

Oxford Revise & Assess Social Studies



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Answers

I. Personal Development

Self-exploration

Personal abilities and interests for holistic development

Activity 1

1. Accept any three relevant points relating to the learner's personal abilities and interests, such as: playing games and sports, singing, creative writing, digital content development, peer counselling, fashion design, business, baking, farming and social work, among others.

2.

Personal abilities and interests	How we can use the personal abilities and interests for holistic development
(a) Leadership	<ul style="list-style-type: none">• Take the lead in class discussions for intellectual development.• Conduct peer counselling for emotional well-being.
(b) Innovativeness	<ul style="list-style-type: none">• Make a ball using locally available materials and use it to play with friends. This will foster physical and social development.
(c) Problem-solving	<ul style="list-style-type: none">• Ensure peaceful conflict resolution in the family for healthy social relationships. This also ensures emotional stability.
(d) Playing games and sports	<ul style="list-style-type: none">• Participate in county athletics competitions for own physical fitness and charity in support of people with special needs in society.
(e) Creative writing	<ul style="list-style-type: none">• Research and write interesting storybooks for sale. This will promote mental and social well-being.

3. Social, emotional, spiritual and intellectual aspects of our life.
4. B
5. C

Developing personal values for a steady personality

Activity 2

1. Personal values are principles and beliefs that guide our actions and shape our behaviour and personality. Values enable us to know what is right and what is wrong. (Accept other reasonable explanations)
2. (a) Accept any four relevant values such as: integrity, compassion, peace, responsibility, respect and love.
(b) The values can be developed and nurtured by:
 - emulating role models in society
 - practising a given value over time, for example, responsibility
 - associating with friends who uphold values such as peace
 - setting realistic life goals and having priorities.

(Accept other reasonable responses)

Activity 3

1. Kaviti lacks integrity/honesty, respect and peace.
2. To develop these values, he can emulate Wazo; decide to change his behaviour for better; practice honesty and become respectful.

Activity 4

Filling in blank spaces with correct values.

1. social justice
2. Integrity
3. unity
4. responsibility

Managing emotions in day-to-day life

Activity 5

Emotions depicted in the pictures are:

- A happiness/joy B fear C anger D love

Activity 6

1. Accept any other relevant description of emotion besides the one provided below:
 - (a) When congratulated upon good performance, one feels – happy/joy/excitement.
 - (b) Being left out by a classmate – sad/angry/disappointed
 - (c) Crossing a busy road to school – fear/anxious
 - (d) When one's favorite team is playing against another – anxious/excited
 - (e) A friend discovers that I lied – guilty/ashamed
 - (f) Loss of a loved one – pain/sadness
 - (g) Being late, left by the school bus – disappointment/shame/anxious

2. How to manage the emotions:
 - (a) Happiness/joy/excitement – share with others, exercise self-control.
 - (b) Sadness/anger/disappointment – seek comfort from other family members or friends.
 - (c) Fear/anxiety – muster courage, be confident, be in company of someone.
 - (d) Anxiety/excitement – try to remain calm, tackle what makes you anxious.
 - (e) Guilt/shame – apologise for the wrongs done, forgive yourself.
 - (f) Pain/sadness – seek comfort from family and friends, seek professional help.
 - (g) Disappointment/shame – self-reflection, purpose to do the right thing.
3. A

Activity 7

1. (a) Before joining school, Adama experienced excitement, anxiety, fear and regret.
 - (a) After joining school, she experiences peace, joy and love.
2. (a) Adama manages some of her emotions positively by talking to her brother about her fears; deciding to join her new school; socialising with her classmates, embracing and adjusting to the new school environment.
 - (b) She negatively managed her emotions (anxiety) by regretting and blaming herself.
3. Managing her emotions positively helped Adama to make the decision to move to her new school. She settles and makes new friends with her classmates. Additionally, she discovers that her new teachers are fair (but firm). She also dresses warmly to cope with the cold weather.

Stretch Zone

Individual work

The personal journal should include:

- Title
- Body/ Content – well paragraphed, expresses personal feelings about how exploring personal abilities has helped him/her to attain holistic development.

With parental or guardian engagement

1. (a) **Personal awareness** is the ability to know our interests and abilities, strengths and weaknesses, values, thoughts and actions; and to understand how they influence our identity. It is the ability to recognise that we are different from other people. (*Accept other relevant definitions*)
 - (b) Personal awareness influences our choice of career in the following ways:



Activity 4

Filling in the missing letters

1. TALENTS
2. ABILITIES
3. PASSION
4. KNOWLEDGE
5. PERSONALITY

Activity 5

Entrepreneurial opportunity	Personality requirement
1. Guidance and counselling/ social work	Empathetic, respectful, effective communicator, tech-savvy.
2. Information and technology support	Critical-thinker, tech-savvy, creative, open- minded, patient.
3. Community leader	Respectable, empathetic, time-conscious, influential, hard-working.
4. Fashion and design	Creative and innovative, keen to detail, open to new ideas, sense of colour, perceptive, flexible.
5. Social media influencer	Effective communicator, professional, self- control, empathetic, tech-savvy, responsible, credible, trustworthy.

(Accept other relevant responses)

Activity 6

Picture 1 – creativity, patience, sense of taste, commitment, cultural awareness.

Picture 2 – strength, speed, consistency, focus, zeal.

Picture 3 – good voice, creativity, social, creative, fun-loving, public speaking.

Picture 4 – attentive, social.

Picture 5 – patience, innovative, committed, disciplined.

Activity 7

Guide the learners to draw a chart showing talents and abilities possessed by members of their community and match them with the appropriate entrepreneurial opportunities in the country. Ensure that they are relevant.

Stretch Zone

Accept relevant responses.

2. People and Relationships

Human origin

Traditional stories of human origin from African communities

Activity 1

1. Accept relevant responses. Find out from as many learners as possible, especially where the school is located is a mixed community.
2. Encourage learners from different communities to learn and tell stories from their communities.

Activity 2

1. This story relates mostly to the Kamba community. Verify other responses.
2. Accept relevant responses.

Activity 3

1. (a) Kintu; ruler; Nambi; Kintu; Kintu; Kintu; Nambi; Kintu; banana; Walube; Walube
(b) rock; Umvelinqangi; earthquakes; reed; reeds; Utshlanga; Unkulunkulu; The Great one/Unkulunkulu; Utshlanga; ancestors; reeds; fish; cattle; Mamlambo; The Great One/Unkulunkulu; Mbaba Mwana Waresa; The Great One/Unkulunkulu; reeds; sun; moon; Unkulunkulu/The Great One; reeds; die; ancestor; death.
2. Similarities and differences

Similarities

- (a) Both communities believe that they were created by a superior being.
- (b) Both communities trace their origin to an ancestor who had a special relationship with the creator; Kintu among the Baganda and Unkulunkulu among the Zulu.
(Accept other reasonable answers)

Differences

- Among the Baganda, Kintu's wife was a daughter of a superior being. Among the Zulu, both the first man and women grew from reeds.
- Among the Baganda, death came about because of disobedience of the people, while among the Zulu, it came about because of the mistake of a chameleon.
(Accept other reasonable answers)

3. If the school is in a mixed community, different resource persons could be identified. One resource person can be used if they can tell stories from different communities.

A simple digital device such as a **tape recorder** or **mobile phone** can be used to record the stories.

4. (a) *Accept relevant responses.* (b) *Accept relevant responses.*
5. Accept relevant responses such as the following:
 - Some taboos observed in the community are related to the stories of origin.
 - Respect for sacred places and shrines in the community are related to stories of origin.
 - Some interpersonal relationships are guided by what is learnt in the stories of human.

Religious stories about the origin of humankind

Activity 4

1. Verify the stories with a reliable source of information such as approved textbooks or the internet.
2. Similarities and differences

Similarities

- Both agree that a supreme being outside the experience of human beings was responsible for the origin of humankind.
- They indicate that death was a result of the disobedience of human beings.
- They suggest that the lives and activities of human beings are influenced by the work of the supreme being responsible for their origin.

(Accept other reasonable answers)

Differences

- Religious stories of human origin emphasise that there is life after death, while traditional stories consider that spirits of the dead sometimes come back to punish people.
- Traditional stories of human origin indicate that the supreme being responsible for the origin of humankind may be represented by various features or creatures, while in religious stories, the superior being is untouchable.
- There are many names for the superior being in traditional stories, but this is not the case with religious stories of the origin of humankind.

(Accept other reasonable answers)

Early civilisation

Factors that led to the growth of selected kingdoms in Africa

Factors that led to the growth of Ancient Egypt

Activity 1

1. **Picture A** – shows soldiers on a horse-driven chariot going to war.
Picture B – buying and selling activities in a marketplace in Ancient Egypt.

Picture C – a slave using a fan to cool the air around the Pharaoh.

Picture D – an Egyptian farmer irrigating his farm using the shadoof irrigation method.

(Accept other reasonable explanations)

2. A. The Egyptian army that was well equipped with horse-driven chariots easily defeated their enemies. This enabled them to expand Egypt into greatness.
- B. The profits from trade made the kingdom wealthy. The wealth was used to administer, expand and defend the kingdom.
- C. The presence of strong rulers, such as the pharaoh, who ensured the growth of the kingdom.
- D. The use of irrigation in crop production ensured adequate and reliable food supply for the population.

(Accept other reasonable explanations)

Factors that led to the growth of the Great Zimbabwe

Activity 2

Shona people, powerful, centralised, trade, army, agriculture, religion.

Factors that led to the growth of the Kingdom of Kongo

Activity 3

- (a) Trade: Profits from trade made the Kingdom of Kongo prosperous. The kings used the profits from trade to administer, expand and defend the kingdom.
- (b) River Zaire: The river Zaire facilitated transport of traders and their goods from the interior to the coast and back.
- (c) Effective and efficient rulers ensured the kingdom was well administered.
- (d) A strong and well-equipped army was used to expand and defend the kingdom.
- (e) Adequate food for the people ensured a strong and healthy population.
- (f) Traditional industries provided goods that were in great demand. This increased trading activities.

(Accept other reasonable explanations)

Locating the selected ancient kingdoms on the map of Africa

Activity 4

1 and 2: Ensure the maps are correctly drawn with all the elements and boundaries well-marked. The cities should also be named correctly. Refer to the learner's book.

3. Position of the kingdoms using compass directions:
 - Egypt was located in north-eastern Africa.
 - Great Zimbabwe was situated in southern Africa.
 - The Kingdom of Kongo was located in central Africa.

Contributions of early African civilisation to the modern world

Activity 5

1. Ensure that the information is obtained from reliable sites.

2.

Early African civilisation	Contributions to the modern world
(a) Mathematics The Egyptians used mathematical concepts such as geometry in land sub-division and construction.	Land surveyors, architectural designers and civil engineers use mathematical concepts in land surveys and building construction.
(b) Architectural designs The Egyptian pyramids and the mud-brick structures in Great Zimbabwe and Mali showcased advanced mathematical and engineering techniques.	Modern architectural designs such as skyscrapers and eco-friendly constructions have been inspired from these ancient designs.
(c) Trade Ancient kingdoms established extensive trade networks that boosted economies and facilitated cultural exchange.	The ancient trade routes still exist today, with Africa being a major exporter of natural resources. Modern trade agreements also reflect the interconnectedness established by ancient networks.
(d) Medicine Egyptians carried out medical practices such as surgery and use of herbal medicine to cure ailments.	Most modern medicine are derived from plants used in African traditional medicine. Techniques such as wound stitching and bone setting have roots in early practices.
(e) Irrigation technology Irrigation methods such as canal and shadoof originated from early civilisation in Egypt. Terraced farming was also practised in Ethiopia.	Modern irrigation systems such as drip irrigation and dam construction are innovations from early civilisations.
(f) Astronomy Ancient civilisations from Egypt used the stars to predict flooding seasons, which is crucial for agriculture.	Star mapping and calendars laid the foundation for modern astrophysics and space exploration.

Early African civilisation	Contributions to the modern world
(g) The calendar and water clock The Egyptians created one of the earliest solar calendars to track the year and developed water clocks to measure time accurately.	Today's calendar evolved from these early systems. The concepts of precise timekeeping and time management systems also developed from the early systems.

(Accept other relevant answers. Refer to the learner's book)

Stretch Zone

Answers may include the following:

1. Modern calendar enables farmers to plan for their annual farming activities such as ploughing, planting and harvesting.
2. Prediction of weather helps learners to dress warmly or lightly.
3. It could be the use of irrigation to produce food or cash crops or the system of administration at the location level.

Assessment

1. Meaning of the terms:
 - (a) Kingdom – an administrative unit ruled by a king or queen.
 - (b) Empire – an administrative unit that is larger than a kingdom. It is ruled by an emperor.
 - (c) State – an administrative unit that may be part of a kingdom or empire. It may also refer to a country or region ruled by a king president or governor.
2.
 - (a) Ancient Egypt was located in north-eastern Africa in the Nile River Valley.
 - (b) Great Zimbabwe was situated in Southern Africa between rivers Limpopo and Zambezi.
 - (c) The Kingdom of Kongo was situated in present day Democratic Republic of Congo. At its peak, it extended to Gabon, Republic of Congo to the north and Angola to the south.
3.
 - (a) Effective and efficient governance systems started with the socio-political organisations of ancient kingdoms.
 - (b) Modern writing and paper industry developed from the hieroglyphics, an Egyptian form of writing that used papyrus reeds.
 - (c) Modern meteorological weather forecasting can be traced to ancient Egypt.

(Accept other relevant answers)



Slavery and servitude

Forms of slavery and servitude in traditional African society

Activity 1

1. traders, captured, harsh, death, food, commodities, basic rights, rulers
2. The paragraph gives information on the existence of slave trade, slavery and servitude in African traditional society. It also tells how slaves were treated by their masters.

Activity 2

1. (a) Forms of slavery include domestic servitude, bonded labour/debt bondage and military slavery.
(b) Other forms of slavery include traditional slavery/chattel and pawnship.
2. Human rights that were violated against the slaves.
 - Freedom of movement and association.
 - Right to food.
 - Right to education.
 - Protection from torture.
3. Reasons why Africans were captured and sold as slaves.
 - (a) The need for labour.
 - (b) They were considered a trade commodity by the slave traders.
 - (c) The existence of trade routes made it possible to capture and transport slaves from Africa.

(Accept other reasonable explanations)

Activity 3

1. A slave is a person who is owned by another person and is forced to work and obey them.
2. Slavery is the state of being forced to work in the fields as a slave or to be sold into slavery.
3. **Servitude** is the state of being a slave or completely subject to someone more powerful. It refers to providing compulsory labour or service for another especially in the master's houses.

(Accept any other relevant answers)

Activity 4

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

Activity 5

- Slave trade in East Africa extended from present day Tanzania (Tanganyika) and Kenya Coast to Congo and Uganda. It covered coastal towns such as Pemba, Mombasa, Zanzibar and Kilwa.
 - Tanganyika, Mwanza, Uganda, Congo and Kenya.
 - Pemba, Mombasa, Zanzibar and Kilwa.
- Ensure the map captures accurately the regions covered by the Indian Ocean slave trade in Africa.

Activity 6

- Unfair treatment
 - Separation of families
 - Loss of property like livestock
 - Forced labour
 - Being tortured sometimes to death
 - Poor living conditions
- Accept relevant explanations.

Stretch Zone

Work on your own.

Accept relevant responses that show willingness to not engage in slavery.

Work with a parent or guardian.

Accept relevant points.

Assessment

- The need for labour; accessibility of Eastern African coast by sea; the monsoon winds; natural harbours.
(Accept any other relevant well-explained answers)
- Along the Eastern African coastline bordering the Indian ocean.

3. Akamba and Nyamwezi
4. *Accept a logical description based on the points given. Refer to the Social Studies Learner's Book.*
 - **Who was involved in the trade.** African traders and rulers, traders from the Arab world and Asia.
 - Commodities that were exchanged during the trade. Cloth, guns, ammunitions, knives, enamel bows, metal bars, spirits, glassware, jewelry, sugar and firearms. In exchange the visitors acquired slaves and other commodities such as ivory, tortoise shells and carvings.
 - **How the slaves were acquired.** The slaves were acquired using different methods such as selling war captives and capturing orphans, debtors, widows and weak members in the society. Some chiefs were known to punish their enemies in the local community by selling them into slavery. The slave traders used firearms to carry slave raids on African communities. Kidnapping people to sell them as slaves was also common. Some used gifts to trick Africans into slavery.
 - **Trade routes.** There existed well defined routes leading to the interior slave markets in Eastern Africa. The first route was in the southern coast of Tanganyika by Arabs traders. The second route was mostly led by the Nyamwezi chiefs. It started from Uganda through Mwanza to the Coast. The third route was done by the Akamba people. The long-distance caravans travelled to Mombasa and other coastal towns. From the coast the slaves were taken to India and China through the Indian Ocean. Some were taken south the work in plantations in Madagascar and South America.
5. *Accept relevant responses such as being denied food, lack of proper clothing and shelter, being subjected to unhealthy or unhygienic environment and being tortured to death.*
6.
 - Being tortured to death undermines the right to life.
 - Being denied food undermines the right to good food.
 (*Accept other relevant responses*)
7. *Accept relevant responses such as the following:*
 - Labour exploitation. Slaves tend to be a source of cheap labour.
 - Social inequalities. The existence of a gap between the rich and the poor fuels slave trade as the poor offer their services to the rich in order to make ends meet.
 - Weak legal systems that fail to protect individual rights and freedoms.
8. *Clothing, jewellery, guns and glassware. (Accept other relevant answers)*



2.4 Development in medium of trade

Comparing barter trade and the use of currency trade in Africa

Activity 1

- | | | | |
|-----------|-----------|----------|----------|
| 1. False | 2. True | 3. False | 4. True |
| 5. False | 6. False | 7. False | 8. False |
| 9. False | 10. False | 11. True | 12. True |
| 13. False | | | |

Factors that led to the introduction of money in Africa

Activity 2

- | | | | |
|-------------|-------------|-------------|-------------|
| (a) Kenya | (b) Britain | (c) America | (d) France |
| (e) Germany | (f) Italy | (g) India | (h) Belgium |
| (i) Spain | | | |

Activity 3

- | | | |
|--------|---------|--------|
| A to 6 | B. to 4 | C to 1 |
| D to 2 | E to 5 | F to 3 |

Impact of the introduction of money in Africa

Activity 4

- A.** Using wind power for generation of electricity.

B. Operations at a modern airport.

C. Buying and selling of goods at a market. Clothes and livestock are being offered for sale.

D. People shopping at a supermarket.

(Accept other relevant descriptions)
- A.** It has made it possible to import equipment for infrastructure such as generating electricity from wind.

B. People are able to travel across the world and pay for services using money.

C. People are able to get different types of goods in the same place and at the same time.

D. A wide variety of goods can be purchased, sometimes even without hard cash.

(Accept other relevant explanations)

Activity 5

- | | | |
|----------|----------|---------|
| 1. True | 2. False | 3. True |
| 4. False | 5. True | 6. True |
| 7. False | 8. True | 9. True |

Diversity and interpersonal relationships

Factors that determine human diversity in the society

Activity 1

1. Yes, Kembi has a reason to be worried. Being new in a place where everyone shares the same culture that might be different from yours is not easy. It may be difficult to communicate and understand each other.
2. Advise him embrace the diversity and learn from the same. This will make it fun as he makes new friends and learns how to interact with them.

Activity 2

1. Human diversity
2. Multicultural
3. race, age, physical abilities, ethical values, religion

Activity 3

1.

Factors	Description
A. Ethnicity	3. A group of people with shared cultural heritage or nationality.
B. Socio-economic status	1. The economic and social position of a person or group.
C. Religion	1. Beliefs and practices related to faith
D. Physical ability	1. Differences in physical capabilities
2. Accept other relevant answers such as the following:
 - (a) Education – people of different levels of education may be different in the way they communicate and make decisions.
 - (b) Talents such as singing, drawing and sports.
 - (c) Physical appearance such as hair colour and texture.

Activity 4

1. Accept relevant answers.
2. Some of the differences the learners may write include differences in height, skin colour, talents and abilities, gender, ethnicity and hobbies. Accept relevant answers.

Activity 5

Skill	Meaning	How it enhances interpersonal relationships
Effective communication	Being able to pass a message in a way that is easily understood by the recipients.	When we communicate effectively, our message is understood. This reduces arguments and disagreements. This leads to social cohesion.
Assertiveness	Ability to stand up for yourself, for what you believe in and what you desire while respecting the views of others.	We are able to clarify our stand on issues and set our boundaries.
Negotiation	The process where parties who have differed can develop a solution(s) that are agreeable to both parties.	We are able to persuade others to understand our side of argument and interest and the reasons for the stand we have taken.

(Accept other relevant answers)

Activity 6

1. Johnie needs to develop assertiveness, effective communication skills and negotiation skills.
2. Assertiveness will help him face the boys and address the issue with them. Effective communication will enable him to express himself clearly. Negotiation skills will help him to come up with a solution to the problem he is facing.

Desirable and undesirable personality attributes

Activity 7

1. False
2. True
3. False
4. True
5. True
6. True

Activity 8

1. Integrity
2. Empathy
3. Arrogance
4. Humility

Importance of building healthy relationships in multicultural societies

Activity 9

Jael: She is happy and free. She no longer struggles in the market when communicating with the ladies in the market because her friends help her. She has made friends, She is being taught the local language by her friends.

Joel: His father has positive relationships with the local community leaders, His father also feels safer with the help of the community; they helped him carry his motorcycle when it got stuck in the mud due to heavy rains rain.

(Accept other relevant explanations)

Stretch Zone

Work on your own

Accept relevant answers. Some of the benefits the learners may share include the following:

- 1 Emotional support. This will result from developing healthy relationships that result in safe environments that allow them to share their feelings. They will also be able to have support to cope with challenges.
2. Conflicts are resolved more easily when relationships are healthy.
3. Development of self-esteem as one feels safe and free to express themselves.

Work with parent or guardian

Accept relevant points.

Peaceful co-existence

Qualities of a peaceful person

Activity 1

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

Activity 2

1. Zipporah
2. Calmness amid chaos and communicating feelings respectfully

Activity 3

- (a) calm (b) patience (c) harmony (d) empathy

Activity 4

- (a) False (b) True (c) False (d) True

Activity 5

- (a) Conflict resolution
(b) There was compromise between two parties that brought peace

Activity 6

1. resolves 2. conflicts 3. negotiate
4. respects 5. resources

Activity 7

- (a) True (b) True (c) False (d) True

Activity 8

effective communication; conflict resolution; Respect;
cultural understanding; solutions.

Activity 9

- A.** Effective communication – Sharing information clearly and respectfully.
B. Conflict resolution skills – Methods used to resolve disagreements peacefully.
C. Mutual Respect – Valuing each other’s differences and perspectives.
D. Cultural understanding – Awareness and appreciation of cultural differences.

Activity 10

Factors	Evidence from the dialogue
(a) Effective communication	Nyaga is not responding to Lola.
(b) Empathy and compassion	Nyaga does not consider Lola’s feelings and is not giving necessary support.
(c) Tolerance	Both Nyaga and Lola are not tolerant to each other. They are not considerate of each other’s feelings.
(d) Peaceful conflict resolution	Nyaga and Lola fail to resolve their conflict.

Peaceful conflict resolution process in day-to-day life

Activity 11

- (a) Accept relevant answers such as those related to a misunderstanding, abuse, discrimination, bullying, theft, different opinions over an issue, irresponsibility, breaking rules/regulations/law.
- (b) Accept descriptions that show proper conflict resolution process.
- (c) Accept relevant responses.

Activity 12

1. Marco followed the correct process of resolving conflicts peacefully among his group members.
2. Benefits of peaceful resolution of conflict enjoyed by Marcos' Team:
 - Peaceful conflict resolution enables Marco's team to achieve their club goals.
 - It strengthened their interpersonal relationships in the club.
 - It enhanced their communication and empathy towards each other.
 - Individual learners felt respected and it enhanced a sense of belonging.*(Accept other relevant responses)*

Activity 13

- A.** Peaceful co-existence promotes healthy interpersonal relationships which enhance happiness and physical development as learners play together.
- B.** Resources are well utilised to enhance community development of infrastructure which benefit the entire community.
- C.** It promotes love, unity, and a sense of belonging. All individuals in the family feel accepted and supported.
- D.** It enhances values of unity, respect and responsibility among learners. Learners from different backgrounds, religions and gender are able to work together to achieve group project objectives.

Stretch Zone

Work on your own.

Benefits of co-existing peacefully with classmates.

- It enhances understanding and tolerance.
- It promotes interpersonal relationships.
- It brings unity among learners which helps to achieve individual and group objectives.
- It leads to achievement of personal and class goals.

(Accept other relevant and correct responses)

Working with a parent or guardian.

1. Accept relevant answers. You may request learners to translate the proverbs written in their mother tongue so that others can understand them.
2. Factors that enhance peaceful co-existence in the family.
 - (a) Respecting each other.
 - (b) Effective communication.
 - (c) Unconditional love and acceptance.
 - (d) Showing empathy to each other.
 - (e) Being responsible and accountable.
 - (f) Accepting and respecting diverse opinions over issues.
 - (g) Following family rules, regulations and norms.

(Accept other relevant responses)

Assessment

1. Calm, open-minded, honest, patient, understanding. *(Accept other relevant answers)*
2. B & C (Ekirapa and Hellen)
3. Benefits of positive coexistence with others.
 - It enhances understanding and tolerance during interactions.
 - It promotes healthy interpersonal relationships.
 - It brings unity which helps in achieving individual and community goals.

(Accept other relevant responses)
4. **D** (All the above)
5. Factors that promote peaceful co-existence in the society.
 - Effective communication enhances understanding and tolerance.
 - Upholding values such as respect, responsibility and social justice promotes a sense of belonging.
 - Peaceful resolution of conflicts whenever they occur.
 - Being responsible and accountable.
 - Showing empathy and compassion to each other.
 - Respecting the laws and rules in the society.

(Accept any other relevant answer)

3. Community Service Learning Project

The meaning of key terms used in Community Service Learning and CSL projects

Activity 1

1. Meaning of terms:

Term	Meaning	Examples
(a) Community	A group of people who live in the same neighbourhood and share common interests.	School community; Village/estate community; Religious community
(b) Community Service	Voluntary work done to benefit a community or its members.	Cleaning public spaces; Tree planting; Helping the elderly
(c) Community Service Learning	An approach of combining service to the community with academic learning to enhance personal growth and civic responsibility.	Environmental awareness campaigns; Volunteering
(d) Project	A planned undertaking with specific goals and objectives to solve a problem or address a need.	An agricultural project in the school farm; Organizing a health camp
(e) Problem	A situation that requires a solution due to an obstacle, challenge, or unmet need.	Lack of clean water; Low literacy levels
(f) Research	The process of gathering information to better understand a topic or solve a problem.	Conducting surveys; Analysing community health data
(g) Solution	A method or plan for solving a problem or addressing a need.	Conducting a cleanup exercise to promote good hygiene; Sensitising others about hand washing to prevent diseases.

(h) Project plan	A detailed outline of how a project will be executed, including objectives, resources, timelines and responsibilities.	Action plan for constructing a playground; Timeline for conducting community training.
(i) Implementation	The process of putting a project plan into action to achieve its objectives.	Distributing learning materials; Constructing a borehole
(j) Project report	A document summarising the objectives, processes, outcomes and lessons learned from a project.	End-of-project evaluation report; Documentation of achievements

(Accept other correct responses)

2. (a) to (v) (B) to (viii) (C) to (ix) (D) to (ii)
 (E) to (vii) (F) to (iv) (G) to (i) (H) to (vi)
 (I) to (iii)

Steps of a Community Service Learning project

Activity 2

- (c); (a); (e); (b); (d)
- (i) Accept relevant responses such as the following:
 - Conducting a survey among students and teachers.
 - Analysing the urgency and feasibility of solving each problem.
 (ii) Accept a relevant choice with a valid reason from the learner.

Activity 3

- Accept relevant titles.
- Some of the activities the learner may bring up include the following:
 - Conducting community sensitisation campaigns on the dangers of early marriages.
 - Organising educational seminars for parents and youth.
 - Partnering with schools to promote the importance of education.
 - Creating mentorship programs for youth who are at risk of early marriages.
 - Establishing support groups for girls who are victims or at risk.
- Accept answers such as the following:
 - Flyers, posters and banners for awareness campaigns.
 - A public address system for seminars and events.
 - Venues for holding meetings and training sessions.
 - Stationery such as notebooks, pens and markers.

- Transport for outreach activities.
- Refreshments for participants.

4. Resource acquisition table

Resources/ materials	How to get the resources/materials
Flyers, posters and banners	Seek donations from local businesses or organisations specialising in youth and gender issues.
Public address system	Borrow from local institutions or rent from service providers.
Venues for seminars	Request free use of community halls or schools.
Stationery	Purchase using group funds or seek donations from local shops.
Transport	Partner with local transport providers or pool funds for hiring vehicles.
Refreshments	Ask for donations or organise group contributions.

5. Stakeholders involved in the project

- Parents and guardians
- Teachers and school administrators
- Local government officials and community leaders
- Non-governmental organizations (NGOs) advocating for children's rights
- Health professionals for counselling and education on reproductive health
- Religious leaders for moral guidance

6. Importance of key project planning steps

(a) *Choosing group leaders in the project planning process:*

- Ensures proper coordination and accountability.
- Facilitates decision-making and resource management.
- Provides clear roles and responsibilities for efficient execution.

(b) *Informing the public of the project:*

- Raises awareness and garners support for the initiative.
- Encourages community participation and ownership of the project.
- Reduces resistance by addressing misconceptions early.

7. Methods of data collection for a Community Service Learning project:

- Surveys: Distribute questionnaires to gather opinions and insights.
- Interviews: Conduct one-on-one discussions with parents, youth and other stakeholders.

- Focus Group Discussions (FGDs): Hold group sessions to understand perspectives.

8. B

9. Accept reasonable timelines.

Activity 4

1. Accept other reasonable solutions such as the following:
 - Educating road users on road safety through community awareness campaigns.
 - Installing and maintaining proper lighting on roads, especially at night.
 - Encouraging the use of pedestrian crossings and footbridges.
 - Implementing stricter enforcement of traffic laws.
 - Encouraging the use of helmets for motorcyclists and passengers.
 - Providing regular driver training and refresher courses.
2. The reasons should match the solutions given.
 - Education increases awareness among road users about safety practices and consequences of negligence.
 - Proper road lighting reduces accidents caused by poor visibility.
 - Pedestrian crossings and footbridges ensure safe movement for pedestrians.
 - Strict enforcement of laws deters reckless behaviour such as speeding or drunk driving.
 - Helmets protect motorcyclists and passengers from severe injuries in case of accidents.
 - Driver training ensures that drivers are updated on road safety measures and practices.

Activity 5

Problem	Solutions
(a) Drugs and substance abuse	(i) Conducting awareness campaigns on the dangers of drug use. (ii) Establishing a counselling program for affected learners. (iii) Introducing co-curricular activities to engage learners positively.
(b) Bullying in school	(i) Implementing strict anti-bullying policies in school. (ii) Establishing a reporting system where learners can report bullying anonymously. (iii) Promoting peer mentorship programs to foster positive relationships.

(c) Pollution of the school environment	(i) Setting up waste bins and educating students on waste management. (ii) Organising regular clean-up drives within the school compound. (iii) Creating a student environmental club to promote cleanliness and awareness.
(d) Lice infestation	(i) Educating learners on proper personal hygiene practices. (ii) Conducting regular health checks by school health personnel. (iii) Advising parents to treat affected learners and maintain hygiene at home.
(e) Water shortage	(i) Installing water storage tanks to collect rainwater. (ii) Partnering with local authorities to provide regular water supply. (iii) Teaching students about water conservation practices.
(f) Limited resources such as books and desks	(i) Organising fundraising activities to purchase the resources. (ii) Partnering with NGOs and local businesses for donations. (iii) Promoting a resource-sharing system among learners.

Activity 6

- Accept reasonable explanations that relate to the solutions given in Activity 5.
- (a) True (b) True (c) False (d) True

Activity 7

- Andrew enjoyed interacting with locals during data collection.
 - Rose enjoyed collecting resources for the project.
- Challenges**
 - Some group members did not meet deadlines for their assigned tasks, making it hard to track progress.
 - Stakeholders were not informed in time, which affected the project's progress.
 - Using questionnaires only to collect information was limiting.
- Cooperating better as a team to meet deadlines.
 - Engaging stakeholders earlier to ensure their awareness and support.
 - Using a variety of tools for data collection, such as interviews and observation schedules, instead of relying solely on questionnaires.

4. Lessons learnt.
 - Deforestation is one of the causes of soil erosion.
 - The importance of teamwork, communication, and timely stakeholder engagement in successfully executing a project.
 - The need for diverse methods of data collection to ensure comprehensive and accurate results.

Executing a Class CSL project

Activity 8

Accept a well-written report with the structure indicated. Below is a sample:

Report on causes of uncleanliness in our school

1. Introduction

The research focused on investigating the causes of uncleanliness in our school. The goal was to identify the factors contributing to this issue and propose actionable solutions to promote a cleaner and healthier environment for all.

2. Justification

Uncleanliness in the school environment negatively impacts students' health, productivity and morale. By addressing the root causes of this problem, we aim to create a conducive learning environment that fosters discipline and responsibility among students.

3. Findings

Our investigation revealed the following causes of uncleanliness in the school:

- (a) **Inadequate waste disposal facilities:** There are not enough dustbins, leading to littering.
 - (b) **Poor personal hygiene practices:** Some students lack awareness of hygiene standards.
 - (c) **Neglect of cleaning routines:** Inconsistent cleaning schedules for classrooms and common areas.
 - (d) **Lack of accountability:** Students and staff do not feel responsible for maintaining cleanliness.
 - (e) **Overflowing trash bins:** Delayed collection of waste encourages pests and bad odours.
- ##### 4. Recommendation

We recommend implementing a comprehensive waste management program that includes awareness campaigns, additional cleaning resources and active participation by all stakeholders.

5. Solutions to the identified problem

To address the issue of uncleanliness, we propose the following solutions:

1. Increase the number of waste disposal facilities: Place labelled waste bins in strategic locations around the school.
2. Implement a hygiene education campaign: Teach students proper hygiene practices during assemblies and through posters.
3. Establish a cleaning schedule: Assign cleaning duties to different classes on a rotational basis.
4. Promote accountability: Introduce a reward system to recognize clean classrooms and responsible behaviour.
5. Timely collection of waste: Coordinate with school maintenance staff to ensure trash bins are emptied daily.

6. Conclusion

Uncleanliness in our school is a pressing issue that can be resolved through cooperation and commitment. By implementing the recommended solutions, we can foster a cleaner, healthier and more productive learning environment. Let us work together to ensure that our school remains a place we can all be proud of.

Activity 9

Accept relevant answers based on the learner's choice.

4. Natural and Historic Built Environments in Africa

Historical information

Sources of historical information in the society

Activity 1

- A. Oral tradition B. Stone tablet C. Textbooks
D. Television E. Radio

Activity 2

1.	Written sources	Unwritten sources	Electronic sources
	<ul style="list-style-type: none">• Manuscripts• Diaries• Archives• Novels• Photographs• Magazines• Rock paintings	<ul style="list-style-type: none">• Historical sites• Monuments• Proverbs• Myths• Fossils• Songs	<ul style="list-style-type: none">• Radio• films

- Ensure you draw and complete the chart with correct sources of historical information.

Activity 3

- (a) – Event in picture A (b) – Event in picture B

Activity 4

Source of information	Primary source	Secondary source
(a) Artefacts such as a 3-legged traditional stool and a hand axe.	✓	
(b) Biography of Mwalimu Julius Nyerere.		✓
(c) Letters written by explorers about Africa.	✓	
(d) Recorded speech given by President Mzee Jomo Kenyatta during Kenya's Independence Day.	✓	
(e) Wall rock paintings of hunters and gatherers.	✓	
(f) An elder explaining his experience during the 2 nd world war.	✓	
(g) A graph showing population growth in Kenya by sex and age in 2009.		✓
(h) The autobiography of former president Daniel Moi.	✓	
(i) A map showing migration routes of language groups in Eastern Africa.		✓
(j) Documentary on the origin of human beings.		✓

Activity 5

- Video
- Oral tradition
- Play
- Monument
- Museum

Activity 6

- Accept relevant responses such as the following:
 - The lion carcass has been stuffed.
 - It has been kept on a clean shelf.
 - The cowrie shells have been cleaned and kept in a dry place away from dust.
 - The picture has been placed on a glass frame.
 - The tool has been cleaned and kept in a dry place.
 - The item has been placed in a glass frame.

2. Accept relevant responses.
3. Accept relevant responses such as the following:
 - (a) A birth certificate – Laminate/take a photo of it and store it online.
 - (b) An assessment report – If is in hardcopy, laminate or taking a photo of it and store it online. It is in softcopy, make several copies of the report and store it in different platforms online.
 - (c) Textbook – Cover it, keep it on a shelf.
 - (d) A play or poem you presented during the drama festival – If photos or video recordings are available, store them online. If the play is written, laminate and keep it safely in a lockable drawer.

Activity 7

1. Manuscripts and heritage sites
2. (a) Manuscripts are stored in dust-free places that have the right temperatures.
(b) Employees have been trained about proper handling of manuscripts.
3. Accept relevant answers such as the following:
 - To preserve the manuscripts for future reference and generations.
 - So that the sources last for a long time.

Activity 8

- A. to (iii) B. to (v) C. to (i) D. to (ii) E. to (iv)

Assessment

1. The accounts of human activities or events that took place in the past. (Accept other relevant definitions)
2. (a) - Oral traditions - Linguistics - Archives - Electronic
(Accept other relevant answers)
(b) - Primary sources of information provide witness accounts of events. They are created or written at the time the event is taking place.
- Secondary sources of information are derived from primary sources. They are produced by people who did not attend the event.
(Accept other relevant answers)
3. (a) - Taking photographs of sources.
- Laminating pictures and reports.
- Using shelves to display artefacts.
(Accept other relevant answers)
(b) Responses may include:
 - so that they last for a long time.
 - to ensure that they are available for use by future generations.

4. Importance of sources of historical information.
 - They help in the reconstruction of history
 - Helps us understand events that took place in the past
 - We can use the achievements and failures of the past to chart our destiny

(Accept other relevant answers)
5. (a) - Pictures, photographs of important people, explorers, traders.
 - Maps of Eastern African coast during the early visitors' period.
 - Artefacts.

(Accept other relevant answers)

(b) Importance of Fort Jesus to Kenya

 - It's an important tourist attraction.
 - It is a source of information about historical events that took place along the coast in the past.

(Accept other relevant answers)

Historical development of agriculture

Early agriculture

Activity 1

1. Agriculture
2. Pictures A and C show hunting and gathering activities by early people while picture B and D show modern agriculture.
3. Pictures B and D – because there are different types of foodstuffs available.
(Accept other relevant explanations)
4. During the old times.

Activity 2

Accept relevant responses. The descriptions may be based on location or position using compass directions and physical features.

Activity 3

Questions 1–3: Ensure the map is proportional and well-labelled.

4. - Water was available for irrigating crops and domestic use.
- Fertile soil from deposited silt was ideal for cultivation of crops.
- There was a variety of plants and animals for domestication near water sources.

Crops grown and animals kept in selected regions during early agriculture

Activity 4

1. **Crops:**

- A. Wheat B. Sunflower C. Sorghum D. Rice

Animals:

- E. Goat F. Camel G. cow/cattle/bull
H. Sheep G. Dog.

2. A, C, D, E, F, G, H, I, J

3. Accept relevant answers.

Activity 5

Region	Crops grown	Animals kept
Egypt	Barley, wheat, grapes, onions, dates	Horses, goats, camels, sheep, cattle
Nubia	Millet, rice, sorghum, wheat, barley	Cattle, sheep, camels, goats
Rift valley of Eastern Africa	Sorghum, rice, millet, wheat	Cattle, sheep, goats, donkeys

Methods of irrigation used in Egypt

Activity 6

1. **Picture A** – irrigation of crops using a sprinkler irrigation.

Picture B – irrigation of crops using drip irrigation.

Picture C – irrigation of crops using the shadoof method.

Picture D – irrigation of crops using the canal method.

(Accept other relevant descriptions)

2. **Picture A** – a pipe is linked to a water source then attached to the sprinkler which waters the crops. This method uses a lot of water.

Picture B – a water pipe has tiny holes which allows water to drip or drop on the crops.

Picture C – water has to be lifted in a bucket from the river into a canal. It is a more tiresome method because a person must be there to dip the bucket into the river. Then another person waiting to empty the water into the canal.

Picture D – water from the river is channelled to the farm through channels or furrows hence, the name canal method.

(Accept other relevant explanations)

3. The method of irrigation you would use will be determined by the relief, location of your land and source of water.

Activity 7

1. Draw accurate and neat diagrams.
2. Use relevant colours.
3. Share what you have drawn with your friend, parent or teacher.

The contribution of Nile Valley agriculture to world civilisation

Activity 8

1. **Picture A** shows a modern storage facility for cereals. It is known as silos.
Picture B – shows weather forecast in the morning and afternoon for a week.
Most of the days of the week will be sunny.
Picture C – shows watering of crops by sprinkler method.
Picture C, E, and F show farming activities using modern farming machinery.
(Accept other relevant descriptions)
2. Contributions of the Nile valley agriculture to the modern world include:
 - The shadoof irrigation technology laid the foundation for the modern technological developments in irrigation farming.
 - The combine harvesters and other agricultural machinery have been developed from farming tools such as sickles and ox-driven ploughs used by the early Egyptians.
 - The use of irrigation to increase food production is an idea that developed from the Nile valley agriculture.
 - Weather forecasts have their origin from early agriculture in Egypt.
3. Ensure your essay flows well and is grammatically correct. The points below will help you as you write the essay.
 - Astronomy - Medicine - Architecture
 - Weather forecasting

Stretch Zone

You may have discussed how crop growing and animal keeping has ensured adequate food supply for the family. The surplus agricultural products are sold at the nearest market. This adds to family income.

Assessment

1. (a) Ancient Egypt, Nubia, Rift valley of Eastern Africa.

(b) **Ancient Egypt:** Crops – wheat, barley, rice, onions.
Animals – camels, horses, goats, cattle.

Nubia: Crops – wheat, rice, millet and sorghum.
Animals – donkeys, camels, cattle, sheep and goats.

Rift Valley of Eastern Africa: Crops – wheat, rice, sorghum and millet.
Animals – cattle, sheep, goats, donkeys.

2. Without the river Nile, the Nile valley agriculture would not have taken place. Egypt exists because of the river Nile. (Accept other relevant explanations)
3. Answer will depend on the relief features and availability of water in your locality.
4. (a) A companion of early hunters and gatherers.
(b) Assisted early people during their hunting expeditions.
(c) Provided security.
5. Contributions include the following:
 - Innovative agricultural techniques developed during early agriculture laid the foundation for modern agriculture:
 - Surplus agricultural products were sold in marketplaces. This paved way for the development of trade.
 - The Nile valley agriculture led to the development of urban centres along the Nile. These centres developed into towns and cities that have attracted large populations.
 - The modern meteorological weather forecasting developed from the Nile valley where farmers predicted weather using the sun, moon and stars.
 - The modern calendar was developed from the calendar developed by Egyptian farmers.(Accept other relevant explanations)
6. Challenges farmers faced during early agriculture include:
 - The challenge of selecting what to grow.
 - Lack of tools to use on the farm and clearing bushes to create farmland.
 - They lacked storage facilities after harvesting their crops.
 - Their crops may have been destroyed by wild animals.
7.
 - Availability of water from the Nile River for irrigation and domestic use.
 - The Nile valley was protected against foreign aggressors by the Sahara desert to the west, the Nubian Desert and Nile cataracts to the south and the Nile delta to the north.
 - Presence of food crops such as barley and wheat, and animals such as sheep and goats to be domesticated.

Maps and mapwork

The position, shape and size of Africa

Activity 1

- Names of the water bodies that surround Africa:
 - To the north: **Mediterranean Sea**
 - To the east: **Indian Ocean**
 - To the west: **Atlantic Ocean**
- 37°N; 34°S.**
- Latitude that divides Africa into two almost equal parts: **The Equator.**
- Descriptions about the continents that neighbour Africa.
 - Europe**
 - Asia**
 - Antarctica**
 - North America and South America**
- Seven continents of the world from the largest to the smallest:
 - **Asia**
 - **North America**
 - **Antarctica**
 - **Australia**
 - **Africa**
 - **South America**
 - **Europe**

Activity 2

1. 1. Algeria	10. Chad	19. Eswatini
2. Angola	11. Comoros	20. Ethiopia
3. Benin	12. Congo	21. Gabon
4. Botswana	13. Côte d'Ivoire	22. The Gambia
5. Burkina Faso	14. Djibouti	23. Ghana
6. Burundi	15. Democratic Republic of Congo	24. Guinea
7. Cabo Verde	16. Egypt	25. Guinea Bissau
8. Cameroon	17. Equatorial Guinea	26. Kenya
9. Central African Republic	18. Eritrea	27. Lesotho

28. São Tomé and Príncipe	38. Namibia	48. Sudan
29. Libya	39. Nigeria	49. Tanzania
30. Madagascar	40. Rwanda	50. Togo
31. Malawi	41. Liberia	51. Tunisia
32. Mali	42. Senegal	52. Uganda
33. Mauritania	43. Seychelles	53. Western Sahara
34. Mauritius	44. Sierra Leone	54. Zambia
35. Morocco	45. Somalia	55. Zimbabwe
36. Mozambique	46. South Africa	
37. Niger	47. South Sudan	

2. Madagascar, Cabo Verde, Mauritius, Seychelles, Comoros, Sao Tome and Principe.
3. Kenya, Uganda, Somalia, DRC Congo, Congo, Gabon.
4. (a) A – Mauritania B – Algeria C – Mali D – Ghana
 E – Nigeria F – South Sudan G – Tanzania H – Angola
 I – Zambia J – Zimbabwe K – Mozambique
- (b) A – Mauritania B – Algeria C – Mali
 D – Ghana E – Nigeria F – South Sudan
- (c) G – Tanzania H – Angola I – Zambia
 J – Zimbabwe K – Mozambique

Activity 3

1. Accept relevant and factual description such as the following:
 Africa has an irregular shape. It is narrow to the south and wide to the north.
 The width of Africa, from west to east, and the length, from north to south, are almost the same.
2. Approximately 8 000 km
3. Approximately 7 400 km

4. Cape Agulhas – South Africa Cape Verde – Senegal
 Cape Guardafui – Somalia Cape Ras Ben Sakha – Morocco

Locating places and features on a map using latitudes and longitudes

Activity 4

- (c), (e)
- (a), (b), (d), (f)

Activity 5

- Algiers – $36^{\circ} 45'N, 3^{\circ} 2'E$ Khartoum – $15^{\circ} 33'N, 32^{\circ} 32'E$
 Dodoma – $6^{\circ} 10'S, 35^{\circ} 45' E$ Dakar – $14^{\circ} 42'N, 17^{\circ} 27'W$
 Luanda – $8^{\circ} 50'S, 13^{\circ} 14'E$
- Accept correct answers based on the home county of the learner.
- (a) Kigali (b) Abuja (c) Niamey
 (d) Bamako (e) Lusaka (f) Windhoek

Calculating the times of different places in the world using longitudes

Activity 6

- Local time 2. Rotation of the earth
- $365\frac{1}{4}$ days 4. 4 minutes

Activity 7

- 3.16 a.m.
- (a) 8 a.m. (b) 4 a.m. (c) 12 p.m.
 3. 7 a.m.
- (a) 5.40 a.m. (b) 4.20 a.m. (c) 40 a.m.
 (d) 9 a.m. (e) 10.20 a.m. (f) 11.40 a.m.

Pictures, plans and maps

Activity 8

1. (a) A (b) B (c) C

2.

Picture	Plan	Map
<ul style="list-style-type: none">- It is the actual image of an object.- They are not drawn to scale.	<ul style="list-style-type: none">- It is a drawing of a small area.- They are drawn as if the area is viewed from above.- They are drawn to scale.	<ul style="list-style-type: none">- It is a drawing representing a large area.- They are drawn from a view above the object.

Activity 9

- (a) Atlas map (b) Sketch map/ topographical map if drawn to scale
(c) Sketch map (d) Sketch map
(e) Atlas map (f) Topographical map

Activity 10

1. (a) Sketch map drawn/Topographical map if available.
(b) A sketch map will contain only the details that we shall need and will be easier to read and interpret. A topographical map will contain more details of the area, especially the alternative routes that are available for use.
(Accept other relevant explanations)
2. - We are likely to get lost in the forest.
- We are likely to face dangers such as steep slopes and rivers and therefore get hurt. Without a map these dangers may be hidden beneath the vegetation.
(Accept other relevant answers)

Assessment

1. A
2. B
3. B
4. A
5. A. 7.12 a.m. B. 3.28 a.m.

Earth and the solar system

The origin of the earth

Activity 1

1. Passing star theory
2. D, C, B, A, E

3. A large star passed near the sun. the large star pulled gases and other materials from the sun. Gases and materials split into smaller masses. The smaller masses arranged themselves around the sun and cooled off to form planets. The planets continued to revolve around the sun.

Activity 2

Cloud, dust, vapour, solar nebular, big star, small planets, larger planets, revolve

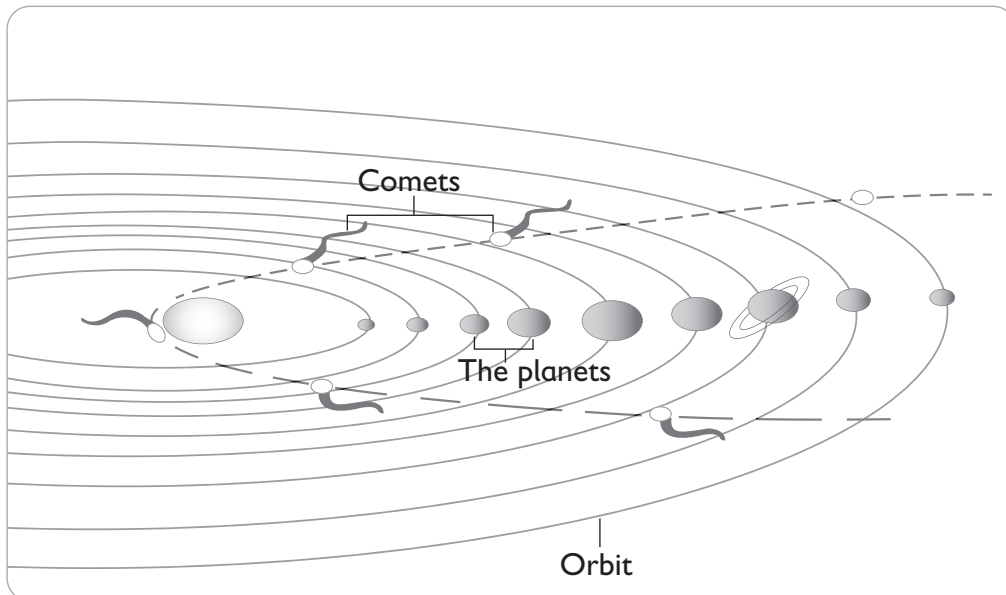
The size, shape and position of the earth in the solar system

Activity 3

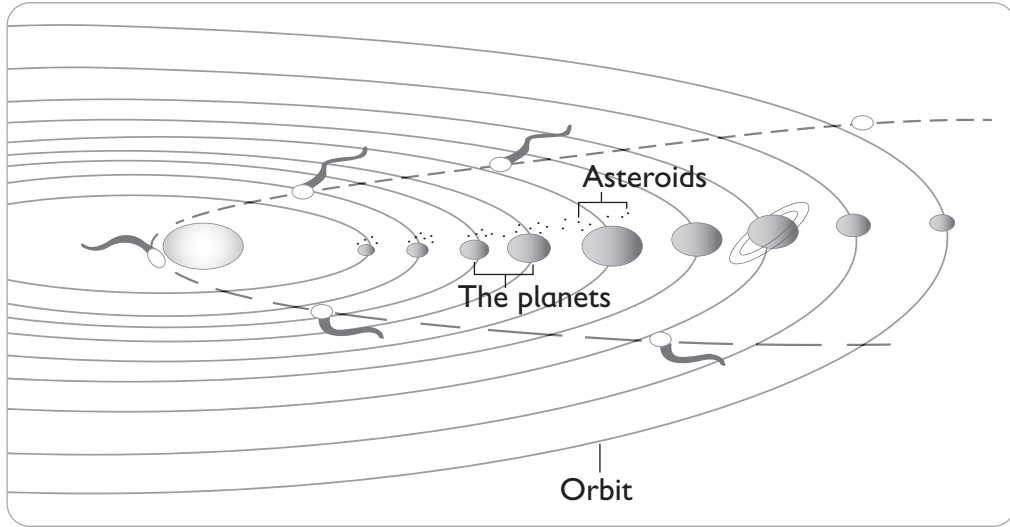
1. B
2. A to (d) B to (c) C to (a) D to (b)
3. It is called an oblate spheroid because it is not a perfect sphere. It is wider at the equator and less wide at the poles. It seems to have flattened poles.
4. Fatma is correct. If one travelled right round the earth in the same direction, one would come back to the place where he started. If the earth were flat, one would fall off the edge of the flat plane.

Activity 4

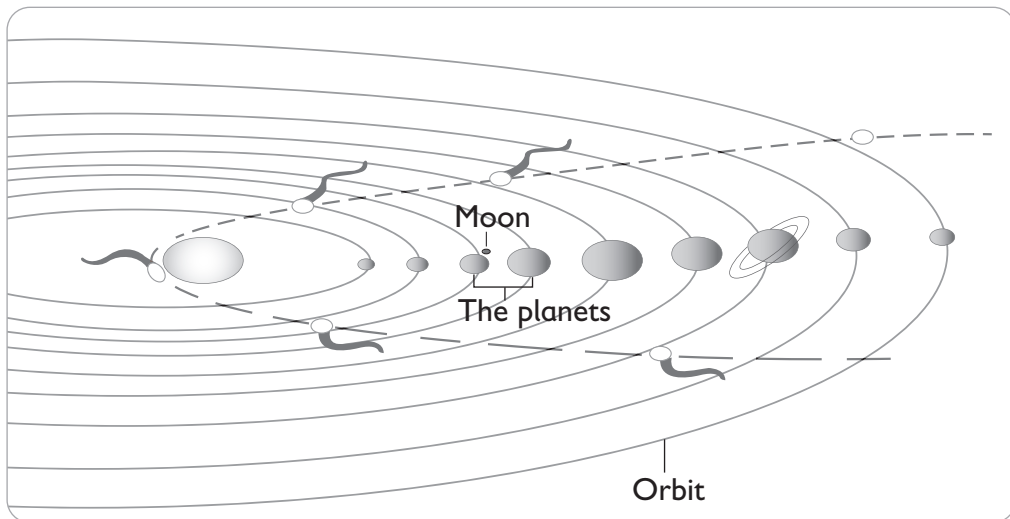
1. Ensure that the diagram is drawn proportionately.
2. A – Uranus B – Jupiter C – Venus D – Mars
E – Mercury F – Earth G – Saturn H – Neptune
- 3.



4.



5.



6. The moon prevents the sun's rays from reaching the earth. It forms a shadow on the earth. This shadow is known as solar eclipse. *(Accept other relevant explanations)*
7. (a) It would be too close to the sun thus becoming very hot and difficult for most plants, human, animal habitation. Temperatures on Venus average at 482°C . A year would be 57.7 earth days. So, a year would be so short that some learners in grade 7, who are 12 years old would be 75 years old. *(Accept other relevant explanations)*
- (b) It would be too far from the sun. This would make earth too cold for habitation. Temperatures on Neptune average at -220°C . A year on Neptune is 164.8 years.

Effects of rotation and revolution of the earth on human activities

Activity 5

- (a) False (b) False (c) True (d) False
- (a) Half of the earth would remain in darkness while the other half would experience daylight all the time. Time would remain static without change. Those on the dark side of the earth would have few activities to do due to lack of light. Those on the lit side of the earth would be able to do activities such as farming but would find it difficult to rest due to lack of night.

(b) Parts of the earth would be under winter cold all the time. Only winter activities would be possible. Other areas would experience summertime throughout. Summer is full of farming and other activities.

(c) Slow rotation would cause the earth to have a long day and a long night. Each would be more than 12 hours long depending on the speed of rotation. Longer days and nights would be tiring for people. People's schedules would be disrupted. Longer days would mean very long hours of sunshine, which would hurt some food crops.

Activity 6

- (a) Revolution
- It causes occurrence of eclipses. During revolution the earth, sun and moon may lie on a straight line with either the moon or the earth at the centre. When the earth is at the centre, it blocks the rays of the sun from reaching the moon, resulting in a lunar eclipse. When the moon is at the centre, it blocks the sun's rays from reaching the earth, causing a solar eclipse.

– It causes differences in length of day and night. This is supported by the tilt of the earth. When the northern hemisphere is tilted towards the sun, days are long. At the same time, nights are long in the southern hemisphere. The reverse happens when the southern hemisphere is tilted towards the sun.
- (c) 91.3125 days
- (d) (i) June – winter
(ii) September – Spring
- (e) The diagram in June.
- (f) June – North pole is facing the sun for 24 hours of each day, for several weeks.
- (g) March diagram.

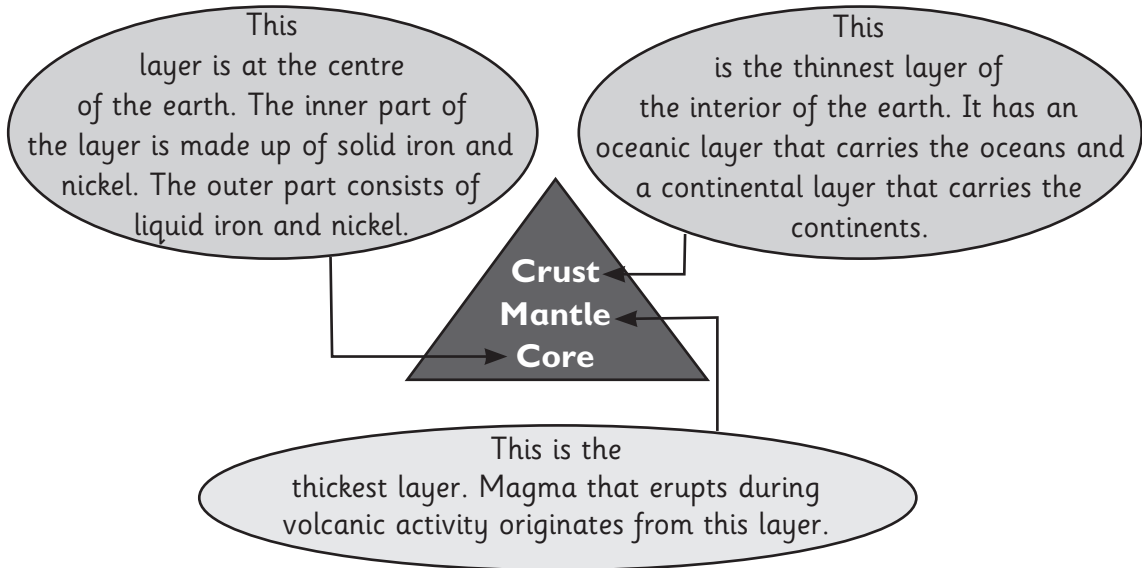
Activity 7

Shadow, earth, sun's, solar, lunar, earth's



Activity 8

1. Designer, insert the diagram on page 81 of the revision book here. Insert arrow on the diagram. I will send the arrows to Sammy.



2. (a) the Mantle (b) Crust
3. (a) crust (b) Crust
4. Crust

Assessment

1. (a) - The high temperature gaseous material drawn from the sun by the passing star would disperse rather than condense.
- Since the passing star had a greater gravitational pull, the gasses should have followed the star.
(Accept other relevant explanations)
- (b) - All planets should rotate in the direction of the rotation of the nebular which is west to east. Venus and Uranus rotate in the opposite direction, east to west.
- The cause of the rotation of the nebular is not mentioned.
2. (a) Yes.
(b) The temperatures enjoyed on planet earth are appropriate. It is neither too cold nor too hot. The 365¼ year long is just right. Neither too long nor too short.
3. Kenya is on longitude 37°E Japan is on longitude 138°E. The difference in degrees is 101 degrees \times 4 = 404 minutes. Divide this by 60 to get 6hrs 44minutes. Therefore, Japan is 6 hrs. 44 mins ahead of Kenya. If it is 9 p.m. in Kenya, Japan will be 9 + 6 hrs 44 mins. This makes it 3.44 a.m. in Japan.

4. (a) Longitude 180°
 (b) It causes a time difference of a full day on crossing the line. If you cross the line moving east, you lose a day and when we move west, we add a day. For example, if today is Friday, and we crossed the international date line from west to east, then it would be Thursday. If we crossed from east to west, it would be Saturday.
5. (a) Winter (b) Summer
6. (a) Spring (b) Autumn
7. (a) Solar eclipse
 (b) J – Earth K – Moon
8. (a) Q – Lower crust R – Upper mantle S – Lower mantle
 T – inner core V – Outer core
 (b) Mantle (2,900 km)
 (c) Crust

Weather

Elements of weather in the environment

Activity 1

Across: 2 – wind 3 – Temperature 5 – Radiation 6 – Clouds

Down: 1 – Humidity 4 – Rainfall

Recording and calculating weather conditions in the local environment

Activity 2

maximum, minimum, mercury, alcohol, glass, indices

Activity 3

1. (a) **A** – Rain gauge **B** – Wind sock **C** – Wind vane
 D – Thermometer
 (b) **A** – Rainfall **B** – Wind **C** – Wind direction
 D – Temperature
2. (a) They are collecting rainfall data (measuring and recording).
 (b) – Dig a hole in an open field away from trees and buildings.
 – Fix the rain gauge in the hole, ensuring that the rim of the gauge is 30 cm above the ground.
 – After rain, open the rain gauge and inspect the collecting jar for rainwater.
 – Pour the rainwater, into a measuring cylinder and read the volume.

Activity 4

1. Accept charts similar to the one shown below:

Date	Amount	Date	Amount	Date	Amount	Date	Amount	Date	Amount
1	0	7	6	13	12	19	0	25	5
2	0	8	6	14	10	20	0	26	5
3	0	9	8	15	12	21	0	27	6
4	0	10	16	16	0	22	7	28	6
5	0	11	16	17	0	23	6	29	6
6		12	14	18	0	24	5	30	7
								31	20
								Total	173

- (a) 173 mm
(b) he added up the total monthly rainfall for 12 months from January to December.
- One way is by recording the monthly rainfall for 12 months and adding them up then dividing the total by 12. The other way is by adding up the total annual rainfall for several years (up to 30 if possible), and dividing the sum by the number of years.

Activity 5

- April
- September
- 989 mm
- March
- July to September
- Cooler months have less rain while the hotter months have more rain.
- People are able to determine the type of crops to grow, when to plant the crops and when to harvest. They are also able to plan outdoor activities such as sporting and travel.

Activity 6

Confirm the suitability of your data with your teacher, parent or guardian.

Constructing and siting a weather station

Activity 7

- 1 to (c) 2 to (d) 3 to (a) 4 to (b) 5 to (e)



Activity 8

- To secure the weather station by keeping away intruders and animals.
- It is white
 - White colour reflects rays of the sun so that the box does not heat up.
 - To prevent the sun's heat from reaching inside the box.
 - The louvres allow free flow of air inside the box.
 - So that the records taken are those of the air and are not influenced by the ground.
- Thermometers and hygrometer.
- To ensure they are safe because of their delicate nature.
 - To provide shade conditions required for accurate temperature reading.

Significance of weather to the human environment and how to respond appropriately to weather conditions

Activity 9

- rivers, water, swamp, animals, uniform, dry, sun, reeds
- Taps will not dry up. This limits the daily trips to the river and swamp to a few monthly walks.
 - Working under high temperatures is tiring and difficult. Such conditions reduce the amount of work that can be done outdoors.

Assessment

- A – Sunshine B – Rainfall
 - Sunshine allows a variety of outdoor activities to take place. Sporting and other leisure activities require sunshine.
- The collecting jar is placed under the ground to protect the collected water from evaporation.
- The mouth of the rain gauge is placed 30 cm above the ground to prevent splashing water or surface run off from getting into the collecting jar.
- X – alcohol Y – Mercury
 - The one on the right-hand end of the thermometer.
 - The one on the left-hand end of the thermometer.
 - Highest temp is about 25°C; Lowest temperature is about 17°C
 - $27^{\circ}\text{C} + 17^{\circ}\text{C} = 44^{\circ}\text{C} \div 2 = 22^{\circ}\text{C}$
 - $27^{\circ}\text{C} - 17^{\circ}\text{C} = 10^{\circ}\text{C}$
- 250 mm
 - Use it to water the grass or the flower beds. (*Accept other relevant answers*)

5. (a) Strong winds damage the fruit or flowering crops by blowing the flowers and fruits away. This may force the farmer to harvest crops before they ripen.
- (b) Heavy rains may cause flooding, forcing the farmer to incur losses and costs in digging drainage channels.

(Accept other relevant answers)

6. – If the instruments are faulty.
- Due to human error.
- Due to extreme weather conditions.

(Accept other relevant answers)

7. (a) Plan for school activities and events such as sporting, prize-giving and outdoor learning activities.
- (b) Ensure the sea will be calm enough for smooth sailing of the ship to its destination.

(Accept other relevant answers)

Field work

Methods of data collection used in field work

Activity 1

1. Ensure that you trace the path with the following methods: Observation, Interview, Questionnaire and Focus groups.
2. Accept relevant descriptions such as the following:
 - (a) **Observation:** One goes out to record what they see in the field. The information observed is reliable because it is recorded as it is.
 - (b) **Interview:** This involves asking questions either orally or by phone. Unclear responses can be clarified immediately.
 - (c) **Questionnaire:** Questions and responses are in written form. All respondents are asked the same questions.
 - (d) **Focus group discussions:** People with similar or common backgrounds share their experiences and challenges. Such people bring out their personal knowledge or experience and thoughts which can be used to resolve issues in future.

Activity 2

The correct choices to be used to fill the spaces are:

- | | | |
|--------------------|------------------------------|------------------|
| 1. Field sketching | 2. Tape recording | 3. Photographing |
| 4. Tallying | 5. Note-taking | 6. Tabulation |
| 7. Video graphing | 8. Filling in questionnaires | 9. Labelling |

Using analysis methods to process data from field work

Activity 3

A	L	M	O	M	A	I	N	M	O	D	E	S	T	C	R	A	T	E	R
R	E	A	P	E	R	C	E	N	T	A	G	E	S	S	I	N	G	L	E
R	A	M	E	D	I	A	N	E	P	E	A	C	E	F	M	E	D	I	O
A	S	M	H	I	C	L	M	O	S	T	L	Y	G	O	T	T	E	N	N
N	M	A	I	M	A	L	P	E	R	C	E	T	N	E	B	R	A	W	N
G	E	L	T	C	N	O	D	O	D	D	L	Y	M	E	A	N	E	R	R
E	A	M	E	A	N	T	A	I	N	D	E	S	T	R	O	Y	E	R	S
D	T	I	R	L	E	M	P	A	T	E	R	A	N	G	E	F	E	A	R
L	D	A	P	S	J	E	A	N	P	E	R	C	E	N	D	A	G	E	S

Activity 4

- (a) **Mean** number of boys per grade

$$20+22+23+20+18+17+18+18+20 = 176 \div 9 \text{ classes} = 19.55 \text{ or appropriately } 20$$

Mean number of girls per Grade

$$24+25+25+22+22+20+21+22+18 = 199 \div 9 \text{ classes} = 22$$

- (b) **Mean** monthly temperature

$$25+25+23+22+12+23+18+18+20+20+21+24 \\ = 251 \div 12 \text{ months} = 20.9^{\circ}\text{c.}$$

Activity 5

- (a) **Median age**

2 5 7 13 19 28 35 40 65

Median is 19 (The number in the middle after rearranging from the youngest to the eldest)

- (b) **Media score**

1 1 2 2 2 2 2 3 3 3 4 12 18 18 20 20 21 22 23 23 24 25 25

Middle two scores are $12+18 = 30 \div 2 = 15$

Median score is **15**.

Activity 6

- (a) 12, 14, 11, 14, 18, 13, 14, 15, 16, 14, 11

Mode is 14

- (b) 42, 60, 70, 60, 73, 52, 73, 90, 48, 73, 80, 74

Mode is 73

(c) 32, 12, 41, 16, 32, 43, 74, 32, 15

Mode is 32

Solutions to challenges in carrying out field work

Activity 7

1. Challenges include the following:

Language barrier; Difficult terrain; Hostile people; Unfavourable weather;
Thick vegetation

2. Other challenges:

- Wrong information provided by respondents.
- Inadequate funds to carry out the exercise.
- Inability to access some restricted areas.

(Accept other relevant answers)

3. Solutions:

- Using competent interpreters.
- Rehearsing/simulating terrain before actual study.
- Investigate beforehand the weather likely to be experienced.
- Choose time when vegetation is likely to be less dense.
- Identify a local person as liaison.
- Verify information from respondents which may be doubtful.
- Look for sponsors to provide financial support.
- Make effort to get permission from relevant authorities.

(Accept other reasonable suggestions)

Activity 8

(a) Challenges:

- Interruption of the class timetable.
- Congestion at the factory if the class is large
- Audibility of resource persons because of class size

(Accept other relevant answers)

(b) Solutions

- Use of language not suitable for learners.
- Consult widely with other teachers to plan best way to compensate for lost time.
- Consider dividing learners into small manageable groups.
- Consider visiting the factory in different times.
- Organise small groups that can be handled by different persons at the factory.
- Informing factory management about size of class could also help them to organize their guides.

- Informing hosts in advance about language level of learners.
(Accept other reasonable suggestions)

Activity 9

- Identifying the area or topic of study
 - Stating the objectives of the field work.
 - Formulating a hypothesis
 - Preparation for the field work
 - Conducting the actual field work
 - Follow-up activities
- It is important to identify a topic of study because field work is supposed to deal with specific issues that have been observed and need to be confirmed through research.
 - The field work should have specific objectives which need to be realised through investigation to avoid irrelevancy or unimportant issues. This helps to know the type of data to be collected.
 - A hypothesis is the statement that shows what the researcher thinks is the cause or reason for what is to be investigated. The researcher's idea needs to be confirmed or rejected through investigation.
 - Preparation for field work is important because there may be specific equipment required or permission to be sought.
 - The information required to confirm or reject the hypothesis must be obtained from the field by the researcher.
 - Follow-up activities are important in order to assess what needed to be done but was not done and also to collect more data if necessary.

Assessment

- A field excursion is more general and observational, while a field study involves focused research and data collection. (Other reasonable answers are acceptable)
- Focus groups, Use of questionnaires, interviewing, observation (Any three)
- Observation
- Field study
- To find out the types of goods and services sold at the market; To find out the source of the goods being sold at the market; to find out the challenges experienced by people at the market. (Any other reasonable answer is acceptable)
 - Types of goods and services** – Interviews, observation
Source of goods being sold – Interviews, focus groups, questionnaires
Challenges – Interviews, Questionnaires, observation

- (c) Displaying samples, drawing graphs (*Any other relevant answer is acceptable*)
6. (a) Equipment malfunction; lack of power; lack of technical knowhow to operate the machine.
 (b) Give valid answers. Refer to the learner's book and pages 98–99 of the revision book.
7. It does not show all the details of the data, such as how high or low the values are.
 It does not tell you about the overall spread of the data.
 (*Other relevant answers are acceptable*)

5. Political Development And Governance

Political developments in Africa

The roles of European groups in the scramble for and partition of Africa

Activity 1

Circle the following countries: Britain, Germany, France, Italy, Spain, Belgium and Portugal.

Activity 2

- A. The need for new markets:** European nations sought markets for surplus goods from their industries.
- B. Nationalism in Europe:** European nations rushed to acquire colonies in Africa as a symbol of power and prestige. The countries sought to outdo each other by expanding their empires and showcase their dominance on the global stage.
- C. The need to stop slave trade:** European groups such as missionaries pushed for eradication of slave trade and thus encouraged their mother nations to establish colonies in Africa in order to establish systems to stop the vice.
- D. Exploration and adventure:** European explorers' discoveries of Africa's geography, resources and cultures heightened interest in the continent. The explorers and adventurers also glorified colonization as a means to spread civilisation and Christianity.
- E. Strategic considerations:** The strategic location of Africa was key in controlling trade routes and securing military bases. Points such as the Suez Canal and coastal ports allowed European countries to protect their global trade interests.
 (*Other relevant explanations are acceptable*)

Activity 3

1. sphere of influence
2. establish effective administration in its sphere of influence
3. inform other interested nations
4. missionaries, traders and explorers from attacks by the locals
5. Leopold II, King of Belgium
6. European powers
7. also got the interior part of that coastal area as its territory
8. negotiations or agreements

Activity 4

Ensure the map is accurate and proportional. Ensure that each European power has a different colour, and a key to indicate the colour for each European power. Refer to Social Studies course books. Check to ensure that the map has the key elements.

Activity 5

1. Accept relevant answers such as: -

Colonial power (A)	Colonies in Africa (B)
1. Germany	Togoland (Togo and Ghana), German East Africa (Tanganyika), Namibia, Burundi, Cameroon.
2. Italy	Libya, Somalia, Eritrea
3. Britain	British East Africa (Kenya), Malawi, Zanzibar, Zambia, British Somalia, Botswana, Uganda, Lesotho, Eswatini, Ghana, Nigeria, Sierra Leone, South Africa, Egypt.
4. Portugal	Guinea Bissau, Cabo Verde, Sao Tome, Mozambique, Angola, Equatorial Guinea
5. Spain	Morocco, Western Sahara, Spanish Guinea
6. Belgium	Belgium Congo DRC
7. France	Algeria, Madagascar, French West Africa, Seychelles, Senegal, Gabon, Tunisia, Mali, Chad, Niger, Benin.

2. Ethiopia had strong army that was able to resist colonization by European powers. Liberia was the home of the freed slaves.

Assessment

1. Britain, Germany, France, Italy, Belgium and Portugal
2. C
3. Gold, iron ore, copper, palm oil, cotton, spices, kola nuts, ivory, game products (accept any other relevant answers)
4. Solving disputes, establishing rules and laws to guide members of the society,

conducting important ceremonies, teaching young people about customs and values and advising leaders such as kings.

(Accept other relevant answers)

5. France

The constitution of Kenya

Importance of the Constitution of Kenya

Activity 1

1. The constitution of Kenya has principles, laws and values that guide on equitable distribution of resources, respecting each other's opinions, participating in environmental conservation and enhancing accountability in leadership.

(Any other relevant and factual explanation is acceptable)

2. It emphasises the rule of law, ensures justice through the court system and establishes the main organs of the state and their roles.

(Other relevant answers are acceptable)

Activity 2

1. Provisions of the constitution that promote the social wellbeing of Kenyans include:

(a) Guides on the distribution of national and county resources.

(b) Ensures justice for all through the courts.

(c) The Bill of rights spells out the rights and freedoms and responsibilities of all citizens.

2. Make your report and share with a friend or family member.

Ways of upholding and protecting the Constitution of Kenya

Activity 3

1. An elected leader taking an oath of office. *(Other relevant descriptions are acceptable)*

2. • She will be faithful, loyal to the Republic.

• She will obey, preserve, protect and defend the Constitution of Utopia.

• She will protect and uphold the sovereignty, integrity and dignity of the people.

Activity 4

1. Upholding and respecting the constitution

2. Not upholding or respecting the

3. Not upholding or respecting

4. Not upholding or respecting

5. Upholding and respecting the constitution

Applying the national values in day-to-day life as provided in the Constitution of Kenya

Activity 5

1. Sharing resources equitably will enhance equality in society.
2. Being responsible reduces unethical practices. It enhances competence, efficiency and being accountable for own actions.
3. Tolerance ensures respect for other people's opinions and having self-control.
4. Fairness encourages treating people equally without discrimination. This creates a just society and promotes harmonious living.
5. Honesty is key to maintaining public trust. Performing one's duty honestly and declaring personal interest that may conflict.
6. Showing respect and love to all people in society enhances good governance.
7. Caring for the needy, the sick, and elderly in society is an aspect of good governance.

(Other reasonable explanation are acceptable)

Activity 6

- | | | |
|---------------|-------------------|-----------------|
| A. Patriotism | B. Rule of law | C. Sharing |
| D. Integrity | E. National unity | F. Human rights |

Activity 7

1. (a) Accountability (b) Non-discrimination (c) Responsibility
2. Example: Failure to treat other people fairly leads to discrimination of some people in society as in the case of Mahatma Gandhi.

Stretch Zone

Reasonable answers such as the following are acceptable:

- Volunteering for community service.
- Respecting other people's opinions.
- Follow the guidelines on making a class constitution for your home.

Assessment

1. (a) **Constitution** – a set of principles, laws and values that guide on how a country is governed and how citizens should relate with each other.
(b) **National values** – beliefs or ideals shared by all people of Kenya about what is good or desirable for the greater benefit of all the people of Kenya.
(c) **Good governance** – effective implementation of policies in a manner that is free of abuse and corruption, and with due regard for the rule of law.
(Other reasonable definitions are acceptable)
2. (a) • Observing and obeying the laws of the country.

- Ensuring laws enacted do not conflict with the provisions of the constitution.
(Other reasonable answers are acceptable)
- (b) Reasons for upholding and protecting the constitution:
 - It enhances peaceful co-existence among Kenyans.
 - It promotes national unity.
(Other reasonable answers are acceptable)
- 3.
 - It ensures the rule of law for a stable country.
 - It ensures justice for all through the courts to promote social justice.
 - It spells out the rights, freedoms and responsibilities of all citizens to safeguard human rights.
(Other reasonable answers are acceptable)
- 4.
 - To enable them to defend their constitutional rights.
 - To hold their leaders accountable for the decisions that they take.
(Other reasonable answers are acceptable)
- 5.
 - (a) Integrity
 - (b) He should resign and refund the money.
- 6. The constitution promotes social well-being of Kenyans by ensuring:
 - (a) equal treatment for all citizens,
 - (b) promoting and upholding of human rights,
 - (c) enhancing the rule of law and democracy.
- 7. National values:

(a) Non-discrimination	(b) Sharing resources equitably
(c) Integrity	(d) Human rights

Human rights

Classification of human rights

Activity 1

- (a) Social economic and cultural rights
- (b) Solidarity rights
- (c) Civil and political rights

Activity 2

Social, economic and cultural rights

- Right to education
- Right to leisure and rest
- Right to a balanced diet

- Right to shelter
- Right to participate in cultural life
- Right to proper healthcare children's rights
- Children Rights

Civil and political rights

- Right to life
- Freedom of speech and expression
- Freedom of assembly and association
- Right to vote
- Right to a fair trial in a court of law
- Right to social security
- Freedom from discrimination
- Right to fair pay and safe working environment
- Right to privacy
- Right to self-determination

Solidarity rights

- Right to a clean and safe environment
- Right to water and sanitation
- Right to peace

Activity 3

- | | |
|-----------------------|--------------|
| 1. INDIVISIBLE | 2. UNIVERSAL |
| 3. INTERDEPENDENT | 4. LIMITED |
| 5. NON-DISCRIMINATION | 6. DYNAMIC |
| 7. EMPOWERING | |

Activity 4

1. (a) Equity – Picture B
(b) Non-discrimination – Picture A
2. What is happening in each of the pictures:
 In **Picture A**, – there is non-discrimination because both boys and girls are included in interaction. Non-discrimination is also seen in the way children of different races are interacting.
 In **Picture B**, – Equity is seen in the way each person has been provided with a unique bicycle that suits them and their physical needs and stature.

Activity 5

- | | |
|-------------------|-----------------------|
| 1. Discrimination | 2. Non-discrimination |
| 3. Equality | 4. Equity |

5. Discrimination

6. Non-discrimination

Activity 6

Situation in Picture A: The child with disability should not be isolated in a room. She should be allowed to play with the siblings and peers (other children).

Situation in Picture B: Each person should be given a stand of the right height for their stature, so that they all get the same view.

Stretch Zone

You are encouraged to bring out aspects of non-discrimination such as the following:

- Taking both boys and girls to school.
- Promotion of employees based on skills and expertise rather than tribe or relationship.
- Teachers showing impartiality and fairness while handling learners.
- Treating persons with disabilities with respect and dignity and including them in day-to-day activities.
- Having facilities to cater for persons with disabilities in various places. An example is a ramp in a building where there is a staircase.

Assessment

1. Definition of terms:

(a) Equity: The quality of being fair when dealing with people. It refers to treating people differently but fairly depending on their capabilities or situation.

(b) Non-discrimination: The absence or avoidance of discrimination. The principle of non-discrimination emphasizes respect for the dignity and work of each individual. All people are equal before the law and should be protected against discrimination regardless of race, colour, sex, ethnicity, disability or religion.

(Other relevant definitions are acceptable)

2. Characteristics of human rights:

(a) Human rights are universal: They apply to all persons irrespective of their situations, capabilities, communities and traditions.

(b) Human rights are indivisible: They cannot be divided. They cannot be denied even when other rights have already been enjoyed.

(c) Human rights are interdependent: One set of rights cannot be enjoyed without the others. The fulfillment of one right leads to the enjoyment of another.

(d) Human rights have limitations: There is need to balance individual rights with the rights and well-being of society at large. Certain rights may be denied when they violate or infringe on other people's rights.

- (e) **Human rights have equal status:** They belong to everyone equally and without discrimination.

(Other reasonable explanations are acceptable)

3. **Why it is important to know your rights:**

- (a) So as to protect oneself from those who may take advantage of us.
(b) To ensure that every individual can live a life of dignity and worth.
(c) It empowers individuals to protect themselves against discrimination and abuse.
(d) It gives one the privilege to express their thoughts.

(Other reasonable answers are acceptable)

4. Categories of human rights and give examples of each:
Refer to Activity 2 on page 112 of the revision book.

(i) **Civil and political rights**

- Right to life
- Right to protection from discrimination
- Right to liberty and security
- Freedom of speech and expression
- Freedom of assembly and association

(ii) **Social, economic and cultural rights**

- Right to work
- Right to leisure and rest
- Right to education
- Right to own property

(iii) **Solidarity rights**

- Right to a clean and safe environment
- Right to peace
- Right to development
- Right to humanitarian assistance

5. Five ways in which human rights may be abused in society:

- (a) Discrimination against persons with disability.
(b) Recruiting children in employment.
(c) Child abuse, both physical and emotional.
(d) Child neglect/brutality against children.
(e) Difficult working conditions for employed persons.
(f) Not allowing people to express their views.

African diasporas

Factors that contributed to the presence of African diasporas across the world

Activity 1

1. Slave trade forced many Africans to leave their homes and be taken to different parts of the world. When slave trade was abolished, these Africans settled in the countries they were in, leading to the rise of African diaspora.
2. **Desire for a better life** – many Africans moved to other parts of the world in search for better opportunities. They settled in these places and became part of the African diaspora.
3. **Voluntary migrations after independence** – After independence, some Africans opted to move to other countries to study, work or explore new opportunities. As they settled in these places, they created African communities, which are part of the African diaspora.
4. **The Tom Mboya–Kennedy students’ airlift programme of 1959–1961** helped young Africans to travel to the United States of America to get good education. Most of these students settled in the USA after completing their studies.
5. **Political instability and persecutions in some African countries** forced people to leave their countries in order to be safe. They settled in the countries they fled to and became part of the African diaspora.
6. **Technological development and use of internet** has made it possible for Africans to connect and interact with other people and find opportunities in other parts of the world. These interactions and opportunities cause Africans move and settle in other parts of the world.
7. **Dual citizenship** allows Africans to be citizens of two countries at the same time. This has enabled many Africans to settle in other countries while keeping ties to their homeland.

(Other relevant explanations are acceptable)

Activity 2

1. Draw a neat and proportional map. Ensure that all the key elements are present.
2. Indicate the following names appropriately: France, Brazil and the United States of America.
3.
 - (a) Most Africans were taken to countries such as Brazil and USA as slaves.
 - (b) The assimilation policy by the French enabled most Africans to move and settle in France.
 - (c) Kenyan students went to colleges and universities abroad and some settling in those countries permanently.

- (d) Political persecution in some countries was also a major cause of as most people migrating abroad to seek asylum.
(Other relevant explanations are acceptable)

Activity 3

1. Brazil 2. USA 3. France

Activity 4

Ensure that the ideas in your essay flow logically. Ensure also that you use proper grammar. See the sample below:

The role of African diasporas in political development in Africa

The African diaspora have played a significant role in the political development of Africa in many ways. This essay will explore some of these ways.

Many people in the African diaspora help to raise awareness about political issues in Africa. They speak out against injustices and support the respect and promotion of human rights. By doing this, they help bring global attention to important causes and encourage international support.

Many people in the diaspora have gained valuable education and experience in their new countries. They often share this knowledge and skills with their home countries. For example, they might help train political leaders, support democratic processes or offer expertise in areas like law, economics and technology.

Many members of the African diaspora are passionate about promoting democracy and good governance in Africa. They often advocate for free and fair elections, transparency and accountability in government. By doing so, they help strengthen democratic institutions and practices in their home countries.

In conclusion, the African diaspora plays a vital role in the political development of Africa. Through advocacy, financial support, sharing knowledge, building networks and promoting democracy, they help shape a better future for the continent. Their contributions are a testament to the strong ties that bind people to their homeland, no matter where they live.

Assessment

1. The African diaspora consist of people of native African origin living outside the continent, irrespective of their citizenship and nationality. (Other relevant explanations are acceptable)
2. (a) **Financial support:** Remittances sent by diaspora members help fund development projects, support families and boost local economies.
(b) **Knowledge and skills transfer:** They share expertise and skills gained abroad, helping to improve education, healthcare, technology and governance in Africa.

- (c) **Building networks:** The diaspora creates connections between Africa and the rest of the world, fostering partnerships and collaborations that benefit the continent.
 - (d) **Promoting democracy:** They advocate for democratic practices, transparency and good governance, contributing to political stability and development.
 - (e) **Cultural exchange:** By promoting African culture globally, they help preserve and celebrate African heritage, fostering a sense of pride and identity.
- (Other reasonable answers are acceptable)*
3. (a) Through games and sports.
(b) Through exchange programs such as education.
(Other relevant suggestions are accepted)
 4. True
 5. (a) To gain new knowledge and skills.
(b) Education abroad is considered to be of higher quality.
(c) Due to exchange programmes between countries.
(Other relevant answers are acceptable)
 6. B

Citizenship

Why there is interconnectedness and interdependence among countries in the world today

Activity 1

The words are found across: culture, trade, security, communication, health, transport, technology, religion, politics.

Activity 2

interactions, trade, technology

Activity 3

Positive: (a), (d), (e), (f), (h), (i), (l), (n)

Negative: (b), (c), (g), (j), (k), (m)

Activity 4

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Activity 5

- (a) Problem-solver – a person who finds unique and lasting solutions to complex global issues, such as climate change, poverty and inequality.

- (b) Creative – it is thinking outside the box to come up with new and innovative ideas.
- (c) Knowledgeable – well informed about different issues.
- (d) Flexible – someone who is ready and able to change so as to adapt to different circumstances.
- (e) Open-minded – someone who is willing and ready to consider new ideas.
(Other relevant explanations are acceptable)

Assessment

1.
 - (a) Interconnectedness – the state of being linked or connected with each other.
 - (b) Interdependence – a situation where people rely on each other to get the things they need.
 - (c) Globalisation – is the process of interaction and integration among people, companies, and governments worldwide
 - (d) Global citizen – someone who identifies as part of the global community and takes an active role in making the world a better place.
(Other relevant definitions are acceptable)
2.
 - (a) A global citizen respects and values cultural diversity.
 - (b) They are concerned about the environment and take steps to promote environmental conservation.
 - (c) A global citizen shows compassion and understanding towards others.
 - (d) Global citizens are concerned and aware about global issues that affect humanity such as terrorism, global warming and cyber-crimes.
 - (e) A global citizen is open to new ideas and different perspectives.
(Other relevant qualities are accepted)
3. Responses such as the following are accepted:
 - (a) **Interconnectedness**
 - Trade: Countries exchange goods and services, boosting their economies.
 - Travel and tourism: People travel between countries for leisure, business and education, fostering cultural exchange.
 - Communication: The internet and technology allow instant communication across the globe.
 - International organizations: Countries collaborate through organizations such as the United Nations and the African Union.
 - Environmental issues: Countries work together to address global issues such as climate change and pollution.
 - Cultural exchange: Sharing of art, music, literature and traditions enriches global culture.

- Education: Students study abroad, and academic institutions collaborate on research and development.
- Health: Countries cooperate on global health issues, sharing knowledge and resources to combat diseases.
- Politics: Diplomatic relations and treaties help maintain peace and address international conflicts.

(b) Interdependence

- Economic interdependence: Countries trade goods and services, boosting their economies. For example, one country might export technology while importing raw materials.
- Resource sharing: Nations depend on each other for natural resources. For instance, a country with abundant oil might trade with a country rich in agricultural products.
- Technological exchange: Countries share technological advancements, helping each other improve industries, healthcare and infrastructure.
- Global health: Nations collaborate to address health issues, sharing research, vaccines and medical expertise to combat diseases.
- Environmental cooperation: Countries work together to tackle global environmental challenges such as climate change, pollution and conservation efforts.
- Cultural exchange: Sharing cultural practices, art, music and traditions enriches societies and promotes mutual understanding.
- Education and research: Students and researchers often study and work abroad, fostering knowledge exchange and academic collaboration.
- Security alliances: Countries form alliances to maintain global security, prevent conflicts and promote peace.
- Tourism: Tourism boosts economies and fosters cultural exchange, as people travel to experience different parts of the world.

(Other relevant explanations are accepted)

4. (a) False (b) True
5. A country specializing in vehicle manufacturing can trade cars and machinery with a country focused on agriculture, which in turn exports food products.
(Other relevant explanations are acceptable)
6. Answers such as the following are accepted:
 - (a) Events such as the Olympics and World Cup bring together athletes and fans from around the world, fostering a sense of global community.

- (b) Hosting and participating in international sports events can boost local economies through tourism, infrastructure development and global trade.
- (c) Sports emphasise the importance of teamwork and collaboration, teaching individuals to work together towards common goals, regardless of their backgrounds.

7. Aspects that promote globalisation:

- (a) Advancements in technology have promoted globalisation by breaking down barriers to communication, trade and cultural exchange. It has allowed people to interact and transact businesses across borders.
- (b) International trade has driven created economic interdependence, global supply chains and access to diverse products and markets. This has integrated nations into a global economy.
- (c) Political cooperation has promoted globalisation by creating frameworks that facilitate international collaboration, trade and shared governance. Through regional blocs such as the East African Community (EAC) and organisations such as the United Nations, countries have been able to establish common rules and standards that enhance seamless cross-border interactions.

(Other relevant explanations are accepted)

Answers to model assessment questions

1. A – 20°N, 10°W B – 20°N, 30°E C – 0°, 20°E D – 0°, 40°E
2. I will leave Nairobi at 2 p.m. It will be about 11.32 a.m. in your town. Since the estimated flight time is 3 hours, I hope to be in your town by 2.30 p.m. (Other similar notes are acceptable)
3. **U** – Uranus **V** – Jupiter **W** – Mars **X** – Saturn **Y** – Neptune
4. They emphasise the sacredness of physical features such as hills, forests, rivers and mountains, and human beings' responsibility to protect and conserve these physical features. They highlight the consequences of environmental destruction and teach about the importance of sustainable use of resources.

(Other reasonable answers are accepted)

5. A
6. D
7.
 - Early African civilisations established wide range trade networks connecting regions across the continent. This laid the foundation for international trade.
 - Ancient kingdoms established effective systems of administration. Some aspects of these systems have been adapted by some countries in the world.
 - The world's first calendar and clock have their origin in ancient Egypt. These are still in use in the world today.
 - Innovative agricultural techniques such as irrigation that have greatly improved food production have their foundation in early civilisations such as ancient Egypt.

(Other reasonable answers are acceptable)

8. A
9. holistic
10. B
11. C
12. A. Artist/designer /architect B. Environmentalist/Farmer
C. Social worker/Politician D. Sportperson/Coach
13. C
14. D
15. (a) **Differences**

Primary sources of information:

- Primary sources of historical information refer to sources that provide witness accounts of events.
- They are created or written by a person who observed or attended the event.

- They are created or written at the time the event is taking place.

Secondary sources of information:

- They are created or written from primary sources.
- They are produced by people who did not attend the event.
- They provide explanations based on primary sources.

- (b) Three ways in which sources of historical information can be preserved.
- Taking photographs of the sources and storing them online.
 - Recording the sources of information using electronic devices.
 - Laminating pictures and reports.
 - Using shelves to display artefacts.

16. D

17. C

18. Factors that could have influenced the growing of crops:

- Climatic changes that led to reduced sources of food in the natural environment.
- Increased population needed adequate and more reliable source of food.
- Competition for food between human beings and wild animals led to inadequate food in the natural environment.

19. A

20. Role of introduction of money:

- A variety of goods can be offered for sale or purchased at the same place, for example, in supermarkets.
- Distances covered during exchange of goods have become of less importance because goods can be paid for without need for physical coins and notes.
- People do not have to be the producers of the items of trade because such items can easily be purchased for resale.
- More individuals are involved in trade so long as they have money and interest.

(Other valid answers are acceptable)

21. A

22. D

23. Why constitution is important:

- It ensures the rule of law.
- It establishes the structures of government and sets the powers and limits of leaders.
- It protects the rights and freedoms of citizens.

24. B

25. D

26. True

27. D

28. True

29. B

30. D

31. C

32. C

33. myths

34. D

35. B

36. C