

GRADE 7

Answers to knowledge test and revision point

STRAND 2: PEOPLE AND RELATIONSHIPS

Sub strand 2.1: Human origin

Knowledge test

1. - Traditional and religious origin stories shape gender attitudes by providing baseline narratives about human value, power dynamics and social roles. The man, having been created before the woman, is superior.
 - Strained relations between human beings and the creator started when the woman did contrary to instructions given, so the woman is more easily deceived/cannot be relied on fully/is the weaker being.
2. - Establish a formal local committee comprising respected elders from traditionalists and clergymen from religious institutions and involve them directly in civic consultations.
 - Focus on shared values of both groups to ensure peaceful coexistence.
 - Use joint council mediation to resolve disputes in the community before they escalate.
 - Ensure all laws and policies are followed by all without any favouritism.
 - Ensure all public offices are accessible to all people regardless of their beliefs.
 - Ensure both the religious leaders and traditionalists understand that:
3. – Traditional stories help learners develop critical thinking skills as they analyse the stories.
 - Traditional stories help to teach values such as hard work, respect, honesty, obedience and other noble values.
 - Exposing learners to the varied narratives of different ethnic and cultural groups within the nation promotes mutual respect, intercultural tolerance and national cohesion in a diverse society.
 - They help preserve the heritage of communities as well as cultural identity.
 - They help people to get rooted in a unifying culture.
 - They act as a vehicle for socialisation.

Revision point

1. - Both agree that a supernatural being was responsible for the creation of humankind and other things in existence.

- In both stories, the supernatural being was given a different name.
 - The first human beings are created as male and female, establishing the foundation for marriage, family and community continuity.
2. Contrasts in religious stories about human origin:
- Unlike Christians and Muslims, Hindus believe that three different deities were responsible for different things.
 - While Christians and Muslims believe that after death people go away forever, Hindus believe that after death people are reincarnated in a different form.
3. - Both affirm that a supreme being is the ultimate source and creator of human life.
- Both portray humans as unique and elevated above all other created things, possessing intellect, spiritual awareness and moral responsibility.
 - Both emphasise that humankind was created as male and female to complement each other and ensure the propagation of the human race.
 - Both accounts explain how human disobedience, moral failure or a broken covenant led to the entry of death, pain and separation from the Creator into the world.
 - All tell of a supernatural being who was able to do extraordinary things.
 - All agree that the creator does not live with people but lives somewhere in the unknown.
4. - They give individuals and communities a shared history, sense of belonging and cultural roots passed down across generations.
- They provide a foundation for moral and ethical values
 - They provide answers about human existence, that is, who we are, where we came from, why we die and what our purpose is on earth.
 - They instil a duty to protect, preserve and respect the environment.
 - They foster unity, mutual responsibility and solidarity among community members during times of peace and crisis.
5. - Total dependence on God for life, breath, sustenance and protection.
- We owe God honour, obedience, gratitude and worship through prayer, rituals and living upright lives.
 - Human beings are accountable to God for how they treat nature, resources and one another.
 - The need for reconciliation when one does something contrary to God's teachings.

Sub strand 2.2: Early civilisation

Knowledge test

1. The modern-day calendar used today is available even in the form of applications.
 2. - Tools enhanced agricultural efficiency. They contributed to high food production.
 - Iron arrowheads, spears and knives made hunting for meat more effective and provided the kingdom's armed forces with durable weaponry to protect communities and expand trade routes.
 3. - The governments and leadership of the kingdoms have shaped how countries are run and how world leaders communicate today.
- The trading and business practices across continents have established roots of global trade leading to the worldwide shipping and business networks that are used to buy products today.
 - The invention of writing and calendars provided the basis for modern literacy and time, giving us the 365-day calendar and written records we rely on.
 - The innovative farming techniques such as shadoof irrigation, formed the basis of innovative methods of irrigation being used in modern society today.

Revision point

1. B
2. C
3. B
4. B
5. - Existing trade networks that made it easier to exchange gold, ivory and other products for other goods.
 - Availability of minerals such as gold and copper.
 - Favourable climate and fertile soils supported farming and livestock rearing.
 - Strong leadership and centralised government
 - The area was viewed as a sacred religious site which helped unite the people under a common belief system.
 - A strong and stable army protected the kingdom from rivals and secured trade routes, therefore promoting growth.
6. - The use of geometry to build massive stone structures that still stand today created the foundation for modern engineering.
 - The invention of writing and calendars provided the basis for modern literacy and time, giving us the 365-day calendar and written records we rely on.
 - The innovative farming techniques such as shadoof irrigation formed the basis of innovative methods of irrigation being used in modern society today.

Sub strand 2.3: Slavery and servitude

Knowledge test

- a. – There was a high demand for slaves.
- The predictable monsoon winds allowed for ease of transport during the trade.
- Trade networks benefited powerful local leaders and merchants.
- Established long-distance trade routes.
- b. – Recommend that the learner seek guidance and counselling services.
- Educate the parents or guardians on the legal rights of a child.
- Report the case to relevant authorities.
- Involve the school community in the case and have them mediate the situation to allow the child to go to school.
- c. - Enforcing the rule of law and human rights to protect citizens from police brutality and arbitrary arrests.
- Direct budget allocations toward basic needs and social rights of citizens such as improved healthcare and free education.
- Enforce policies that eliminate discrimination based on gender, tribe, religion, socioeconomic status or disability.
- Empower vulnerable groups by providing them with bursaries and an empowerment fund to uplift their living standards.
- Allow citizens to express themselves freely without fear.
- d. - Establish a specialised county missing persons unit that investigates and tracks missing people.
- Set up surveillance systems such as CCTV in high-risk zones.
- Improve lighting in streets across urban centres and rural transport hubs.
- Increase security patrols by ensuring they are conducted regularly done.
- Strengthen community policing by partnering with local elders, youth leaders and civil society to gather reports about any suspicious vehicles, safehouses or unusual movements in neighbourhoods.
- Ensure any security officer implicated in illegal detentions or abductions is held accountable.

Revision point

1. Slavery is a state in which a person is forcefully owned by another person and is treated as property, while servitude refers to being forced to work for another person under certain conditions.
2. – Slaves were captured through military raids
 - Kidnapping and ambush
 - Being sold to repay debts
 - Pawning
 - Some were sold as punishment for serious crimes

3. Towns like Zanzibar, Kilwa and Mombasa served as primary trading posts and slave markets where slaves brought from the interior were collected, fed and auctioned.
 - Ports provided safe harbours and warehouses for storing goods and holding enslaved people before transport across the Indian Ocean.
 - Coastal merchants such as Omani Arabs and Swahili traders provided capital, credit and trade goods to fund caravans heading into the interior.
 - Administrative support also enhanced the growth of the slave trade.
4. - During the slave trade era, Muslims were not enslaved. Slavery was treated as lawful for non-Muslim prisoners captured during conflict or raids, leading traders to focus slave hunts on non-Muslim populations in the African interior.
5. – Established trade routes and local markets that originally handled local servitude were quickly adapted to supply the much higher demands of the international market.
6. - Acquisition of firearms such as guns and gunpowder which gave them a military advantage.
 - Access to foreign luxury goods such as glassware, beads, textiles, among others.
 - Collaborating with powerful Arab traders prevented a ruler's own community from being raided, effectively deflecting slave hunting onto neighbouring, weaker groups.
 - Revenue generated from the trade allowed rulers to maintain their armies, bribe rival chiefs and centralise state power.
7. – Physical abuse
 - Separation from families
 - Being chained together and tortured
 - Severe labour exploitation. They worked for long periods with very low wages or no wages at all.
 - Harsh conditions while being yoked together. Those who seemed sick or weak would be killed or left to die.
 - The enslaved Africans were stripped of their identity, culture and human rights.
 - Women slaves faced sexual harassment and violence.

Sub strand 2.4: Developments in medium of trade

Knowledge test

1. Measures to use to encourage the use of money in trade rather than barter trade.
 - Educating citizens about the advantages of monetary trade and shortcomings of barter trade.

- Providing conducive trading environments in terms of markets and availability and cost of goods.
- Waiving taxes for those doing monetary trade while imposing some taxes on barter trade for the commodities to encourage transition.

2. Reasons why the use of money in trade is more effective than barter trade.

7. Money has a wider acceptance in society.
8. Money exists in different denominations that can be used for different purposes.
9. Money is light to carry around.
10. One has a wider choice of what to buy with a particular sum of money.
11. When not needed, it can be stored conveniently in a bank or in the form of assets.
12. Money has a definite value which is well known.
13. Trade using money can be transacted remotely.

Revision point

1. To support the statement on whether barter trade is declining in Africa, some of the following reasons can be used:
 14. Universal adoption of currency has reduced the risk of double coincidence of wants.
 15. Expansion of financial systems has integrated even the remote and rural communities.
 16. Digital financial services like mobile banking have made it easier to transact even in rural areas without traditional bank branches.
 17. Growth of infrastructure and markets.
 18. Standardisation of prices and valuation makes the use of money more reliable than barter trade.
2. Why money is a more convenient medium of trade.
 19. Ease of carrying money around.
 20. Ease of storage when not in use.
 21. The fixed value of currencies.
 22. Ease of using a fixed sum to purchase different items.

- 23. Wide acceptability.
- 24. Possibility of trading remotely.
- 3. How early visitors to Africa influenced the introduction of money.
 - 25. Currency trade was already in practice in their countries.
 - 26. Need to import food and equipment required to establish their activities.
 - 27. An emerging need to procure goods on credit.
 - 28. Money was light enough to carry around and purchase large quantities of needed goods.
- 4. How the use of money and development in communication technology has affected the growth of trade in Africa.
 - 29. Modern communication technology has aided cashless transactions involving money across borders.
 - 30. Modern communication technology has facilitated faster transactions whereby orders can be placed and acted on immediately and payments made without physical movement.
 - 31. Use of money has enabled more people to participate in trade within a small radius.
- 5. Why barter trade may not be healthy for the economic development of a country.
 - 32. Difficult for governments to assess revenue collections through taxes.
 - 33. The rate of exchange of goods (volumes) involved will be low thus slowing down economic activity.
 - 34. Establishments such as factories and outlets such as supermarkets may not be required and job creation will be low.

6. Differences between barter trade and currency trade

Barter trade	Currency trade
Uses goods and services as a medium of exchange	Uses a standardised medium of exchange for goods and services
Goods are perishable	Money is durable
Requires a double coincidence of wants	Money can be used to buy whatever one wants.
Lacks a common measure of value, making it difficult to determine how many of one item equals another	Has a fixed and clear standard measure of value expressed in prices

Many commodities exchanged are indivisible.	Currency is easily divisible into smaller units.
Goods exchanged can rot, perish or lose value over time, making barter unsuitable for savings or deferred payments.	Money acts as a stable store of value and easily allows for credit, savings and future payments.

Sub strand 2.5: Diversity and interpersonal relationships

Knowledge test

1. - Gender

35. Age

- Race
- Education
- Social class
- Ethnicity and race
- Culture
- Physical features
- Abilities and disabilities
- Political and religious affiliations
- Values and interests

2. – They help reduce conflicts in society

- Eliminates judgment of each other
- Fosters active inclusion of everyone and community integration.
- Fosters a strong sense of national belonging while preserving individual identity.
- Diverse perspectives foster creativity.

3. - Fosters mutual respect and eliminates prejudice

- Creates a safe and inclusive environment
- Builds self-esteem and emotional resilience
- Helps develop a healthy self-identity and confidence in expressing personal background and values.
- Promotes a sense of belonging

4. Honesty

- Responsibility
- Respect
- Kindness
- Empathy
- Open-mindedness
- Hardworking

5. - It provides us with the support we require in life.
- It provides us with a sense of belonging which enhances unity in society.
 - It enhances mutual understanding, which promotes trust and harmony in society.
 - It enhances peaceful conflict resolution and reduces stress.
 - It enhances creativity and innovation in society as we learn from each other different ways of solving problems.

Revision point

1. Gender, age, race, ethnic background, religion and education, among others.
2.
 - Effective communication: This involves expressing our views and desires openly and actively listening to others.
 - Negotiation skills: This refers to how individuals or groups of people from diverse backgrounds listen and understand each other. This leads to unity and harmony among people with diversity in society.
 - Empathy: It enables us to understand other people's experiences and situations and provide the needed support respectfully.
3. A
4. - Fosters mutual respect and eliminates prejudice
 - Creates a safe and inclusive environment
 - Builds self-esteem and emotional resilience
 - Helps develop a healthy self-identity and confidence in expressing personal background and values.
 - Promotes a sense of belonging
5. - Building healthy relationships enhances mutual understanding which promotes trust and harmony in society.
 - Building healthy relationships enhances peaceful resolution of conflicts and reduces stress. This promotes growth and development at personal and community levels.
 - Building healthy relationships enhances creativity and innovation in society as we learn from each other different ways of problem-solving.
6. Desirable attributes include:
 - Honesty
 - Kindness
 - EmpathyUndesirable attributes include:
 - Laziness
 - Selfishness
 - Dishonesty

Sub strand 2.6: Peaceful coexistence

Knowledge test

1. - Ability to control emotions when facing challenging situations and interactions.
- Forgiveness. Ability to forgive self and others.
- Effective communication. They express their opinions and desires clearly and respectfully without hurting others.
- Set and respect boundaries when relating with others. They also respect other people's boundaries thus enhancing healthy interpersonal relationships.
 - Accepting and appreciating oneself and others.
2. – Good leadership
 - Peaceful conflict resolution
 - Fair treatment of people in the community
 - Equal distribution and use of available resources
 - Transparency and accountability of leaders
 - Having common goals as a community.
3. – To ensure he does not take sides with conflicting parties
 - Knowing how to guide classmates through resolution steps helps calm intense emotions before a minor disagreement turns into a major conflict or fight.
 - Following a clear process helps the conflicting parties find a long-lasting, mutually agreeable solution.
 - By demonstrating a structured, calm approach to conflict, Ulma sets a positive standard for the entire class, encouraging peers to resolve disputes peacefully on their own.
4. – To ensure a conducive learning environment where learners and staff feel safe and respected.
 - A peaceful school environment ensures that learners from diverse backgrounds feel accepted and valued, reducing instances of bullying, discrimination and isolation.
 - Helps save on time and resources. Peaceful coexistence allows teachers and student leaders to spend time on constructive activities, academic support and co-curricular programs.
 - Builds a foundation for citizenship. Learning to live together peacefully teaches young people tolerance, civic responsibility and collaboration skills vital for national unity.
5. - Inner peace helps individuals manage their stress and triggers.
 - It helps individuals make clear decisions
 - Inner peace helps create healthy relationships with self and others.
 - Inner peace promotes mental well-being, better focus and overall physical health.

Revision point

1.

- Forgiveness: A peaceful person forgives themselves and others when mistakes occur. They do not carry grudges and resentment. They are free from negative feelings.
- Effective communication. A peaceful person expresses their opinion and desires clearly and respectfully without hurting others.
- Set and respect boundaries: A peaceful person creates personal boundaries when relating with others. They also respect other people's boundaries. This enhances healthy interpersonal relationships.

2.

- Good leadership: Having responsible and transparent leaders enhances trust and collaboration in society.
- Social justice: Treating people fairly and providing equal opportunities and resources enhances satisfaction and a sense of belonging.
- Having common goals and activities. Working together to achieve common goals such as societies, clubs, sports and community projects gives people a common purpose and unity.

3. Identify the issue of concern.

4.

- Resolve conflicts peacefully
- Relate with members of the community respectfully and responsibly
- Practise social justice, equality and equity.

5.

- It enhances healthy interpersonal relationships which enhance trust and a stronger sense of belonging.
- It promotes unity within the community which strengthens support systems
- Fosters co-operation for individual and community growth and development.

6.

- Managing emotions to remain calm during challenges.
- Managing stress to enhance physical and mental wellness.
- Understanding and accepting self which promotes positive self-image
- Nurturing healthy interpersonal relationships.

7. - Identify the issue of concern.

- Determine the parties involved in the conflict.
- Meet the parties and allow each of the conflicting parties to present their side of the story and what they expect.

- Build consensus.
- May use mediation, arbitration or litigation methods.
- Resolve conflict
 - Come up with an action plan
 - Identify support system
 - Implement the action plan