

GRADE 8

Answers for knowledge section and revision point

STRAND 3: PEOPLE AND RELATIONSHIPS

Sub strand 3.1: Scientific theory about human origin

Knowledge test

1. - Picture of a man making fire.
 - Pictures of animals hunted such as buffaloes, gazelles, etc.
 - Pictures of fish.
 - Pictures of people warming themselves around a fire.
2. - Similarity of humans with other primates in terms of adaptability.
 - Fossil evidence of human-like creatures and their respective ages.
 - The ability of human beings all over the world to interbreed
 - Similar basic needs of all human beings such as food, clothing and shelter suggest that they have a common origin.

Revision point

1. The scientific theory asserts that humans have evolved from other ancient forms of life up to the present stage, while the traditional theory implies that humans were created the way they are.
2. They used stones to make all their tools for cutting, hunting, grinding, digging up roots and other everyday activities. Only the sizes and qualities of the tools differed.
3. - They grew taller.
 - They became able to walk on two legs.
 - Their brain became bigger.
 - They developed a skull similar to that of the modern man.
 - They developed an effective thumb.
4. - Roasting meat.
 - Cooking roots.
 - Source of warmth and light at night.
 - Burning bushes to help them during hunting.
 - As a means of communication.
 - Keeping dangerous animals away during the night at the mouths of caves.
 - Drying meat and fish for preservation.

- For forging and hardening tools.
- 5. - Fossils of creatures living before the *Homo-erectus* have been found only in Africa.
- Fossils discovered in Ethiopia indicate that the earliest ancestors of humans parted ways with apes about 4.5 million years ago and no similar fossils have been found anywhere else outside Africa.

Sub strand 3.2: Early civilisation

Knowledge test

1. – Trade. They sought valuable East African goods such as ivory, gold, rhino horns, tortoise shells, timber and slaves, in exchange for manufactured items.
 - Spreading religion. Arab and Persian traders sought to spread Islam along the coastal trade centres.
 - Exploration and adventure. Geographic curiosity led explorers to navigate and record unknown coastal territories.
 - Seeking refuge and settlement. Religious and political conflicts in Arabia and Persia forced defeated groups to flee and settle along the peaceful East African coast.
2. – The predictable monsoon winds
 - Presence of deep natural harbours which provided safe anchorage for ocean-going dhows.
 - Boat-making technology
 - Accessibility to wealthy interior goods
 - Existing indigenous trading setups facilitated seamless commercial exchanges.
3. – The growth of the Kiswahili language
 - Established global trade networks in the Indian Ocean
 - Architecture
 - Spread of Islamic religion and culture.

Revision point

1. Mombasa, Kilwa, Lamu, Malindi and Zanzibar
2. Arabia, Persia, India, China.
3. - Thriving trade accumulated from the Indian Ocean trade allowed rulers to fund urban infrastructure, armies and administrative systems.
 - Islam provided a shared legal framework, religious unity, literacy and administrative cohesion across different city-states.

- Cities were often situated on islands or defensive peninsulas, protecting them from mainland attacks and offering secure harbours.
- 4. – Unique architecture
 - Traditional dress of *Kanzu* and *kofia* for men and *buibui* for women
 - Rich cuisine heavily featuring coconut milk, rice and exotic spices.
- 5. Kiswahili served as a common language of communication that bridged language barriers between local interior African communities and foreign traders.
- 6.

Origin	Correct goods brought to the East African Coast.
(a) Arabia	(v) Rugs, ornaments and daggers.
(b) China	(iii) Porcelain bowls, porcelain plates, silk cloth.
(c) Persia	(iv) Glassware, beakers, iron pans and swords.
(d) Maldiv Islands	(ii) Cowrie shells. <i>(Used as currency)</i>
(e) India	(i) Cotton cloth, beads and metal implements.

- 7. – Development of Kiswahili as a world language
 - Iconic architecture and town planning techniques survive in historic coastal towns such as Lamu, Stone Town and Gedi Ruins which generate global tourism revenue today.
 - The early introduction of coinage, credit networks, and standardised weights set the foundation for regional commercial frameworks.
 - Civilisation introduced global fusion in music (Taarab), textiles (*Kanga/Kikoi*) and spice-rich culinary methods that enrich modern African and Indian Ocean identity.

Sub strand 3.3: Trans - Saharan slave trade

Knowledge test

- 1. Promoting education by offering tutoring lessons to learners
 - Spearheading community clean-up drives, tree planting and proper waste management campaigns.

- Standing up against discrimination, supporting vulnerable groups and promoting social justice.
- Participating in community leadership, public participation forums and peacebuilding initiatives.
- 2. - Every person is born free and equal in dignity and rights, regardless of race, status or background.
- Recognising dignity ensures that no individual is treated as property or subjected to inhuman treatment like slavery or abuse.
- Mutual respect fosters trust, social harmony, equality and co-existence within communities.
- 3. - Ensure resources are distributed equally and fairly.
- Strengthen access to quality basic services such as building healthcare facilities and upgrading schools.
- Collaborate with labour officers and local administrators to protect informal workers, domestic staff and casual labourers from wage exploitation and unsafe working conditions.
- Provide accessible legal support for vulnerable constituents facing land grabbing, gender-based violence or administrative injustice.
- 5.- Read more about history, human rights and social issues and stay aware of local and global injustices.
- Spend time with marginalised communities to understand their lives firsthand
- Join support networks and movements
- Consistently model fairness, equality and non-discrimination in personal relationships and daily choices.

Revision point

1. a) A Slave is a person who is legally or physically owned by another, stripped of personal freedom and forced to work without pay.
- b) Slavery is a system or condition under which human beings are treated as property, bought, sold and forced to labour under total control of an owner.

c) Slave trade is the commercial business of capturing, buying, transporting and selling human beings as slaves across regions or international borders.

2. a) Trans- Saharan slave trade

b) – Availability of trade items and slaves

- High demand for slaves from West Africa
- The existence of local leaders who supported the slave trade
- Availability of pack animals
- Existence of established trade routes
- Presence of rich merchants
- Existence of Tuaregs who acted as the middlemen during the slave trade.

3. a) -Labour exploitation

- Denial of human dignity and basic rights
- Very low wages making it difficult to afford basic comforts, living or personal growth.

b) – Reporting to the local authorities

- Seeking assistance from human rights organisations for free legal support and advocacy.
- Enforcing the constitutional rights which guarantee fair labour practices, reasonable working conditions and fair remuneration.

4. – Led to the growth of urban centres

- Led to the spread of literacy and Islamic scholarship
- Taxes levied on trade goods financed the expansion of powerful empires like Mali and Songhai

5. - Gold from West African forest/savanna zones

- Salt from Sahara Desert mines.
- Slaves / Ivory from West Africa to North Africa

6. The camel revolutionised desert trade because it could travel up to 10 days without water, carry heavy loads across shifting sands and withstand extreme desert temperatures. This allowed traders to establish regular, large-scale caravans that crossed the Sahara safely, accelerating the volume of goods and enslaved people traded.

7. – African kingdoms organised raids and captures of slaves
 - They provided security by guarding trade routes and oases and market centres within their territories.
 - They acted as middlemen and traded slaves for horses, firearms and textiles.
8. – Brain drain
 - Depopulation due to the loss of millions of young and able-bodied individuals
 - Underdevelopment of African countries
 - Dependency on imported manufactured goods
 - Economic instability

Sub strand 3.4: Population growth in Africa

Knowledge test

1. The government should develop a strong population policy to guide it on trends of growth and the possible measures to take to control growth.
2. Expanding and popularising family planning services through the media or during public gatherings, use of posters and deliberate efforts to educate mothers during pre-natal and post-natal clinics.
3. Enlisting and supporting NGOs or organisations that deal with family-planning education
4. Expanding employment opportunities through deliberate efforts to industrialise.
5. Discouraging cultural beliefs and practices such as polygamy, early marriages, wife inheritance and preference for children of a particular gender because they encourage rapid population growth.

Revision point

1. - Providing family planning services at accessible points and freely.
- Collaborating with private organisations and donors who support family planning activities.
- Conducting public awareness campaigns to educate citizens on the consequences of rapid population growth.

- Discouraging cultural practices that contribute to rapid population growth such as polygamy, early marriages, wife inheritance and others.
2. - Providing adequate employment for that group.
- Providing adequate social facilities such as health centres, educational services and housing for such a population which is likely to be dwelling in urban areas.
 - Planning for their departure at retirement and replacement with a suitably qualified labour force.
3. Causes of immigration:
- Early trading activities brought Arab, Persian, Asian and European traders into Kenya and some settled in the country.
 - Early European settlers found suitable areas for their settlement in Kenya.
 - Colonising powers encouraged Europeans to come and settle in Kenya to be able to raise money to govern the colony.
 - Early missionaries coming to spread religion eventually settled in Kenya and invited more religious workers.
 - Civil wars in neighbouring countries have contributed to the rise of a refugee population in Kenya.
 - Early migrations brought in groups like River-Lake Nilotes, Nilotes, Cushites and Bantu into Kenya.

Effects of immigration:

- Growth of new towns along the coast where early traders settled and inland areas where Europeans and Asians settled.
- Growth of new language groups settling in Kenya.
- Establishment of colonial rule, educational and medical/health centres in Kenya by newcomers.
- Emergence of new languages and cultures such as English and Kiswahili in Kenya.

Causes of Emigration:

- Growth of the slave trade caused people to be carried away.
- Desire by Kenyans to acquire further education overseas.
- Desire to earn a higher income and live more comfortable lives overseas.
- Search for new business opportunities elsewhere.

Effects of Emigration:

- Depopulation, especially during the slave trade.
- Brain drain as professionals move away.
- Growth/increase in remittances of capital into Kenya by the diaspora populations.

4. Migration caused by the slave trade.

5. Rural-to-rural migrations when new settlement schemes are opened.

- Rural-to-urban migrations in search of new opportunities.
- Urban-to-urban migrations
- Urban-to-rural migrations, especially on retirement of workers.
- 6. - Large urbanised populations which may cause parents to share rooms with big children.
- Large numbers of unemployed people below 35 years of age have given rise to higher crime and immorality rates in society.

Sub strand 3.5: Diversity and interpersonal skills

Knowledge test

1. – Language difference
 - Diverse cultural traditions and values
 - Religious beliefs and practices
 - Socio-economic backgrounds
2. - Showing genuine interest in learning about other cultures' music, traditions and perspectives without rushing to judge or mock them.
 - Avoiding stereotypes and prejudices.
 - Welcoming learners from different tribal or religious backgrounds into group rehearsals, dining tables and social circles.
 - Respecting cultural norms and values of other people.
3. - Helps a learner feel confident in their own cultural identity while valuing the unique identity of others.
 - Enhances effective communication without fear of judgment.
 - Enables learners to resist negative peer pressure or adopt harmful behaviours just to fit in with diverse peer groups.
4. - Leads to unnecessary misunderstandings and frequent interpersonal conflicts
 - Frequent isolation as peers distance themselves from outbursts.
 - Makes it difficult to build long-term friendships and professional relationships.
 - High stress, anxiety and potential physical health issues
 - Prevents teamwork during collaborative efforts
5. - Prevents an individual from adopting risky behaviours simply to blend in with foreign social groups.
 - Protects academic and future goals
 - Ensures personal safety

Revision point

1. – Language
 - Religion
 - Ethnicity
 - Gender
 - Abilities and disabilities
 - Music
 - Food
 - Age
 - Race
2. - Accepting oneself and having a positive self-image as you engage in multicultural interactions.
 - Being assertive.
 - Nurturing and demonstrating empathy during cross-cultural engagements and interactions.
 - Controlling your feelings during interactions in a multicultural society.
 - Making informed choices of friends and activities.
 - Learning basic things about other cultures enhances understanding and confidence during interactions.
3. (a) Happiness
 - Impact on self: It boosts mental health, reduces stress levels, enhances immune function and promotes a positive view of life.
 - Impact on others: It spreads positive energy, builds strong social bonds, improves group morale and creates an inviting social atmosphere.
- (b) Fear
 - Impact on self: It causes emotional distress, triggers stress responses such as fights and inhibits personal growth or decision-making when unmanaged.
 - Impact on others: It can cause collective anxiety, panic or withdrawal in social environments.
4. – Learning to say no to invitations without feeling guilty or offering excuses
 - Surrounding himself with supportive friends and family
 - Seeking guidance and counselling services when feeling overwhelmed.
 - Engaging in constructive activities such as sports, music and dancing, among others.

5. – The rich cultural diversity welcomes tourism activities which in turn boosts the national economy
- Bringing together diverse perspectives and traditional knowledge leads to creative solutions in business, agriculture and community development.
- Embracing cultural differences fosters mutual respect, peace and national cohesion as citizens view diversity as a strength rather than a weakness.

Sub strand 3.6: Peaceful conflict resolutions

Knowledge test

1. – Remain calm and do not engage in a physical fight
 - Ask her to get the jerrican from the bush and check if it was damaged
 - Advise her to report the matter to the authorities at home so that the issue can be addressed through proper channels.
2. – Initiate peaceful dialogue between Makali and his neighbour
 - Ask the neighbour to apologise for the damage caused and take responsibility for failing to secure his land
 - Both parties should assess the damage to crop value and the neighbour should compensate Makali fairly
 - The neighbour should repair or build secure fencing for his livestock to prevent future recurrence of the situation.
3. – conduct civic education in the community
 - Coordinate with law enforcement to ensure there is security at polling stations and tallying centres
 - Ask all candidates and supporters to use established bodies rather than street protests to address any grievances
4. – Ask her to express her feelings openly and calmly
 - Let her understand what motivates her parents to work so hard
 - Ask her to suggest small specific activities that fit into her parents' busy schedules so that they can spend time together
 - Let her engage herself in productive activities so that she can remain positive and build personal independence

Revision point

1. – Being open and honest during communication
 - Actively listening to other family members
 - Valuing each family member's contribution
 - Respecting personal boundaries and differences within the family

2. a) Empathy is the ability to understand, share and appreciate the feelings, experiences and perspectives of another person.
b) Conflict resolution is the process, methods and peaceful strategies used to facilitate the amicable end of a disagreement or conflict.
3. – Clear communication prevents misunderstandings
 - It allows people to express themselves freely without resulting in insults, anger or violence
 - It builds trust and empathy
4. Mediation.
5. – Enables long-distance family members to communicate instantly through video calls and messaging apps
 - Excessive screen time weakens emotional bonds by reducing face-to-face contact between people
 - Families can explore educational content and access services online
 - Over-sharing personal family life on social media can introduce external pressure and misunderstandings.
 - Children may encounter harmful content or online bullying
6. – Practising forgiveness
 - Fair division of household chores
 - Establishing clear family rules and values
7. Negotiation
 - Mediation
 - Dialogue