

GRADE 7

Answers to knowledge test and revision point

STRAND 5: POLITICAL DEVELOPMENTS AND GOVERNANCE

Sub strand 5.1: Political development in Africa

Knowledge test

1. - European nations needed cheap raw materials for their industries and markets
1. Possessing colonies became a status symbol of a superpower.
2. Strategic interests of European nations. Certain regions were occupied to safeguard critical trade routes and naval bases.
3. Social and humanitarian justifications. European nations justified colonisation by ending the slave trade and spreading Christianity.
2. The Industrial Revolution in Europe directly drove and enabled the scramble for Africa in the following ways:
 4. Demand for raw materials in industries.
 5. Search for a market for surplus goods. European nations overproduced goods and sought African colonies to act as captive markets for their manufactured items.
 6. Wealth generated from industrial expansion created surplus capital which European nations used to fund infrastructure, mining and commercial agricultural projects in Africa.
 7. Industrialisation provided the tools needed to conquer and govern Africa
 3. – Britain, France, Germany, Portugal, Belgium, Italy, Spain, Austria-Hungary, Netherlands, Russian Empire, Sweden-Norway, Denmark and Ottoman Empire (Turkey)
 4. – Ethiopia modernised its army with up-to-date firearms and defeated the invading Italian army at the Battle of Adwa in 1896. Revision point. Its mountainous topography made military invasion and control exceptionally difficult for foreign armies. As for Liberia, the United States maintained a protective diplomatic relationship over the country as it was declared a settlement for free African Americans.

Revision point

1. Scramble is to rush or compete with others to get something whereas partition is to divide into parts.
2. – Explorers
8. Missionaries
9. Traders
10. Settlers
11. Military force

12. Colonial administrators
 3. Ethiopia and Liberia
 4. France
 5. – Free-born Muslims and Muslim converts were exempted from the slave trade.
13. Non-Muslim populations in the interior were treated as legitimate targets for slave raids and capture according to the trade customs of the era.
14. Islam facilitated shared legal standards, common languages such as Swahili and commercial trust networks which streamlined long-distance trade operations.
 6. – They signed agreements with European representatives without fully understanding that the legal documents surrendered their land rights and sovereignty.
15. Certain chiefs allied with European powers to secure protection, military support or modern weapons against traditional regional enemies.
16. They served as indirect rulers as they were left to collect taxes, recruit labour, and enforce colonial laws over their communities.
17. Many chiefs actively organised and led their forces in armed opposition against European encroachment.
 7. – They forced Africans to harvest high-demand commodities such as wild rubber, ivory and copper under harsh physical conditions.
18. Fertile African agricultural land was converted from local food production to cash crops for export, creating economic dependency on European markets.
19. Mining operations were established using cheap African labour, with the extracted wealth exported to Europe without local reinvestment.
20. Colonial governments imposed hut and poll taxes payable only in European currency.
21. Colonial administrators forced Africans to work for them with very low wages.
 8. – Railway lines enabled easy transportation of resources directly to the ocean ports for export to Europe.
22. Infrastructure allowed colonial authorities to swiftly transport troops and police into the interior to suppress local uprisings and maintain control.
23. It facilitated the distribution of imported European manufactured goods deep into African markets.
24. Communication lines enabled administrative control.
 9. – Armed resistance for example the Maji Maji Rebellion.

25. Diplomatic engagement and petitions where they used treaties, negotiations or sending delegations to Europe to argue for sovereignty.

10. – Congo was declared a free trade zone

26. Congo and Niger rivers were declared open and free for navigation.

27. The Congo Basin was recognised as a free state.

Sub strand 5.2: The constitution of Kenya

Knowledge test

1. – It defines the objectives of the club.

- It establishes the structure and leadership roles of club officials.
- It sets rules and consequences for misconduct.
- It guides decision-making, such as providing procedures for voting, holding meetings and resolving disputes.
- It ensures financial management and accountability of members of the club.

2. a)– Brainstorming and identifying issues in class.

28. Drafting proposals

29. Reviewing each drafted point through discussions and debates to suggest additions, modifications or removals.

30. Voting for each rule in the proposed draft to ensure majority agreement.

31. Adopting and signing the constitution.

b) - Creates a peaceful and structured environment conducive to learning.

32. Ensures every learner is treated fairly and with respect

33. Fosters ownership of the constitution and thus makes it easy for learners to comply.

34. Prepares learners for civic participation in society.

35. Helps learners become more responsible for their actions.

3. It ensures that disputes are resolved fairly without bias.

36. It guarantees fair rulings and ensures proper legal procedures are followed.

37. It ensures the right to own property is respected.

38. It ensures that the conflict is solved peacefully with no violence or physical harm.

4. – Actively attending budget consultation forums to submit priorities and give feedback on proposed projects.

39. Demanding clear, accessible budget documents and ensuring county funds are allocated without corruption.

40. Ensuring budget allocations cater to vulnerable groups in the community.

41. Advocating for fair distribution of county development funds.

42. Ensuring community representatives present honest needs rather than pursuing personal or corrupt interests.

Revision point

1. a) The Constitution of Kenya, 2010 is a supreme legal document of the Republic of Kenya that sets out the structure of government, distributes powers and guarantees the fundamental rights and freedoms of citizens.
b) This is the formal declaration of a new constitution into law.
c) National values are core principles and beliefs outlined in the constitution that guide state officers, public bodies and citizens in governance and decision-making.
d) Referendum is a direct vote in which the entire electorate is invited to vote on a particular proposal, law or constitutional amendment.
 2. a)- It is the supreme law of the land; any law inconsistent with it is void.
 - It sets up the arms of government and defines their powers.
 - It guarantees and protects the fundamental rights and freedoms of all citizens.
 - It promotes national unity, equality and democratic governance.b)- Provides impartial courts to interpret laws and settle disputes fairly.
 - Encourages traditional dispute resolution mechanisms, reconciliation, mediation and arbitration.
 - Sets up specialised institutions to handle specific areas of conflict.
 - It uses the Bill of Rights to protect individuals from discrimination, oppression and unlawful state action.
 - It devolves power and resources between county and national governments.
1. - Patriotism. It means putting national interests first.
 - National unity. This promotes togetherness among all ethnic, religious and cultural groups in Kenya.
 - Social justice. This ensures fairness in access to opportunities and resources, especially for vulnerable groups.
 - Transparency and accountability. This requires leaders and public officials to be open and responsible in their actions, especially in the use of public resources.
 - Sharing. This refers to the fair distribution of national resources and opportunities across all regions. This has been enabled by the devolution of power and resources.
 - Rule of law. This means everyone must obey the law.
 - Equality. This ensures all people are treated fairly without discrimination of any kind.

- Respect for human rights. This protects the dignity and freedoms of all individuals as outlined in the Bill of Rights.

2. – To address changing needs of the society

- To correct any gaps or ambiguities.

- To expand democratic freedoms and refine resource allocation structures.

3. Chapters of the Constitution of Kenya, 2010.

Chapter	Title	Summary of what it entails
1	Sovereignty of the People and Supremacy of this Constitution	Establishes that all sovereign power belongs to the people of Kenya and confirms the Constitution as the supreme law.
2	The Republic	Defines Kenya as a multi-party democratic state, its territory, national symbols, values and official languages.
3	Citizenship	Outlines entitlement to citizenship, modes of acquisition of citizenship (birth/registration), and dual citizenship provisions.
4	The Bill of Rights	Guarantees fundamental human rights, civil liberties and economic/social rights to all individuals.
5	Land and Environment	Outlines principles of land ownership (Public, Community, Private) and environmental conservation obligations.

Chapter	Title	Summary of what it entails
6	Leadership and Integrity	Sets strict conduct standards, ethics and responsibilities for public and state officers.
7	Representation of the People	Governs electoral systems, voting rights, political parties and the independent electoral body (IEBC).
8	The Legislature	Establishes Parliament (National Assembly and Senate), detailing their legislative functions and composition.
9	The Executive	Outlines the powers, qualifications and duties of the President, Deputy President and Cabinet Secretaries.
10	Judiciary	Establishes the court hierarchy, judicial independence and the Judicial Service Commission (JSC).
11	Devolved Government	Details the structure, principles and financial operations of the 47 County Governments.
12	Public Finance	Regulates taxation, revenue allocation, public debt, expenditure and oversight bodies like the Controller of Budget.

Chapter	Title	Summary of what it entails
13	The Public Service	Establishes principles guiding public administration and offices like the Public Service Commission (PSC).
14	National Security	Outlines national security organs (KDF, NIS, NPS) and their constitutional mandates.
15	Commissions and Independent Offices	Establishes constitutional commissions to safeguard democracy and oversight.
16	Amendment of this Constitution	Sets out the rules and pathways for amending the Constitution.
17	General Provisions	Guides interpreting constitutional text, legal definitions and enforcement terms.
18	Transitional and Consequential Provisions	Governs the progressive implementation of the 2010 Constitution and transition from the former 1963 framework.

4. – Abiding by all constitutional laws in daily activities.

- Alerting law enforcement, oversight bodies or courts when constitutional rights are threatened or breached.
- Participating in democratic processes.
- Defending human rights.
- Holding leaders accountable by questioning them when their actions violate constitutional mandates or ethics.

5. - Corruption and misappropriation of funds: Ignoring integrity and accountability leads to the theft of public resources, depriving citizens of essential social services like healthcare and roads.
- Marginalisation and discrimination: Disregarding equity and inclusivity leads to unfair distribution of development projects, favouring certain tribes or regions while neglecting others.
- Erosion of the rule of law: Disregarding constitutional principles leads to police brutality, illegal detentions, human rights violations and general lawlessness.

Sub strand 5.3: Human rights

Knowledge test

1. It enables children to live a dignified, secure and fulfilling life.
2. The Children Act, 2022, Article 53 of the Constitution of Kenya, 2010.
3. - Right to life
 43. Right to education
 44. Right to basic needs such as clean water, shelter, food and basic healthcare.
4. – Conducting civic awareness to inform the villagers about their rights.
 45. Reporting people who violate human rights in the community.
 46. Serving as a voice against unfair administrative actions, discrimination or harmful cultural practices.

Revision point

1. Human rights are fundamental freedoms belonging to every person, regardless of nationality, sex, national or ethnic origin, colour, religion, language or any other status.
2. Providing a safe environment for learners that is free from abuse.
47. Setting up student councils who report any rights violations and concerns to the administration.
48. Setting up guidance and counselling programmes in school.
49. Establishing suggestion boxes where learners can safely report violations.
 3. Equity is the principle of fairness and justice where individuals are given resources and opportunities based on their specific needs.
50. Non-discrimination is where all individuals are treated equally before the law and protected.
4. This means that all other human rights fall under the right to life. Without life, a person cannot exercise, enjoy or demand any other right.

- 5. – Hostility from the people who violate human rights.
- 51. Encounter opposition from community members who defend harmful traditional practices or discriminatory norms.
- 52. Inadequate support from the community.
- 53. Lack of resources to follow up on cases and support victims.
- 6. Distribute household chores fairly among family members based on age and ability rather than traditional gender roles
- 7. – Helps learners recognise when their rights are being violated so they can report or seek help.
- 54. Teaches learners to respect their rights and those of others.
- 55. Empowers learners to speak out against injustices and contribute positively to community governance.
- 8. – They are universal. They apply to all human beings in the world.
- 56. They are indivisible and interdependent. They are all important.
- 57. They are inherent. This means they belong to everyone by birth; they are not earned or bought.
- 58. They are inalienable. This means they cannot be taken away or surrendered except under specific legal procedures.
- 9. All human beings have a right to healthcare and safety.
- 10. – Child labour
- 59. Unlawful arrest
- 60. Gender based violence
- 61. Denying children the right to education.

Sub strand 5.4: African diasporas

Knowledge test

- 1. – Access to advanced infrastructure and technology in other countries. For example, the USA possesses quality medical laboratories, research facilities and specialised teaching hospitals.
- 62. High-quality education programmes are offered
- 63. Learners earn scholarships and international grants which make elite education affordable.
- 64. Cultural exposure and networking
- 65. Global degrees from recognised universities often enhance job opportunities and earning potential both internationally and in home countries.
- 2. – Encouraging intra-African trade
- 66. Enhance free movement of people and labour by advocating for the widespread adoption of the AU Passport.

- 67. Urging member states to ease visa restrictions for African citizens travelling within the continent.
 - 68. Prioritise cross-border transportation networks to link landlocked nations to coastal trade hubs.
 - 69. Expand university exchange programs and cross-border youth initiatives to build Pan-African solidarity among younger generations.
3. – Slave trade
- 70. Voluntary migrations of Africans for higher education, diplomatic service and employment opportunities.
 - 71. Colonial ties with African nations; for example, France recruited workers from its vast African colonies to rebuild its economy and infrastructure.
4. – Promoting good governance as they advocate for democratic reforms.
- 72. Financing political parties and civic movements during national elections and constitutional reforms.
 - 73. Serving as policy advisors and diplomats who help reform state institutions and public service frameworks.
 - 74. Financing and leading independence movements.

Revision point

- 1. The African diaspora refers to communities of people of African origin living outside the African continent, who moved for voluntary or involuntary reasons. These communities still maintain a connection to their African heritage.
- 2. a)- Forced migration through the slave trade
 - 75. Search for better education opportunities
 - 76. Seeking employment opportunities
 - 77. Political instability, conflicts and persecution forcing people to seek refuge in the diaspora.
- 78. Globalisation
 - b)- The African diasporas inspired Africans to fight for their independence.
 - They advocated for democracy, accountability and fairness in their home countries.
 - Support for independence movements.
 - Promotion of Pan-Africanism
 - Influence on political leadership

- Contribution to democratic reforms.
 - Knowledge and skill transfer
 - African diasporas send part of the money they earn abroad back to their African countries of origin.
 - Shaping foreign policy and diplomacy. Diaspora networks help strengthen diplomatic ties between African countries and the global community.
3. – Granting dual citizenship to allow diaspora members to hold property, vote and invest seamlessly
- Establishing government offices focused on engaging and serving diaspora interests.
 - Creating tailored investment instruments that enable the diaspora to fund major national infrastructure projects.
 - Organising cultural events and homecoming festivals for diaspora communities.
4. – Establishing trade agreements with international blocs to enhance mutual investments.
- Partnering with foreign nations in offering educational opportunities and technological transfers.
5. - Creating global cultural networks, student associations and advocacy groups that celebrate shared African heritage regardless of national origin.
- Standing in solidarity against international racism and economic exploitation.
 - Acting as bridge-builders who invest across African borders rather than strictly in their home countries, strengthening continental integration.

7.- Slavery: Africans were forcefully taken to the diaspora to work as slaves. Some of the Africans ended up settling in the diaspora.

- Colonisation: Created institutional links between African colonies and European metropolises encouraged early labour, administrative and educational migration.

- Migration: migration of people seeking new living environments, trade avenues and personal experiences across borders.
- Economic opportunities. People moved to seek better employment opportunities and better standards of living abroad.
- Political instability and conflicts made people move to the diaspora in search of safety.

Sub strand 5.5: Citizenship

Knowledge test

1. Social justice awareness
2. Through international trade, both countries exchange what they produce best.

Country A gets food and raw materials; Country B gets machinery to develop its economy. Neither can prosper without the other.

4.- Open mindedness

- Respect for diversity
- Responsibility
- Empathy
- Critical thinking
- Environmental responsibility

5.- They can promote cultural exchange and mutual understanding by bringing people from different cultures together.

- Hosting major sports events can lead to improved infrastructure and international partnerships among different countries.
- Since sports operate under international governing bodies, rules will be standardised and will ensure a fair game.

Revision point

1. a) Interdependence: The mutual reliance between two or more countries or groups for economic, social, political or environmental support and resources.
b) Interconnectedness: The state of being connected through communication, transport, trade, technology and shared global systems.
c) Globalisation: The process by which businesses, cultures, technologies and ideas spread across the globe, making the world more integrated and interdependent.
d) Global citizen: A person who sees themselves as part of an emerging world community and actively works to contribute to global well-being while respecting diversity and human rights.
2. – Economic and trade links. Countries import the goods they lack and export surplus products. For example, Kenya exports tea and coffee and imports electronics.
 - Climate issues affect all nations and therefore countries depend on each other for environmental conservation.

- Technology and communication. The internet and social media allow for global communication and financial transactions across continents.
 - Health and disease control. Pandemics such as COVID-19 or cholera outbreaks spread internationally causing countries to depend on global health organisations for medical services and vaccine sharing.
3. – Educational and curricula textbooks
 - International organisations' websites and platforms
 - Global news media and educational documentaries
 - Digital learning platforms and online courses
 - Campaigns and materials from non-governmental organisations (NGOs) and humanitarian organisations such as the Red Cross.
 4. – Promoting Ugandan culture by sharing it with the Japanese people.
 - Investing back home to support local development
 - Funding community projects back in Uganda
 - Obeying laws in his new country and avoiding actions that would tarnish his home country's name.
 5. – Sending relief aid to disaster-affected areas
 - Hosting refugees
 - Joint peacekeeping and security missions to ensure safety and reduce conflicts
 - Coordinating proper resource management such as sharing water, having livestock grazing rights during drought and sharing border security information.
 - Waiving customs fees and enabling fast transport of emergency humanitarian goods through seaports and border posts.
 6. – Unequal distribution of resources since no country has all resources.
 - Advancements in transport and communication networks
 - Shared global challenges such as climate change and global health crises
 - Mass production of resources therefore needing markets for the resources
 - Growth of multinational corporations
 7. Positive effects
 - Access to cheaper imported consumer goods
 - Creation of jobs
 - Exposure to modern technology
 - Rapid spread of medical and scientific knowledge
 - Growth in international trade and poverty reduction
- Negative effects
- Widening gap between developing and developed countries
 - Rapid spread of global economic shocks
 - Brain drain

- Local industries struggle to compete with cheap imports
 - Risk of losing traditional cultural values
 - Environmental degradation and high carbon emissions from global transport.
8. – Creative people can develop innovative problem-solving ideas.
- They use creative ways of communicating messages of peace, equality and unity across language barriers
 - They can build digital campaigns that bring global attention to human rights issues, environmental destruction or humanitarian crises.
9. – It fosters open-mindedness
- It encourages continuous learning
 - Curiosity drives people to build meaningful connections across diverse cultures.
10. – Helps individuals adapt to different cultures easily
- Helps individuals navigate various global challenges such as technological shifts when traditional methods no longer work.
 - Enhances collaboration among people.
11. – It promotes empathy and understanding
- It reduces conflicts
 - Listening to local communities ensures that solutions are respectful, relevant and effective rather than imposed from the outside.
12. a, d, e, f and i