

Areas of high and low population density in Kenya

Check to ensure accuracy in shading. The areas near rivers, lakes and the highlands should be shaded high population density. Areas in northern Kenya and some coastal areas should be shaded low population density.

Find out

Answers will depend on the area the learner comes from. Accept valid reasons for the type of population density.

African traditional education

Methods of instructions used in African traditional education

1. This is the type of education that young people were taught in the past, when there were no schools like the ones we have today.
2. The learner is expected to tick pictures B, C, E and F. Although Picture B shows a modern set-up, cooking was taught in traditional African society where mothers taught their daughters how to cook.
B – The mother is teaching the girl how to cook.
C – The grandfather is teaching the young boy the basics of looking after livestock.
E – The man is teaching the boy how to weave mats.
F – The grandmother is teaching the children through storytelling.
3. The learner is expected to circle the following words: dances, songs, apprenticeship, festivals, proverbs, storytelling, ceremonies, riddles.
4. (a) **Songs:** In African traditional education, songs helped children remember important things such as good behaviour or how to work. Songs also made learning fun.
(b) **Narratives** were used to teach children about their culture, history and how to solve problems.
(c) **Storytelling:** This is where the adults especially grandparents told children stories about important events and the history, as well as the culture of their community. As a result, the history of the communities was passed on from generation to generation. Stories also emphasised things such as hard work, honesty and patience.
(d) **Riddles and proverbs:** Riddles are fun questions with fun answers. They helped children to think and become clever. Proverbs are short, wise sayings. They taught children how to live well and make good choices.
(e) **Observing and imitating:** Young people were encouraged to observe and imitate adults performing various duties such as cooking and serving, looking after babies among others. They were also encouraged to imitate older people who were well behaved and responsible. In this way, young people became responsible as they grew up.
(Accept other relevant explanations)

Importance of African traditional education in promoting values

- (b) **Patriotism:** African traditional education emphasised loyalty to one's community. Adults told young people stories about important events, famous leaders and the history of their community. This enhanced patriotism as each person wished to identify himself or herself with other members of the community who are loyal.
- (c) **Cooperation:** Through proverbs and sayings such as "many hands make work lighter," people acquired the value of cooperation. People worked together to cultivate crops or construct houses in a short period of time.
- (d) **Peace and unity:** People learnt that the presence of peace and unity in the society led to prosperity and development. People carried out their duties and responsibilities without fear. Peaceful resolution of disputes was encouraged to enhance peace.
(Accept well written explanations)

Find out

Accept relevant responses.

School administration

Administrative leaders in the school

1. Jay's school – Because of the large number of learners.
2. (a) True (b) True (c) False (d) True (e) True (f) True (g) False

Duties of administrative leaders in the school

1. (a) Senior teacher (b) Head teacher
(c) Student leader (d) Deputy head teacher
2. (a) Head teacher:

- Overall head of the school
- Assigns different duties to the teachers
- Supervises the work done by teachers, learners and workers.
- (b) Deputy head teacher:
 - Assists the head teacher to run the school
 - Disciplines learners who fail to observe school regulations
 - Teaches learners in class.
- (c) Senior teacher:
 - Teaches learners in class
 - In charge of co-curricular activities.
 - Helps in guiding the learners.
- (d) School captain:
 - Links learners and school administration.
 - Provides information on children welfare to administration.

Administrative structure of the school

Accept relevant responses. The structure should reflect the current administrative system in the school and should show hierarchy.

Find out

Accept relevant responses.

3

Resources and economic activities in Kenya

Resources in Kenya

1. Accept relevant drawings. Ensure proportionality and that the learner has used appropriate colours. Compliment the learner for creativity.
2. (a) Lion, zebra, elephant, giraffe (*Accept other relevant answers*).
(b) Gold, oil, diamonds, diatomite, sand (*Accept other relevant answers*)
3. The learner is expected to draw the lines as guided below:
A. (c), (ii) B. (a), (i) C. (d), (iv) D. (b), (iii)
4. Accept relevant answers such as planting cover crops to prevent soil erosion:
 - They provide raw materials for use in industries.
 - They earn the country foreign exchange.
 - Their use creates employment.

Benefits of using resources prudently

1. A – By watering the flower.
B – By cleaning the river and planting more trees near the river to retain water.
C – By putting up a fence and employing wardens to guard the animals from poachers.
D – By planting cover crops and building gabions.
(*Accept other relevant answers*)
2. Accept relevant answers such as the following:
 - (a) By recycling and reusing items to reduce the need for raw materials to make new ones.
 - (b) Keeping the environment clean to protect the minerals.
 - (c) Using the minerals wisely to ensure that they last longer, for example, mining only when it is necessary.
 - (d) Planting trees to protect nature.
 - (e) By finding alternatives to minerals.

How available resources can be used sustainably

1. The learner is expected to tick pictures B, E, F, G, H and I.
2. (a) By mining only when it is necessary.
(b) By finding alternatives to minerals.
(Accept other relevant answers)

Find out

Check to ensure relevant pictures have been placed in the space. If the space is not enough, the learner can use his or her scrapbook. The pictures can be collected by photographing, downloading from relevant websites, drawing or cutting out from newspapers and magazines.

Mining in Kenya

Major minerals found in the country

Yusuf

Locating major minerals on a map of Kenya

Mineral	County it is mined
Soda ash	Kajiado
Fluorspar	Elgeyo Marakwet
Diatomite	Nakuru
Salt	Kajiado, Kilifi
Limestone	Machakos, Kitui, Kilifi, Kisumu, Kajiado, West Pokot
Oil/gas exploration	Turkana, Lamu

Importance of minerals in Kenya

1. Role of minerals:
 - (a) Provision of raw materials: Minerals such as soda ash and fluorspar are used to make the things we use such as cement, salt, glass and chemicals.
 - (b) Supplementing diets: Minerals such as salt are added to food to make it tastier and healthier.
 - (c) Mining and selling minerals provide money for people, companies and the people. This helps to develop the economy.
 - (d) Building and construction: Minerals such as limestone and sand are used to make building materials such as bricks, cement and concrete.

(Accept other relevant explanations)

2. Ways in which minerals are important:
 - (a) They contribute to creating jobs.
 - (b) They provide energy used in homes and factories
 - (c) They boost trade for a country.
 - (d) They provide raw materials for industries.

(Accept other relevant points)

Contribution of mining to the economy of Kenya

1. Accept relevant explanations such as the following:
 - (a) *Development of trade:*
 - Many people settle in mining areas creating large market for goods.
 - Some of the minerals are sold locally hence development of trade.
 - (b) *Earning the government foreign exchange:*

The minerals mined are sold to other countries which earns the country foreign currency.
 - (c) *Development of social facilities such as hospitals:*

Some mining companies construct hospitals and schools for the local communities in the places they are located.
 - (d) *Creation of employment:*

The mining companies employ people in various capacities such as drivers, supervisors, cooks, secretaries, machine operators, among others.
 - (e) *Improvement of transport and communication facilities:*

Areas where factories are located have their road and communication networks developed to enhance movement of minerals and communication.

Find out

Accept relevant answers depending on the learner's locality. The learner may give the names in vernacular. Accept these too and help the learner understand the name in English.

Fishing in Kenya

Main inland fishing grounds in Kenya

1. Check to ensure the learner has traced the path that leads to the river.
2. River – Accept reasonable descriptions, including the definition of a river.
3. (a) Inland fishing is where fishing is carried out in freshwater bodies such as lakes, swamps, rivers and ponds.
(b) Marine or sea fishing is the practice of catching fish from large saltwater bodies such as oceans or seas.
4. Lakes: Victoria, Naivasha, Turkana, Baringo
Rivers: Tana, Yala, Nzoia, Sondu
Indian Ocean
Fish ponds in different parts of the country such as Sagana and University of Eldoret.

Locating main inland fishing grounds in Kenya

Check the map of Kenya to ensure that all the main inland fishing grounds are indicated correctly and that the map has all the main elements. Help the learner to adhere to safe use of the internet when doing the online research.

Contribution of fishing to the economy of Kenya

1. (a) Fishing provides employment for many people such as fishermen, fish traders and fish processing factory workers.
(b) Fish is a source of food for most families in Kenya as it is rich in proteins.
(c) Fish waste is used to make animal feed.
(d) Fish products such as scales are raw materials for making items such as bags, fertilizer and fish oil.
(e) Fish supports trade as people sell fish in markets. Kenya also sells fish to other countries.
(Accept other reasonable explanations)
2. (a) Fish as a source of income
 - Fishing and selling fish to earn money.
 - Selling of products made from fish such

as fish scales, cod liver oil.

(b) Fish as a source of food:

- Fish is cooked and eaten by people.
- Fish is a major source of protein.

(Accept any other relevant answers.)

Find out

The drawing should be neat and proportional.

Wildlife and tourism

Main tourist attractions in Kenya

1. Check the drawing of a zebra and a sandy beach. The drawing should be neat, proportional and within the drawing space. The appropriate colours should also be used.
2. (a) Wild animals, for example, an elephant.
(b) Sandy beaches, for example, in Mombasa, Malindi and Kilifi.
(c) Museums, for example, Kitale Museum
(d) Prehistoric sites, for example, Gedi ruins
(e) Beautiful sceneries, for example, The Rift Valley
(f) Cultural centres, for example, Loiyangalani at Lake Turkana
(g) Sports activities like mountain climbing at Mt Kenya.
(h) Conference facilities, for example, Kenyatta International Convention Centre.

Locating main game reserves and national parks in Kenya

1. County Governments; communities; National Government; grazing, collecting firewood and harvesting honey; Movement; drive; allowed.
2. Accept relevant answers.
3. Check to ensure the learner has traced the dots correctly and neatly.
A. Lion B. Elephant C. Eagle D. Snake

National parks		Game reserves
A. Sibiloi National Park	B.	Malka Mari National Park
C. Marsabit Game Reserve	D.	South Turkana Game Reserve
E. Losai Game Reserve	F.	Mount Elgon National Park
G. Meru National Park	H.	Lake Nakuru National Park
I. Masai Mara Game Reserve	J.	Nairobi National Park
K. South Kitui Game Reserve	L.	Kiunga Marine National Reserve
M. Amboseli National Park	N.	Tsavo West National Park
O. Tsavo East National Park	P.	Mpunguti Marine National Park

(Check to ensure the learner has written the names above in the correct column in the table.)

Contribution of wildlife and tourism to the economy

1. Accept relevant answers such as the following:
 - Wildlife is an important part of our heritage, for example, plants, animals, birds and insects.

- Wildlife is a major tourist attraction giving the government a source of revenue.
 - It helps us to make good use of unproductive lands like wetlands and dry areas.
 - It creates job opportunities for many people like the game wardens and rangers.
2. Accept factual and grammatically correct sentences such as the following:
 - (a) The money earned from tourism is used to support conservation efforts in national parks and game reserves.
 - (b) Tourism provides job opportunities for people such as tour guides, hotel workers and park rangers.
 - (c) Tourism creates market for local goods such as jewellery, carvings and clothing.
 - (d) Tourism encourages the development of better roads, airports and communication networks.

(Accept other relevant statements)
 3. Accept relevant answers such as the following:
 - (a) Helps in accessing the tourist destinations easily.
 - (b) Helps in attracting the tourists since their safety is guaranteed.
 - (c) Increases the number of wild animals thus attracting more tourists.
 - (d) Makes it affordable for tourists to visit various attraction sites.
 - (e) Creates international and local awareness on the tourist attractions.
 - (f) Helps the institutions manage and maintain the tourist attractions.

Find out

The pictures should be of tourist attractions in Kenya only. Stick them neatly within the space provided. The pictures should be varied and neatly stacked using clean glue. The pictures can be sourced from the internet or cuttings from old newspapers or magazines. If the space is not enough, the learner can use his or her scrapbook.

Development of transport

Main means of early transport

Picture A shows a donkey carry goods on its back.

Picture B shows a man carrying goods on his shoulders and a woman carrying goods on her back.

Picture C shows people using a boat.

Picture D shows a water raft.

(Accept other relevant descriptions)

Modern means of transport in Kenya

1. A – Air B. Road C. Railway.
2. A. Pipeline B. Air C. Water/Road D. Cable

Ways of maintaining road safety in the society

1. Accept relevant answers such as the following:
 - A. **Bad roads:** It is difficult to drive on the road as it is damaged, and as the driver tries to avoid the potholes, he or she may end up hitting another vehicle or pedestrians.
 - B. **Speeding:** The driver might not be able to stop in time in case of an obstacle, if another vehicle is approaching from the wrong side.
 - C. **Overloaded** vehicles may be carrying more weight than the required, making it difficult for the driver to control them hence causing road accidents. Careless driving also inconveniences other road users.
 - D. **Poor weather conditions** are a major cause of accidents. Visibility and slippery roads makes it difficult for the motorist to have full control of their vehicles causing road accidents.

- E. **Driving under the influence of alcohol** or other drugs leads to misjudgement and may lead to accidents.
 - F. **Overtaking** on dangerous areas such as bends may lead to head-on collision or obstruction of other road users causing accidents.
 - G. **Crossing the road at undesignated places** may lead to accidents due to approaching vehicles. The pedestrian may be hit leading to injuries or death.
 - H. **Roads without road signs** are dangerous as motorists may make wrong decisions on roads. A driver, for example, may hit a bump at high speed if there is no sign to warn.
2. Educating/enlightening; tunnels, pedestrian paths; rules; governors; lights; signs; drivers/motorists; damaged.
 3. Accept relevant answers such as the following:
 - A. Harmful substances
 - Use of alcohol blow to test drunk drivers by traffic police.
 - Sensitising motorists to be responsible in order to stop taking harmful substances while driving.
 - Imposing heavy fines and penalties to drivers using harmful substances.
 - B. Poor weather conditions
 - Drivers should not drive when the weather is not conducive.
 - The government should maintain high standards of roads to cope with bad weather conditions.

Road signs in Kenya

1. Check to ensure the road signs are drawn well, use of appropriate colours, right shapes and the correct writings or pictures inscribed.
2. A. I B. I C. R D. R E. W F. I
 G. R H. W I. R J. R K. R L. W

Applying safety precautions when using means of transport

1. left, cross without running, do not cross, wait for the motor vehicle to pass first, then cross once the road is clear.
2. (a) Bicycle: wear a helmet; check breaks before riding; use a light/reflective clothes at night.
 (b) Car: always wear a safety belt; do not distract the driver; keep your hands and head inside the car; never get out of the car until it stops completely.
 (c) Train: wait for the train to stop before boarding or getting off; hold onto railings when standing; keep your belongings safe and close.
 (d) Motorbike: Always wear a helmet; hold onto the rider tightly; sit properly with your feet on the footrests.
 (e) Bus: wait in line to board the bus, do not stick your head or hands out of the window, get off when the bus stops fully; wear a safety belt.
 (f) Boat: always wear a life jacket; do not stand or run in the boat; follow the captain's instructions.

Find out

Accept relevant answers such as observing road signs, not using mobile phones when crossing the road, wearing safety belts when on a vehicle and crossing the road at designated places.

Development of communication

Early forms of communication

Pictures A, C and D.

Modern means of communication

1.

T	U	A	T	J	R	A	D	I	O	T
D	E	M	A	I	L	X	H	P	H	E
L	F	L	A	Q	X	A	A	O	F	L
F	T	F	E	F	A	F	K	S	D	E
Z	C	D	R	P	Y	J	B	T	Y	V
H	D	R	E	E	H	H	J	A	I	I
V	X	Q	Z	R	G	O	S	L	R	S
C	O	U	R	I	E	R	N	F	P	I
I	M	A	G	A	Z	I	N	E	Q	O
T	E	L	E	F	A	X	K	C	S	N
N	E	W	S	P	A	P	E	R	L	X

2. (a) Communication (b) Newspapers and magazines
(c) Radio (d) Courier (f) telephone
3. Electronic media: Telephone, television, radio and email.
Print media: Newspapers and magazines.

Illustrating modern means of communication used in the community

Check the following in the drawings:

- Size and proportion, for example, a mobile phone is not as big as a television.
- Neatness. Let the drawing be as neat as possible.
- The drawing should fit inside the frames of the box provided.
- Colour used should be appropriate.

Find out

Accept relevant answers such as the following:

1. Install filter applications to block adult content materials when online and use child-friendly applications such as YouTube Kids.
2. Use mobile phone to read and research instead of playing games all the time.
3. Never link or talk to strangers when using a mobile phone. Consult your parent or guardian especially on how to use social media platforms.
4. Avoid using a mobile phone all the time especially late at night. Have time to rest.

4

Political systems and governance

Traditional leaders in Kenya

Leadership qualities of selected traditional leaders in Kenya

1. Accept relevant answers such as the ones shown in the table below:

Traditional leader	Qualities required
Elder	Wisdom, understanding, fairness, patience and friendliness.

Find out

Accept relevant answers that reflect on integrity, trust and accountability.

Citizenship in Kenya

How a person becomes a citizen of Kenya

1. The learner is expected to tick on pictures A, C and D.
2. (a) R, (b) B, (c) R, (d) B, (e) B, (f) R, (g) B

Requirements for a dual citizenship in Kenya

1. Requirements for dual citizenship
 - The person must be 18 years and above.
 - The person must disclose his or her other citizenship within three months of becoming a dual citizen.
 - The person must not use dual citizenship to commit a crime and must be ready to obey the laws of Kenya.
 - The person must produce all the required documents when applying.
2. The learner is expected to tick cases (a), (c), (d) and (f).
3. (a) If the nationality of the parent of a child given citizenship becomes known and it is established that the parent was not a Kenyan citizen.
(b) If it is discovered that a child was more than eight years old when he or she was found and granted citizenship.

Find out

Check the poster to ensure it conveys the correct message. Compliment the learner for creativity.

The National Government in Kenya

The three arms of the National Government in Kenya

1. (a) Judiciary
(b) Executive
(c) Legislature
2. A. Legislature/Parliament
B. Judiciary
C. Executive
3. (a) L (b) E (c) L (d) J (e) L (f) L (g) E (h) L (i) J (j) L (k) L (l) E (m) J

The three arms of the National Government in Kenya

Ensure the structure shows the judiciary, legislature and the executive in the same level.

Find out

The letter should contain ways such as the following:

- Holding regular consultations on various issues of national importance.
- Sharing information on developmental needs of the citizens.

5.

National unity in Kenya

National symbols in Kenya

1. Check the drawings and ensure they are factual, neat and proportional. They should also be within the spaces provided.
2. Check to ensure that the learner has used the right words and arranged the lines correctly.
3. Ensure the diagrams are correctly labelled.

Factors which promote national unity in Kenya

1. B 2. A 3. C 4. B 5. A 6. A 7. B 8. A

Ways of overcoming challenges facing national unity

- (a) Poverty: creating more job opportunities; availing free education so that children can get better opportunities in future.
- (b) Tribalism: supporting initiatives that encourage national integration; treating all people equally regardless of tribe.
- (c) Corruption: establishing strict laws to punish those engaging in corruption.
- (d) Cultural differences: organising events where people can enjoy each others' culture.

Find out

Accept posters with relevant messages.

Human rights

Basic human rights in Kenya

1. Picture A – Right to a balanced diet
Picture B – Right to clean water
Picture C – Right to security
Picture D – Right to proper health care
Picture E – Right to shelter
Picture F – Freedom of assembly
2. Check the poster to ensure the correct list of human rights are written on it. Compliment the learner for creativity.

Importance of human rights in society

1. People are able to decide the kind of leaders they want through the vote.
2. Individuals are able to develop their talents and satisfy their spiritual and physical needs.
3. Citizens feel free and secure.
4. Children and people living with disability are able to lead dignified lives.
5. There is economic growth because people are able to carry out their economic activities freely.
6. Individuals and groups feel wanted especially when treated equally before the law.

Find out

Accept posters with relevant messages.

Democracy in society

Types of democracy in Kenya

1. (a) Direct democracy
(b) Indirect democracy
2. (a) indirect (b) direct (c) indirect (d) direct (e) direct

Benefits of democracy

1. decision making, appreciated
2. peace
3. elect
4. equally
5. religious beliefs
6. economic growth
7. patriotic
8. associate, religious groups

Practising democracy in governance in the community

1. Not fair
2. Not fair
3. Not fair
4. Fair
5. Fair

Find out

Accept relevant responses such as: having meetings before making major family decisions; allowing people to do chores that they are capable of.

Community Service learning (CSL) activity

1. (a) CSL: This is an activity where you help others in your community while also learning new things.
(b) Community: A group of people who live, work or spend time together in the same place and help each other.
2. (a) Step 1: Preparation – This involves identifying the project to be undertaken and planning for the project.
(b) Step 2: Doing the CSL activity – This is the actual task of implementing what was planned in Step 1.
(c) Step 3: Reflecting on the CSL activity – This involves talking about the overall project, how it went and what you learnt.

3. (a) Manilla papers, marker pens, pencils, erasers, glue, cameras, audio and video recorders.
(Accept other relevant answers)
- (b) Brooms, mop, detergent, repair tools, gloves, goggles, dust masks.
(Accept other relevant answers)
- (c) Gloves, dust masks, rakes, spades, waste bags. (Accept other relevant answers)
4. Accept relevant answers, depending on where the learner comes from.