



Premier Combined Practice Book

Grade
6

Answer Book

Premier Combined Practice Book Grade 6

Published in 2025 by Queenex Publishers Ltd.

P.O. Box 56049-00200, Nairobi, Kenya.

Phone: 0727794498, 0715808200

Email: info@queenexpublishers.co.ke, queenexbooks@gmail.com

Website: www.queenexpublishers.co.ke

©Queenex Publishers Ltd., 2025

All rights reserved. Do not reproduce, store in a retrieval system, transmit in any form or by any means: graphic, electronic, mechanical, photocopy, recording or otherwise any part and/or this entire book without prior written permission of Queenex Publishers Limited.

ISBN: 978-9966-143-17-4

Disclaimer: This book is not a course book and should be used only as a supplementary practice material. Teachers are advised to use approved course books for teaching in class.

Designers: Elijoy Gatwiri, Caleb Achola, Abel Beth

Editors: Alvine Shitakhwa, Sharon Agigi, Brian Moreka, Jane Wangui, Danelvis Kimathi



Contents

☑	Mathematics	1
☑	English	25
☑	Kiswahili	59
☑	Science and Technology	86
☑	Social Studies	100
☑	Agriculture	128
☑	Christian Religious Education	145
☑	Islamic Religious Education	165
☑	Creative Arts	176



Mathematics

Numbers

Whole Numbers

Place value and total value

1.
 - a. Millions
 - b. Hundreds of thousands
 - c. Thousands
 - d. Tens of thousands
2.
 - a. 9000000
 - b. 900000
 - c. 900
 - d. 90000
3. 4765890
4. Place value - Millions
Total value - 7000000
5. Jersey
6.
 - a. Tens, 70
Thousands, 7000
Hundreds, 700
 - b. 129899
Tens of thousands, 20000
7. Place value: Millions, hundreds of thousands, tens of thousands, thousands, hundreds, tens, ones
Total value: 5000000, 700000, 30000, 2000, 800, 60, 4

Numbers in symbols

1.
 - a. 86292
 - b. 7985320
 - c. 505210
 - d. 1874659
2. 2346935
3. 2320675

4. 1075452
5. 4563250
6. 1600276

Reading and writing numbers in words

1.
 - a. Four hundred and twenty seven thousand, five hundred and twenty four
 - b. Three hundred and seventy eight thousand, two hundred and thirty four
 - c. Five hundred and twenty six thousand, one hundred and fifty
 - d. Eight hundred and ninety three thousand, four hundred and fifty six
2. Four hundred and seventy five thousand
3.
 - a.
 - i) Eight hundred and ninety thousand, five hundred and sixty seven
 - ii) Four hundred and ninety eight thousand, seven hundred and sixty four
 - iii) Two hundred and thirty four thousand, one hundred and thirty two
 - b. Six hundred and fifty six thousand, four hundred and thirty five
4. Forty five thousand, nine hundred and five
5. i) True (ii) False (iii) True (iv) False (v) True

Ordering numbers

1. B
2. 21345, 32450, 39210, 45670, 58900
3. 82450, 74560, 68900, 66230, 59870
4.
 - a. 98431
 - b. 13489
5. 72310, 68900, 65780, 61250, 59450
6. 59800, 56500, 54300, 52750, 50900
7. 62341, 63416, 64321

Rounding off numbers to the nearest thousand

1.
 - a. 65700
 - b. 241000
 - c. 329000
 - d. 988000
2. 148000
3. 736000
4. 456000, 312000, 526000, 783000
5. 894000
6. Women 564800, 565000
Men 278540, 279000
Children 456400, 456000
Total 1299700, 1300000

Applying squares of whole numbers up to 100

1.
 - a. 25
 - b. 5776
 - c. 196
 - d. 3844
 - e. 2500
 - f. 144
2.
 - a. 4
 - b. 16
 - c. 49

- d. 81
- e. 100
- f. 256
- g. 625
- h. 2500

3.
 - a. 4
 - b. 28
4. 225m²
5. 484m²
6. 400m²
7. 484 trees

Applying square roots of perfect squares up to 10,000

1.
 - a. 5
 - b. 10
 - c. 7
 - d. 12
 - e. 11
 - f. 30
 - g. 21
 - h. 8
 - i. 4
2. 9 m
3. 15m
4. 14 m
5. 61 cm

B. Multiplication

Multiplying up to a 4-digit number by a 2-digit number

1.
 - a. 1448
 - b. 43092
 - c. 109464
 - d. 51870
 - e. 120820

2. 98200
3. 61919 trees
4. 76545
5. 75648
6. 5075
7. 75790
8. 118776
9. 16952

Estimating products

1.
 - i) $2020 \times 50, 101000$
 - ii) $6230 \times 30, 186900$
 - iii) $7140 \times 90, 642600$
 - iv) $8470 \times 90, 762300$
2. 37800
3. 70500
4. 271200
5. 11700
6. 17700
7. 8000

Patterns involving multiplication

1.
 - a. 315, 360, 405
 - b. 360, 420, 480
 - c. 150, 175, 200
 - d. 72, 84, 96
2. 100, 150, 200, 250
3. 150, 180
4. 30, 90, 120, 180
5. Accept all correct answers

C. Division

Division of up to a 4 digit number by up to a 3 digit number

1.
 - a. 29 remainder 32
 - b. 24

- c. 29 remainder 50
- d. 24
- e. 22 remainder 120
- f. 21 remainder 210
2. 115 trays
3. 300 apples
4. 16 pencils
5.
 - a. 59 shelves
 - b. 10 books
6. 20 walls
7.
 - a. 33 bags
 - b. 90 bags
8. 6 people
9. 14 seats
10.
 - a. 15
 - b. 200

Estimating quotients by rounding off the dividend and divisor to the nearest ten

1. 12
2.
 - i) $2020 \div 20, 101$
 - ii) $3120 \div 30, 104$
 - iii) $7020 \div 130, 54$
 - iv) $9100 \div 140, 65$
 - v) $8580 \div 110, 78$
 - vi) $7260 \div 220, 33$
3. 987
4. 15
5. 44
6. 15
7. 16

Combined operations involving addition, subtraction, multiplication and division

1.
 - a. 100
 - b. 68
 - c. 45
 - d. 190
 - e. 65
2. 200
3. 400
4. 256
5.
 - a. 445
 - b. 44
 - c. 528
 - d. 5280

D. Fractions

Identifying LCM of given numbers

1.
 - a. 40
 - b. 18
 - c. 60
 - d. 45
 - e. 120
2.
 - a. 180
 - b. 180
 - c. 616
 - d. 147
3. 75
4. 120 minutes
5.
 - a. 24 minutes
 - b. 7:24 am

Addition of fractions using LCM

1.
 - a. $11/12$
 - b. $7/8$
 - c. $1\frac{1}{2}$
 - d. $1\frac{7}{20}$
 - e. $1\frac{9}{20}$
 - f. $23/24$
 - g. $1\frac{5}{12}$
 - h. $1\frac{8}{15}$
2. $1\frac{7}{12}$
3. $1\frac{7}{24}$
4. $5/6$
5. $17/24$
6. $3/4$
7. $7/8$
8. $1\frac{3}{20}$

Subtraction of fractions using LCM

1.
 - a. $1/4$
 - b. $4/21$
 - c. $1/12$
 - d. $1/4$
 - e. $3/8$
 - f. $1/18$
 - g. $1/3$
 - h. $2/9$
 - i. $5/18$
 - j. $7/16$
 - k. $29/90$
2. $1/10$
3. $1/4$
4. $1/5$
5. $7/24$
6. $1/3$
7. $13/30$

Addition of mixed numbers

1.
 - a. 4
 - b. $7\frac{3}{4}$
 - c. $3\frac{7}{8}$
 - d. $7\frac{5}{6}$
 - e. $3\frac{5}{6}$
 - f. $7\frac{22}{35}$
 - g. $12\frac{1}{2}$
 - h. $15\frac{3}{4}$
 - i. $14\frac{47}{60}$
2. $3\frac{3}{4}$
3. $4\frac{1}{12}$
4. $4\frac{11}{12}$
5. $5\frac{5}{6}$
6. $6\frac{39}{40}$
7. $4\frac{1}{6}$

Subtraction of mixed numbers

1.
 - a. $4\frac{13}{72}$
 - b. $4\frac{16}{35}$
 - c. $1\frac{3}{4}$
 - d. $6\frac{3}{4}$
 - e. $2\frac{1}{2}$
 - f. $\frac{1}{2}$
 - g. $3\frac{9}{10}$
 - h. $9\frac{4}{33}$
 - i. $1\frac{7}{8}$
2. $1\frac{3}{4}$
3. $3\frac{1}{6}$
4. $1\frac{7}{12}$
5. $2\frac{7}{8}$

Identifying reciprocal of fractions

1.
 - a. $\frac{1}{7}$
 - b. $\frac{1}{10}$
 - c. $\frac{1}{8}$
 - d. $\frac{7}{6}$
 - e. $\frac{10}{9}$

2.
 - a. $\frac{5}{2}, \frac{2}{5}$
 - b. $\frac{24}{5}, \frac{5}{24}$
 - c. $\frac{62}{7}, \frac{7}{62}$
 - d. $\frac{21}{9}, \frac{9}{21}$
 - e. $\frac{41}{16}, \frac{6}{41}$
3. $\frac{7}{2}$
4. $\frac{9}{5}$
5. $\frac{11}{4}$

Working out squares of fractions

1.
 - a. $\frac{25}{49}$
 - b. $\frac{64}{81}$
 - c. $\frac{121}{144}$
 - d. $\frac{4}{9}$
 - e. $\frac{100}{169}$
 - f. $2\frac{1}{4}$
 - g. $4\frac{21}{25}$
 - h. $30\frac{1}{4}$
2.
 - a. $\frac{1}{4}$
 - b. $\frac{1}{16}$
 - c. $\frac{1}{9}$
 - d. $\frac{25}{36}$
 - e. $\frac{81}{121}$
 - f. $5\frac{1}{16}$
3. $\frac{9}{64}$
4. $\frac{25}{36}$
5. $\frac{4}{81}$

Converting fractions to equivalent fractions with denominator 100

1.
 - a. $\frac{50}{100}$
 - b. $\frac{52}{100}$
 - c. $\frac{60}{100}$
 - d. $\frac{60}{100}$
 - e. $\frac{40}{100}$

2.
a. 20
b. 2
c. 50
d. 50

Converting fractions into percentages

1.
a. 50%
b. 50%
c. 60%
d. 83.3%
e. 53.3%
f. 52%
g. 75%
2. 75%
3.
a. 60%
b. 40%
4. 62.5%
5. 60%
6. 60%
7. 58.3%

Converting percentages to fractions

1.
a. $\frac{1}{50}$
b. $\frac{1}{20}$
c. $\frac{1}{5}$
d. $\frac{7}{20}$
e. $\frac{9}{20}$
f. $\frac{9}{10}$
2. $\frac{1}{4}$
3. $\frac{1}{10}$
4. $\frac{2}{5}$
5. $\frac{9}{20}$

E. Decimals

Identifying decimals up to ten thousandths

1.
b. 2.1623
c. 7.923
d. 8.560
e. 9.8921
f. 1.7602
2.
a. Hundredths
b. Thousandths
c. Tenths
d. Ten thousandths
e. Hundredths
3. 2
4. 6

Rounding off decimals

To 1 decimal place

1.
a. 7.9
b. 13.5
c. 9.5
d. 2.6
2. 24.8
3. 53.5
4. 3.0

To 2 decimal places

1.
a. 5.68
b. 12.35
c. 9.47
d. 3.14
2. 1.76
3. 345.79
4. 1.68

To 3 decimal places

1.
 - a. 8.126
 - b. 3.428
 - c. 7.164
 - d. 0.325
2. 12.346
3. 0.457
4. 4.123

Converting decimals to fractions

1.
 - a. $\frac{1}{10}$
 - b. $\frac{23}{100}$
 - c. $\frac{1}{8}$
 - d. $\frac{59}{1250}$
 - e. $\frac{383}{2500}$
 - f. $\frac{3}{4}$
 - g. $\frac{14}{250}$
 - h. $\frac{3}{125}$
2. $\frac{1}{4}$
3. $\frac{33}{40}$
4.
 - a. $\frac{11}{20}$
 - b. $\frac{9}{20}$

Converting fractions to decimals

1.
 - a. 0.2
 - b. 0.5
 - c. 0.15
 - d. 0.98
 - e. 0.7
 - f. 0.36
 - g. 0.4
 - h. 0.52
 - i. 0.043
 - j. 0.003
 - k. 0.65

2. 0.4
3.
 - a. 0.4
 - b. 0.6
4.
 - a. $\frac{2}{5}$
 - b. 0.6
 - c. 0.4

Converting decimals to percentages

1.
 - a. 50%
 - b. 85%
 - c. 75%
 - d. 24%
 - e. 95%
 - f. 31%
 - g. 45%
2. 25%
3. 40%
4.
 - a. i) 0.5
ii) 0.3
 - b. $\frac{1}{5}$
 - c. i) 20%
ii) 32%
iii) 48%

Converting percentages to decimals

1.
 - a. 0.85
 - b. 0.6
 - c. 0.9
 - d. 0.25
 - e. 0.15
 - f. 0.5
2. 0.6
3. 0.9
4. 0.4
5. 0.55

Addition of decimals up to 4-decimal places

1.
 - a. 201.9993
 - b. 100.003
 - c. 1.0007
 - d. 100.0033
 - e. 99.7079
 - f. 66.3570
2. 12.5 litres
3. 2.590 kgs
4. 4.390 kms
5. 3.75 litres
6. ksh 353.50

Subtraction of decimals up to 4-decimal places

1.
 - a. 12.449
 - b. 33.315
 - c. 11.2816
 - d. 125.125
 - e. 42.3321
 - f. 55.5330
2. 3.22
3. 7.463
4. 1.830
5. 1.230
6. 14.3559

F. Inequalities

Forming simple inequalities

1.
 - a. False
 - b. True
 - c. False
 - d. True

2.
 - a. $<$
 - b. $<$
 - c. $>$
 - d. $>$
 - e. $>$
3. $b + b + 2 < 18$
4. $y + 2y > 108$
5. $m + m + 5 < 27$
6. $5 + 4 < 25$
7. $x + x + 5 > 12$
8. $c + c - 4 < 12$
9. $x + \frac{1}{2}x > 6$

Simplifying and solving inequalities in one unknown

1.
 - a. $y > 6$
 - b. $m < 17$
 - c. $c > 16$
 - d. $r < 4$
 - e. $8 < n$
 - f. $\frac{3}{4}s < 56$
2.
 - a. $a < 2$
 - b. $p > 4$
 - c. $b < 19$
 - d. $m < 1$
 - e. $n > 2$
 - f. $b < 96$
3. $w + 48 > 120$
 $w > 72$
4. $r + 75 < 200$
 $r < 125$
5. $t - 32 < 64$
 $t < 96$
6. $5 + 22 < 60$
 $5 < 38$

Measurement

A. Length

Using the millimetre (mm) as a unit of measuring length

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers

Relationship between millimetre (mm) and centimetre (cm)

1. Accept all correct answers

Converting centimetres into millimetres and vice versa

1.
 - a. 60 mm
 - b. 200 mm
 - c. 450 mm
 - d. 265 mm
 - e. 128 mm
2.
 - a. 4 cm
 - b. 5 cm
 - c. 8 cm
 - d. 15 cm
 - e. 12 cm
3. 80 mm
4. 6 cm
5. 15 cm 2 mm
6. 2445 mm
7. 7 cm
8. 1408 mm
9. 18 cm 2 mm

Addition of centimetres and millimetres

1.
 - a. 163 cm 2 mm
 - b. 36 cm 4 mm
 - c. 56 cm 7 mm
 - d. 75 cm 9 mm
 - e. 52 cm 9 mm
 - f. 81 cm 2 mm
2. 102 cm 3 mm
3. 97 cm 9 mm
4. 50 cm 4 mm
5. 57 cm 7 mm
6. 85 cm 9 mm
7. 105 cm 6 mm

Subtraction of centimetres and millimetres

1.
 - a. 8 cm 5 mm
 - b. 14 cm 4 mm
 - c. 10 cm 5 mm
 - d. 59 cm 7 mm
 - e. 60 cm 1 mm
 - f. 1 cm 9 mm
 - g. 12 cm 9 mm
2. 86 cm 7 mm
3. 24 cm 5 mm
4. 11 cm 4 mm
5. 41 cm 9 mm
6. 43 cm 8 mm
7. 65 cm 2 mm
8. 36 cm 4 mm

Multiplication of centimetres and millimetres

- 241 cm 6 mm
 - 51 cm 0 mm
 - 73 cm 5 mm
 - 18 cm 6 mm
 - 58 cm 2 mm
- 73 cm 2 mm
- 63 cm 5 mm
- 76 cm 2 mm
- 167 cm 4 mm
- 122 cm 0 mm
- 52 cm

Division of centimetres and millimetres

- 3 cm 2mm
 - 5 cm 1 mm
 - 2 cm 3 mm
 - 8 cm 1 mm
 - 8 cm 1mm
- 31 cm mm
- 21cm 5 mm
- 12cm 6 mm
- 40 cm 3 mm
- 12 cm 5 mm

Circumference of a circle

- $\pi \times D$
- 264 cm
- 42cm, 264 cm
 - 5.6 cm, 17.6 cm
 - 2.5 cm, 15.7 cm
 - 24.5 cm, 49 cm
- 88 cm
 - 440 cm

- c. 132 cm
- 330 cm
- 157.1 cm
- 52800 cm

B. Area

Area of triangles

- 42 cm²
 - 90 cm²
 - 350 cm²
 - 154 cm²
- 175 cm²
- 800 cm
- 90000 cm²
- 100 cm
- 80 cm²

Area of combined shapes

- 836 cm²
 - 134 cm²
 - 18 cm²
 - 268 cm²
 - 108 cm²
- 4600 cm²

Estimating area of a circle

- Accept all answers.

C. Capacity

Identifying the relationship among cubic centimetres (cm³), millilitres and litres

- 2
 - 300
 - 500

- d. 250, 0.25
- 2. 250 cm³
- 3. 1000 ml
- 4. 500cm³
- 5. 8000 cm³
- 6. 100 cm³
- 7. 2000 ml
- 8. 1 litre

Converting litres to millilitres

- 1.
 - a. 600 ml
 - b. 3500 ml
 - c. 10000 ml
 - d. 4500 ml
 - e. 2000ml
- 2. 25000 ml
- 3. 60000 ml
- 4. 70000 ml
- 5. 10000ml
- 6. 4500 ml

Converting millilitres to litres

- 1.
 - a. 0.6 l
 - b. 1.1 l
 - c. 5 l
 - d. 4.5 l
 - e. 3.8 l
- 2. 3 l
- 3. 25 l
- 4. 200 l
- 5. 3 l
- 6. 0.15 l
- 7. 4.2 l

Converting litres (L) to cubic centimetres (cm³) and vice versa

- 1.
 - a. 250 cm³
 - b. 3000 cm³
 - c. 72000 cm³
 - d. 50 cm³
 - e. 10000 cm³
- 2.
 - a. 0.45 cml
 - b. 1.25 l
 - c. 5 l
 - d. 0.085 l
 - e. 10 l
- 3. 8000 cm³
- 4. 15000 cm³
- 5. 0.35 l
- 6. 18 l

Converting millilitres (ml) to cubic centimetres (cm³) and vice versa

- 1.
 - a. 30 cm³
 - b. 125 cm³
 - c. 250 cm³
 - d. 875 cm³
- 2.
 - a. 60 ml
 - b. 900 ml
 - c. 250 ml
 - d. 1200 ml
 - e. 45 ml
- 3. 2cm³
- 4. 750 ml
- 5. 1200 ml
- 6. 3 cm³

D. Mass

Tonne as a unit for measuring mass

1. C, E
2. Accept all correct answers

Converting kilograms to tonnes and tonnes to kilograms

1.
 - a. 22 t
 - b. 10 t
 - c. 66 t
 - d. 12 t
2.
 - a. 13000 kg
 - b. 2300 kg
 - c. 78000 kg
 - d. 15000 kg
3.
 - a. 45 t 334 kg
 - b. 6 t 540 kg
 - c. 43 t 210 kg
 - d. 7 t 600 kg
4. 24 t 750 kg
5. 113 t
6. 30000 kg
7. 2000 kg
8. 20000 kg
9. 2 t 300 kg
10. 5 t 275 kg
11. 15250 kg
12. 1500 kg

Addition of tonnes and kilograms

1.
 - a. 26 t 020 kg
 - b. 12 t 972 kg
 - c. 37 t 000 kg
 - d. 18 t 959 kg
 - e. 20 t 150 kg
 - f. 14 t 10 kg

2. 3t 850 kg
3. 144 t 180 kg
4. 26 t 100 kg
5. 8 t 50 kg
6. 17 t 150 kg
7. 14 t 50 kg
8. 10 t

Subtraction of tonnes and kilograms

1.
 - a. 5 t 250 kg
 - b. 5 t 850 kg
 - c. 5 t 350 kg
 - d. 3 t 750 kg
 - e. 6 t 175 kg
2. 1 t 100 kg
3. 4 t 700 kg
4. 3 t 250 kg
5. 2 t 900 kg
6. 11 t 825 kg
7. 12 t 375 kg
8. 11 t 850 kg

Multiplication of tonnes and kilograms

1.
 - a. 16 t
 - b. 23 t
 - c. 24 t 375 kg
 - d. 12 t 800 kg
 - e. 35 t 950 kg
2. 18 t 750 kg
3. 36 t 400 kg
4. 15 t
5. 42 t 375 kg
6. 7 t 875 kg
7. 24 t 900 kg
8. 21 t 132 kg

Division of tonnes and kilograms

1.
 - a. 4 t 200 kg
 - b. 3 t 150 kg
 - c. 2 t 300 kg
 - d. 3 t 50 kg
2. 3 t 100 kg
3. 2 t 500 kg
4. 2t 775 kg
5. 1 t 950 kg
6. 6 t 75 kg
7. 350 kg
8. 4 t 40 kg

E. Time

Identifying time in a.m. and p.m.

1.
 - a. am
 - b. am
 - c. pm
 - d. pm
 - e. am
 - f. am
2.
 - a. 5.00 am
 - b. 5.30 pm
 - c. 3.00 am
3.
 - a. 12.25 am
 - b. 11.45 am
 - c. 10.00 am
 - d. 4.00 pm
 - e. 2.45 am
 - f. 9.30 am

Relating time in a.m. and p.m. to the 24h clock system

1.
 - a. 0400 h
 - b. 2140
 - c. 1105
 - d. 1735
 - e. 1245
 - f. 0800 h
 - g. 1625
 - h. 0600h

Converting time from 12h to 24h and 24h to 12h system

1.
 - a. 0930 hrs
 - b. 2130 hrs
 - c. 0400 hrs
 - d. 1600 hrs
 - e. 1130 hrs
 - f. 2330hrs
2.
 - a. 12:45 am
 - b. 11:15 pm
 - c. 10:00 pm
 - d. 7:05 am
 - e. 2:10 am
 - f. 12:30 pm
3. 7:30 pm
4. 2100hr

Interpreting travel timetable

1.
 - a. 6:00 pm
 - b. Mtito andei, for 1 hour
 - c. 45 minutes
 - d. 1:20 pm
 - e. 1 hour 10 minutes
 - f. 12 hours

2.
 - a. 05:00 am
 - b. 5 minutes
 - c. 07:10 am
 - d. 2hrs 45 minutes
 - e. 1410 hrs / 2:10 pm
 - f. 1845 hrs
3.
 - a. Matathia for 1 hour
 - b. 1230 hrs
 - c. 2hrs 45 minutes
 - d. 4 hrs 15 minutes
 - e. 8 hrs 45 minutes
 - f. 1620 hrs

F. Money

Preparing a simple budget

1.
 - a. ksh 9500
 - b. ksh 4000
 - c. ksh 13000
 - d. ksh 2000
 - e. ksh 800
2.
 - a. ksh 12500
 - b. ksh 5000
 - c. ksh 1000
 - d. ksh 1500
3. Accept all correct answers

Profit and loss

Profit

1. 20
140
8
85
40

2. 225
3. 105
4. 200
5. 3
6. 610

Loss

1.
 - a. 25
 - b. 80
 - c. 90
 - d. 5
 - e. 200
2. ksh 10
3. ksh 20
4. ksh 1100
5. ksh 8450
6. ksh 2500000
7. ksh 600

Types of taxes

1. Income tax
2. VAT
3. Value added tax
4. Ksh 46500
5. Ksh 23200
6. Ksh 3250

Geometry

A. Lines

Constructing parallel lines

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers
4.
 - a. CD, AB, CA, DB
 - b. UV, WX
 - c. QR, ST, QS, RT
 - d. None
 - e. EF, GH, EG, FH

Bisecting lines

1. Accept all correct answers
2. Accept all correct answers

Constructing perpendicular lines

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers

B. Angles

Identifying angles on a straight line

- a. MOK, LON, KON
- b. TOD, DOK, KOL, COL
- c. AXD, DXC, BXC
Accept any other correct answer

Measuring angles on a straight line

- a. Accept all correct answers
- b. Accept all correct answers

- c. Accept all correct answers
- d. Accept all correct answers

Working out sum of angles on a straight line

- a. 80°
- b. 125°
- c. 60°
- d. 45°
- e. 35°
- f. 80°

Sum of angles in a triangle and rectangle

- a. 45°
- b. 45°
- c. 80°
- d. $90^\circ, 90^\circ$
- e. 60°

Constructing equilateral triangles

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers

Constructing right angled triangles

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers
4. Accept all correct answers

Constructing isosceles triangles

1. Accept all correct answers
1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers
4. Accept all correct answers

C. 3-D Objects

1. Accept all correct answers
2.
 - a. 6 faces, 8 vertices, 12 edges
 - b. 5 faces, 8 vertices, 12 edges
 - c. 2 face, 2 edges
 - d. 3 faces, 2 edges
3.
 - a. 5
 - b. 12
 - c. 8
4.
 - a. Cylinder
 - b. Pentagon
 - c. Briefcase
 - d. Square
 - e. Cone
 - f. Sphere

Plane figures in 3-D objects

1.
 - a. 6 square faces
 - b. 2 faces
 - c. 6 rectangular faces

Data Handling

A. Bar Graphs

Collecting and representing data using frequency tables

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers
4. Accept all correct answers
5. Accept all correct answers

Representing data using pictographs

1. Accept all correct answers
2. Accept all correct answers
3.
 - a. 96 eggs
 - b. Ksh 420
 - c. 20 eggs
4. Accept all correct answers

Representing data through piling

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers
4. Accept all correct answers

Representing data using bar graphs

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers
4. Accept all correct answers

Interpreting information from bar graphs

1.
 - a. Friday
 - b. 10
 - c. Monday
 - d. 120
 - e. ksh 30000
 - f. Tuesday and Thursday
2.
 - a. Bananas
 - b. 10
 - c. 14
 - d. 5 types of fruits
 - e. 64
 - f. pawpaw
 - g. avocado
 - h. 32

Assessment Test Paper 1

1. 696969
2. hundreds of thousands
3. 95000
4. 35
5. 60
6. 57555,55755,55575,55557
7. 64806
8. 620
9. 560
10. $\frac{13}{20}$
11. $\frac{9}{26}$
12. 350
13. 49 cm
14. 11 hours
15. Accept all correct answers

Assessment Test Paper 2

1. 11.0008
2. 4
3. 286 cm 3m
4. 441 cm²
5. 3000 cm³
6. 15 t
7. 5 $\frac{1}{2}$
8. 1345 hrs
9. 6
10. 165 cm 9mm
11. B
12. 688 cm²
13. Ksh 500
14. 32 %
15. 16 m

Assessment Test Paper 3

1. 167000
2. 15
3. 9 t 500 kg
4. 88cm²
5. 25o
6. 2130hr
7. 1620cm³
8. 1.2 l
9. Ksh 35
10. Accept all correct answers
11. 8
12. 87 l 430 ml
13. Cube, cuboid, cylinder
14. 9:07 pm
15. 6 faces, 8 vertices and 12 edges.

Assessment Test Paper 4

1. 3.468
2. 337088
3. 11392
4. 14
5. $3 \frac{13}{28}$
6. 75
7. $\frac{81}{21}$
8. 12.380
9. 153 kg
10. 5 cm 1 mm
11. 615.8 cm^2
12. $1 \frac{3}{4}$
13. Accept all correct answers
14. 1566 cm^2
15. 60o

Assessment Test Paper 5

1. 810 mm
2. 129000
3. 5490
4. 20000
5. 53 t 550 kg
6. $14 \frac{1}{4}$
7. 0.25
8. 24.9 kg
9. 1 hour 40 min
10. 1.8 km
11. $m - 23 < 50$
12. 77 eggs
13. 52 %
14. 1920 m
15.
 - a. 19
 - b. 15
 - c. Thursday
 - d. 194 women

KPSEA Sample Assessment

1. A
2. C
3. B
4. B
5. A
6. A
7. D
8. A
9. C
10. A
11. A
12. B
13. C
14. B
15. B
16. C
17. C
18. B
19. D
20. D
21. B
22. B
23. D
24. B
25. B
26. C
27. C
28. B
29. C
30. C



English

Child Labour

A. Listening and Speaking

1.

hear near peer smear tears spear
dear clear fear cheer mere

2. ea in all the words

3.

- a. simile
- b. metaphor
- c. proverb
- d. idiom

4.

- a. work, dull
- b. light work
- c. the mice will play
- d. there is fire.

5.

- a. light
- b. bat
- c. snow
- d. proud

6.

Idiom	Meaning
All ears	Listening attentively.
Beat around the bush	Avoiding to say the truth.
Bury the hatchet	Make peace.
Cry over spilt milk	Complain worry about what happened and will never change.
Cost an arm and a leg	Too expensive.
A piece of cake	Simple.

7.

- a. castles
- b. leg
- c. lion
- d. feather

8. a.

- i. younger than the age at which a particular activity is legally allowed.
 - ii. A child whose parents are dead.
 - iii. a home for children whose parents are dead or cannot care for them.
 - iv. Tired
 - v. People who are employed to do chores such as cooking and cleaning.
 - vi. The amount of money an employee is paid monthly to do their job.
- b. Accept reasonable answers
- c. The story is about Timo the Turtle and Lenny the Cub. Timo is a hardworking orphan who fends for himself. Lenny is the child of a king. He does not work; he has servants who provide for him. One time, there is drought and the forest dries. There is not enough food. Lenny borrows Timo something to eat as he has gone for days without eating. Timo offers to share his meal. He reminds Lenny to learn to fend for himself.
- d. The sun set like a golden ball of fire fur as golden as the morning sun. the sun was beating down like an angry drum.

Stomach growled like a
thunderstorm

As slow as a snail.

- e. A stitch in time saves nine
hard work always pays off.
An idle mind is the devil's workshop
- f. Accept relevant correct answers.

B. Reading

1. library, bookshop, borrowing from friends
2.
 - a. A book containing maps showing where things are made or found.
 - b. A book that contains a list of words in alphabetical order and provides their meaning.
 - c. A book that gives information about many topics or many aspects of one topic.
 - d. A type of dictionary in which words with similar meanings are arranged in groups.
3.
 - a. Child labour is when children are made to work in jobs that are too difficult, dangerous or harmful for them.
 - b. The Kenyan Constitution says that every child has the right to be protected from harmful labour. It also says that children have the right to education and no one should stop them from going to school.
 - c. farms, on mines, in people's homes.
 - d. Children's Court
 - e.
 - i. Money paid to an employee after hours worked.

- ii. To have someone work and pay them.
- iii. Causes harm or injuries.
- iv. A set of laws that govern a country.

4.

¹ c	h	³ o	r	e		⁵ s	
		r				t	
² e	m	p	l	o	y	e	r
		h					e
⁴ l	a	b	o	u	r	e	
		n					t

- b. Accept relevant answers.

C. Grammar in Use

1. Accept relevant correct answers
2.
 - a. a lot of
 - b. enough
 - c. each
 - d. some
3. Accept reasonable correct answers.

D. Writing

1. Personal information form, library registration form, trip permission form, reading club membership form, medical history form, class attendance register, sports registration form, and savings account application form. (Accept any other relevant correct answer.)
2. Forms are a way to communicate specific details. Filling them correctly ensures that the message is clear and understood. (Accept any other relevant correct answer.)
3. Accept relevant correct answer

4. Personal information such as name, date of birth, gender, contact information and emergency contact information, medical history like any existing medical conditions, current medications if any, allergies if any, family medical history and immunisation records. (Accept any other relevant answers.)
5. Accept relevant correct answer.

Cultural and Religious Celebrations

A. Listening and Speaking

- Accept relevant correct answer
- Sound l
 - Sound r
 - Sound l
 - Sound r
- Accept relevant correct answers.
- Accept relevant correct answers.
- double joy, b. half sorrow
 - is not gold.
 - run deep
 - without fire
- A family reunion
 - Blood is thicker than water.
 - As familiar as an old friend, strong like a tree standing tall against strong winds.
 - we eat like kings
 - look forward to
- Accept reasonable answers.

B. Reading

- Accept reasonable answers
- Amina, Jamal, Dad and Mom
 - Amina
 - They found a lost kitten
 - That Christmas is about giving and caring for others.
- Christmas, Christmas eve, mandazis, children, Christmas carols, kitten, Mwezi

C. Grammar in Use

- car (C)
 - joy (A)
 - cake (C)
 - bravery (A)
- Accept reasonable correct answers.
- cake
 - love
 - Imam
 - friendship

4.

Concrete nouns	Abstract nouns
phone	freedom
computer	happiness
beach	sadness

- Accept reasonable correct answers.

D. Writing

- We heard a loud knock on the classroom door.

We all looked around and wondered what was happening.

Suddenly, the door opened.

The teacher entered with some festival decorations.
- cloud nine
 - It means to start a conversation in a social setting to make people feel more comfortable.
 - Accept reasonable correct answers.

3.

- a. feather
- b. lion
- c. thunderstorm

4.

- a. She was a bee at the party.
- b. She is a walking dictionary
- c. He is a rock. Accept reasonable correct answers.

5. Accept reasonable correct answers.

6. Accept reasonable correct answers.

Etiquette - Telephone

A. Listening and Speaking

1. Accept reasonable correct answers.
2.
 - a. ir
 - b. or
 - c. a
 - d. ar
3. Accept reasonable correct answers.
4. Accept reasonable correct answers.
5.
 - a. hello
 - b. So that the other person can understand you
 - c. Wait until they finish to speak
 - d. Thank the person on the call and say goodbye
6.

Hello
I am fine, thank you
I am fine too
Respect
Interrupting
to talk
goodbye
thank you
Goodbye
7.
 - a. a set of rules that helps people understand how they should behave in particular situations.
 - b. an action, movement, or sound that gives information, a message, a warning, or an order

- c. a number of computers that are connected together so that they can share information.
- d. to operate a phone or make a phone call to someone by choosing a particular series of numbers on the phone
- e. Polite and showing respect.

8.

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

9. Accept reasonable correct answers.

B. Reading

1.
 - a. Sam's aunt Jane called him because she had lost her phone and could not find it
 - b. Sam suggested that his aunt check the living room, behind the furniture, under the couch cushions and later the bedroom.
 - c. She was frustrated because she needed her phone and could not find it. She looked for it in several places.
 - d. Sam was calm, patient and polite. He listened carefully to his aunt's

problem. He offered helpful advice and assured that everything would be fine.

- e. feeling upset or annoyed because of being unable to change or achieve something.
- f. calm or understanding
- g. anxious or agitated
- h. recommend or advise

2.

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

C. Grammar in Use

1.
 - a. either, or
 - b. neither, nor
 - c. either, or
2.
 - a. either, or
 - b. neither, nor
 - c. either, or
3.
 - a. how
 - b. where
 - c. who
4.
 - a. I can neither see Jane nor Grace.
 - b. I am expecting either Charo or Munene to visit me.

- c. We can neither sing nor dance
- d. Mbeya is either a nurse or a teacher

5. Accept reasonable correct answers
6. How, where, who, how, where

D. Writing

1.
 - a. Accept reasonable correct answers.
 - b.

Acronym	Full form
KWS	Kenya Wildlife Service
ATM	Automated Teller Machine
NBK	National Bank of Kenya
KRCS	Kenya Red Cross Society
KPLC	Kenya Power and Lighting Company

2.
 - a. NBK
 - b. KWS
 - c. KPLC
 - d. KRCS
3. Accept reasonable correct answers.
4.
 - a. doctor
 - b. street
 - c. television
 - d. mister
 - e. avenue
5. Accept reasonable correct answers.

Emergency Rescue Services

A. Listening and Speaking

1. Accept reasonable correct answers
2. cure, tour, assure, lure, pure, procure, sure, endure, gourd, insure
3.
 - a. lure
 - b. tour
 - c. mature
 - d. tenure
4.
 - a. rescue (V)
 - b. rescue (N)
 - c. contact (N)
 - d. contact (V)
 - e. support (N)
 - f. support (V)
5.
 - a. verb
 - b. noun
 - c. noun
 - d. verb
 - e. noun
 - f. verb
6.
 - a. contact, verb
 - b. contact, noun
 - c. urgent, adjective

B. Reading

1.
 - a. Accept reasonable correct answers
 - b. using a phone while driving
 - c. use the phone later or when not driving
 - d. Accept reasonable correct answers

- e. alert
- f. first aid

2.

- Animal and insect bites
- Car accident
- Fire
- Falls
- Cuts

3. a.

b.

c.

d.

4.

- a. He tripped while playing.
- b. Bella stood behind Lilly and pushed inward and upward on her abdomen to remove the acorn.
- c. Timmy told Max to lean forward so that the blood would not run down his throat and to help the bleeding stop faster.
- d. Her chest heaved like a stormy sea. (simile) The tension finally melted away. (metaphor)
- e. Quick and flexible

C. Grammar in Use

1.

- a. who
- b. which
- c. whose
- d. whom

2.

- a. Someone
- b. anything

- c. Few
 - d. Everyone
 - e. no one
- 3.
- a. who
 - b. whose
 - c. whom
 - d. which
 - e. that
 - f. where
- 4.
- a. somebody
 - b. someone
 - c. each
 - d. anything
 - e. each
 - f. anybody
 - g. something
 - h. anybody
- 5.
- a. The boy who is wearing a red shirt is my friend.
 - b. I like the book which has a great ending.
 - c. The lady whose son is my classmate is a doctor.
 - d. We visited a museum which has ancient artifacts.
 - e. The car that belongs to my uncle broke down.

D. Writing

- 1.
- a. an official letter
 - b. It is used to communicate with people in positions of authority to address key issues.
 - c. polite and respectful language

2.

Joy Beatrice
P.O BOX 456
Eldoret

14th August, 2025

The Officer in Charge,
Emergency Rescue Services, P.O. Box
12345,
Nairobi.

Dear Sir/Madam,

REQUEST FOR EMERGENCY RESCUE SERVICES

I am writing to request your urgent help. Our area has experienced severe flooding and many homes are underwater. Please send the emergency rescue team as soon as possible.

Yours faithfully,
Joy Beatrice.

- 3. Accept reasonable correct answers.
- 4. Accept reasonable correct answers.

Our Tourist Attraction

A. Listening and Speaking

1.
 - a. cloth
 - b. breathe
 - c. think
 - d. thing
2.
 - a. there, through, thunder, further
 - b.

th sounds the same as think.	th sounds the same as those.
through, thunder	there, further

- c. by, through, at, under, across
- d. softly, wild and free, one by one,
- e. it has bright peaks

B. Reading

1.
 - a. non-fiction
 - b. fiction
 - c. non-fiction
 - d. fiction
2.
 - a. Someone who visits a place for pleasure and interest.
 - b. A person who travels within their own country.
 - c. The currencies of other countries.
 - d. by establishing protected areas for wild animals
Conservation activities and laws that protect wildlife.
 - e. Approximately 2 million every year.

C. Grammar in Use

1.
 - a. most famous
 - b. higher
 - c. bigger
 - d. beautiful
2.
 - accurate
 - heavier, heaviest
 - more expensive, most expensive
 - close, closest
3.
 - a. peaceful, Simple
 - b. longer, Comparative
 - c. most diverse, Superlative
 - d. drier, Comparative
4.
 - a. tallest
 - b. more comfortable
 - c. hotter
 - d. largest

D. Writing

1.
 - a. Accept reasonable correct answers.
 - b. Accept reasonable correct answers.
 - c. Accept reasonable correct answers.
2. c, h, a, d, b, f, e, g
3. Accept reasonable, correct answers.

Jobs and Occupation - Work Ethics

A. Listening and Speaking

1.
 - a. V
 - b. f
 - c. ua
2.
 - a. F
 - b. Tour
 - c. F
 - d. V
3.
 - a. During the tour, I found a pure cure for sure.
 - b. Five funny flamingos flew fast on Friday.
 - c. Vivian's van veered very violently through the village.
 - d. Vera found a fast cure during a furious village tour.
4.
 - a. value
 - b. virtue
 - c. occupation
 - d. Teamwork
5.
 - a. Falling
 - b. Rising
 - c. Falling
 - d. Rising

B. Reading

1. The stool, the book
2.
 - a. Mama Karanja, Karanja, Amina, Mrs Wanjiku, Mr Otieno

- b. Mr Otieno is a carpenter.
Mrs Wanjiku is a teacher.
- c. Two young people who are trying to find a career path. Accept reasonable answers
- d. Accept reasonable answers.
- e. You cannot climb to the top of a tree without bruises. Accept reasonable answers.

C. Grammar in Use

1.
 - a. True
 - b. True
 - c. False
 - d. False
2.
 - a. a dozen of
 - b. a lot of
 - c. a bowl of
3.
 - a. I have a carton of milk.
 - b. She bought a slice of cake.
 - c. They bought a crate of bottles of water.
 - d. We have plenty of time to finish the work.
4.
 - a. Jane bought a dozen of pegs.
 - b. She is holding a bottle of water.
 - c. There are a lot of learners in the school.
 - d. We have plenty of food to eat.

D. Writing

1. Any reasonable response.

Technology: Scientific Innovations

A. Listening and Speaking

1.

Words with short sound o		Words with long sound o	
top		horn	
Top	shop	Horn	grow
rob	dot	Foam	horn
Hot	mop	Home	short
nod	sock	Bone	sport
Dog	jog	Tone	fork
flock	pond	Rope	torn
Fox	cord	Hope	
Pot	hop	sword	
Gone	cob	Slope	
Log	cop	afford	
Top		Show	
Box			
Rock			

2.

- Pain
- Regret
- Happiness
- Surprise

3.

- They take turns sharing their stories and wait for the current speaker to finish before responding or adding their thoughts.
- Petra says, "Wait, wait, I want to share mine!" instead of interrupting rudely. Leah listens before asking her question.
- Talking at the same time would

create confusion and prevent anyone from understanding or appreciating the stories being shared.

- Kwame acknowledges Amina's story by saying, "That is interesting, Leah, but my story is different."
- It might disrupt the conversation and make the others feel disrespected, possibly leading to arguments or hurt feelings.
- Excuse me, can I add something? I would like to share my thoughts if that is okay.
- Leah listens to Petra's explanation and thoughtfully acknowledges the uniqueness of the story instead of dismissing it.

B. Reading

1.

- Non fiction
- Solar panels are important because they turn sunlight into electricity. They provide power to schools, hospitals and homes in areas where there are no power lines.
- Clean water technology, like water filters and purification systems, makes dirty water safe for drinking, thus preventing people from getting sick.
- Drip irrigation is a system that delivers just the right amount of water directly to crops. It is useful

because it saves water, especially in dry regions.

- e. Mobile phones allow learners to access online lessons and books. They help them learn even when they are far away from school.
- f. Accept any reasonable correct answer
- g. Accept any reasonable correct answer
- h.
- i. new ideas, methods or inventions that improve the way we live or do things.
- ii. soil that is rich and good for growing healthy plants.
- iii. Methods or systems used for travelling from one place to another, such as bicycles, cars, and airplane.
- iv. the process of making something clean or safe, such as making dirty water safe to drink.

C. Grammar in Use

1.
 - a. will be studying
 - b. will be travelling
 - c. will be cooking
 - d. will be working
2.
 - a. They will be writing the exam at 10 a.m.
 - b. He will be cleaning the house when I arrive.
 - c. The learners will be studying for their test tomorrow.
 - d. She will be shopping for her birthday gifts.

3.

- a. The learners will be preparing their presentations.
- b. The passengers will be boarding the aeroplane.
- c. The players will be starting the match.
- d. The farmer will be watering the plants.

D. Writing

1.
 - a. Mary said, "I love reading stories about technology."
 - b. "Can we go to the park?" asked Jack.
 - c. "It is a beautiful day!" the teacher said, "Let us go outside."
 - d. "I think he is right," whispered Ella.
 - e. "I cannot believe it!" shouted Muna, "We won the game."
 - f. Father asked, "What do you want for dinner?"
2. Accept any reasonable response.

The Farm - Animal Safety and Care

A. Listening and Speaking

1.
 - a. Should, watch
 - b. Catch, fish
 - c. Shin, chin
 - d. Cherries, dish
2.
 - a. Chalk
 - b. push
 - c. cheese
 - d. shell
3.
 - a. A river
 - b. An ox
 - c. A fire extinguisher
 - d. A helmet
4.
 - a. saves nine
 - b. When the cat is away
 - c. worth two in the bush.
 - d. has a silver lining.

B. Reading

1.
 - a. Because they give us food, help with work and provide company.
 - b. Plenty of water and rest.
 - c. By keeping them in a secure coop.
 - d. They provide more food and work for longer.
 - e. Caring for animals ensures they are safe, healthy and productive.

C. Grammar in Use

1.
 - a. Passive
 - b. Active
 - c. Passive
2.
 - a. The lesson was explained by the teacher.
 - b. The broken chair was fixed by father.
 - c. The questions were answered by the learners.
3.
 - a. James wrote the letter.
 - b. The house help cleaned the house.
 - c. The farmer picked the apples.
4.
 - a. Play
 - b. Announced
 - c. Were sold

D. Writing

1. b, d, a, c
2. Any acceptable response.

Lifestyle Diseases

A. Listening and Speaking

1.
 - a. care, pear
 - b. aeroplanes, airport
 - c. here, house, heavy
 - d. Fair, hair
 - e. Blouse
2.
 - a. bad
 - b. good
 - c. good
 - d. bad
3. Accept any correct answers.
4.
 - a. Eat healthy food and exercise frequently.
 - b. Falling sick from time to time.
 - c. Deep fried foods, process foods like soda, any acceptable answers.
 - d. Apple
 - e.
 - i. Turn on a new leaf.
 - ii. Prevention is better than cure, an apple a day keeps the doctor away.
 - iii. As fit as fiddle.
5.
 - a. The fact of being extremely fat, in a way that is dangerous for health.
 - b. A disease in which the body cannot control the level of sugar in the blood.
 - c. Not able to be cured.
6. Any acceptable responses.

B. Reading

1. Any acceptable responses.
2.
 - a. Kelvin is reflective, health-conscious, and serious about lifestyle choices, often reading about nutrition and health. Flora, on the other hand, is lively and carefree. They are quite different, but their contrasting personalities complement each other.
 - b. Kelvin was concerned about Flora's high consumption of sugary drinks and fried foods, especially given her family history of diabetes. Flora initially dismissed his concerns, believing that she was young and active enough to avoid such health issues.
 - c. Flora experienced persistent tiredness and intense sugar cravings, prompting her to consult a doctor. She was diagnosed as prediabetic.
 - d. Kelvin supported Flora by teaching her how to read food labels, introducing her to healthier recipes, and encouraging her to start going to the gym. He provided constant encouragement and practical advice to help her adopt a healthier lifestyle.
 - e. Flora replaced sugary and fried foods with salads and

experimented with healthier cooking methods. She also incorporated gym and physical activities into her routine. These changes improved her energy levels, reduced her sugar cravings, and made her feel more in control of her health.

- f. Friendship played a crucial role in helping Flora overcome her challenges. Kelvin's support, advice and encouragement were instrumental in motivating Flora to make significant lifestyle changes and improve her health.
- g. Accept relevant answers.

C. Grammar in Use

- 1.
 - a. slowly
 - b. tomorrow
 - c. outside
- 2.
 - a. Brightly
 - b. Fast
 - c. Cheerfully
- 3.
 - a. Correctly
 - b. Vigorously
 - c. Slowly
- 4.
 - a. Gently
 - b. Early
 - c. Outside

D. Writing

- 1.
 - a. My cousin is a well-known singer.
 - b. The twenty-five learners arrived early.
 - c. She wore a beautiful high-heeled shoe.
 - d. They are working on a state-of-the-art project.
 - e. She gave my mother-in-law a gift.
- 2.
 - a. She is a well-mannered child.
 - b. My mother is a part-time teacher.
 - c. This is a high-quality product.
 - d. The report was well written.
 - e. They played a long-awaited game.

Proper Use of Leisure Time

A. Listening and Speaking

1. Any acceptable responses.
- 2.

hair/air	yacht
leisure	that
air	part
hearing	habitat

3.
 - a. Wanjala says, "Sorry to cut you off, Nafula," before asking his question.
 - b. Nafula nods and answers Wanjala's question politely without getting upset.
 - c. It shows respect for the person speaking and helps keep the conversation friendly.
 - d. Wanjala suggests that after playing football, they could read books together under the tree.
 - e. Nafula listens carefully and then shares how she helps her grandmother with the garden.
 - f. They believe it helps them stay active, learn new things, and enjoy their time together.
 - g. happy

B. Reading

1.
 - a.
 - i. Playing with friends
 - ii. Helping in the garden
 - iii. Starting the day

- iv. Relaxing and reading
- v. Tidying up
- vi. Helping in the kitchen
- vii. Being creative
- viii. Reflecting on the day
- ix. Helping with chores
- x. Family bonding

b.

In the morning, Brian woke up early and decided to plan his Saturday wisely. He picked up his ball and called his friends to join him for a game at the field.

After the game, Brian rested under a tree and read a chapter from his favourite book about animals.

After lunch, he went to the garden to help his grandmother water the plants.

He also fed the chickens and made sure they had enough water.

When it started raining, Brian went inside and helped his mother prepare tea and snacks.

Later in the afternoon, he drew a colourful picture of Mount Kenya, which he had learnt about in school.

Brian cleaned his room and arranged his toys neatly on the shelves.

In the evening, Brian and his family sat together and shared stories about their day.

Before going to bed, Brian wrote in his journal about all the things he had done during the day.

- c. He picked up his ball and called

his friends to join him for a game on the field.

- d. He rested under a tree and read a chapter from his favourite book about animals.
- e. Brian helped his grandmother water the plants, feed the chickens, and ensure they had enough water.
- f. He drew a colourful picture of Mount Kenya, which he had learned about in school.
- g. He wrote in his journal about all the things he had done during the day.

2.

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

C. Grammar in Use

- 1. And, unless, such that, yet, although, even though
- 2.
 - a. Since
 - b. for
 - c. unless
 - d. although
- 3. accept any reasonable answers
- 4.
 - a. but
 - b. unless
 - c. but
 - d. but

D. Writing

- 1. any acceptable answers.
- 2. The playground is quiet and peaceful in the morning. Birds are chirping and the air smells fresh. There are green trees and colourful flowers everywhere. Children are playing on the swings and slides. I love visiting the playground because it makes me happy.
- 3. Any acceptable responses.
- 4. Any acceptable responses.

Sports - Indoor Games

A. Listening and Speaking

1.

Short sound u	Long sound u
Book	blue
look	moon
good	school
wood	food
foot	pool

2.

- Mood
- Look
- Wood
- Pool
- Foot
- Pool
- Put

3.

- sugar
- roof
- Should
- soup
- Cook
- Blue
- Statue

4.

- Amina, Linet, and the teacher use polite language.
- Thank you, please, I agree
- Amina, Linet and Peter show proper turn-taking skills by raising their hands before speaking.
- Brian and Mohammed

e. Brian is disrespectful. He interrupts Amina and says, Table tennis? That is boring. Chess is much better.

Mohammed speaks without raising his hand and interrupts Linet.

f.

Excuse me...

I'm sorry to interrupt, but...

May I add something?

Pardon me, but I'd like to say...

If I may...

B. Reading

1.

- Chess, table tennis, Scrabble, and Ludo.
- Chess is described as a battle of the mind, requiring strategy to win.
- Laughter is heard because the game is exciting, with the ball flying quickly back and forth, creating joy and fun.
- Scrabble improves language skills by helping players learn and form new words.
- Ludo is described as a simple game where players roll dice, cut tokens and aim to reach their goal.
- Accept relevant answers
- strategy – a careful plan to achieve a goal.
 - victory – the act of winning.

- iii. echoes – a sound that repeats after being reflected.
- iv. token – a small piece used in board games.
- v. adventures – exciting or unusual experiences.

2.

- a. A referee watches the game closely to enforce the rules of the game.
- b. It involves thinking and making decision under pressure from your opponent.
- c. Stadiums, courts, arenas, gymnasiums, halls or in pools.
- d. These are people who cheer their favourite teams as part of enjoyment.
- e. They bring people together, provide income, happiness and good health to people involved.
- f. Has an advantage over
- g. India, Iran
- h. Umpire
- i. They are awarded medals

C. Grammar in Use

1. Who, what, whom, when, how

2.

- a. Who
- b. How
- c. What
- d. How
- e. Where
- f. What
- g. Which

3.

- a. Who
Answer: Alfred Butts
- b. What
Answer: Four.
- c. Which
Answer: The pink square.
- d. Where
Answer: In the tile bag.

4. Accept reasonable answers.

D. Writing

1.

- a. joyful, excited, glad
- b. exhausted, weary, fatigued
- c. start, commence, initiate
- d. simple, straightforward, effortless
- e. assist, support, aid
- f. hilarious, amusing, humorous
- g. courageous, fearless, bold
- h. significant, valuable, essential

2. bad, dark, weak, soft, slow, unlucky, fair, happy, calm, win, lose

A. Listening and Speaking

1.
 - a. Treasure
 - b. Shoe- precious, pollution, selfish, fresh, trash, should, generations
2.

measure, pleasure, vision, treasure,
television, leisure, decision
shoe, ship, shirt, fish, share, sheep, shark,
fusion, dish, shower, shout
mirage, collage
3. usually, television, leisure, occasion, camouflage, Asia, camouflage, exposure
4.
 - a. Smiling warmly
 - b. James's nodding thoughtfully.
 - c. Sophie used gestures.
 - d. Ben crossed his arms
 - e. Alice tilted her head
 - f. Sophie gave a thumbs-up
 - g. Ben uncrossed his arms and smiled, showing he was ready to help.

B. Reading

1.
 - a. The Earth asks for care to stop her pain and save her from drying rivers and low fields.
 - b. It means acting early to protect the environment can prevent bigger problems later.

- c. Planting trees, cleaning rivers, and reusing, recycling and reducing.
- d. It means if we care for the environment, we will enjoy its benefits, but if we harm it, we will face the consequences.
- e. To show that the earth is valuable and must be cherished and protected.

C. Grammar in Use

1.
 - i. Time just flies, doesn't it?
 - ii. You've got a new job, haven't you?
 - iii. He isn't your son, is he?
 - iv. It is more correct to introduce him as my boss isn't it?
 - v. We should get going, shouldn't we?
 - vi. Being a stay-home dad is a full-time job, isn't it?
2.
 - a. Isn't it?
 - b. Can they?
 - c. Has she?
 - d. Does he?
 - e. Aren't I?
 - f. Won't they?
3. Any acceptable responses.
4.
 - a. Aren't you?
 - b. Does she?
 - c. Can't they?
 - d. Was it?
 - e. Won't you?
 - f. Wasn't it?

D. Writing

1. Accept reasonable responses.
2. Accept a reasonable response.
3. Accept a reasonable response.

Money - Trade

A. Listening and Speaking

1.

but	gate	book	pure
under	today	foot	woman
hundred	away	book	secure
jungle	display	good	mature
umbrella	survey	would	tour
run	essay	cook	sure
cup	obey		
	gray		

2.

- book
- cure
- pudding
- full
- stay
- bullet

3.

- the money that is used in a particular country at a particular time.
- to exchange goods for other things.
- things, but not people, that are transported by railway or road.
- money that is earned in trade or business after paying the costs of producing and selling goods and services.

4.

- Buy
- The money that is used in a particular country at a particular

time.

- A small shop that sells fashionable clothes, shoes, jewellery, etc.

5. any reasonable responses.

6. Any reasonable response.

B. Reading

1.

- Tea, coffee and flowers.
- Mombasa
- Goods travel by ships and aeroplanes.
- Fresh food, clothes, shoes and handmade crafts like baskets and jewellery.
- Trade helps people earn money to pay for school, food and other needs.
- Accept relevant answers.

2. Accept any relevant response.

C. Grammar in Use

1.

- under
- on
- towards
- through

2.

- on
- towards
- behind
- at
- under

3. Across, to, with, for, in, from, on, at, in, for, between, through, to, beyond

D. Writing

1.
 - a. unhappy
 - b. careful
 - c. redo
 - d. hopeless
 - e. unkind
2.
 - a. redo
 - b. careless
 - c. preheat
 - d. hopeful
3.
 - a. review
 - b. careful
 - c. undo
 - d. helpless
 - e. unkind
4.
 - a. preventable
 - b. excitable
 - c. fertilisation
 - d. brilliance
 - e. roofing
5.
 - a. careful
 - b. unhappy
 - c. fearless
6.
 - a. musician
 - b. expansion
 - c. technician
 - d. unicycle

Assessment Test 1

- 1.
- Their grandparents
 - The goats had run away
 - Helped Grandpa look for the goats
 - Resting near the river
 - It is about being together with family

- 2.
- fear, dear, hear
 - lack, week, leak
 - ray, roll, right

3.

c	b	l	g	c	k	p
p	s	a	l	a	r	y
r	t	w	m	w	y	g
o	r	p	h	a	n	l
m	e	h	c	g	d	k
l	e	g	s	e	s	m
s	t	n	f	s	h	c

- 4.
- dress
 - uniform, school
 - shoes
 - socks

5. Christmas

- 6.
- note
 - online

- 7.
- enough
 - a lot
 - each
 - some

8. Accept any correct sentences.

- 9.
- either....or
 - Neither....nor
 - Either....or
 - Neither....nor

- 10.
- Digital Versatile Disc
 - National Environment Management Authority
 - Short Message Service.
 - British Broadcasting Corporation
 - Acquired Immunodeficiency Syndrome

- 11.
- Keeps the doctor away
 - Flock together
 - Charity

- 12.
- proud
 - gall
 - poor

- 13.
- How
 - Where
 - Who

- 14.
- peace
 - celebration
 - respect

15. Accept any reasonable response.

Assessment Test 3

1. Accept any reasonable sentences
2.
 - a. raw
 - b. lice
 - c. blush
 - d. rock
3.
 - a. A person's health is their most valuable asset.
 - b. junk contributes to serious health conditions like severe obesity and heart disease.
 - c. Fiddle
 - d. Doctor
4.
 - a. A casket
 - b. A river
 - c. Zip
5.
 - a. Don't See eye to eye- Don't agree
 - b. Through thick and thin- Despite difficulties
 - c. From scratch- from the very beginning
 - d. Second thoughts- not sure about something
 - e. A piece of cake- very easy
6.
 - a. Will be going
 - b. Will be singing
 - c. Will be calling
 - d. Will be flying
7.
 - a. The bicycle was fixed by Frank
 - b. The veterinary doctor vaccinated the dog.
 - c. Delicious food was cooked by my sister.
8. c, b, a
9.
 - a. patiently
 - b. closely
 - c. happily
 - d. quietly
 - e. correctly
10.
 - a. concrete
 - b. abstract
 - c. concrete
 - d. concrete
 - e. abstract
11.
 - a. dog
 - b. chicks
 - c. island
 - d. let
 - e. smoke
12.
 - a. giraffe
 - b. razor/tack
 - c. rock
 - d. whip/fox
 - e. baby

13.

- a. “If you’re going to the store,” she said, “please buy some more eggs.”
- b. My very favourite book is ‘Worry not Lisa’ by Ngumi Kibera.
- c. All together, the children yelled, “Trick or treat!”
- d. The sign said, ‘Stop’.

14.

- a. On Monday, Jennifer joined a new school.
- b. Today the weather is fine, we can go out and play.
- c. “Anita! Anita!” mother called.
- d. January, March, May and September are all months of the year.

15. Accept any reasonable response.

Assessment Test 4

- 1.
- roots
 - food
 - boots
 - shoot

2.

	Word	Description
a.	Bully	An extended period of leisure and recreation spend away from home.
b.	Insult	Activity done during leisure time for pleasure.
c.	Vacation	A person who habitually seeks to intimidate and harm weak ones.
d.	Idle	Speak to someone irrespectively or abuse.
e.	Hobby	Avoiding work or lazy.

3.

- Won't it?
- Wouldn't he?
- Can he?
- Shouldn't you?
- Mustn't I?
- Shall we?

4. In, in, of, from, at, by, at, behind, outside, for, through, near, with, by

5.

- whose
- who
- which
- what
- how

6.

- Frank bought the ticket but he did not travel.
- You can succeed if you work hard.

- She did not drink her tea because it was cold.
- It was a sunny day so they went for a walk.

7.

- usually
- quickly
- everywhere
- eventually
- well

8.

- it supports both mental well-being and overall productivity.
- Doing puzzles, media entertainment, doing exercise or playing sports.
- Helps improve our thinking and solve problems more efficiently.
- They improve physical health and leave the mind feeling refreshed.
- Any appropriate response.

9.

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

10.

- opaque
- expensive
- heavy

- 11.
- a. drink/ refreshment
 - b. help
 - c. begin/ start
- 12.
- a. any
 - b. any
 - c. a little
 - d. some
 - e. few
13. Any acceptable responses
- 14.
- a. somebody
 - b. everyone
 - c. anyone
 - d. anyone
 - e. nobody
15. Any reasonable answer.

Assessment Test 5

1.
 - a. judge
 - b. television
 - c. jet
 - d. casual
 - e. jug
2.
 - a. People exchanged services and goods for other services and goods.
 - b. Using techniques that aid training such as the internet.
 - c. People and nations everywhere exchange goods and services directly without using money.
 - d. some items can't be divided to match value.
it's not practical for large or complex economies.
both parties must want exactly what the other offers.
3.
 - a. Very little
 - b. brave
 - c. If you deal with a small problem right away, you prevent it from becoming a much bigger problem later.
 - d. It is better for something to happen or be done late than for it not to happen at all.
4.
 - a. before
 - b. above
 - c. until
 - d. during
 - e. about
5.
 - a. Arrive, alive
 - b. Glass, grass
 - c. Road, load
 - d. Locks, rocks
 - e. Right, light
6.
 - a. Thank you
 - b. Please
 - c. Excuse me
 - d. Sorry
7.
 - a. Bring up
 - b. Go over
 - c. Move in
 - d. Make out
 - e. Based on
8. Accept any reasonable answers.
9. Accept any reasonable responses.
10.

d	f	b	w	t	m	s
e	x	p	o	r	t	r
c	g	m	t	a	a	l
p	h	l	h	d	x	w
f	i	n	v	e	s	t
s	k	c	n	s	d	b
r	e	d	f	p	n	c
11.
 - a. unfit
 - b. reopen
 - c. disqualified
12.
 - a. perishable
 - b. washing
 - c. careful

13.

- a. this
- b. whose
- c. which
- d. that
- e. whoever

14.

- a. All day
- b. On the sidewalk
- c. better than her classmates
- d. More gently than my dad does.
- e. In the library.

15. Accept any reasonable story.

KPSEA Sample Assessment

1. B
2. C
3. C
4. C
5. B
6. B
7. A
8. B
9. B
10. C
11. C
12. D
13. B
14. C
15. B

16. B
17. A
18. B
19. B
20. C
21. C
22. A
23. B
24. C
25. B
26. C
27. A
28. D
29. B
30. C



Kiswahili

Viungo vya Mwili vya Ndani

A. Kusikiliza na Kuzungumza

1. Silabi ni tamko au pigo moja la sauti.
2. Kubali majibu yote sahihi.
3. Kubali majibu yote sahihi.
4. Kubali majibu yote sahihi.
5. Kubali majibu yote sahihi.
6. Kubali majibu yote sahihi.
7. Ni vifungu vinavyotumia maneno yanayomkanganya msomaji kimatamshi.
8. Kubali matamshi sahihi.
9. Kubali matamshi sahihi.
10. Kubali matamshi sahihi ya vitanzandimi.

B. Kusoma

1. Kiswahili
2. Viungo vya Ndani vya Mwili
3. maini
4. ubongo
5. mtima
6.
 - a. Ni kiungo cha mwili ambacho husukuma damu na kuieneza mwilini kote.
 - b. Ni sehemu ya mwili wa binadamu inayosafisha hewa.
 - c. Ni sehemu ya mwili inayohifadhi na kusafisha damu.
 - d. Ni sehemu ya mwili inayohifadhi mkojo mwilini.
 - e. Ni sehemu ya mwili inayo saidia kudhibiti usambazaji wa damu.

f. Ni sehemu ya mwili ambayo huchunja mkojo, kurekebisha kiwango cha joto na usawa wa mapigo ya moyo.

7. Kubali majibu yote sahihi.
8. Kubali majibu yote sahihi. Kwa mfano: tumbo hutekeleza uhifadhi wa muda na usagaji wa chakula kwa sehemu ya kemikali na mitambo.
9. Tathmini kazi za wanafunzi na uwaelekeze ipasavyo.

C. Kuandika

Tathmini insha za wanafunzi. Hakikisha kuwa wanazingatia vipengele vya uandishi wa insha ya wasifu.

D. Sarufi

1. mzuri, hodari, mwerevu, mchafu, mwekundu, bora, kirefu, nyeupe
2.
 - a. mzuri, mrefu, mchafu, mbaya, mfupi, mwekundu
 - b. nzuri, ndefu, chafu, mbaya, fupi, nyekundu
 - c. kizuri, kirefu, kichafu, kibaya, kifupi, chekundu
 - d. mzuri, mrefu, mchafu, mbaya, mfupi, mwekundu
 - e. nzuri, ndefu, chafu, mbaya, fupi, nyekundu
 - f. mzuri, mrefu, mchafu, mbaya, mfupi, mwekundu

- g. nzuri, ndefu, chafu, mbaya, fupi, nyekundu
 - h. mzuri, mrefu, mchafu, mbaya, mfupi, mwekundu
 - i. nzuri, ndefu, chafu, mbaya, fupi, nyekundu
 - j. mzuri, mrefu, mchafu, mbaya, mfupi, mwekundu
- 3.
- a. mtiifu
 - b. mrembo
 - c. hodari
 - d. kichafu
 - e. mrefu
 - f. mwembamba
4. safi, nzuri, mekundu, vyeusi, makubwa, marefu, chafu
- 5.
- a. mdogo
 - b. mrefu
 - c. baya
 - d. kifupi
 - e. nyekundu
 - f. safi
 - g. hodari
6. Kubali majibu yote sahihi.

Michezo

A. Kusikiliza na Kuzungumza

1. Maamkuzi ni maneno ambayo watu hutumia kujuliana hali.
2. Maagano ni maneno ambayo watu huambiana wanapoachana au wanapotengana.
3. Ili kuweza kuishi pamoja kwa amani na upendo.
* Kubali majibu yote sahihi
4. waambaje, chewa, masalkheri, shikamoo
5. kwaheri, usiku mwema, lala unono
6.
 - a. njema
 - b. aheri
 - c. marahaba
 - d. chewa
 - e. sina la kuamba
7. shikamoo mwalimu, habari za jioni, u hali gani, salaam aleikum
8. Hujambo - Sijambo
Lala unono - Maajaliwa
Alamsiki - Binuru
Mhali gani - Njema
Sabalkheri - Aheri
9. Tathmini majibu ya wanafunzi na uwaelekeze ipasavyo.

B. Kusoma

1. ni kitabu kinachotolea maelezo kuhusu maana ya maneno.
2. herufi ya kwanza ya neno hilo.
3. maana ya neno hilo na maelezo mengineyo kama vile ngeli na visawe.

4. cheka, kandanda, lia, mpira, mwanafunzi, riadha, suruali, timu, umoja
5.
 - a. jambo ambalo watu au timu hulifanya kwa kushindana ili kupata mshindi.
 - b. ujumla wa michezo kama vile kukimbia, miereka, kuogelea, kuruka na kadhalika.
 - c. kundi la watu wanaohusika katika mchezo fulani.
 - d. mchezo unaochezwa kwa miguu wenye timu mbili zinazoshindana.
 - e. kitu anachopewa mtu kama zawadi baada ya kufanya za jambo zuri.
6.
 - a.
 - i. kundi la watu wanaohusika katika mchezo fulani
 - ii. kuwa na ushirikiano.
 - iii. mchezo wa kushindana kuvuta kamba unaoshirikisha pande mbili
 - iv. ujumla wamichezo kama vile kukimbia, miereka, kuogelea, kuruka na kadhalika.
 - v. mtu anayejishughulisha na michezo.
 - b. Kubali sentensi zote sahihi zinahusiana na aina za michezo.
 - c. jungwe, mpira, olimpiki, riadha, timu, voliboli
 - d. Kubali majibu yote sahihi.

C. Kuandika

Tathmini insha za wanafunzi. Hakikisha kuwa wanazingatia vipengele vya uandishi wa insha ya masimulizi.

D. Sarufi

Vivumishi vya Idadi

1.
 - a. mmoja
 - b. sita
 - c. wachache
 - d. mmoja
 - e. mingi
 - f. kadhaa
 - g. tisa
 - h. ishirini
 - i. moja
 - j. mwingi
 - k. kimoja
 - l. nyingi
2. kadhaa, wengi, ishirini, mia mbili, tano, moja
3. kubali majibu yote sahihi

Vivumishi Viulizi

1. Ni maneno ya kutaka kujua nomino iliyoathiriwa na kitendo au idadi ya nomino zinazorejelewa.
2.
 - a. gani
 - b. wangapi
 - c. mangapi
 - d. wapi
 - e. ipi
3. Kubali majibu yote sahihi

4.
 - a. wangapi
 - b. wapi
 - c. gani
 - d. vingapi
 - e. lini

Vivumishi Virejeshi

1. ni vivumishi vinavyorejelea nomino au kiwakilishi kilichotajwa tayari.
2.
 - a. ambaye
 - b. ambavyo
 - c. ambalo
 - d. ambao
3. Kubali sentensi zote sahihi.

Mahusiano

A. Kusikiliza na Kuzungumza

1. Ni tungo linalotegwa ili kuficha ujumbe na kutegua ili kutambua maana yake.
2. Kubali majibu yote sahihi.
3.
 - a. Bak bandika, bak bandua.
 - b. Adui mpenzi.
 - c. Amefunika kote kwa blanketi lake jeusi.
 - d. Ndugu wawili wafanana sana, lakini hawatembeleani.
4.
 - a. jua
 - b. kilemba
 - c. mkufu
 - d. kinywa
 - e. kucha
 - f. kioo

B. Kusoma

1.
 - a. nyanya yake
 - b. kukama ng'ombe, kulisha kuku, kupeleka mbuzi malishoni
 - c. Babu
 - d. ng'ombe, kuku na mbuzi
 - e. Muhula wa tatu
 - f. Tathmini kazi za wanafunzi

C. Kuandika

1. chapa koza, italiki, kupigia mstari
2. Tathmini kazi za mwanafunzi na

umwelekeze ipasavyo.

3. Tathmini vifungo vilivyoandikwa na wanafunzi kisha uwatolee maoni.
4. Tathmini kazi za mwanafunzi na umwelekeze ipasavyo.
5. Tathmini kazi za mwanafunzi na umwelekeze ipasavyo.
6. Tathmini kazi za mwanafunzi na umwelekeze ipasavyo.

D. Sarufi

Viwakilishi vya Nafsi

1. Ni maneno yanayotumika badala ya majina ya watu kuwakilisha anayezungumza, anayezungumziwa au yule anayezungumza naye.
2.
 - a. sisi
 - b. wewe
 - c. nyinyi
 - d. wao
 - e. mimi
3. mimi, yeye, sisi, wewe, hao
4. Kubali majibu yote sahihi.
5.
 - a. sisi
 - b. mimi
 - c. wewe
 - d. yeye
 - e. nyinyi
6. mimi, wao, sisi

Viwakilishi Viashiria

1. Ni maneno yanayotumika badala ya nomino kwa kurejelea nomino bila kuitaja. Kwa mfano; hapa, kule, huku na kadhalika.

2.
 - a. hiki
 - b. hao
 - c. kile
 - d. hili
 - e. haya
3.
 - a. hiki
 - b. hao
 - c. haya
 - d. hili
 - e. huyu
4. huku, hapa, wao, hapo, pale, hili
5. Kubali majibu yote sahihi.
6. haya, yale

Viwakilishi vya Idadi

1. Ni maneno yanayochukua nafasi ya nomino kwa njia kuonyesha idadi.
2.
 - a. wachache
 - b. mmoja
 - c. wengi
 - d. viwili
 - e. kadhaa
3. Kubali majibu yote sahihi.
4. hamsini, wachache
5. Tathmini majibu ya wanafunzi ili kuhakikisha kwamba wametumia viwakilishi sahihi kukamilisha sentensi.

Uakifishi

1. Ni kuongeza alama mbalimbali kwenye maneno ili kuleta maana.
2. Tathmini kazi za mwanafunzi na umwelekeze ipasavyo.
3. Kubali majibu yote sahihi.
4. Tathmini majibu ya wanafunzi kisha uwelekeze ifaavyo.
5. Mwanafunzi aweze kupiga mstari alama ya koloni katika kila sentensi.
6. Tathmini jinsi mwanafunzi anavyoakifisha kifungu.

Misimu

A. Kusikiliza na Kuzungumza

1. shehe, rais, padre
2. shehe, kasisi, padre, rais, mhashimiwa
3.
 - a. rais
 - b. shehe
 - c. kasisi
 - d. mwadhini
 - e. mtawa
 - f. mhashimiwa
 - g. padre
4. Kubali majibu yote sahihi.
5.
 - a. Ni mtu anayeongoza nchi.
 - b. Mwanamke wa dini ya Katoliki anayehudumu kanisani.
 - c. Mtu anayewaita Waislamu kwa sauti ili kujitayarisha kusali.
 - d. Ni mtu mwenye daraja takatifu miongoni mwa wakristo.
 - e. Ni jina la heshima linalotumika kurejelea mtu maarufu
6. Tathmini kazi ya mwanafunzi.
7. Tathmini kazi ya mwanafunzi.

B. Kusoma

1. Ripoti kwa mwalimu au mzazi au mlezi wako.
2. Usisome matini isiyo ya kiwango chako.
Usiruhusu mtu kufungua kifaa chako kwa programu usizozijua.
Usipeane habari zako kwa watu usiowajua mtandaoni.

Futa historia baada ya kumaliza kutumia mtandao.

3. Epuka kuviweka mfukoni pamoja na funguo au sarafu zinazoweza kukukuna.
Safisha skrini kwa kitambaa laini.
Epuka maji kuingia ndani ya sehemu za kuchaji au spika.
Tumia neno la siri.
4. Tathmini kazi za wanafunzi.
5. kipanya, kicharazio, kebo, diski, mweko, disketi
6.
 - a. kiangazi, masika, kipupwe, vuli
 - b. kiangazi
 - c. kuogelea, kukausha nafaka
 - d. Tathmini kazi za wanafunzi

C. Kuandika

1. anwani ya mwandishi, anwani ya mpokeaji, mada, mwili, hitimisho
2. Tathmini kazi za wanafunzi.
3. Hutuwezesha kuwasiliana na taarifa za kitaaluma, rasmi, au zinazohusiana na biashara wa njia iliyopangwa na yenye heshima.
4. Tathmini barua zilizoandikwa na wanafunzi.

D. Sarufi

1. maziwa, marashi, mafuriko
2.
 - a. marashi
 - b. maji

- c. maziwa
 - d. mafuriko
 - e. maskani
- 3.
- a. mate
 - b. mafuta
 - c. manukato
 - d. mamlaka
 - e. marashi
- 4.
- a. mafuta
 - b. maskani
 - c. maji
 - d. marashi
 - e. mate
- 5.
- a. ya
 - b. ya
 - c. ya
 - d. ya
 - e. ya
6. kubali majibu yote sahihi

Mshikamano wa Kitaifa

A. Kusikiliza na Kuzungumza

1. Ni semi za busara zinzotumiwa kupigia mfano hali mbalimbali.
2. Kubali majibu yote sahihi.
3. Kidole kimoja hakivunji chawa. Umoja ni nguvu, utengano ni udhaifu. Jiwe moja haliinjiki chungu. Jifya moja haliinjiki chungu.
4.
 - a. chungu
 - b. ndipo moto uwakapo
 - c. uvundo, kuondokewa kuna dhiki
 - d. chawa
5. Methali hizi zinahimiza umoja na ushirikiano miongoni mwa wanajamii.

B. Kusoma

1. Ukwapi ni kipande cha kwanza cha mshororo wa shairi ilhali utao ni kipande cha pili cha mshororo.
2.
 - a. Tarbia. Lina mishororo minne katika kila ubeti.
 - b. Ukwapi - Tukiwa maabadini
Utao - Tuombe walokwama
 - c. Tuihubiri amani kwa kila mwanachama.
 - d. Tathmini majibu ya wanafunzi
 - e. Shairi linaimiza ushirikiano na umoja miongoni mwa wakenya.
3. Tathnia ni shairi lenye mishororo miwili. Tathlitha ni shairi lenye mishororo mitatu. Tarbia ni shairi lenye mishororo minne.

4. Ukwapi
5. Tarbia
6. Tathnia

C. Kuandika

Tathmini insha za wanafunzi kisha utoe mwelekeo unaofaa.

D. Sarufi

1. ugali, ugonjwa, uhuru, ujanja, uzalendo, urafiki, uji
2.
 - a. wali
 - b. urafiki
 - c. ujanja
 - d. uwele
 - e. wali, ugali
3. Nomino zote zitabaki zilivyo katika hali ya wingi kwani zote zinapatikana kwenye ngeli ya U-U.
4. wali, ugali, upole, urafiki, uzalendo, upendo, ubora, ujanja
5. Nomino zote zitabaki zilivyo katika hali ya umoja kwani zote zinapatikana kwenye ngeli ya U-U
6. Ubaya ulishuhudiwa.
Ugali ulisogwa.
Ugoro wa bibi umeisha.
Umeme wa stima.
Usaha unaudhi.
Wasiwasi ulimpata.
7. Ujanja ulidhihirika.
Wali ulipikika.
Wino ulimwagika.
Wasiwasi haufai.
Uzalendo ulihitajika.
Ugali umeiva.

Usawa wa Kijinsia

A. Kusikiliza na Kuzungumza

1. Ni tungo lenye mpangilio maalum wa maneno na huwasilisha ujumbe kwa njia ya mkato.
2.
 - a. Kubali majibu yote sahihi.
 - b. Kubali matamshi yote sahihi.
 - c. Tarbia - Lina mishororo minne katika kila ubeti
 - d. sita.
 - e. Wazazi washirikiane ili kuwapa wanao malezi mema.
 - f. Kubali majibu yote sahihi.
 - g. ndani - gi
nje - ea
 - h. m-wa-na a-na-po-za-li-wa tu-na-pa-s-wa ku-ri-dh-i-a
 - i. kina mama wakilia
 - j. Jinsia isiwe hoja, ni njozi ya kutumia
 - k. Kubali anwani zote zinazoendana na ujumbe wa shairi hili.

B. Kusoma

1. maktabani
2. maktaba
3. muktubi
4. akidu
5. Humpa mtu mtazamo tofauti ukilinganisha na mtu asiyesoma. Humwezesha mtu kujiimarisha kimatamshi.

Humpa mtu maarifa yanayomwezesha kujielewa na kukabiliana na hali mbalimbali za kimaisha.

6. Umri, Malengo ya usomaji na kiwango cha kimasomo
7. Kimatamshi, kimsamiati na kitamathali
8. Kutambua makala anayopania kusoma akizingatia umri, malengo na kiwango chake cha kimasomo.

C. Kuandika

Kubali insha zote sahihi.

D. Sarufi

1. chai, chumvi, kahawa, miraa, miradhi, miwani, sharubati, sukari
2.
 - a. sali
 - b. chumvi, sukari
 - c. miwani
 - d. sharubati
 - e. sukari, chai
3. Nomino zote zitabaki zilivyo katika hali ya wingi kwani zote zinapatikana kwenye ngeli ya I-I
4.
 - a. chai
 - b. sukari
 - c. chumvi
 - d. miwani
 - e. asali
5.
 - a. Mirathi iliuzwa.
 - b. Kahawa ilikua chungu.
 - c. Chumvi ilimwagika.
 - d. Chai ya mtoto imechemka.
 - e. Sharubati ilinunuliwa jana.

Majanga na Jinsi ya Kuyazuia

A. Kusikiliza na Kuzungumza

1. Tathmini jinsi wanafunzi wanavyotamka nahau kisha utoe mwelekezo.
2. Mwanafunzi aweze kutambua nahau za kazi na ushirikiano kutoka kwa orodha ya nahau alizojirekodi hapo awali.
3. Chapa kazi - fanya kazi kwa bidii
Kunja jamvi - maliza shughuli
Changa bia - fanya ushirikiano
Sema kwa sauti moja - fanya kazi pamoja na wanajamii.
Fanya itifaki - kuwa na msimamo mmoja.

B. Kusoma

1. Maktaba ya umma
2. Vitabu, magazeti na majarida
3. Vitabu vya hadithi, vitabu vya kiada na vitabu vya ziada.
4. alitaka kupanua maarifa na uelewa wake kuhusu matukio, hali na dhana mbalimbali kwenye mazingira tofautitofauti.
5. alitambua matini ambazo alitaka kujisomea.
Alijiwekea malengo ambayo alitaka kutimiza kwenye sehemu alizotaka kuzisoma.
6. ngono, dawa za kulevya na utapeli
7. kitabia, kimaadili na kihisia
8. Kubali anwani zote zinazohusiana na usomaji wa matini.

C. Kuandika

1. Insha ya maelezo
2. inatoa ufafanuzi kuhusu janga la ukimwi.
3. Kubali majibu yote sahihi.
4. Tusiwabague wagonjwa wa ukimwi.
Tuwapende na kuwapa tumaini katika maisha.
Tuwape lishe bora ya kuimarisha siha zao.
Tuwape ushauri bora ili wasije wakapania kulipiza kisasi.

D. Sarufi

1. bustani, gulioni, darasani, jikoni, kitini, mfukoni, sokoni, maskani, kabatini
2.
 - a. nyumbani
 - b. milangoni
 - c. shuleni
 - d. nyanjani
 - e. vitandani
 - f. harusini
 - g. vichwani
 - h. miguuni
 - i. mvunguni
 - j. mitini
3.
 - a. yumo
 - b. limo
 - c. imo
 - d. kimo
 - e. limo
 - f. yamo

- g. umo
- h. humu
- i. vimo
- j. wamo

4.

- a. pake - Vichwani pao ni safi
- b. kulikolimwa - Shambani
kulikolimwa ni kwetu
- c. mlimofagiliwa - Nyumbani
mlimofagiliwa mmeng'ara
- d. palipojengwa - Nyanjanjani
mlimojengwa mnapendeza
- e. mlimojaa - Darasani mlimojaa
wanafunzi mna kelele

Wanyama wa Majini

A. Kusikiliza na Kuzungumza

1. adui, aibu, fujo, hasira, fedha, lengo, hongo
2. a. tajiri - mtu mwenye fedha na mali nyingi.
b. tuzo - kitu anachopewa mtu baada ya kufanyajambo zuri (zawadi, tunu)
c. umio - njia au sehemu ya ndani ya shingo ya kupitishia chakula na maji kutoka kinywani kwenda tumboni na kupeleka hewa kwenda mapafuni.
d. agua - weza kujua yatakayotokea badaye (bashiri, tabiri)
e. udhi - sumbua au leta kero kwa mwingine (kasirisha, kereketa)
f. maradhi - kitu kinachoathiri afya ya mtu au mnyama (uwele, ugonjwa)
- 3.

B. Kusoma

1. Ni hali ya watu kuiga matendo au maneno ya watu wengine mbele ya hadhira.
2. Tathmini majadiliano kati ya wanafunzi na uwaelekeze ifaavyo.
3. a. Kwa livu
b. Katika hospitali ya Nyamagundo.
c. Ali
d. Hospitalini ni mbali na hali yake si nzuri, hana nguvu kama kitambo.
f. Amfahamishe Hassani kuwa hataweza kufika hospitalini

- kuonana naye.
- g. Kubali anwani zote sahihi.
 - h. mwaka mmoja
 - i. Hassani
 - j. Anamsubiri mwanawe Issa anayerejea nyumbani.
 - k. shikamoo
 - l. kiboko, nyangumi
 - m. mamba na samaki

C. Kuandika

1. Ni insha inayotoa habari zaidi kuhusu tukio.
2. Muundo wa insha ya masimulizi huzingatia; mada, utangulizi, mwili na hitimisho
3. Kubali insha zote sahihi.

D. Sarufi

1. anua, chekeleana, injua
2. andikiana, chekeana, fumbana, fungana, imbiana, kulana
3. a. pigana
b. someana.
c. fuliana
d. chezeana
e. chekeleana
4. kimbiza, lisha, nyweshwa, lalisha, leweshwa, ongopesha, pendesha, poesha, ponesha, somesha
5. a. pendeza
b. ingiza
c. opoa
d. chezesha
e. zoesha

Afya ya Akili

A. Kusikiliza na Kuzungumza

1. Tathmini uwezo wa mwanafunzi kubainisha mazingira ambamo mazungumzo hutumia lugha rasmi na yale yanayotumia lugha isiyo rasmi.
2.
 - a. Mazungumzo rasmi
 - b. Matumizi ya msamiati wa hospitalini.
Lugha ya upole na heshima inatumika
 - c. daktari na mgonjwa
 - d. lugha rasmi
 - e. hujambo, sijambo
 - f. Kuhisi joto na baridi mwilini.
Kuumwa na kichwa.
Tumbo kuchacharuka.
Kuendesha.
 - g. Stethoskopu
 - h. Kubali anwani zote sahihi.
3. Tathmini mazungumzo kati ya wanafunzi na utoe mwelekeo.
4. Tathmini kazi za wanafunzi.

B. Kusoma

Kubali majibu yote sahihi.

C. Kuandika

Kubali insha zote sahihi.

D. Sarufi

1. baya, butu, fupi, mkali, nono, mtiifu, jasiri, eupe, mzembe, chafu
2. Kubali sentensi zote sahihi.

Kukabiliana na Ugaidi

A. Kusikiliza na Kuzungumza

1.
 - a. Ni maneno yanayotumika kulinganisha hali bila kutumia kiunganishi.
 - b. Kubali majibu yote sahihi.
 - c. Kubali majibu yote sahihi.
2. b, d, f, h, i, j
3. Yeye ni mjanja.
Yeye ni mlafi.
Yeye anaongea sana.
Ninatembea polepole.
4. Kubali sentensi zote sahihi.

B. Kusoma

1. tarakilishi, vikatalishi
2. Vina sehemu muhimu zinazohifadhi matini zinazohusu mada mbalimbali.
3. Kutofuta kazi za wengine zilizohifadhiwa katika vifaa vya kidigitali.
Kutojaribu kulazimisha kufungua anwanipepe za wengine.
Kufungua mitandao ifaayo na salama
4. Kutoa habari kwa mwalimu, mzazi au mlezi.
5. Kubali anwani zote zinazohusiana na usomaji wa matini kwa kutumia vifaa vya kidigitali.

C. Kuandika

Kubali insha zote sahihi.

D. Sarufi

1.
 - a. akifika
 - b. angemsikiliza
 - c. angeniona
 - d. lingewafikia
 - e. mngalitii
 - f. ningalikimbia
 - g. akifika
 - h. uiname
 - i. wangaliyatunza
 - j. wangejitahidi
2. Kubali sentensi zote sahihi. Hakikisha kuwa mwanafunzi anazingatia matumizi ya viambishi vya hali ya masharti.
3.
 - a. Angalisoma kwa bidii angalifaulu.
 - b. Angalijikaza angalifika.
 - c. Ningalipata chakula ningalikula.
 - d. Tungalifika mapema tungaliwakuta.
 - e. Mngaliniangalia ningalijificha.
4.
 - a. Ningewaepuka ningefika mbali kimasomo.
 - b. Ungefika mapema kidogo ungesamehewa.
 - c. Angepika angesema.
 - d. Angefanya makosa ningejua.
 - e. Tungemkuta tungemsalimu.

Ushuru

A. Kusikiliza na Kuzungumza

1. Sungura kumwonea chui wivu kwa kuwa watoto wa chui walikuwa wakinenepa kwa kasi ikilinganishwa na wa sungura.
2. Sungura aliendelea kuzidisha tabia yake ya wizi.
3. Chovya chovya huisha buyu la asali.
4. Walikuwa na urafiki wa karibu sana.
5. Kutofanyia mtu au kitu haki.
6. Akiwa na furaha.
7. Tamaa ya sungura ilipelekea kuwepo kwa uadui kati yake na chui na vizazi vyake vyote kuzaliwa bila mkia.
8. Kukosa chakula.
9. Kubali majibu yote sahihi.
10. Urafiki wa chui na sungura.
(Kubali anwani zote zinazoambatana na masimulizi haya)

B. Kusoma

1. Matamshi bora, kusoma kwa kasi ifaayo, kuambatanisha ishara zifaazo panapofaa.
2. Ni malipo ambayo watu hutozwa na serikali kutokana na mapato ya kazi, biashara au michezo.
3. kodi
4. ushuru wa mashirika
Ushuru wa stempu
ushuru wa michezo ya kamari na bahati nasibu
5. Kutoza kodi na kutunza rekodi za malipo ya kila mwananchi.
6. Ili kuiwezesha serikali kuendesha miradi muhimu itakayomnufaisha

baadaye.

C. Kuandika

1. Ni aina ya barua ambayo huandikwa ili kuwasilisha ujumbe rasmi au wa kiofisi kama vile kuomba kazi.
2. Anwani ya mwandishi.
Anwani ya anayeandikiwa.
Tarehe ya kuandika barua.
Mtajo.
Mwili wa barua.
Sahihi na jina la mwandishi
3. Husaidia kufanikisha mawasiliano katika mazingira rasmi.
4. Kubali majibu yote sahihi.

D. Sarufi

Ukanushaji wa maneno

1. a. angalisoma
b. angekimbia
c. mngecheza
d. nikisoma
e. ningaliamka
f. ningemwona
g. tungekula
h. ukichelewa
i. ukiimba
j. uiname
k. udhurike
l. ungalituma
m. ungejitahidi
n. wangelisoma
o. wangelitii

2.

- a. Asingalisoma hadithi nyingi asingaliujua kuandika.
- b. Asingalikimbia asingalifika.
- c. Msingalicheza msingaliwashinda.
- d. Nisiposoma sitafaulu.
- e. Nisingaliamka nisingalioga mapema.
- f. Nisingemwona nisingemtaarifu.
- g. Tusingekula tusingeshiba.
- h. Usipochelewa hautaadhibiwa.
- i. Usipoimba hautawaburudisha.
- j. Usipotaka cha mvunguni si sharti uiname.
- k. Usipotaka la waridi si sharti udhurike.
- l. Usingalituma ratiba usingalifaulu.
- m. Usingejitahidi usingemaliza.
- n. Wasingalisoma wasingalisikika.
- o. Wasingalitii wasingalifika mbali.

**Ukubwa na Udogo wa Nomino:
Nomino zinazoanza kwa ki-**

1. kitabu, kiti, kijiti, kitanda, kisu, kijiko
2. Ukubwa - unaondoa kiambishi ki- na kuweka kiambishi ji-
Udogo - nomino za ngeli ya KI-VI huchukua silabi ki- katika hali ya udogo

3.

Ukubwa	Udogo
jiatu	kijiatu
jichwa	kijichwa
jikapu	kijikapu
jiongozi	kijiongozi
jisu	kijisu
jitabu	kijitabu
jitanda	kijitanda
jiwete	kijiwete
jiko	kijiko
jimo	kijimo

**Ukubwa na Udogo wa Nomino:
Nomino zinazoanza kwa ji-**

1.
 - a. jijicho
 - b. jijiwe
 - c. jijimbi
 - d. jijiko
2. Tathmini kazi za wanafunzi.
3. Kubali majibu yote sahihi.
4. Kubali majibu yote sahihi.

Tathmini ya 1

1. Tathmini jinsi wanafunzi wanavyotamka sauti kisha utoe mwelekeo unaofaa.
2. Apige ripoti kwa mzazi, mlezi au mwalimu.
3. mimi, wao, sisi,
4. Viwakilishi vya idadi ni maneno yanayotumika badala ya nomino ili kurejelea idadi yake. Kuna aina mbili za viwakilishi vya idadi amabazo ni; Idadi kamili na Idadi isiyodhihirika.
5. Tathmini majibu ya wanafunzi.
6. Tathmini sentensi za wanafunzi kisha uwaelekeze ifaavyo.
7.
 - a. minne
 - b. mitatu
 - c. miwili
8.
 - a. gani
 - b. nani
 - c. nini
 - d. wangapi
 - e. vipi
 - f. gani
 - g. gani
 - h. mingapi
 - i. zipi
 - j. yapi
9. Tathmini insha za wanafunzi. Hakikisha kuwa wanazingatia vipengele vya uandishi wa insha za maelezo.
10. Anwani ya mwandishi
Anwani ya anayeandikiwa
Tarehe ya kuandika barua
Mtajo
Mwili wa barua
Sahihi na jina la mwandishi
11.
 - a. choo
 - b. muwa
 - c. sauti
 - d. kitunguu
 - e. kuku
 - f. jicho
 - g. kivuli
 - h. kioo
 - i. usingizi
 - j. ulimi
12. Tathmini sentensi zinazotungwa na wanafunzi.
13.
 - a. wanasaidiana
 - b. walibadilishana
 - c. waligombana
 - d. walifahamishana
14. Tathmini kazi za wanafunzi.
15. juzi, jiko, jipya

Tathmini ya 2

1. Kubali majibu yote sahihi.
2. Tathmini barua za wanafunzi.
Hakikisha kuwa wanazingatia vipengele vya uandishi wa barua rasmi.
3.
 - a. marahaba
 - b. sina la kuamba
 - c. vyema
 - d. aheri
 - e. njema
4. Kubali majibu yote sahihi.
5.
 - a. afya nzuri, mzito wa wastani, sura jamali, mwingi wa maugo na zihi ya umbo la mwili.
 - b. Ni mtu aliyezaliwa na dada yako
 - c. 1980
 - d. Bi. Koki
 - e. alifariki
 - f. tendo la kupungua kwa maradhi
 - g. afya
 - h. mtu wa jinsia ya kike aliyezeeka sana
 - i. huzuni
 - j. mjomba
6. Mwalimu, mzazi au mlezi atathmini insha ya mwanafunzi.
- 7.
8. mkali, wangapi, wachache, mwepesi, mrembo
9. Kubali majibu yote sahihi.
10.
 - a. usingalilia
 - b. asingalisema
 - c. yasingalitendeka
 - d. msingalifa
11. Kuvutia na kushika usikivu wa msomaji.
Kuonyesha ubunifu na upekee wa mwandishi.
Kutoa maelezo kwa uwazi zaidi.
Kutoa maelezo kwa uwazi zaidi.
12.
 - a. wakisoma
 - b. ukikomeshwa
 - c. ikinyesha
 - d. wakilipwa
13. Tathmini jinsi mwanafunzi anavyosoma makala.
14. Kubali sentensi zote sahihi
15. Kuiuliza hadhira maswali.
Kusikiliza maoni na majibu yao.

Ukubwa	Udogo
jijiko	kijijiko
jikombe	kijikombe
jitabu	kijitabu
jisu	kijisu
jichwa	kijichwa
jijiwe	kijijiwe
jijicho	kijijicho
jijino	kijijino
jijiko	kijijiko
jijirafu	kijijirafu

Tathmini ya 3

1.
 - a. mvua
 - b. muwa
 - c. njia
 - d. moshi
 - e. mboga
 - f. kobe
 - g. kivuli
 - h. kioo
 - i. usingizi
 - j. ulimi
2.
 - a. Mtu wa mbeko kijijini Jikaze.
 - b. Mzee Maarifa alikuwa na uwezo wa kifedha na alijitolea mhanga kuwapa wanawe elimu.
 - c. Elimu humpa mtu uwezo wa kujikimu kimaisha.
 - d. moyo wa bua
 - e. Kuishi kwa ushirikiano na kusaidiana wakati wa mahitaji mbalimbali.
 - f. Kufanya jambo kwa kujibidiisha bila kukoma huzalisha matunda mema.
 - g. Walisahau mema waliyotendewa na kujitenga na jamii.
 - h. Kushirikiana ili kuhakikisha kuwa watoto wa Mzee Maarifa wanapata elimu.
 - i. Asante ya punda ni mateke.
 - j. Kubali mada zote sahihi.
3.
 - a. Usipojitahidi hautafaulu.
 - b. Usingalifika mapema usingaliwapata.
 - c. Asingekula asingeshiba.
 - d. Nisipofika sitakuambia.
 - e. Asingaliniona asingalisema nami.
 - f. Usingeitwa usingeitika.
 - g. Usipovuliwa nguo usichutame.
4.
 - a. bao, kandanda, neti, riadha
 - b. gori, hoki, jugwe, kabumbu
 - c. goli, kipenga, kocha, mpira
 - d. chenga, kombora, refa, shangwe
5. Mkataze na upendekeze mtazame filamu itakayokuwa ya usaidizi kwenu kama wanafunzi.
6. Tathmini jinsi wanafunzi wanavyoandaa muhtasari baada ya kusoma matini.
7.
 - a. mtu aliyeelimika katika dini ya Kiislamu ambaye huwafundisha wengine.
 - b. kiongozi wa dini ya Kiislamu.
 - c. kiongozi wa dini ya Kikristo hasa wa madhehebu ya Kikatoliki au Kianglikana.
 - d. kiongozi ambaye amechaguliwa kuongoza na kusimamia asasi.
 - e. mtu anayewaita Waislamu kwenda msikitini kuswali.
8.
 - a. Sukari iliyonunuliwa imeisha.
 - b. Miwani ya mwalimu ilipotea.
 - c. Mbolea ya serikali imesambazwa.
 - d. Asali ya babu ni tamu sana.
9. Hushirikisha wahusika. Huigizwa mbele ya hadhira. Huhusisha wahusika kuiga maneno na matendo ya wahusika wengine. Hufanyika kupitia mbinu ya mazungumzo. Matendo ya wahusika huelezwa kwenye sehemu inayoitwa maelezo.

10. Kubali mada zote sahihi.
11. Kubali majibu yote sahihi.
12.
 - a. Mahali humu mmefagiliwa leo.
 - b. Pahali hapo pametengenezwa vyema.
 - c. Mahali huko kunavutia wasanii.
 - d. Kitabu hiki kiliachwa mahali hapa panapooshwa.
13.
 - a. limisha
 - b. chotesha
 - c. kimbiza
 - d. potesha
14. sokoni, njiani, dukani
15. Kubali majibu yote sahihi

Tathmini ya 4

1.
 - a. I-I
 - b. I-ZI
 - c. A-WA
 - d. I-ZI
 - e. I-I
 - f. I-I
 - g. A-WA
 - h. YA-YA
 - i. U-U
 - j. U-U
2. anwani, mwili na hitimisho
3. chana na shana
chombo na shombo
4.
 - a. tarbia
 - b. sita
 - c. baba na mama
 - d. chakula, afya bora, mavazi
 - e. Kulea mimba si kazi, kazi ni kulea mwana
 - f. Ndani - gi
Nje - ea
 - g.
 - h. Malezi Bora (Kubali mada zote sahihi)
 - i. mshororo
 - j. malenga
5.
 - a. gani
 - b. nani
 - c. nini
 - d. wangapi
 - e. vipi
 - f. gani
 - g. gani
 - h. mingapi
 - i. zipi
 - j. yapi
6.
 - a. mvua
 - b. muwa
 - c. njia
 - d. moshi
 - e. mboga
 - f. kobe
 - g. kivuli
 - h. kioo
 - i. usingizi
 - j. ulimi
7.
 - a. Ni ruwaza ya mdundo, mpangilio wa maneno, silabi, vina na mizani katika shairi.
 - b. Ni mistari ya ushairi katika beti.
 - c. Ni silabi za mistari wa shairi au utenzi.
 - d. Ni shairi lenye mishororo mitano katika kila ubeti.
 - e. Kifungu cha maneno katika ushairi ambacho kimepangwa kwa mistari miwili, mitatu na kadhalika.
 - f. Ni aina la shairi lenye mishororo minne katika kila ubeti.
 - g. Mfanano wa sauti zinazopatikana mwishoni mwa mishororo ya shairi.
8. Kubali majibu yote sahihi.
9. Tathmini sentensi za wanafunzi. Hakikisha kuwa wamezingatia matumizi ya vitenzi katika hali ya masharti -ngali-
10. Matamshi bora, Kusoma kwa kasi ifaayo, Kuambatanisha ishara zifaazo panapofaa.

11. Kuiuliza hadhira maswali.
Kuzingatia maoni na majibu ya hadhira.
Kutanguliza masimulizi kwa njia amabayo itaivutia hadhira.

12.

Ukubwa	Udogo
jiatu	kijiatu
jichwa	kijichwa
jikapu	kijikapu
jiongozi	kijiongozi
jisu	kijisu
jitabu	kijitabu
jitanda	kijitanda
jiwete	kijiwete
jiko	kijiko
jimo	kijimo

13. a. asingalipata
b. msipotia
c. usingalifika
d. wasingaliruhusiwa
14. Mwanafunzi azingatie vipengele vyote vya uandishi wa barua rasmi.
- 15.
- a. bao, kandanda, neti, riadha
 - b. gori, hoki, jungwe, kabumbu
 - c. goli, kipenga, kocha, mpira
 - d. chenga, kombora, refa, shangwe
 - e. mtambaapanya, shabiki, uwanja, wavu

Tathmini ya 5

1.
 - a. nawe pia
 - b. binuru
 - c. aheri
 - d. sina la utu
 - e. chewa
 - f. aleikum salaam
 - g. nawe pia
 - h. aheri
2.
 - a. majirani, marafiki, kuelekezana, tushirikiane, umoja ni nguvu, kusaidiana
 - b.
 - i. Mwanamume au mwanamke anayeaminiana na kushirikiana na mwingine.
 - ii. Mtu anayependwa na mtu mwingine hususan wa jinsia tofauti.
 - iii. Kiumbe aliyezaliwa na binadamu au mnyama.
 - iv. Mtu wa kike au kiume uliyezaliwa naye kutoka kwa baba, kwa mama au kwa wazazi wote wawili.
 - v. Mkazi wa karibu na kwako.
 - vi. Mshirika katika shughuli au kazi.
 - c. Kubali majibu yote sahihi.
 - d. Methali
3. ambacho, ambamo, ambaye
4.
 - a. Italiki ni herufi za mlazo zilizopigwa chapa ili kuzitofautisha na herufi zingine.
 - b. Chapa koza ni hali ya kuandika maneno kwa rangi iliyokolea.
 - c. Kupigia mstari ni kuweka mstari chini ya maneno.
(Wanafunzi watumie tarakilishi kutambua aina hizi za maandishi.)
5.
 - a. Ng'ombe wetu alichinjwa jana.
 - b. Mwalimu mkuu alinung'unika kuhusu utovu wa nidhamu shuleni.
 - c. Nilipokuwa sokoni nilinunua nguo, sabuni, vitabu na matunda.
 - d. Ala! Mwanafunzi hajahudhuria darasa.
6. padre, rais, shehe
7.
 - a. Huwa na maendelezo kuhusu anayeandika barua na huandikwa upande wa kulia wa barua.
 - b. Huhusisha kutaja cheo cha anayeandikiwa barua. Kwa mfano; Kwa Bwana au Kwa Bi
 - c. Ni wakati ambao barua iliandikwa.
 - d. Huwa na maelezo kuhusu anayeandikiwa barua na huandikwa upande wa kushoto.
 - e. Hubeba ujumbe wa mwandishi wa barua kwa mwandikiwa.
 - f. Hitimisho ni mwisho wa barua.
 - g. Huandikwa baada ya kuhitimisha barua.
8.

Umoja	Wingi
maji	maji
marashi	marashi
maradhi	maradhi
maziwa	maziwa
maskani	maskani

 - Kubali majibu yote sahihi

- 9.
- a. Ni aina la shairi lenye mishororo minne katika kila ubeti.
 - b. Ni aina la shairi lenye mishororo mitatu katika kila ubeti.
 - c. Ni aina la shairi lenye mishororo miwili katika kila ubeti.
 - d. Ni kipande cha kwanza katika mshororo.
 - e. Ni kipande cha pili katika mshororo.
- 10.
- a. Miwani ile inapendeza.
 - b. Sukari yako imemwagika.
 - c. Mvua inayotarajiwa itawafaidi wakulima.
 - d. Mbolea iliyosambazwa na wizara ilimsaidia mkulima.
11. Kubali majibu yote sahihi
- 12.
- a. walishirikiana
 - b. waliombeana
 - c. walikumbatiana
 - d. walibadilishana
13. Kubali sentensi zote sahihi.
- 14.
- a. wasingeimba
 - b. lisingeanguka
 - c. yasingeuzwa
 - d. wasingekimbia
15. kitabu, kilimo, kioo, kisu, kimo

Tathmini ya KPSEA

1. maamkuzi na maagano (c)
2. sina la kuamba (c)
3. njoo (c)
4. fanya kazi kwa bidii (a)
5. mwenye heshima (c)
6. chenga, kombora, refa, shangwe (c)
7. huonyesha maana au fasili za maneno mbalimbali (a)
8.
 - i. V (d)
 - ii. N (c)
 - iii. E (d)
9. mlinzi (b)
10. shehe (b)
11. muhimu (a)
12. ufanisi (b)
13. wasiwasi (b)
14. nguvu (b)
15. udhaifu (a)
16. tarbia (c)
17. Wakenya (d)
18. -ni, -ma (a)
19. maangamizo (b)
20. kibwagizo (d)
21.
 - i. wanaimbiana (b)
 - ii. wanapigiana (a)
 - iii. wanaandikiana (b)
22. Joka kubwa linalifukuza janadume (a)
23. Kitoto kinakula kikate (b)
24. jasiri, mfupi, mnene, mweusi (b)
25. siha (b)
26. mate, mafuta, maji, marashi (a)
27. yai (a)
28. methali (d)
29. yeye (a)
30. Tathmini insha ya mwanafunzi.
Mwanafunzi azingatie kanunu zote za uandishi wa insha.



Science and Technology

Living Things and their Environment

A. Fungi

1. Mushrooms, toadstools and puffball
2. Fungi such as mushrooms, moulds and yeasts obtain nutrients by breaking down dead organic matter in the soil.
3.
 - a. Toadstool
 - b. Helps in the breakdown of dead plants that improve soil fertility.
4. Mould
5.
 - a. Mushroom
 - b. It is used as a source of food.
6. Some fungi moulds are used to produce medicine like penicillin which is used to treat diseases.
7.
 - a. The yeast can be used in home baking or in commercial bakeries.
 - b. Yeast is also used in the beverage industry to add taste to the beverages.
8. Fungi decompose organic matter in the waste, releasing essential nutrients.
9.
 - a. Wear gloves when handling fungal waste.
 - b. Use sealed bags for the disposal of fungi.
10. Jamal should wear protective clothing when handling moulds to protect his lungs from harmful spores, prevent asthma attacks and avoid allergic reactions.

B. Invertebrates

1. Invertebrates are animals that lack a backbone.
2.
 - i.
 - a. butterfly
 - b. beetle
 - c. grasshopper
 - ii. They have no backbone, have antennae
3. Centipede and bee
4.
 - a. A snail is found in gardens and forests.
 - b. Octopus lives in rocky ocean floors and coral reefs.
5.
 - a. Wear boots to protect himself against bites.
 - b. Use light when working in dark areas to detect centipede before they can bite you.
6. Pollination.
7.
 - a. Earthworms help to aerate the soil.
 - b. They also break down organic matter, enriching the soil.
 - c. Their burrowing activity improves soil drainage and root penetration.

A	Insect or not insect
spider	not insect
housefly	insect
bee	insect

snail	not insect
-------	------------

9.

Invertebrate	Common habitat
Housefly	Dirty toilets
Crab	Ponds
Earthworm	Soil
Grasshopper	Forest

10.

- Wear protective gear when handling harmful invertebrates such as centipedes.
- Do not touch harmful invertebrates with your bare hands. Use forceps and tongs to hold invertebrates.
- Wash your hands properly after handling invertebrates.
- Dispose dead invertebrates properly, away from homes.

C. Human Circulatory System

- Heart, blood and blood vessels
- Pulmonary vein carries oxygenated blood while the Vena cava transports deoxygenated blood.
- Plasma, red blood cells, white blood cells and platelets.
- Vena cava → right auricle → right ventricle
↓
left ventricle → left auricle
- High blood pressure can cause dizziness, making driving unsafe due to difficulty in concentrating and risk of sudden death.
- Exercise helps lower cholesterol in the blood, improving circulatory health.
 - Exercise helps us release stress,

which in turn helps us maintain healthy blood pressure.

- High blood pressure can cause dizziness, making driving unsafe due to difficulty in concentrating and risk of sudden death.
- Exercise helps lower cholesterol in the blood, improving circulatory health.
 - Exercise helps us release stress, which in turn helps us maintain healthy blood pressure.

7.

Activity	Safe or unsafe
Drinking plenty of water	safe
Smoking	unsafe
Drinking alcohol	unsafe
Riding a bicycle to school	safe
Reducing intake of salt	safe

- Platelets help blood to clot when injured to prevent excess bleeding.
- Measuring blood pressure before a football match helps ensure that all players are healthy and fit to play, preventing medical risks and promoting safety during the game.
- X right ventricle
W right auricle
Y left auricle
Z left ventricle
 - X pumps deoxygenated blood to the lungs while Z pumps oxygenated blood to all parts of the body except the lungs.
 - Vena cava

A. Change of State of Matter

- d. Blood entering blood vessel W is deoxygenated while blood entering blood vessel Y is oxygenated.
11. High blood pressure and hardening of the arteries.
- 12.
- Taking enough water.
 - Getting enough sleep.
 - Taking low salt and fat quantities.
13. They fight against disease causing germs in our body.
- 14.
- Difficulty in breathing.
 - Abnormal heartbeat.
- steam
 - liquid
 - Evaporation
 - Deposition
 - Formation of hailstones.
 - The grass feels wet and cold in the morning because dew forms when water vapour in the air condenses on the cool grass overnight, even if it didn't rain.
 - Heating makes substances change from solid to liquid and then to gas, while cooling makes them change from gas to liquid and then to solid.
 - The water will heat and start to evaporate reducing in volume in the glass. Eventually, the glass may become empty as water vapour rises to the atmosphere.
 - Dry ice turns directly into carbon dioxide gas when held in the hands through the sublimation process.
 - Evaporation occurs when you heat a liquid and cause it to change to a gas, while melting occurs when you heat a solid and cause it to melt to a liquid.
 - Heat from the sun causes moisture to evaporate from the clothes. This causes the clothes to dry faster.
 - Keep a safe distance from the fire to prevent burns.
 - Keep flammable substances such as fuels away from the fire.

B. Composition of Air

1.
 - a. Nitrogen
 - b. Oxygen
 - c. Inert gases
 - d. Carbon dioxide
2. Plants use carbon dioxide during photosynthesis to make their food.
3. The oxygen in the air is essential for our bodies to breathe and stay alive. When there is no oxygen. We may suffocate and die.
4. Argon is used in bulbs because it is inert, hence it prevents the filament from burning out quickly.
5. Nitrogen is used by leguminous plants to make food. It is an essential nutrient for plants. Most fertilisers contain nitrogen.
6. Inert gases because they are lighter than air, allowing the balloon to rise.
7. The candle went out because it used all the oxygen inside the glass. Oxygen is needed for burning of substances. Carbon dioxide remains inside the glass. Carbon dioxide does not support burning.
8.
 - a. Burning wood, coal, or litter.
 - b. Exhaust gases from cars and trucks.
 - c. Smoke from factories.
9. Dust from the quarry causes air pollution.
10.
 - a. They may experience breathing problems and allergies.
 - b. Smoke may cause frequent eye irritation and eye problems.
 - c. Bad smell from the smoke makes the environment uncomfortable.
 - d. Smoke causes acid rain that destroys metallic structures such as roofs and gates.
11.
 - a. The air they breathe could cause allergies and breathing difficulties.
 - b. Recycle the plastic waste and dispose the kitchen waste to the school garden.
12. Smoke and dust make it difficult for drivers as well as pedestrians to see the road clearly. This may increase accidents and delay movement.
13. Car pooling
14. Solar and wind.
15. Planting trees helps reduce the amount of carbon dioxide in the air by using it during photosynthesis and, in return, releasing oxygen into the atmosphere
16.
 - a. Learners can organise campaigns to advocate for cleaner air in the community.
 - b. Encourage community members to avoid burning waste.
 - c. Educating others about the importance of clean air.
 - d. They can engage in tree planting initiatives.

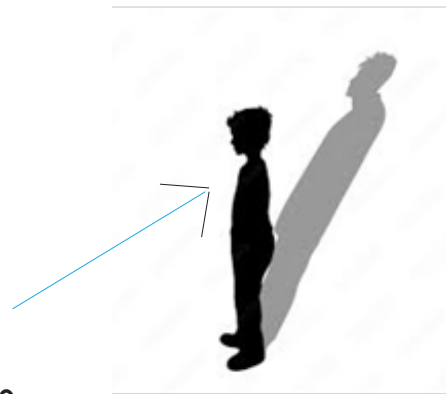
Force and Energy

A. Light

1. A transparent material is a material that allows light to pass through it so that objects on the other side can be seen clearly.
Example is glass.
2. Home greenhouse, frosted glass or oiled paper.
3. When light strikes a mirror, it will bounce back.
This is called reflection of light.
4. The angle at which light hits a mirror is usually equal to the angle of reflection.
Hence a change in angle of incidence causes a corresponding change in angle of reflection.
5. Car windscreens are made clear so that the driver and passengers can see the road, people, and other vehicles clearly.
6. Reflection, Mitchell sees her image because light bounces off her and reflects from the mirror back to her eyes.
7. A shadow is a dark shape formed when an object blocks light from reaching a surface. It does not show details like colour or facial features. An image is a likeness or picture of an object formed in a mirror or lens, and it shows details such as shape, colour and appearance.
8. In the evening, the sun is low in the sky, so sunlight falls on the body at a slanting angle, making the shadow appear longer.
At noon, the sun is almost overhead, so light falls straight down, making the

shadow short and small.

9. The learner is to indicate the arrow from the image to the shadow (light rays from left to right).



10.
 - a. Rainbow
 - b. A rainbow appears when there is sunlight and rain at the same time.
11. Jame will use the instrument to see objects on the surface. A periscope uses two mirrors that face each other at an angle. These mirrors reflect light rays from the surface to the viewing point.

B. Levers as Simple Machines

1. Levers are simple machines that make enable us to lift and move objects easily.
2. A first class lever has the fulcrum between the load and effort, like a see-saw, while a second class lever has the load between the effort and the fulcrum like a wheelbarrow.
3.
 - a. Second class
 - b. First class
 - c. Third class

4. Its role is to provide a fixed point around which the lever rotates, making it easier to lift or move a heavy load with less effort. Example: In a wheelbarrow, the wheel is the fulcrum.
5. The learner is to indicate load is the nail being pulled, the fulcrum is the centre of the hammer and the surface meeting. The effort is applied at the handle.
6. The learner is to indicate fulcrum at the end of the opener.
7. The fulcrum is at one end of the jack, where it pivots. It is first class lever.
8.
 - a. The fulcrum is at the joint where the two arms of the pliers meet.
 - b. The jaws hold objects tightly, preventing slipping and making tasks like twisting or pulling more efficient. They act as a double lever; this increases the force applied, allowing you to grip or cut objects more easily.
9. Crowbar
10.
 - a. Levers help us lift or move heavy objects with less effort (e.g., using a crowbar).
 - b. Tools like scissors, knives and pangas use levers to make cutting easier.
 - c. Pliers and tongs use levers to hold objects firmly.
 - d. Hoes and spades use levers to make digging and scooping soil easier.

C. Slopes as Simple Machines

1. Slopes are simple machines because they help us move heavy loads up or down with less effort by spreading the work over a longer distance.
2. Hills and valleys
3. We refer to a staircase as a simple machine because it is an inclined plane that allows people to move to higher floors in a building.
4.
 - a. Less effort is required – the ramp makes it easier to push or pull the bag than lifting it straight up.
 - b. It reduces the risk of injury – since the load is moved gradually, it is safer for the person handling it
5. Jane is right, because less energy is needed to move an object along a gentle slope.
6. Vertical effort is greater than effort on the ramp. Using a ramp requires less energy to move the object than using the vertical plane.
7. Roads up a mountain are made to gently wind up to enable vehicles to easily and safely move up the mountain.
8. I would tell Mike to use a wedge. Reason: A wedge is a simple machine that has a sharp edge which concentrates force on a small area, making it easier to split logs with less energy.
9.
 - a. Ladder
 - b. Painting the walls and roofing of new classrooms.

10.
 - a. Escalator
 - b. It helps people move to high floors of buildings.
11. The government can develop a road or footpath that winds around the mountain as a slope (inclined plane) to make the movement of people, goods, and vehicles easier.
12. A slanted roof allows rain water to flow easily.
13. They make movement easier for people using wheelchairs, the elderly, or those carrying heavy loads.
They improve accessibility so that everyone, including people with disabilities, can enter and exit the building safely.
14. He will use a ramp (inclined plane) to guide the cattle into the lorry.
15. Mr Japheth can move the block by using a ramp (inclined plane).

Assessment Test 1

1. The heart pumps blood to all parts of the body.
2. Oxygen – used for breathing/burning; Nitrogen – used to make fertilisers.
3. Nitrogen is important for crop production because legumes use it to make food.
4.
 - a. Mushroom
 - b. Source of food
5.
 - a. Carbon dioxide from vehicles
 - b. Smoke from industries
 - c. Dust from quarries/roads
 - d. Smoke from burning waste
6.
 - a. The learner to indicate the angle of incidence as the incoming ray; Angle of reflection – the outgoing ray
 - b. They are equal.
7. Fungi depend on plants for food; plants depend on fungi for nutrient recycling.
8. The ladder helps him reach higher places easily without much effort.
9. The inclined plane reduces effort by allowing the cylinders to roll into the lorry easily.
10.
 - a. Evaporation
 - b. Water boiling into steam.
11. It is essential for leguminous plants to make food.
12. It causes air pollution leading to breathing problems / poor visibility/ discomfort.
13. White (all colours of light mix to form white).
14. They are all invertebrates/animals without backbones.
15. W, O and D (letters that look the same when laterally inverted).

Assessment Test 2

1. Solid, liquid, gas
2.
Similarity: Both are blood vessels.
Difference: A carries blood to the heart, B carries blood away from the heart.
3. Slopes are used as roads, ramps, stairs and ladders.
4.
 - a. First-class lever
 - b. The middle point is the fulcrum.
 - c. Helps lift/move loads easily.
5. Pollination of plants
6. X (lungs) and Y (heart) work together – lungs supply oxygen to blood, heart pumps it around the body.
7.
 - a. Mould
 - b. Produces penicillin used in medicine.
8.
 - a. Causes air pollution, dust and noise.
 - b. Respiratory problems, discomfort and accidents.
 - c. Environmental degradation.
9. Pollutes water, reduces oxygen in water and kills fish.
10.
 - a. Plasma
 - b. Red blood cells
 - c. White blood cells
 - d. Platelets
11. Invertebrates help in pollination, soil aeration, honey production and pest control.
12. The lever increases force, making lifting easier.
13. Fruits, vegetables, whole grains, lean proteins
14. Reduce air pollution by planting trees, using clean fuels, avoiding burning waste and using public transport
15. The left ventricle pumps oxygenated blood to all parts of the body

Assessment Test 3

1. They used fungi because some fungi are sources of medicine (e.g. penicillin).
2. Carbon dioxide.
3. The angle of incidence equals the angle of reflection.
4. Breathing problems, allergies and eye irritation.
5. Blood vessels transport blood; arteries carry blood away from the heart, veins return it.
6. Nitrogen helps plants make proteins (used by legumes).
7. A refrigerator preserves food by lowering temperature and slowing growth of bacteria/fungi.
8. Water rises because oxygen is used up, creating a partial vacuum.
9. Avoid fatty foods, too much salt and alcohol.
10. They help plants by aerating the soil.
11. Capillaries supply oxygen nutrients and remove waste.
12. Plant trees, avoid burning waste and use clean energy.
13. Exercise strengthens the circulatory system.
14. Melting cooking fat while cooking.
15. It causes poor visibility and delays in air transport.

Assessment Test 4

1.
 - a. Source of food & income (mushroom farming)
 - b. Produces medicine like penicillin
 - c. Improves soil fertility by recycling nutrients
2. The learner to draw well diagram showing an image and shadow formed when light strikes the image.
3.

Condensation = gas \longrightarrow liquid (e.g. dew forming on grass).

Deposition = gas \longrightarrow solid (e.g. frost or hailstones forming).
4.

Pulmonary artery – carries deoxygenated blood to the lungs.

Aorta – carries oxygenated blood to all body parts.
5.

Wheelbarrow = second-class lever (load between effort & fulcrum).

Crowbar = first-class lever (fulcrum between load & effort).
6. Used by plants for photosynthesis to make food.
7. They reduce effort, making lifting, moving, cutting or opening easier.
8. Prevent backflow of blood.
9. Eating a balanced diet, exercise regularly, avoiding alcohol/smoking and reducing stress.
10. Nitrogen used in making fertilisers.
11. Burning waste releases smoke & harmful gases.
12. Body \longrightarrow vena cava \longrightarrow right auricle \longrightarrow right ventricle \longrightarrow pulmonary artery \longrightarrow lungs \longrightarrow pulmonary vein \longrightarrow left auricle \longrightarrow left ventricle \longrightarrow aorta \longrightarrow body.
13. Helps workers move heavy loads with less effort.
14. Planting trees, proper waste disposal and cleaning the environment.
15. Drying evaporation to reduce moisture and prevent rotting.

Assessment Test 5

1. Evaporation causes cloud formation and rainfall.
2. Water particles slow down and become closely packed (form ice).
3. Fungi do not make their own food while plants make their own food.
4. Wear protective clothing (long sleeves, trousers, insect repellent).
5. White blood cells fight disease-causing germs.
6. The circulatory system transports substances like a road network or trunk line.
7. Spiders eat insects → keep gardens pest-free.
8. Melting is applied in metal industries to shape tools after heating.
9. Inert gases (like neon/argon) are used in advertising lights.
10. Condensation can be seen on windows after a hot shower/water droplets on a cold glass.
11. High blood pressure and heart attack (any two circulatory conditions).
12. Artery – carries blood away from the heart.
13. Earthworms aerate soil and add nutrients, improving fertility.
14. Light enables us to see, read, move and do daily activities.
15. Environmental factors like moisture, warmth and shade influence fungi growth.

KPSEA Sample Assessment

1. c
2. a
3. i. a, ii. b
4. b
5. d
6. b
7. b
8. d
9. b
10. a
11. b
12. b
13. b
14. a
15. b
16. d
17. c
18. b
19. d
20. d
21. b
22. a
23. a
24. a
25. c
26. b
27. a
28. i. b, ii. d
29. b
30. c



Social Studies

Natural and Built Environments

A. Position and size of countries in Eastern Africa

1. 11
2. Sudan
3. Ethiopia
4. B. South Sudan
C. Burundi
D. Ethiopia
E. Uganda
5. Djibouti
6.
 - a. Tanzania
 - b. Uganda
 - c. South Sudan
 - d. Somalia
 - e. Ethiopia
7. Accept reasonable drawings.
8. South Sudan-644329, Uganda-241037, Rwanda 26338, Burundi-27834, Ethiopia-1.104 million
9.
 - a. Kenya
 - b. Uganda
 - c. Tanzania
10. 1.886 million km square
646km square
947303 km square
117600km square
241038 km square
11. Historical territorial changes

12.

Latitudes	Longitudes
Run from west to east	Run from north to south
The main line is the equator	The main line is the prime meridian

13. Using latitude and longitude lines to determine the country's position relative to the Equator and Prime Meridian.
14.
 - a. Counting the distance from the prime meridian.
 - b. Measuring the distance from the Equator.
 - c. Estimating based on nearby countries
 - d. Using a ruler to measure from the North Pole.
15.
 - a. 22 degrees north and 11 degrees south.) (22 degrees East and 51 degrees East
 - b. 1.3 degrees South, 36 degrees East
2 degrees North, 45.3degrees East
4.9 degrees North, 31.6 degrees East
9 degrees North, 38.8 degrees E
0.31 degrees North, 32.6 degrees East
16. Uzalendo mshikamano
Viwe msingi wa jamii yetu
Natulinde uhuru na amani
Mila zetu na desturi zetu
17.
 - a. Joint efforts in addressing issues such as climate change.
 - b. Mutual understanding and cultural exchange.

- c. Improvement in the development of infrastructure across borders.
- d. Enhancement in trade and economic cooperation.

B. Main Physical Features in Eastern Africa

1. These are natural things that are found on the earth's surface.
2. Mountain
Plain
Valley
Lake
3. Accept relevant answers
4. Tanzania
Kenya
Uganda
Ethiopia
5. Eritrea
Ethiopia
Kenya
Tanzania
Rwanda
Burundi
6. Lotikipi plains-Kenya
Serengeti plains -Tanzania
Bileshe plains -Somalia e.tc
Athi plain- Kenya
7. Volcanic plains - Formed when lava from repeated eruptions spreads out, cools, and hardens into flat or gently sloping land.
Structural plains - Formed from uplifted or sunk, undisturbed horizontal earth layers which remain flat due to little or no tectonic disturbance.
Erosional plains - Formed when elevated land is worn down over time by natural forces like water, wind and glaciers,

creating broad, flat and gently sloping surfaces.

Depositional plains - Formed when sediments carried by rivers, wind or glaciers settle and accumulate in low areas, creating flat or gently sloping land.

8.
 - a. volcanic mountains
 - b. Kilimanjaro
Elgon
 - c. They are formed after a volcano's eruption. Magma is pushed up the vent and accumulates around it, forming a volcanic mountain.
9. Bradley- Accumulation of lava
10. Accept any reasonable answer,
11. Uganda - Rwenzori
Ethiopia - Danakil Alps
Tanzania - Pare and Usambara.
12. down warping
13. it was formed as a result of erosion and deposition of the eroded materials
14. Accept any reasonable answer,
15. River deposition
Faulting
Down-warping
volcanicity
16. Conservation of the environment.
Appreciating beauty
It will help in agricultural understanding
For protecting our heritage
17. It helps us to understand natural processes we can make informed decisions about land use, conservation, and resource management.

C. Climatic Regions in Eastern Africa

1. a continuous geographic area with similar climatic characteristics. Areas with similar climatic conditions are grouped to form a climatic region.
2. Accept reasonable answers
3. Desert climate
Semi-desert climate
4. Mountain climate
5. Modified equatorial climate
Tropical climate
Desert climate
Mountain climate
Sub-tropical climate
6. Somalia, Northern Sudan, North Eastern Kenya
7. Tropical climate
8. equatorial climate
9. Rainfall is unreliable
Hot and dry in most months of the year
High temperatures
Very cold nights.
10. semi-desert climate
11.
 - d. desert climate
 - e. cactus and acacia
12. Cool or moderate temperature between 18°C and 23°C.
High rainfall of over 2100 mm per year.
Rainfall is throughout the year.
Relief rainfall.
Dense cloud cover.
13. Semi-arid climate
Desert climate
14. Crop farming
15. Too much rain leading to flooding and destruction of crops
Drought

16. Growing drought-resistant crops
Practicing monocropping
Dependence on rain-fed agriculture
Growing water-intensive crops
17. a. Equatorial
b. Desert
18. High rainfall and cool and wet climate ensure the growth of plants in that area.
The animals are adapted to hot areas and depend on little water available in the desert

D. Vegetation in Eastern Africa

1. Vegetation refers to the plants that grow in a place. It consists of trees, bushes, grass and shrubs.
2. Mountain
3. Mountain
Mangrove
Tropical rainforest
Desert
Savannah grassland and savannah woodland.
4. It is a type of vegetation found in Eastern Africa characterized by a landscape of grasslands interspersed with scattered trees and shrubs
5. Accept reasonable drawings
6. Mangrove vegetation
7. Sudan
8. Ethiopia is covered by many mountains.
9. Accept reasonable drawings
- 10.

Country	vegetation
Sudan	Desert, semi-desert, savannah grassland
South Sudan	Semi-desert, Savannah grassland

11.
 - a. Mountain
 - b. Altitude
Rainfall
Temperature
Latitude
 - c. rainforest
12. Consists of grassland and woodland vegetation
Trees and grass are available
Supports pastoralism
13.
 - a. Savannah woodland
 - b. Its infested with tsetse flies
14. Overgrazing by livestock.
Deforestation for charcoal production.
15. Burning it in open fields
Composting the waste
Dumping it in rivers
Burying it in a landfill
16. Accept correct matches
17.
 - a. Deforestation
 - b. reforestation, education of the community on the importance of forests.
18. Mulching
19. Accept reasonable answers

E. Historic Built Environments in Eastern Africa

1.

Namungo shrine in Uganda	Peoples palace in Djibouti
Roman Kiosk in Sudan	St Francis of Assisi in Eritrea
Victoria Monument in Ethiopia	Fort Jesus in Kenya

2. Museums are buildings that cover for and display a collection of artefacts and other objects while monuments can be statues, buildings or structures erected to commemorate a notable person or event.
3. Kasubi Tombs
Kabaka's Palace (Bulange)
Namirembe Cathedral
Rubaga Cathedral
4. Kenya
Ethiopia
Tanzania
5. Nairobi National Museum
Jaramogi Oginga Odinga Mausoleum.
6. Monument
7. Meroe pyramids, Old Dongola, Suakin
8. For educational tours
It has evidence which shows how man lived.
9. Preserves heritage and history for future generations.
Attracts tourists and boosts the economy.
Educates people about Swahili culture.
Builds pride and unity in the community.
Protects unique customs and architecture.
10. Boosting tourism and preserving cultural heritage.
Restoration of old buildings and promoting traditional building techniques
11. They served as trade hubs connecting Africa with Asia and Europe.
They were religious centers that facilitated the spread of Islam.

They acted as administrative centers for local rulers.

They provided protection and defense against invaders.

12. It served as a center for Islamic education and trade

It symbolizes the cultural exchange between the Swahili and Arabs.

13. Regular maintenance and repair of the walls using traditional materials.

Implementing protective measures to reduce exposure to harsh weather.

14. Historic buildings require ongoing maintenance to preserve their structural integrity.

Instead of demolishing old buildings that are no longer serving their original purpose, they can be adapted for new uses while preserving their historic features.

Enforcing laws that protect historic buildings is crucial for their conservation.

Engaging the local community in conservation efforts is essential

15. Messages on conserving the historic built environment.

16. Local communities have a deep connection to historic sites as they often represent their cultural heritage, traditions, and identity.

When local communities are actively engaged in conservation efforts, they develop a sense of ownership and responsibility towards the historic sites.

People, Population and Social Organisations

A. Language Groups in Eastern Africa

1. Bantus
Nilotes
Cushites
Semites.
2. Bantus
3. Hehe
4. Somali, Maasai
- 5.

Bantus	Nilotes	Cushites
Nyamwezi	Luo	Sandawe
Baganda	Samburu	Somali
Ameru	Maasai	Galla
Ngoni		

6. Kenya Uganda, Tanzania
7. Semites
8. Highland Nilotes – Kipsigis, Nandi, Keiyo, Marakwet, Sabaot, Pokot, Terik, Tugen, Ogiek Datoga, Sebei
River lake Nilotes - Luo, Acholi. Dinka, Nuer
Plain Nilotes - Maasai, Samburu, Turkana
Iteso
9. Search for grazing lands
Escape from conflicts in their original territories.
10. To look for fertile land
To escape attack from their neighbours
Pests and diseases.
11. Population pressure
Pests and diseases
Looking for pasture for their livestock
external attacks

12. d. They were looking for land for farming.
13. Process of moving from one region to another for settlement
14. They wanted trading Partners.
They wanted to spread Islam
They wanted to spread their culture
Spirit of adventure.
15. Uganda
Tanzania
Burundi
Rwanda
16. a. Accept reasonable answers
b.

Language group	Place of origin
Bantus	Cameroon/Congo
Nilotes	River Nile
Cushites	Arabia

17. Eritrea
Ethiopia
18. Western Bantus
Eastern Bantus
19. Plain Nilotes
Highland Nilotes
River-lake Nilotes
20. Accept reasonable answers
21. Conflict due to scarcity of resources available
22. New language development
23. Introduction of new crops
Improvement of farming techniques
24. Blending of different cultures
25. It led to an increase in trade
26. Introduction of new culture
Introduction of new language.

B. Population Distribution in Eastern Africa

- The total number of people living in a particular area.
 - How people are spread or arranged across a given area.
 - The average number of people living per unit of area, such as per square kilometre
- Harsh climatic conditions
Lack of water as a resource
- People want to live near the water resource so that they can access water easily for domestic use and fishing
- Climatic conditions
Presence of industries
Fertile land
- Urban areas offer more job opportunities due to the presence of industries, businesses, and services, encouraging people to move from rural areas.
- Mining activities
- Accept reasonable answers.
- Rwanda and Burundi
- Accept reasonable drawings
- Fertile soils
- Lowly
- Availability of fertile land
Presence of economic opportunities
- Poor sanitation
Struggle with housing and infrastructure.
- Overcrowding
Lack of basic needs
Unemployment
Strain on infrastructure
Strain on medical services
- Limited housing and overcrowding

- Densely populated areas often benefit from increased economic activities due to a higher concentration of consumers and workers

High population density can justify the investment in and expansion of public services and infrastructure.

Cultural Diversity and Innovation

- Accept relevant answers

C. Culture and Social Organisation

- shared beliefs, customs, practices, and social behaviors of a particular group or society
 - refers to a category of people classified based on their age range
 - social group of people born during a particular time
- In an age set group setting individuals are categorised according to age ranges while an age set features people born nearly at the same time
- participate in the same cultural activities have similar experiences in life stages e.g. childhood
maintain close ties over a long period.
- Accept reasonable answers
- Grow up together
Play together
Marry together
Get initiated together
- A group of people who originate from a common ancestor.
- Allocation of land
Setting rules
Organising ceremonies and festivals
Punishing wrongdoers
Solving disputes

8. Clans play a crucial role in managing inheritance and ensuring that property and family titles are passed down according to traditional customs.
9. Clan systems provide stability and continuity by maintaining traditional practices and values.
They offer a structured support network and a sense of belonging for members.
10. Accept reasonable answers
11. Accept reasonable answers
12. dressing
language
worship ceremonies
13. Open
14. Clans give people a sense of who they are.
They help decide who can marry who.
Clan elders solve problems and arguments.
They help share land and property fairly.
Clans keep traditions and customs alive.
They help choose and advise local leaders.
Clans support members in times of need.
They teach good behavior and respect.
15. Boys' circumcision
Traditional food
Clothing
16. A person, typically one more remote than a grandparent, from whom one is descended.
17. Accept reasonable answers
18. They promote unity and teamwork.
They help in sharing responsibilities.
They guide people through life stages.
They are used in training and education.
They help in defense and protection.
They take part in leadership and decision-making.

They strengthen discipline and respect. They help organize social events and ceremonies.

D. School and Community

1.
 - a. a group of people living in the same area or share interests, customs and services.
 - b. an institution where teachers guide learners in academic, creative and social skills.
2. Donating money to the community
Inviting the community members for a meal at school.
Encouraging the community to help them clean the school,
Cleaning a market center in the community
3. Most of the learners come from the community.
The community provides resources to the school.
The school allows the community to use school resources.
4. Schools can share their facilities with the community for various events and programs.
Schools can collaborate with local health institutions to organise health check-ups.
Schools and community members can work together to plant trees, clean public areas.
Local professionals from the community can offer workshops or mentorship programs in schools.
Schools can host cultural days, sports events, or community festivals

in collaboration with local leaders, promoting social interaction and mutual understanding between learners and the community

5. Involving parents in school decision-making and promoting joint initiatives. Inviting local professionals to teach and inspire learners.

(Accept other relevant answers)

6. It enriches the learning experience by providing learners with real-world knowledge and skills through community engagement.

It helps build a supportive environment where learners feel encouraged by both their school and the community

7. The school can improve its learning resources, offering learners better access to knowledge.

8. Learners learn practical agricultural skills.

The produce can supplement school meals or be sold to support the school.

9. Lack of communication between teachers and parents.

Poor performance of students in school.
Misunderstanding of school rules by parents.

Harsh punishment of students by teachers.

Misuse of school funds or resources.

Disrespectful behavior of students in the community.

Land disputes between the school and local people.

Religious or cultural differences.

Lack of involvement of the community in school activities.

Overloaded school fees or extra charges.

10. Improved infrastructure

Better learning outcomes

Greater community involvement

11. Improved health awareness and access to medical services for learners

12. all of them will draw water from the borehole

13. Tree planting

Cleaning

Health Awareness

Sports and games

Cultural festivals

Resources and Economic Activities in Eastern Africa

A. Beef Farming

1. Beef farming is the keeping or rearing of cattle for meat or beef production.
2. Ranches
3. False
4. Favourable climatic conditions
Availability of large piece of land
Capital availability
Government policy
5. For meat, wealth and cultural reasons.
6. Availability of capital
Availability of land
Climatic conditions
- 7.

Country	Areas practised
Kenya	Nakuru, Laikipia, Narok, Isiolo, Garissa
Uganda	Kasese, Mbarara, Lira, Gulu
Somalia	Juba land and Puntland
Tanzania	Manyara, Arusha, Iringa, Dodoma

8. Kenya
Tanzania
9. Leather
Manure (used as fertilizer)
Bones (used for tools or crafts)
Hides (for making goods like bags or shoes)
Fat (used in cooking or soap making)
10. Changing of skin into leather
11. Source of food
Source of income
Source of revenue for government
Creates job opportunities

12. Accept reasonable answers
13. Athi River
Dagoretti
14.
 - a. Slaughter house
 - b. Slaughtering
Skinning
15. Joab
16. East coast yellow fever, Nagana, Rinderpest, Foot rot, Foot-and-mouth.
17. Veterinary
18. Overstocking
Cattle rustling
Lack of water and pasture
Poor means of transport and communication
Attacks by pests' diseases
19. Drilling boreholes
Providing veterinary services
Establishing more slaughter houses

B. Fishing in Eastern Africa

1. Is the activity of harvesting fish from water
2. Inland fishing ground
Marine fishing ground
3. Marine, inland
4.
 - a. L. Turkana, Victoria
 - b. L. Kyoga
 - c. L. Tanganyika
 - d. L. Tana
5. Purse seining
Trawling

- Long lining
- Net drifting
- 6. Purse seining
- 7.
 - a. Method of marine fishing where a cone shaped fishing net is pulled by a boat to catch large amounts of fish.
 - b. Method where nets called drift nets are hang vertically in water to trap the fish.
- 8.
 - a. M - Marine fishing
N - Inland fishing
P - Marine fishing
 - b. Lake Victoria
- 9. Long lining
Net drifting
Purse seining
- 10. Sun drying, Refrigeration, Salting
- 11. Oil spillage, Overfishing, Use of harmful chemicals
- 12. Lack of adequate facilities such as fishing and storage.
Bad weather
Overfishing
Pollution
- 13.
 - a. Suffocates fish making them to die
 - b. Cause accidents
- 14. Allocating and sourcing of funds for fishing.
Protecting fishing grounds from foreign vessels.
Provision of storage and preservation facilities.
Educating people on safe fishing methods
Developing rules and regulations to guide the fishing industry.

- 15.
 - a. Use standard nets
 - b. Getting funds from government inform of loans
- 16. catching too many fish from the sea or a lake, so that the fish population gets smaller and cannot easily recover.
- 17. Accept reasonable answers.
- 18. Freezer

C. Wildlife and Tourism in Eastern Africa

- 1. The activity of travelling for leisure and pleasure to places of interest.
- 2. Wildlife
- 3. Domestic tourism
- 4. Peace and security
Good means of transport and communication.
Standard hotel and accommodation
Availability of variety of tourist attraction like wildlife, historical sites
- 5.
 - a. Lion
 - b. Rhinos
 - c. Elephants
 - d. Buffaloes
- 6. Nature of curriculum design support tourism
- 7. Game reserve are managed and controlled by local authorities such as counties. While National Parks are controlled and managed by the national and federal government.

8.

Country	National Park	Game reserve
Somalia	Bushbush	Waamo Idow
Burundi	Kibira	Kigwana
South Sudan	Shambe	Nuba
Ethiopia	Harer	Omo
Uganda	Katonga	Queen Elizabeth

9. Accept relevant answers.

10. Accept correct matches

11. Lake Natron, Nakuru

12. illegal killing of wild animals by poachers

13.

X – Bale Mountains National Park

Z – Serengeti National Park

Q – Babilie Elephant Sanctuary

Y – Tsavo National Park

14. Insecurity and political instability in some countries.

Poaching.

Poor means of transport.

Outbreak of communicable diseases.

Stiff competition from other countries.

15.

a. Scare tourists making reduction in their numbers.

b. Reduces the number of wild animals that tourist come to see

16. Kenya Wildlife Service

17. Language barrier

18. Educating people

Improving transport and communication networks.

Improving security in the region.

Reduces hotel and accommodation charges.

19.

a. Government improving security networks.

b. Educating and training people.

20. Installation of CCTV camera in order to improve security.

Search information on how to attract tourists.

21. Accept relevant answers.

D. Transport in Eastern Africa

1. The movement of people and goods from one place to another

2. Road transport network

Railway transport network

Air transport network

Water transport network

Pipeline

3.

a. Air

b. Rail

c. Road

d. Water

4. Trans-African Highway and Great North Road

5. Passenger planes, Cargo planes

6.

a. Pipeline

b. Air

7. Boats

Ferries

Canoes

8. Accept reasonable answers.

9.

Country	International airport
Kenya	Jomo Kenyatta
Uganda	Entebbe
Ethiopia	Addis Ababa
Eritrea	Djibouti

10. Insecurity
 - Bad weather
 - Inadequate capital
11. Inadequate capital to build ports and harbors.
 - Lack of modern facilities for loading and unloading the cargo.
12. Leaking of oil from pipes due to breakage of pipes transporting oil.
13. Driving while drunk
 - Careless driving
 - Unworthy road vehicles
14. Water hyacinth
15. Pendo
- 16.

Challenge	Solution
Over speeding	Use of speed governors
Traffic jams	Construction of by pass

17. Expanding roads to accommodate more vehicles.
 - Building of by-passes to decongest major roads.
 - Creating awareness on safe use of roads to reduce accidents.
 - Proper maintenance of transport networks.
18. Facilitate international co-operation
 - Create employment
 - Facilitate trade
 - Move people and goods faster
 - Promote industrial development
19.
 - a. Traffic Jam/ Congestion
 - b. Constructing of by-pass
 - Encourage people on using public transport instead of private vehicles.
20. Driving beyond the required speed limit

E. Communication in Eastern Africa

1. Communication is the sending and receiving of information from one person or place to another.
 2. Print and Electronic
 3.
 - a. Print media refers to the means of communication that transmits information in published written and pictorial form.
 - b. Electronic media are means of communication that use electric technology in the transmission of information.
 - 4.
- | Print media | Electronic media |
|--------------------------------------|------------------------------|
| Email, Brochures, Letters, Newspaper | Television, Radio, Telephone |
5. Email
 6. Mass media
 7. Accept relevant answers
 8. WhatsApp, Instagram, X, Facebook
 9. Poor network connectivity
 - Power black out
 10. Ouma
 11. Language barrier
 - Noise
 - Poor handwriting on chalkboard
 12. Lack of technical skills
 - Theft of communication equipment
 - Poor networks
 - Bad weather
 13.
 - a. Insufficient credit, poor network
 - b. Takes long before getting feedback
 - c. Lack of electricity or blackout

14. Improving security.
Improving electricity and internet.
Allocating more funds or capital in communication.
Teaching communication skills in schools

15.

Challenge	Solution
a. Lack of capital to buy modern equipment	Allocating more funds or capital
b. Illiteracy	Teaching communication skills in schools
c. Poor network coverage	Improving electricity and internet network

16. Vandalism

17. Reduces destruction and theft of communication equipment.

18. Reducing their call rates

Improving their network coverage in countries they operate.

19. Facebook YouTube
WhatsApp Instagram

20. Television

21.

a. Used to pass information to many people at the same time through audio.

b. Message is drafted on a piece of paper and put in an envelope and send to the receiver through post office.

22. Mobile phone

23. Sending letter

F. Mining in Eastern Africa

- Mining
- Valuable substances that are mainly found under the ground.
- Limestone, Soda Ash, Tin, Gold, Copper, Diamond
- Panning, Hydraulic mining, Deep Shaft, Open Shaft
- Copper Diamond
Gold Limestone

6.

Country	Mineral
a. Kenya	Soda Ash
b. Uganda	Limestone
c. Tanzania	Gold
d. Sudan	Crude Oil

7. Magadi

8. Dredger

9. Geita, Mwanza, Tanga, Shinyanga

10. Accept correct matches

11.

Mineral	Methods of mining
Soda Ash	Dredging
Gold	Hydraulic mining
Limestone	Open cast

12. Dredging
Open cast

13. Hima
Dura
Tororo

14. Air pollution due to dust particles
Soil erosion
Sound pollution/ noise

15. Malaria

16. Accept relevant posters

17. Dust and grasses from mines pollute environment.

Soil erosion due to clearing of vegetation.

Open pits filled with water.

18. Blasting makes loud noise and shakes the ground. It can cause dust and sometimes damages nearby buildings or makes the land unsafe.
19. Accept relevant answers
20. Accept relevant answers
21.
 - a. Fencing, Back filling
 - b. Planting trees and vegetation
22. Accept relevant answers
23. Fencing around areas with open pits
Proper disposal of waste from mines to reduce pollution.
Building of gabions
Planting trees and vegetation
24. Land reclamation the process of improving lands to make them suitable for a more intensive use
25. Supplying seedlings to the people around the area.
Funding

Political Systems and Governance

A. Traditional Forms of Government

1. A person who leads a community based on customs and traditions passed down over time.
2. Chiefdoms (Nyamwezi)
Council of Elders (Ameru)
Kingdoms (Abawanga and Buganda)
3. Omuwanika
4.
 - a. Tanzania
 - b. Uganda
 - c. Kenya
 - d. Kenya
5. is a system where all the power and authority are concentrated in a central leader Kabaka.
6. Ntemi
7. Was the commander in chief
Settled disputes
Controlled long-distance trade
Made judgement on capital offence
8. Appointing chiefs to administer different regions.
Overall ruler of Buganda kingdom
Administered religious functions
9. Wanyamphala
10. Nyamwezi
11. They had a hereditary leadership.
They had a centralised government.
Participated in long-distance trade.
Both the king and chief were the commanders in chief.

12.

Nyamwezi	Buganda
Ntemi was the chief.	Kabaka was the King
Minule was the chief's messenger.	Omuwanika was charge of finance.
The people of the chiefdom were called Nyamwezi.	The kingdom had baganda people.

13. They were the overall leaders
They solved major disputes
14. Leaders are accountable to the community.
Community members participate in decision-making.
Customs and traditions are respected to maintain peace.
15. The position is passed down from parent to child.
16. False
True
True
17. Katikiro. Omulamuzi, Omuwanika
18. The people of the moon
19. The Nyamwezi people are believed to have come from the direction where the moon is first seen.
20. Minule
Mganwe
Kikoma
Mtwale
Wanyikulu
21. Accept relevant answers
22. Miluka chiefs
23. Lukiiko

24. Ngoni

B. Regional Cooperations

1. It has initiated cross-border infrastructure projects, such as highways, railways and energy networks
2. Kenya
Uganda
Tanzania
3. Kenya
Uganda
Tanzania
South Sudan
Burundi
Rwanda,
Somalia
4. improves the ease of movement for people, goods, and services across member states.)
5. b. Removing trade barriers within member countries.
6. Promote social and economic cooperation.
Improve infrastructure.
Promote free movement.
Promote science research and technology.
Ensure peace security and political stability.
7. Facilitation of free movement of goods and services.
Promotion of regional trade and economic integration.
8. Economic and social cooperation
9. the process through which member states work collaboratively to create a unified regional market
10. Ateya - to discourage common market

in the region.

11. Economic disparity among member states
Limited access to common markets
12. Political instability can create an environment of uncertainty obstructing the EAC's efforts to promote economic cooperation and stability.
13. Makes trade and business between EAC member states difficult
14. Tea, coffee, Sugar Maize and Horticultural Products
15. Strengthening regional diplomacy
Promoting democratic governance
16. Harmonizing trade policies
Enhancing infrastructure connectivity
Strengthening trade facilitation measures
Promoting regional trade agreements
17. It helps in knowledge sharing.
It will foster integration and unity.
18. Ee Mungu twaomba ulinde
Jumuiya Afrika Mashariki
Tuwezeshe kuishi kwa amani
Tutimize na malengo yetu
19. **1st Verse** - Celebrates the unity and shared hope of the East African nations, emphasising their common identity and bond.
Chorus - Highlights the commitment to work together for peace, progress, and prosperity across member states.
2nd Verse - Encourages cooperation and mutual respect to build a bright and united future for all East Africans.
3rd Verse - Calls for love and dedication to the region, promoting harmony and

development for generations to come.

20.

- a. Member states should specialize in different products to avoid competition and work together.
- b. EAC should introduce one common currency to make trade easier and cheaper.

C. Citizenship

1. A special book in which all rules governing a country are stated there
2. A person who has a right to belong to a particular country.
3.
 - a. False
 - b. True
 - c. True
 - d. True
 - e. false
4. Citizenship
5. Accept relevant answers
6. Accept relevant answers
7. Voting
8. Educate them on the importance of trees
9. Accept relevant answers
10. Love her country and put its interests first
11. Obeying rules, protecting the environment, paying taxes
12. Accept relevant answers
13.
 - a. True
 - b. False
 - c. True
 - d. False
 - e. False
14. Accept relevant answers

D. Human Rights

1. They are basic rights and freedoms that belong to every person in the world from birth to death.
2. Political, social, economic
3. Right to employment
Right to education
Right to healthcare
4. right to life, right to a fair trial
5. Right to life and right to a fair trial-political
6. Accept relevant answers
7. Right to peaceful assembly
Freedom of expression
8. Encouraging open discussions in public forums
9. Reporting people who are subjecting children to these.
Educating the society about effects of child labour.
10. Governments and institutions enforce policies that prohibit discrimination based on gender or religion.
Societies provide avenues for individuals to seek legal assistance and justice if their rights are violated.
Societies uphold human rights by providing access to basic healthcare, education and social services.
11. Refers to the unfair or unjust treatment of individuals or groups.
12. B. Implementing equal employment policies.
13. Caring for the sick
14. Promoting equality and non-discrimination.
Respecting freedom of expression.
Ensuring access to the basic needs of vulnerable groups.

15. To encourage equality and fairness
16. Accept relevant answers

E. Peace and Conflict Resolution

1.
 - a. a state of calm and harmony
 - b. attempt to solve or settle a disagreement
2. Differences in performance
 - Bullying
 - Loss of property
 - Not finishing the teacher's work etc.
3. Yes. Accept reasonable explanations
4. Accept reasonable answers
5. Competition for resources
6. Accept reasonable answers
7. Talk to them so that they understand the importance of peace
 - Find the route course of the problem
 - Explore solutions together.
8. Negotiation
- 9.

Causes of conflict	Indicate YES or NO
Tribalism	YES
Fair distribution resources	NO
Religious difference	YES
Nepotism	YES
Adequate resources	NO

10. Talk to him about the pen
11.
 - a. process where a mediator, helps the conflicting parties communicate and negotiate a mutually acceptable solution
 - b. resolving disputes through the court system
 - c. process where an arbitrator, makes a binding decision after hearing evidence and arguments from both sides.)

12. Litigation

13.

Conflict	Conflict resolution
Domestic violence	Negotiation
Land dispute	litigation
Fighting in class	Arbitration

14. Accept reasonable posters

15.

- a. Arbitration
- b. Arbitrator

16. Accept reasonable answers

17. Fear, lack of understanding, disagreement over ideas or desire for power.

18. Fosters healthy relationships.

Encourages effective problem-solving skills.

Promotes emotional well-being.

19. Unemployment makes people angry because they have no money. They fight over things they need, which can cause conflicts.

20. Accept reasonable essays

F. Government Revenue and Expenditure

1. Excise duty
 - Property tax
 - Income tax
 - Corporate tax
2. Aids and grants
 - Interest on loans
 - Trade licences
 - Collection of fees and court fines
 - Taxes
3. Tax - Mandatory contributions collected by the government.
 - Loans - Money obtained through

borrowing and is usually returned with an interest.

Revenue - Total amount of money a government earns from its activities before deductions.

4. by renting it
5. trading licences
rent from buildings
loans and grants
6. expenditure
7. Improve market facilities like building better stalls and clean toilets.
Provide security to keep the market safe for traders and customers.
8. Funding for schools, universities and teacher salaries.
Health Building hospitals, paying healthcare workers and supplying medicine and medical equipment.
Building and maintaining roads, bridges, airports and railways to improve transportation and communication.
Paying for the military and police and ensuring the safety and security of the country.
9. Taxes fund projects that improve the country's infrastructure, creating jobs and boosting the economy.
Taxes support programs for the elderly, the poor and the disabled, helping to create a more equal.

10.

National government	County Government
Police salaries	Waste management
Supplying Medicine	Agriculture in the local homes

11. Kenyan citizens
12. Accept reasonable answers
13. Taxes

14. Kenya Revenue Authority
15. 611.03
16. Salary/ wages
17. Accept reasonable points
18. Money given by one government, organization or person to another, usually for a specific purpose and they do not have to be paid back.
19. International Monetary Fund (IMF).
World Bank.

G. The Preamble of the Constitution of Kenya

1.
 - a. A set of rules according to which a state is governed.
 - b. make a bill or proposal into law through a formal process, usually by the legislature.
 - c. adherence to ethical and moral principles.
2. An essential part of the constitution which sets the tone for the rest of the document
3. Accept correct answers
4. to explain the purpose of the constitution and the values and goals of the people.
5. Adopt, committed, acknowledge, exercising, recognizing
6. Accept relevant posters
7. Assess
8. Respecting the bill of rights, paying taxes, protecting the environment
9. It promotes equality
It protects freedoms
Encourages fair leadership
10. Accept reasonable answers
11. To protect their freedom, ensure fairness and help everyone live in peace and equality.

12. Committed
Acknowledging
Recognising
13. Strongly dedicated or fully determined to support or achieve something
14. It provides rules on how the country is governed, protects people's rights and helps keep peace and order.
15. Accept reasonable answers
16.
 - a. Accepting or recognising something is true or important.
 - b. Feeling happy and confident about something.
 - c. Showing respect or giving importance to someone or something.

ASSESSMENT TEST 1

1. Kenya, Uganda, Tanzania Burundi, Rwanda, South Sudan, Somalia
2. The sending and receiving of information from one person to the other.
- 3.

Electronic	Print Media
Radios Televisions telephones	Brochures Letters Newspapers

4. Swamps, rivers, lakes
5. Climate
6. Interdependence
7. Mushrooming of slums, Traffic congestion, Unemployment
8. The keeping or rearing of cattle for meat
9. Khartoum
10.
 - a. long lining
 - b. deep near the sea bed
11. Equatorial
12. Semites
13. Latitudes help in climate while longitudes help in time.
14. Accept reasonable drawings
15. Earns the country foreign exchange

ASSESSMENT TEST 2

1. Pastoralism
2. Accept reasonable answers
3. Purse seining
Net drifting
Trawling
Long lining
4. Fertile soils
5. Favourable climatic conditions.
Availability of large piece of land.
Capital availability.
Government policies.
6.
 - a. Block mountains
 - b. Pare and Usambara mountains
 - c. Tension forces
 - d.
 - i. False
 - ii. True
 - iii. True
 - iv. False
7. Improving security
Improving internet connectivity
Teaching communication skills.
8. Trans-African highway and Great North Road.
9. Tukiwa wamoja tutaendelea.
10. Help them to choose leaders of their own.
Enables them to speak about their problems.
Promotes peace and harmony.
11.
 - a. Dredging
 - b. Hydraulic mining
 - c. Open cast
12. Strengthen relationships among member states
13. Arbitration
Mediation
Negotiation
14. Right to fair trial, right to vote, freedom of expression, right to equality
15. 23 degrees North and 12 degrees South

ASSESSMENT TEST 3

1. Air pollution -dust and gases
Soil erosion due to clearing of vegetation
Open pits filled with water
2. a. Yes
b. Yes
c. Yes
d. No
3. Elephant
Rhino
Cheetah
Buffalo
4. Tsetse flies
5. Expands roads
Building by-passes
Creating awareness
Proper maintenance of roads
6. Ranches
7. Conserve the environment
Pay taxes
Obey court orders
Respecting authority
8. Iraqi, burji, rendile, galla, borana, burugu, dahalo, sanye
9. We should be proud of our cultural and religious diversity and determined to live in peace and unity as one sovereign state.
10. Love, integrity
11. Heading finance of the kingdom
12. Kidepo
Bwindi Impenetrable Forest
Murchison falls
13. Accept any other correct answer

Country	Monument	Museum	Historic building
Tanzania	Askari, Uhuru	Mwalimu Nyerere, Old Boma	Olduvai Gorge, Kaole Ruins
Uganda	Interdependence, Captain Lugard	Uganda National, Edirisa	Namugongo Shrines, The Kasubi Tombs,
Rwanda	Nyamata Genocide Memorial, Anti-corruption	Kigali Genocide Memorial, Rwanda Art	Ntarama Church, Nyamata Church
Kenya	Dedan Kimathi, Jomo Kenyatta Statue	Nairobi National, Murumbi Art Gallery	Gedi ruins. Vasco Da gama pillar

14. Accept relevant posters
15. Unemployment causes conflict when people compete for few jobs.
Poverty leads to conflict because people fight to meet their basic needs.
Tribalism causes conflict by creating division and unfair treatment.
Political differences can lead to conflict, especially during elections.
Land disputes cause conflict when people disagree over ownership.
Corruption leads to conflict when leaders misuse resources and people lose trust.

ASSESSMENT TEST 4

1. Kenya, Kilimanjaro
2. Freedom of association
3. Dinka
Anuak
Shilluk
4.
 - a. Money that the government or an organization receives, usually from taxes, sales or services.
 - b. Money that the government or an organization spends on things like salaries, roads, schools or services.
5. Other countries
World bank
Non-governmental organizations (N.G.O)
6. The introductory statement that outlines the fundamental principles, values, and objectives of the Constitution.
7. 1967
8. a. Uganda
b. Tanzania
9. Allocating lands to family members.
Setting rules in a clan.
Setting and maintaining moral values.
Solving disputes.
10. Building roads and other infrastructure
Paying salaries of county workers
Providing health and education services
11. Respecting the bill of rights
Paying taxes
12. Peace and security.
Good means of transport.
Standard hotels and accommodation facilities.
Availability of various tourist attraction sites.
13. Indian Ocean
14. River Nzoia, Yala, Nyando, Sondu-Miriu, Mara, Simiyu and Kagera
15.
 - a. Water hyacinth
 - b. Blockage of fishing routes.
Depletion of oxygen in water
Entanglement of fishing nets

ASSESSMENT TEST 5

1. Cleaning some of the physical features e.g. rivers.

Planting trees and vegetation helps prevent soil erosion.

Implementing sustainable agricultural practices helps conserve physical features like hills and plains.

2.

a. oxbow lake

b. Erosion and Deposition: Over time, erosion on the outer side of the meander makes the bends while deposition of sediments on the inner side reduces the river's width.

c. lake Kanyaboli, Kamnarok, Kikorongo

3. Spread of fake news and misinformation.

Cyberbullying and online harassment.

Lack of privacy and data security.

Addiction and mental health issues.

Use for hate speech and inciting violence.

Scams and online fraud.

4.

National Park/ Game Reserve	Country
Sibiloi	Kenya
Selous	Tanzania
Ruwenzori	Uganda
Awash	Ethiopia

5. Insecurity and political instability

Poaching

Poor means of transport

Communicable diseases

6. Reducing pollution

Community education and awareness

7.

Built Environment	Country
Kigali genocide	Rwanda
Peoples palace	Djibouti
Namungo shrine	Uganda
Vasco da Gama	Kenya

8. There was the adoption of different cultures.

Introduction of new language.

9. Singing traditional songs

Organising cultural days

Performing traditional dances

10.

a. Trawling

b. It harvests all the fish including the young ones

11.

Mineral	Place Mined
Copper	Kilembe Uganda
Gold	Mwanza Tanzania
Soda ash	l. Magadi Kenya

12. Drums

Shield Stool

Royal fire

13. Air transport has promoted tourism by making travel faster and easier.

It has boosted trade by allowing quick transport of goods.

It has created jobs in airports, airlines, and support services.

It has improved connectivity, attracting investors and businesses.

14. Movement

15. Accept relevant answers.

KPSEA Sample Assessment

1. B
2. A
3. C
4. A
5. A
6. B
7. C
8. C
9. C
10. A
11. C
12. B
13. C
14. A
15. D
16. B
17. D
18. A
19. D
20. D
21. B
22. B
23. A
24. B
25. D
26. A
27. D
28. B
29. B
30. C



Agriculture

Conservation of Resources

A. Controlling Soil Erosion

1.
 - a. Gabions
 - b. Used in controlling gulley erosion.
 2. Controlling gulley erosion involves reshaping the land to prevent the formation of deep channels or gulleys that carry away soil during heavy rainfall.
 3. Terracing equipment, like shovels and rakes, erosion control blankets and plantings such as grasses and shrubs.
 4. Water moving over a broad surface, carrying away a thin layer of soil.
 5. Identify areas prone to rill erosion. Establish vegetative cover or plant grass. Construct check dams or terraces. Monitor and maintain erosion control structures.
 6. Insufficient ground cover or vegetation to absorb the impact of raindrops, leading to soil splashing.
 7. Wear gloves and sturdy footwear to protect hands and feet.
Use caution when handling sharp tools to avoid injuries.
 8. Controlling soil erosion helps retain nutrient-rich topsoil, preventing it from being washed away and ensuring sustainable agriculture.
 9. Terracing reduces the speed of water runoff, allowing more time for water to infiltrate the soil and reducing soil loss.
 10. **Similarities:** Both involve the movement of soil due to water.
- Differences:** Sheet erosion is the removal of a thin layer of soil across a wide area, while gulley erosion creates deep channels or gulleys.
11. Always work with a partner when using heavy tools.
Inspect tools before use for any defects or damage.
 12.
 - a. Gloves
 - b. Protects hands from blisters, cuts and splinters when using tools.
 13. Accept reasonable answers
 14. Vegetative cover: Grasses and shrubs stabilise soil with roots, reducing erosion. Example: Grasses planted on hillsides.
Erosion control blankets: These blankets cover and protect soil from erosion until vegetation establishes. Example: Using erosion control blankets on newly seeded slopes.
 15. a. Shovel b. Erosion control blanket
 16. Personal preference might influence whether a student chooses terracing to create flat areas or contour plowing to follow natural land contours.
 17.
 - a. Mulching involves covering soil with organic material to reduce the impact of raindrops, preventing soil splashing.
 - b. Spread organic material like straw or leaves evenly over the soil. Maintain a layer of mulch to

protect soil from erosion.

18. Steep slopes
Heavy rainfall
Lack of ground cover

B. Conserving Water: Seedbeds

1. A sunken seedbed involves digging a depression in the ground to collect and retain water, creating a moist environment for seed germination.
2. Spade, rake, hoe, watering can, measuring tape
3. Retains moisture, reducing the need for frequent watering.
4. Dig a shallow pit.
Add organic matter or compost to the pit.
Mix the soil and organic matter.
Water the pit to moisten the soil.
Plant seeds or seedlings.
5. Sunken seedbeds retain moisture due to their design, providing a consistent water source for plant roots.
6. Wear gloves to protect hands from blisters and cuts.
Use knee pads or cushioning when kneeling to avoid strain or injury.
7. Conserving water ensures efficient use of resources, reduces water wastage, and supports healthy plant growth.
8. Shallow pits are easier to prepare and maintain, requiring less digging and soil work.
9. Keep tools sharp and in good condition to prevent accidents.
Store tools properly after use to avoid tripping hazards.
10. Organic matter improves soil structure, enhances water retention, and provides nutrients for plant growth.
11.
 - a. Gardening trowel
 - b. Used in transplanting seedlings onto the seedbed.
12. Proper drainage prevents waterlogging and root rot, ensuring optimal conditions for plant growth.
13. Sunken seedbeds: Retain water from rainfall, reducing the need for frequent watering. Example: Lettuce growing in a sunken bed.
Shallow pits: Concentrate water around plant roots, promoting efficient water use. Example: Tomato plants in shallow pits.
14. Spade, rake
15.
 - a. Shallow pits
 - b. Choose a flat, well-drained site and clear it of weeds, stones, and debris.
Mark the bed size and dig down 15–30 cm, piling the soil on the edges to form ridges.
Level the bottom of the bed to help hold water evenly.
Mix in compost or manure to improve soil fertility.
Water the bed lightly before planting seeds and then sow seeds at the right spacing.
16. Retains moisture for longer periods.
Reduces water evaporation.
Provides consistent hydration for plant roots.

Conserving Wild C. Animals: Using Physical Deterrents

1. Establishing a mesh fence involves installing a barrier made of wire mesh to prevent wild animals from accessing crops or domestic animals.
2. Thorny fences, safe traps, innovative lights, innovative sounds, deflectors
3. Thorny fences create a physical barrier that deters animals from entering protected areas, preventing crop damage.
4. Install solar-powered lights around the perimeter.
Position lights to create a bright and intimidating environment.
Activate lights at night to deter nocturnal animals.
Regularly check and maintain lights for optimal performance.
5. Incorrect placement or baiting of traps, allowing animals to avoid or escape them.
6. Set traps away from human activity to avoid accidental injury.
Use gloves and proper handling techniques when baiting and checking traps.
7. Using deterrents minimises human-wildlife conflict, reducing the need for fatal control methods and promoting coexistence.
8. Innovative sounds can be automated and cover large areas, effectively repelling animals without physical barriers.
9. Similarities: Both create barriers to prevent animal access.
10. Differences: Thorny fences use natural deterrents (thorns), while mesh fences are made of wire for visibility.
11. Check traps regularly to prevent animals from suffering.
Release non-target animals safely and promptly.
12.
 - a. Gumboots
 - b. Protects feet from cuts and scratches when handling thorny materials.
13. Accept reasonable answers
14. Deflectors: Reflect light or sound to deter animals from approaching.
Example: Reflective tape on fences.
Safe traps: Capture animals without harm for safe relocation—for example, Cage traps for raccoons.
15.
 - a. Safe trap
 - b. Reflective tape
16. Reflect light or sound to scare animals away.
Low-cost and easy to install.
Environmentally friendly, without harming wildlife.
17.
 - a. Thorny branches or plants
 - b. Wire or stakes
 - c. Gloves
 - d. Wire cutters
18. Safe trap: Captures animals without harm for relocation—for example, Cage traps for squirrels.
Innovative sound deterrent: Emits sounds to mimic predators, scaring animals away—for example, Ultrasonic devices.
19. Release animals in suitable habitats away from human settlements.
Notify local wildlife authorities for assistance with relocation.

20. Wear long-sleeved shirts and pants to protect the skin from thorns and scratches.

Food Production Processes

A. Rearing Small Domestic Animals

1. Setting up a suitable housing unit for rabbits involves creating a shelter with enough space for them to move around, including a resting area and a separate space for feeding.
2. Grass hay and fresh vegetables.
3. Wire mesh flooring allows droppings to fall through, keeping the living area cleaner and reducing odor.
4. Check rabbits regularly for signs of parasites.
Use veterinarian-recommended treatments.
Keep living areas clean and dry to discourage parasites.
Quarantine new rabbits before introducing them to the group.
5. The water bottle might be leaking or not functioning properly, causing the water to run out quickly.
6. Clean cages regularly to remove waste and prevent odor.
Disinfect equipment and living areas to prevent the spread of diseases.
7. Proper housing provides shelter from the elements, a safe and comfortable environment and helps prevent diseases.
8. Automatic feeders provide consistent portion control and feeding times, ensuring rabbits receive the right amount of food at the right times.
9. **Similarities:** Both provide a surface for animals to move on.
Differences: Wire mesh allows waste to fall through for easier cleaning, while

solid flooring requires more frequent cleaning but provides a more stable surface.

10. Ensure cages have proper ventilation to prevent the buildup of ammonia from waste, which can be harmful to animals' respiratory systems.
11. Regular grooming helps prevent matting of fur, reduces the risk of skin infections, and allows for early detection of health issues.
12.
 - a. Gloves
 - b. Protects hands from coming into direct contact with animal waste, reducing the risk of infection.
13.
 - a. Natural control: Using diatomaceous earth to control mites and fleas.
 - b. Chemical control: Applying veterinarian-prescribed topical treatments for fleas and ticks.
14. Consistent portion control.
Scheduled feeding times, reducing the risk of overfeeding.
Saves time on daily feeding routines.
15. Waterer, Rabbit feeder
16. Cage with solid or wire mesh flooring
Water bottle or dispenser
Feeding bowl
Bedding material
17. Grass hay is the roughage for rabbits, full of long fibers that help with digestion and keep their teeth healthy. Pellets are like the main course, with all the necessary nutrients in little bites.
18. Composting waste in designated areas. Disposing of waste in sealed bags in designated trash bins.

19. Wear disposable gloves and wash hands thoroughly after handling waste to prevent the spread of diseases.

Preserving Crop B. Products: Fruits and Vegetables

1. Sun drying
2. Joakim was likely told that sun drying is a natural method of food preservation where fruits or vegetables are placed under the sun to remove moisture, thereby inhibiting the growth of bacteria, mould and other microorganisms that cause spoilage.
3. Fruits like mangoes, bananas, and apricots, as well as vegetables like tomatoes, peppers, kale, spinach, and eggplants.
4. Wash the vegetables thoroughly to remove dirt and contaminants.
Slice or chop the vegetables into uniform pieces to ensure even drying.
Arrange the vegetables in a single layer on a clean drying surface, such as a drying rack or trays.
Place the vegetables in direct sunlight, preferably in a location with good airflow.
Rotate or turn the vegetables periodically to ensure even drying.
Dry the vegetables until they are leathery or brittle and moisture-free.
Store the dried vegetables in airtight containers in a cool, dry place away from direct sunlight.
5.
 - a. Clean cutting boards, sharp knives and food-grade drying trays or racks.

- b. Washing hands thoroughly before handling food, using clean utensils and equipment, and working on clean surfaces. Additionally, fruits and vegetables should be washed and inspected for any signs of spoilage before drying.
 - c. Handle sharp knives and equipment with care, wear gloves to protect hands, and avoid contact with harmful chemicals or pesticides.
6. Mould growth on sun-dried kale and spinach may occur due to inadequate drying or improper storage conditions. If the vegetables are not dried thoroughly, moisture remaining in the vegetables can promote mould growth.
 7. The process of preservation can alter the taste and texture of fruits and vegetables by removing moisture, which concentrates their flavours and results in a chewier or more brittle texture.
 8. Accept reasonable answers
 9. Dehydration helps in preserving fruits and vegetables by removing moisture, which inhibits the growth of microorganisms that cause spoilage.
 10. After drying and packaging fruits and vegetables for preservation at home, it is important to store them in a cool, dry place away from direct sunlight to prevent moisture absorption and spoilage.
Ensuring proper hygiene during handling and using clean, airtight containers can help maintain the quality of the preserved produce.
 11. Signs of mould growth, off odours, changes in colour and texture.
 12. Preserving fruits and vegetables helps reduce food waste by extending their shelf life and preventing them from being thrown away. This reduces the amount of organic waste sent to landfills, leading to lower greenhouse gas emissions and less strain on natural resources used in food production.
 13. Sun drying is a traditional method that relies on natural sunlight and air circulation to remove moisture from fruits and vegetables. It is cost-effective and environmentally friendly but may take longer and be less reliable in areas with unpredictable weather.
Modern preservation methods such as freezing or canning offer faster and more controlled processes, ensuring consistent results regardless of weather conditions. However, they may require additional energy consumption and specialised equipment, leading to higher costs and environmental impacts compared to sun drying.
 14. Greater exposure to sunlight helps evaporate moisture more efficiently. Sunlight has natural antimicrobial properties, reducing the risk of spoilage.
 15. Place them in a location with good air circulation to prevent mold growth, use a clean drying surface to avoid contamination, and ensure they are fully dried to prevent spoilage.
 16. improper temperature control, inadequate humidity levels, poor air circulation, improper packaging leading to spoilage or premature ripening.
 17. Reducing moisture content, thereby inhibiting microbial growth.
Offers economic sustainability through

value addition, enabling farmers to sell dried products at higher prices and reducing overall food wastage

C. Stewing and Baking Food

1. Stewing involves simmering food in a liquid, usually in a covered pot, at low heat. This method helps tenderise tougher cuts of meat and infuses flavours from the liquid into the food.
2. Accept reasonable answers
3. Baking
4. Season meat.
Put meat in a pot.
Add liquid (broth, wine, etc.).
Add vegetables and herbs.
Simmer on low heat until tender.
5. Overcooking the meat at too high a temperature or not simmering it long enough.
6. Use pot holders to handle hot pots.
Avoid overcrowding the pot to prevent spills and burns.
7. Stewing breaks down tough connective tissues in meat, making it tender and flavorful.
8. Baking can create a crispy or crunchy texture on the outside of foods, such as with bread crusts or cookies.
9. Similarities: Both involve cooking with heat.
Differences: Stewing uses liquid, while baking is dry heat.
10. Use oven mitts when handling hot pans or trays.
Keep oven mitts and towels away from hot surfaces.
11. Set a timer or use an oven thermometer to monitor the temperature more accurately.
12. Preheating ensures even cooking and proper rising of baked goods.
13.
 - a. Oven Mitts.
 - b. Protects hands from burns when handling hot trays or dishes.
14. Accept relevant answers
15. Ventilation helps remove excess heat and moisture, preventing the kitchen from getting too hot and improving air circulation for even baking.
16. Stewing: Rich, savoury flavours like in Beef Stew.
Baking: Aromatic and crispy textures, like in Roasted Vegetables.
17. a. Oven rack b. Baking tray
18. Accept relevant answers
19.
 - a. Rubbing-in involves rubbing cold fat into flour to create a crumbly texture, often used in making pastry dough.
 - b. Combine flour and cold fat.
Rub together with fingers until the mixture resembles breadcrumbs.
Add liquid to bind the mixture into a dough.
20. Flour, Sugar, Eggs

Hygiene Practices

A. Body Cleanliness

1. Sweat management helps prevent body odor and keeps skin dry, reducing the chance of bacterial growth.
2. Prevents infections and discomfort. Reduces the risk of spreading germs or diseases.
3. Washing face with a gentle cleanser twice a day to remove excess oil and dirt.
4. Using antiperspirants. Wearing breathable clothing made of natural fabrics.
5. Removes sweat, dirt, and bacteria that can cause body odour and skin infections.
6. Prevents bacterial growth and infections. Maintains freshness and cleanliness.
7. Ensuring all body parts are thoroughly cleaned, including hard-to-reach areas like behind ears and between toes.
8. Prevents the spread of germs that cause illnesses and infections.
9. Accept relevant answers
10. Hygiene awareness campaigns. Handwashing stations in school.
11. Wet hands with clean water. Apply soap and lather thoroughly. Scrub hands, including between fingers and under nails, for at least 20 seconds. Rinse hands well. Dry hands with a clean towel or air dry.
12. Mild soap is gentle on the skin, preventing irritation. Warm water helps to open pores for a deeper clean.

B. Laundry: Stain Removal

1. Removing stains prevents bacterial growth and odours on clothing, promoting cleanliness and freshness.
2. Ms Wafula suggested using cold water mixed with salt and mild soap to soak the blood stain before washing.
3. Dab cotton wool soaked in methylated spirit on the stain until clear, and then wash as usual.
4. Accept relevant answers
5. Soak cotton wool in methylated spirit then Dab on garment. Rinse with cold water. Launder as usual.
6. Rinse the blood stain with cold water as soon as possible to prevent it from setting.
7. Protects skin from potential irritation or reactions to chemicals in stain removers.
8.
 - a. Do not bleach
 - b. Hand wash only
9. Testing prevents potential damage or discolouration of the fabric if the product is not suitable.
10. Blotting is preferred as it is gentler on the fabric, preventing damage and effectively absorbs the stain.
11. Garment care labels provide information on the appropriate methods and products for stain removal without damaging the fabric.
12. Take cold water and add in a tablespoon of salt Soak garment until stain disappears. Launder as usual then dry

13. Similarity: Both benefit from immediate treatment.
Difference: Blood stains require cold water, while grass stains may need a pre-treatment.
14. Cold water is effective for blood stains because it helps prevent the blood from setting into the fabric.

Production Techniques

A. Crocheting of PPEs

1. Crocheting stitches create a strong and durable fabric for PPEs, ensuring they can withstand use and washing. Proper stitches provide the necessary structure and form to PPEs for effective protection.
2. Insert hook into stitch.
Yarn over and pull up a loop.
Yarn over again and pull through both loops on the hook.
3.
 - a. Characteristics: Taller and looser than single crochet stitches.
 - b. Double crochet stitches are taller and create a more open, lacy fabric.
4. Accept relevant answers
5. Make a foundation chain.
Yarn over, insert hook into stitch, yarn over, and pull up a loop.
Yarn over and pull through two loops on the hook.
Repeat across the row.
6. Count stitches regularly to ensure consistency and prevent mistakes.
7. Prevents accidental punctures or injuries while working with yarn and needles.
8. Consistent tension ensures even stitches and a uniform appearance in the crocheted item.
9. Prevents the item from unraveling during use or washing, increasing its lifespan.
10. Organic cotton yarn, made from sustainably grown cotton without pesticides.
11. High-quality yarn is more durable and can withstand frequent washing and use.

Provides better protection and comfort for the wearer.

12. **Similarity:** Both create sturdy fabrics.
Difference: Double crochet is taller and faster to work up than single crochet.

13. Larger hook size creates a looser, more open fabric.

Smaller hook size creates a tighter, denser fabric.

14.

- a. Double crocheting
- b. Single crocheting

B. Constructing Moist Bed Gardens

1. Type of garden where plants are grown in a sunken or raised bed that is designed to retain water efficiently. This helps to maintain moist levels in the soil, promoting healthy plant growth.

2.

- a. Raised moist bed
- b. Sunken moist bed

3. Shovel: Used for digging the sunken bed.
Rake: Helps to level the soil and remove debris.

Wheelbarrow: For transporting soil and materials.

Trowel: Used for planting and digging smaller areas.

Gardening fork: Helps to aerate and loosen compacted soil.

Watering can: For watering the garden.

Spade: For cutting edges and shaping the bed.

4. Choose a location with good sunlight. Mark the area for the bed and clear any weeds or debris.

Build the sides of the bed using wood or bricks.

Fill the bed with layers of soil, compost, and organic matter.

Level the surface and water thoroughly. Plant your desired vegetables or flowers.

5. **Moisture retention:** The bed design helps retain water, ensuring consistent moisture for plant roots.

Improved aeration: The sunken design allows for better drainage and aeration of the soil.

Reduced evaporation: The soil stays moist longer, reducing water loss through evaporation.

Nutrient concentration: The organic matter added to the bed provides nutrients for plant growth.

6. **Lettuce:** Enjoys consistent moisture without waterlogging.

Spinach: Benefits from the moist environment and grows well.

Cabbage: Thrives in the moisture-retentive bed.

Carrots: The even moisture helps prevent them from splitting.

7. **Reduced water evaporation** due to increased soil moisture retention
Protection from soil erosion during heavy rainfall

8. **Soil**

Compost

Mulch (such as dried leaves)

Organic matter (like manure)

9. **Sunken moist bed:** Around 30 centimeters to allow for better water retention

Raised moist bed: Typically, about 15-20 centimeters for adequate drainage

10. **Plastic sheeting** - To prevent moisture loss and improve water retention in the bed

11. **Helps retain soil moisture** by reducing evaporation

Assessment Test 1

Suppresses weed growth, reducing competition for nutrients

12. Moist bed gardens require less water due to improved water retention. Moist bed gardens have better soil aeration, promoting healthier plant growth.

1. Single crocheting stitch
2. Enhances aesthetics and attractiveness of the items.
Helps differentiate areas of the item or add visual interest.
3. Underarms
Feet
Groin/genital area
4. Shallow pits reduce runoff and allow water to penetrate deeper into the soil, promoting groundwater recharge.
5. Rotating trap locations prevents animals from becoming accustomed to trap placement, increasing the chances of successful capture.
6. Watering can
7. Airtight packaging preserves dried fruits by preventing moisture reabsorption and exposure to oxygen, maintaining flavour and texture. It also prolongs shelf life and prevents contamination by pests or microorganisms.
8. Potential for accidental cuts or punctures.
Safety Measure: Use needle caps or covers when hooks are not in use.
9. Rinse the stain with cold water immediately.
Apply a small amount of detergent or stain remover.
Soak the garment in cold water before washing.
10. Terracing reduces soil runoff and sedimentation in water bodies, improving water quality and aquatic habitats.

11. Accept relevant answers
12. Regular monitoring ensures that erosion control structures are effective and maintained, preventing soil loss and environmental damage.
13. Body odour leads to social discomfort. Skin irritation or infections in moist areas.
14. Reduced water usage
Less need for chemical fertilisers
Longer growing seasons due to improved soil temperatures
15. Protects eyes from potential splashes or fumes from stain removal chemicals.

Assessment Test 2

1. Deflectors do not harm wildlife and have minimal impact on the environment, promoting non-lethal control measures.
2. Masking body odour without addressing the root cause of poor hygiene. Overuse can lead to allergies or sensitivities.
3. Gloves protect against blisters, cuts and abrasions while handling hand tools for tasks like digging or moving soil. They also offer better grip and control over the tools, reducing the risk of accidents or injuries to the hands.
4. Check for proper drainage and adjust if the bed is holding too much water.
5. Baking uses less energy compared to stovetop cooking, reducing carbon footprint.
6. Wash hands before handling food. Use clean utensils and surfaces.
7. Selecting appropriate thorny plants or materials.
Designing the fence layout and height. Installing support posts and attaching thorny branches.
Monitoring and maintaining the fence for effectiveness.
8. Unscented or hypoallergenic body wash.
9. Accept relevant answers
10. Always dilute bleach according to instructions to avoid skin irritation and fabric damage.
11. Environmentally friendly
Biodegradable
Safe for plants and animals
Helps repel pests without harmful chemicals

12. Hatch can house rabbits and guinea pigs
13. Sun drying
14. Bread, Cakes, Casseroles, Cookies, Roasted vegetables
15.
 - a. Spade
 - b. Shovel
 - c. Garden trowel

Assessment Test 3

1. Activity level: More active individuals may need to bathe more frequently.
2. Raised moisture bed
3. Single crochet stitches. They are used for a tight and protective fabric.
Double crochet stitches. They are used for added breathability and comfort in specific areas.
4. "Rubbing in" is a technique used in baking to incorporate fat, typically butter or shortening, into flour. This method is often used when making pastry dough, biscuits, scones, and cakes.
5. Water in the early morning or evening to reduce evaporation.
Use a watering can with a rose attachment for targeted watering.
6. Baking trays, Mixing bowls, Oven mitts, Measuring cups/spoons, Whisk or mixer
7. Conserving water through seedbeds involves creating environments that retain moisture, reducing the need for frequent watering and promoting plant growth."
8. Cooling allows the structure of baked goods to set, preventing them from collapsing and making them easier to handle.
9. Prevents bacterial growth and infections in the genital area.
Maintains freshness and comfort throughout the day.
10. Propeller deterrent
11. Feeding with balanced diets
Regular cleaning of cages or hutches
Providing fresh water daily
Health checks and veterinary care
Proper handling and socialisation

- Monitoring for signs of illness or stress
12. Pre-treating helps to break down the stain before washing, increasing the chances of complete removal.
 13. Choose a suitable location with good sunlight.
Dig a trench or sunken area about 15-20 cm deep.
Loosen the soil at the bottom of the trench.
Add organic matter like compost or manure and mix it into the soil.
Smooth the surface of the bed.
Plant seeds at the recommended depth and spacing.
Water the seeds gently.
Mulch the bed to retain moisture.
 14. Re-dry the fruits in the sun to remove moisture
Use a food dehydrator if available
Check for mould and discard any spoiled fruits
 15. Prevents the spread of germs and diseases.
Improves personal appearance and self-esteem.
Reduces body odor.
Helps maintain healthy skin and hair.
Promotes overall well-being and social acceptance.

Assessment Test 4

1. Sheet erosion: Removal of a thin layer of soil across a wide area due to rainfall.
Splash erosion: Soil particles are splashed and moved by the impact of raindrops.
2. Wear closed-toe shoes to protect your feet from cuts and injuries.
3. Regular monitoring ensures that plants receive adequate moisture without being overwatered, preventing water wastage and plant stress.
4. Jessica can reduce baking time or lower the oven temperature.
5. The cooking method involves submerging ingredients in a liquid and simmering over low heat until tender.
6. Using physical deterrents involves creating barriers or using innovative methods to discourage wild animals from accessing crops or domestic animals, promoting coexistence and conservation.
7. Controls body odour, especially in active situations.
Boosts confidence in social interactions.
No, because it can be harmful to the animals.
8. Costly in the long term
May contain additives and preservatives
Less fresh than farm-grown options
Limited variety compared to natural foods
9. A gardening technique involving creating a bed with enhanced water retention capabilities to support plant growth.
10. Retains some nutrients
Low cost
Helps prevent spoilage
Easy method

Doesn't require electricity

11.
 - a. Improper preservation methods lead to food spoilage, reducing the availability of nutritious food and contributing to food insecurity, especially in areas with limited access to fresh produce.
 - b. Provide education and training on proper techniques, including workshops or community demonstrations on drying, canning, and freezing methods.
12. Potential strain or injury to hands, wrists, or shoulders.
Safety Measure: Take breaks, stretch regularly, and practice proper ergonomics.
13. Use cold water containing a tablespoon of salt for blood stains.
Dab cotton wool soaked in methylated spirit for grass stains.
14. Ensuring thorough cleaning of all body parts, including back, feet and underarms.
15.
 - a. Sanitary towel
 - b. Tampons

Assessment Test 5

1. Low cost
Simple method
Helps retain some nutrients
Preserves without electricity
Concentrates flavours
2. Location of the sunken seedbed.
Depth and dimensions of the bed.
Type and amount of organic matter to add.
Watering schedule and maintenance plan.
3. Skin irritation or burns.
Safety Measure: Wear gloves and work in a well-ventilated area when using bleach.
4. Brush teeth twice a day.
Shower or bathe daily.
Wash hands before meals and after using the toilet.
Change underwear and socks daily.
Use deodorant or antiperspirant.
5. Ensuring proper tension and stitch consistency.
Following patterns accurately for desired results.
6. Kilei could reinforce terracing with rocks or logs to improve structural integrity.
7. Wind-powered deflector
8. A clean workspace reduces the risk of dirt or debris getting into the project.
Ensures a hygienic environment for handling materials that will be in close contact with skin.
9. Box traps
Snare traps
Cage traps
10. Income from selling rabbits
Savings on meat purchases

KPSEA Sample Assessment

- Fertiliser from rabbit manure
11. Gloves
Closed-toe shoes
Safety goggles
 12. Using mittens to uncover the pot.
 13. Bake multiple items at once.
Use smaller appliances like toaster ovens for smaller batches.
 14. Use proper menstrual products; pads, tampons or menstrual cups.
Change regularly: Change pads/tampons every 4-6 hours.
Wash hands: Wash hands before and after changing.
Wipe correctly: Wipe front to back to prevent infections.
Stay clean and dry: Pat dry after changing.
Carry extra supplies: Always have extras in bag.
Avoid scented products: Use unscented pads/tampons.
 15. Natural remedies are eco-friendly and less harsh on fabrics and skin.

1. C
2. A
3. A
4. B
5. B
6. D
7. B
8. B
9. B
10. D
11. A
12. A
13. B
14. B
15. D
16. A
17. D
18. C
19. A
20. A
21. A
22. B
23. B
24. C
25. B
26. B
27. B
28. B
29. B
30. A



Christian Religious Education

Creation: Talents and Abilities

A. My Purpose

Creation: Talents and Abilities

1. Talents
2. Ability
3. Bezalel and Oholiab
4. Gold, Silver and Stones.
5. Running, Singing, Dancing, Drawing.
Any other acceptable answers.
6. musical
7. Sharing your skill with other people
eg. Using your singing talent to represent your school in a singing competition, using your drawing talent to teach others the bible, etc.
8. To serve God and other people.
9.
responsibility
unity
integrity
social justice
10. Using spiritual gifts to serve others.
11. C
12. He can draw charts for Sunday school lessons.
He can draw Bible stories in pictures to help others understand.
He can design posters with Bible verses.
13.
 - a. True
 - b. False
 - c. False
 - d. False
 - e. True

14. Diligence, responsibility, respect, discipline, integrity
15. Every good gift comes from God.
16. So that people can help one another.
So that we can learn to appreciate each other's talents.
To solve different problems in life.
- 17.

Skill	Way to Serve
Swimming	Teaching kids to swim at church camp.
Singing	Leading the youth choir.
Drawing	Designing posters for a school Bible event.
Organising	Planning a church fundraising event.

B. Marriage and Family

1. A group of people related to each other by blood, marriage or adoption.
2. Marriage that occurs when someone marries or gets married below 18 years of age.
3. With love/respect/trust.
4. false
5. People get married to fulfil the will of God.
For companionship
For procreation.
6. To report the parents to the chief/Police.
7. Woman
8.
 - a. Problem-solving helps one to solve the problem they are facing.

- b. Self-awareness - It helps one to be aware of themselves or what they are doing.
 - c. Respect- It helps one to respect themselves and others.
- 9.
- a. Children who get married before the right age get stressed or even depressed.
 - b. Pregnancy and childbirth put the girl's life at risk of death or injury
 - c. Girls who get married early experience low self-esteem and a lack of confidence
 - d. Children become mothers and fathers at an early age.
 - e. Early marriages cause children to drop out of school.
10. To avoid early marriage because it will make you drop out of school.
11. With patience, love, and forgiveness.
12. Companionship and mutual support.
13. Below 18 years.
- 14.
- a. God created marriage so that a man and a woman can live together in love, help one another and build a family.
 - b. Marriage is holy because it was blessed by God.
 - c. Marriage is special and should be respected by everyone.
- 15.
- a. By practising self-control and patience.
 - b. By showing respect for their bodies and God's plan for life.
 - c. By choosing good friends who encourage positive behaviour.

- d. By seeking guidance from parents, teachers, and church leaders.
- e. By trusting that God's timing is best.

C. Leisure

1. Time when we are free from work or studies.
2. Any acceptable answers.
3. Playing football, dancing, painting, swimming etc.
4. Doing activities that bring joy to themselves and to others
Praising God.
Practising their hobbies, any other acceptable answers.
5. He rested.
6. Listen to Godly music.
Drawing, Swimming
7. To follow in God's example.
8. Lazy
9. It allows us to practice our hobbies, allows us to spend time with loved ones, and allows time for rest.
10.
God rested after finishing His work. This shows a balance between work and rest.
It must be constructive and disciplined, not misused through gossiping.
It provides us with the opportunity to worship God.
Christians should use their leisure to serve God and others
11. They were following God's example of resting on the seventh day after creation.

12. Visit a home for the aged
Fetch water for the elderly
13. Respect, responsibility, unity,
integrity, social justice, hard work,
peace
14. Being idle, gossiping, busybodies,
talking of things they should not.
15. Gossiping, spending too much time
on digital devices, watching ungodly
shows etc
16. Love — by using his talent in a way
that promotes love for God and
others.
17. They were taking part in
environmental conservation
activities.

18.

Activity	Appropriate	Inappropriate
Watching television and playing games.	Appropriate	
Taking care of the environment.	Appropriate	
Engaging in pre-marital sex.		Inappropriate
Spending the whole day on a digital device.		Inappropriate
Attending a church for worship.	Appropriate	

The Bible

A. The Inspired Word of God

1. Holy
2. The creation of the universe.
3. Moses.
4. Acts of Apostles.
5. John.
6. Proverbs and Ecclesiastes
7. Complete the following bible verse 2nd Timothy 3:16. All scripture is Inspired by God. It is useful for teaching the Truth, rebuking errors, correcting Faults and giving instructions for right living.
8. King David.
9. The Good News.
10. Missionaries wanted everyone to read and understand God's Word in their own language. Many people in other parts of the world could not understand the bible in the original languages.
11. Epistles or Letters.
12. To show God's love for all humanity. To enable the local people to read the bible and understand it. To help the missionaries spread the word of God easily.
13. Bible translation enabled the missionaries to put the word into languages, which the local people could understand. The translation of the Bible enabled the missionaries to learn local languages.

The gospel reached more people. More Africans learnt to read and write hence they were able to read the Bible themselves.

14. It gives guidance on how to live a good life. It offers comfort and hope in times of trouble.
15. Kamba, Abagusii, Kikuyu, Luhya, Kalenjin, any other correct answers.

B. The Ten Commandments

1. Stone tablets
2. God, Moses
3. To guide them in their daily lives.
4. God.
5. To respect other people's property.
6. Fourth Commandment.
7. Their fellow Christians.
8. Holiness
9. Honesty
10. Punished.
11. Do not commit adultery.
12. "Do not make for yourselves images of anything in heaven or on earth or in the water under the earth or bow down to any idol or worship it, because I am the Lord your God and I tolerate no rivals.
13. Encourage them to return, advise them to stop.
14. self-control
15. It helps us to avoid sin.

C. Bible stories: Samson Defeats the Philistines

1. A strong belief or trust in something or someone.
2. God
3. Jawbone of a donkey
4. 1000
5. He had strength that came from God
He had faith in God.
Bravery
Faith in God
6. praying and asking Him for help.
Reading the Bible for guidance.
7. We should have faith in God.
We should use our talents to glorify God.
9. We should depend on God.
10. Faith
11.
It gives us the strength to face challenges.
It helps us to overcome temptation and do what is right.
It teaches us humility, knowing we cannot do everything by ourselves.
12.
I pray for guidance.
I read the bible to receive guidance and comfort.
I obey the word of God.

D. Faith in God

How Elisha recovered an axe head

1. Prophets
2. God
3. He was humble.
4. Jordan
5. Elisha

6. Through his faith in God, he threw a stick in the water and the axe head floated on the water.
7. Faith
8. borrowed
9. Any acceptable answers.
10. Pray to God to give me the strength to overcome the challenge.
11. Compassion, Wisdom, Helpfulness
12. I pray to God when faced with challenges to be able to overcome them.

E. Jacob wrestling with an Angel

Jacob Wrestling with an Angel

1. It is the ability to continue trying to do something even though it is very difficult.
2. He wanted God to bless him.
3. Peniel
4. It means praying without ceasing.
5. Patience, Persistence. Hard work.
6. Jacob
7. I prayed for my Mother was not feeling well and she got healed, any acceptable answers
8. At night.
9. God rewards determination.
We should never give up when facing difficult situations.
When we accept Jesus Christ in our lives, we gain a new identity.
10. His Bone at the hip joint was Dislocated.
11. Face of God.
12. It is important to pray without giving up even when our prayers are not answered immediately.

The Life of Jesus Christ

A. The call of the disciples

1. Fishermen.
2. John and James.
3. Tax collector
4. showing kindness to others, obeying parents and teachers, taking care of the needy etc.
5. To follow Him. He would teach them how to catch people.
6. Follow
7. helping others through acts of kindness.
By obeying God's commandments.
Spreading the gospel.
Living holy lives.
8. Gospel
9. Judas
10. James and John
11.
 - Pastors are called to preach the word of God.
 - Teachers are called to reach religion
 - Nurses and Doctors are called to treat the sick.
 - Judges and magistrates are called to judge fairly
12. Obeying God's word, Visiting the sick in hospital, obeying my parents, etc

B. Temptations of Jesus Christ

1. In the wilderness.
2. For forty days.
3. Understanding the temptations of Jesus help young people to resist temptation.
To depend on God when faced with temptations
To use the scripture when faced with temptations.
4. To disobey my parents.
Copying Assessments at school.
To steal my friend's pencil.
5. By praying to God.
6. Satan tempted Jesus to turn stone into bread. Jesus told him that man cannot live on bread alone.
Satan tempted Jesus to bow unto him if he wanted all the power and riches. Jesus told him that the Bible says you should only worship the Lord God.
Satan tempted Jesus to throw himself from the top of the cliff if he was really God's son. Jesus said to him that you should not put God into test.
7. Jerusalem
8. Scripture
9. "Man shall not live by bread alone"
10. Cheating on exams, Stealing from stores, Gossiping about friends, disobedience.
11. selfish desire
12. Study the Bible and pray regularly.
13. Praying and practising self-control.

C. Miracles of Jesus Christ

The Roman Servant

1. special work of God that cannot be explained by human power or science.
2. Servant
3. Faith
4. He believed Jesus could heal from a distance.
5. Humility, faith
6. God honours sincere and humble faith.
We should approach God with humility.
We should show love to others.
7. Hospital
8. Taking them to hospital, organizing health workshops, organizing blood drives, opening hospitals, donating in hospitals,
9. Healed
10. Healed

D. The Miracle of Healing

The miracle of healing the bleeding woman

1. 12
2. hospital
3. "My daughter, your faith has made you well. Go in peace
4. hem
5. her faith
6. power
7. heal
8. God has the power to heal any disease.
We should seek help when we are sick.
We should help the sick in the society.

9. Building hospitals
Employing medical personnel in the hospitals.
Setting up programmes to help the sick.
10. Any acceptable poem.

E. Raising Lazarus from the Dead

1. Martha
2. friends
3. 4
4. Mary
5. "See how much he loved him."
6. Jesus has power over death
Christians should have faith in God's power.
We should show empathy to others who are facing a difficult time.
7. He ordered the stone to be removed from the entrance of the tomb.
8. True
9. Mary believed that if Jesus had been there, their brother would not have died.
10. Pray to God for the strength to get through the difficult time
Read the Bible for comfort.
11. Death

F. The Hidden Treasure

1. parable
2. kingdom
3. field
4. sold
5. pearls
6. people
7. Jesus
8. To gain the kingdom of God, you must be willing to give up everything.

God's kingdom is more valuable than anything else.

9. Tell others about Jesus.
Show God's love through kindness and service.
10. Share the Word of God
Pray for others.
11. God's Kingdom.
12. Salvation is very precious and worth giving up everything else to gain.
13. It shows Christians that God's Kingdom is more important than anything else.

G. The Rich man and Lazarus

1. At the gate of the rich man's house.
2. Dogs
3. His father Abraham.
4. hades, great pain
5.
Feeding the hungry.
Housing the Street Children.
Paying school fees for the poor.
6. The rich man was in great pain in the world of the dead and wanted them to be warned.
7.
a. Abraham.
b. The rich Man.
8. We should use it to serve God by helping other people.
9. He explained to him that there was a great deep pit lying between us that prevented crossing to the other side.
10. On Moses and the prophets.

11. a rich person should sell all their possessions, give the money to the poor and then follow Jesus in order to go to heaven.

12.
a. false
b. true
c. true
d. false

The Church

A. The Apostles' Creed

1. Apostles'
2. In the Apostles' Creed we believe in the Holy Trinity, that is;
 - a. God the son.
 - b. God the father.
 - c. God the Holy Spirit.
3. God.
4. Holy Spirit/Holy Ghost
5. universal church.
6. Saints
7. forgiven
8. living and the dead
9. The Apostle's Creed is the foundation of Christian faith because it summarises the main Christian beliefs.
10.

Jesus descended into the dead.
He will come to judge the living and the dead.
He was conceived through the power of the holy spirit.
He is seated on the right-hand side of His father.
11. Apostles
12. Belief in the resurrection and everlasting life.
Belief in God as the creator.
Belief in the holiness of the catholic church.
13. Unity

14.

I believe in God, the Father Almighty, Creator of heaven and earth.

I believe in Jesus Christ, His only Son, our Lord.

Who was conceived by the power of the Holy Spirit

and born of the Virgin Mary.

He suffered under Pontius Pilate, was crucified, died and was buried.

He descended into hell.

On the third day He rose again from the dead.

He ascended into heaven,

and is seated at the right hand of God the Father.

He will come again to judge the living and the dead.

I believe in the Holy Spirit,

the holy Catholic Church,

the communion of saints,

the forgiveness of sins,

the resurrection of the body,

and the life everlasting.

Amen.

B. Standing Firm in Faith

1. The state of experiencing pain, hardship.
2. The pain, hardship, or difficulties that Christians go through because of their faith in Jesus Christ.
3. They were beaten, imprisoned, over-worked, and mobbed.
4. Stephen
5. patience
6. righteousness

7. By maintaining faith during tough times.
8.
 - diseases
 - rejection
 - loneliness
 - persecutions
 - lack of jobs
9. The apostles, Stephen, Paul, Job, Jesus
10. The body
11. Jesus also suffered, God will bless them, It shows god's Power
12. sin
13. patience, kindness
14. persevere
15. Any acceptable answers.
16. Holy Spirit

C. Church Unity

1. It is when Christians work together to achieve a common goal.
2. harmony
3. On Peter.
4.
 - a. Cleaning their houses.
 - b. Washing their clothes.
 - c. Preaching the good news to them.
 - d. Singing gospel music.
5.
 - Through sharing stationeries with those who don't have it.
 - Through helping with homework.
 - Through playing together
 - Studying the bible
6.
 - Paying school fees for the poor.
 - Donating clothes to the street children.
 - Visiting the sick.
7.
 - Singing songs to praise God.
 - Reading the bible.
 - Drawing Skills
 - Taking part in drama.
8. Unity in church strengthens Fellowship among believers. helps the church to grow and spread the gospel. Brings peace and harmony.
9. Ephesians 4:4-6
10. marriage
11. interpersonal
12. Catholic church, AIC, Methodist church, Seventh Day Adventist Church, Pentecostal church.
13. Praying and worshipping together. Sharing the Holy Communion. Helping the needy and the sick. Celebrating Christian holidays together.
14. Christians should love, forgive, and help one another regardless of their differences.
15. It encourages love and care among members of the church. It reduces conflict and promotes understanding and cooperation in the community.

Christian Living Today

A. Friendship formation

1. A person who loves, cares for and supports another in good times and bad times.
2. Comfort each other, help you make the right decisions, encourage you, help you grow.
3. hurt
4. Wise friends
5. It helps people feel safe to share worries and secrets
It strengthens the bond.
6. To change her friends because the bible encourages us to be friends with wise people and not bad company.
7. Any acceptable answers.
8. Advice them to change their ways.
9. Disciples
10. Empathetic, kind
11. closer
12. Apologise to her friend.
13.
 - a. true
 - b. false
14. Good friends share in joy with us.
15. When friends pray together, they strengthen each other's faith and show true Christian love.
16. Honesty, comforting, any other acceptable answers.

B. Human Sexuality

1. Human sexuality is the attraction one has towards another person.
2. Our bodies are the temples of the Holy Spirit and we should keep the temple clean and pure.
3. Passions of the youth lead us to commit sexual sin, which defiles the temple of the Holy Spirit.
4. Poverty, peer pressure, lack of guidance
5. body
6. assertiveness
7. assertiveness, righteousness
8. clean
9. pray to God to help you avoid the temptation and use good decision making skills to choose to stay away from it.
10. Righteousness
11. Death
12. By keeping their bodies clean and neat.
Using their mouths to tell the truth.
13. Any acceptable poem.

C. Sanctity of Life

1. precious
2. All people should be treated fairly and bullying hurts others, disrespects them, and makes them feel less valued.
3. Murder
4. Anger and insults may easily lead to violation of the right to life.
5. Righteousness

6. May lead to stress and depression, living in fear, mental instability.
7. Life
8. terrorism
suicide
abortion
unlawful killing
9. Homelessness and displacement.
10. knew
11. violation of right to life leads to breakdown of relationships
it leads to loss of loved ones
it leads to stress and depression.
12. Love
13. The bible condemns anger and violence as it leads to violation of human life.
The bible forbids anyone from taking human life.
If someone wrongs you, first seek reconciliation before presenting offerings to God.
14. Giving my friend a pencil if they need one.
Helping my classmate with homework.
Any other acceptable answer.
8. It can damage your body, which is considered a temple.
9. It leads to poor health
It prevents us from serving God effectively.
Weakens our faith and separates us from God.
10. Organising seminars, guidance, and counseling on the dangers of drug abuse.
Providing recreational activities like sports and music to keep them busy.
Teaching them the Word of God and the value of keeping their bodies holy.
11. Guidance and mentorship
12. sports
13. poorly
14. sign
15. By obeying, he follows good guidance and keeps away from bad company and harmful habits.
16. Public awareness campaigns in schools and communities.
Media campaigns (radio, TV, posters, social media) warning against drug abuse.
17. Self-control
18. Rehabilitation centres
19. Teaching/educating on the dangers of drug abuse

D. Alcohol, Drugs and Substance Use

1. Drugs.
2. Drug abuse.
3. Alcohol
4. Bhang, alcohol
5. NACADA- National Agency for Campaign Against Drug Abuse
6. Border control and interdiction
7. Educating the youths about the dangers of drug and substance abuse.
Teaching all people to follow the Godly way.

Assessment Test 1

1. Any acceptable answers.
2.
 - a. Marriage- a legally accepted union between a man and a woman.
 - b. Family- a group of people who are related to each other, such as a mother, a father and their children.
3. Dancing, cleaning the church, visiting the elderly or any other acceptable answers.
4. The Holy Spirit.
5. Matthew, John, Romans
6. The first and second commandments- Do not worship any other God, do not worship idols.
7. We should have faith in God.
8. Simon and Andrew
9. Christians should use their wealth to help the needy/share it with the needy.
10. persistence
11. May your kingdom come.
12. To promote peace in society.
13. Bezalel and Oholiab
14. Marriage is union between a man and a woman.
It is holy because it is blessed by God.
15. Translation helped spread the word of God.

Assessment Test 2

1. A skill that enables one to do something well.
2. Eliud - went to fetch water for an old lady.
3. Gideon
4. More Africans could read and write.
The gospel reached more people.
Missionaries learnt local languages
5. To live long on earth.
6. By praying when faced with challenges.
Reading the bible to gain spiritual nourishment.

7.
There was once a rich man who dressed in the most expensive clothes and lived in great luxury every day. There was also a poor man named Lazarus, covered with sores, who used to be brought to the rich man's door, hoping to eat the bits of food that fell from the rich man's table. Even the dogs would come and lick his sores. "The poor man died and was carried by the angels to sit beside Abraham at the feast in heaven. The rich man died and was buried, and in Hades, where he was in great pain, he looked up and saw Abraham, far away, with Lazarus at his side. So he called out, 'Father Abraham! Take pity on me, and send Lazarus to dip his finger in some water and cool my tongue, because I am in great pain in this fire!' "But Abraham said, 'Remember, my son, that in your lifetime you were given all the good things, while Lazarus got all the bad things. But now he is enjoying himself here, while you are in pain. Besides all that, there is a deep pit lying

between us, so that those who want to cross over from here to you cannot do so, nor can anyone cross over to us from where you are.' The rich man said, 'Then I beg you, father Abraham, send Lazarus to my father's house, where I have five brothers. Let him go and warn them so that they, at least, will not come to this place of pain.'

"Abraham said, 'Your brothers have Moses and the prophets to warn them; your brothers should listen to what they say.' The rich man answered, 'That is not enough, father Abraham! But if someone were to rise from death and go to them, then they would turn from their sins.' But Abraham said, 'If they will not listen to Moses and the prophets, they will not be convinced even if someone were to rise from death.'

8. Praying without ceasing, just like Jacob showed persistence.
Relying on God to bless them like Jacob.
9. Mathew
10. Visiting the sick.
Running campaigns such as blood donations.
Establishing health centres/any other acceptable responses.
11. It shows that Jesus can give us eternal life and that death is not the end.
12. To pray to God to help her overcome temptation.

13. Obeying his parents.
Visiting children's home.
Helping the elderly/any other acceptable responses.
14. Giving up everything and only valuing the kingdom of God.
15. The poster can include any of the following; The apostles were beaten, imprisoned, mobbed and overworked. Etc.

Assessment Test 3

1. Christians should rest to follow in the example of God.
Resting on the sabbath shows following in God's example.
2. It leads to school dropouts.
Early marriage denies children their rights.
Low self-esteem for those who get married early.
3. God the Father, God the Son, God the Holy Spirit.
4. Zephaniah, Haggai
5. To lead the Early Church.
6. Drawing, painting, dancing, singing etc.
7. Do not commit murder.
8. Group T (iii) (ii) (i)
9. She touched the edge of the cloak of Jesus.
10. Christians learn the basic beliefs of their faith, such as belief in God the Father, Jesus Christ, the Holy Spirit, the Church, and eternal life
11. We learn that we should use our God-given abilities to serve God and help others, not for selfish reasons.
12. Compassion and to help the less fortunate.
13. Excluding some learners from group work. (d)
14. I believe in God the Father Almighty, creator of heaven and earth.
15. Kelly - Ignore the use of strong passwords for your accounts.

Assessment Test 4

1. Ndungu
2. responsibility
3. Simon, Andrew, James, John, Phillip, Nathaniel
4. Mathew, Mark, Luke, John
5. Directing people to worship and honour only the one true God.
warning against idolising anything on Earth that may distract true worship of God.
Using God's name with reverence and honour, not in vain.
Dedicate a special day to God.
6. To be truthful
7. To stop missionaries from spreading the word of God. (a)
8. Kindness
9. Abraham
10. They were fishermen.
11. Turning stones into bread.
To throw Himself down from the pinnacle of the temple.
Worshipping the devil in exchange for worldly kingdoms.
12. Belief in God the Father, God the Son and God the Holy Spirit.
Faith in the Church, the forgiveness of sins, the resurrection of the body, and eternal life.
13. Tell him why it is wrong to steal.
14. C
15. abortion
terrorism
suicide
murder

Assessment Test 5

1. Unity, responsibility, love (b)
2. To take part in activities that bring joy to himself and others.
To take part in leisure activities that glorify God.
3. King David (a)
4. 39
5. shows cooperation and teamwork among Christians.
It reduces division caused by denominational differences.
It strengthens relationships and encourages peace among believers.
It reflects the unity that Jesus prayed for among His followers.
6. Early marriage denies a child their rights.
7. Begging Jesus to heal his servant, even though he was a senior officer.
8. Martha and Mary
9. Peniel
10. By using their talents to help others.
By obeying God's commands.
By spreading love.
11. Talk to Abiola and tell her to be responsible.
12. Peer pressure.
Lack of basic needs.
Discrimination and bullying.
Addiction to drugs and substance abuse.
13. The Church is one body.
When the Church is united, it becomes strong in spreading the gospel.
Unity is brought by the Holy Spirit.
14. harmful drugs
15. The bible teaches us to avoid immorality because it is the only sin that directly affects our bodies. Our bodies are the temples of the Holy Spirit and we should treat them as that. Living righteous lives free from sexual sin and youthful passions protects the temple of the Holy Spirit.

KPSEA Sample Assessment

1. b
2. b
3. c
4. a
5. d
6. b
7. a
8. d
9. c
10. b
11. c
12. b
13. a
14. c
15. b
16. c
17. c
18. b
19. b
20. a
21. a
22. b
23. c
24. b
25. b
26. b
27. a
28. a
29. c
30. c



Islamic Religious Education

Qur'an

A. Surah Al-Humaza

1. Surah Al-Humaza
2. Nine verses
3. Saying good words or reading the Qur'an.
4. Being thrown into Hellfire.
5. The wealth will not help him with anything in the afterlife.
6. Faith and good behaviour.
7. Makkah

B. Surah Al-Asr

1. Three verses
2. Surah Al-Asr
3. Patience
4.
 - a. Truthfulness
 - b. Patience
5. A believer
6. Encourage them to be truthful.
7. It lies in faith/Iman

C. Surah Al-Takathur

1. Makkah
2. Those who pile up wealth
3. The Day of Judgement
4. On the Day of Judgement
5. Eight verses
6. See Hellfire
7. Not forgetting to worship Allah (S.W.T).

D. Surah Al-Qariah

1. The Day of Judgement
2. He/she will go to Hellfire.
3. Eleven verses
4. They will have carded like wool.
5. Scattered moths
6. He/she will be admitted to paradise.
7. It is a scorching fire.

Hadith

A. Hadith on Purity of Actions

1. Evils/bad deeds
2. Allah (S.W.T.)
3. pure and clean
4. Avoiding shirk and other major sins.
5. His/her actions
6. show off
7. please Him

B. Hadith on Dressing

1. navel, knees
2. It was tight
3. The whole body except the face and nakedness.
4. She should wear heavy and warm clothes.
5. It makes a person look like they hate their gender.
6. Temptation
7. Bangles and buibui

C. Hadith on Planting

1. Charity
2. On trees
3. Allah (S.W.T.)'s representative on earth.
4. Food
5. To plant many trees.
6. Oxygen
7. Carbon dioxide

D. Hadith on responsible use of Human capabilities and resources

1. In order to worship Him.
2. To help the poor and the needy.
3. Commit himself to the worshipping of Allah (S.W.T).
4. It will earn rewards to a person.
5. Judgement
6.
 - a. Helping the poor.
 - b. Building mosques.
7. Dead

Pillars of Iman

A. Belief in Prophets

1. Belief in the prophets
2. Sinless
3. 950 years
4. To put a pair of each species inside it.
5. Twenty-five
6.
 - a. Patient
 - b. Obedient
7. The prophets of Allah (S.W.T.).

B. Stories of Prophets

1. Yusuf (A.S.)
2. Prophet Ibrahim (A.S.)
3. The people of Chaldeans/Babylon
4.
 - a. He feared Allah (S.W.T.).
 - b. He did not want to betray the trust of his master Potiphar.
5. They were servants of Pharaoh.
6. They wanted their father to love them.
7. Namrud

C. Taqwa (God Consciousness)

1. Taqwa
2.
 - a. They do not disobey Allah (S.W.T.).
 - b. They believe in the unseen.
3. By obeying His commandments and abstaining from the prohibitions.
4.
 - a. Fear of Allah (S.W.T.) 's punishment.
 - b. Hope for Allah (S.W.T.) 's rewards.

5. Forgive her friend if she asks for forgiveness.
6. Those people who have Taqwa.
7. Ask for Allah (S.W.T.) forgiveness.

D. Tawakkul (Reliance on Allah)

1. Tawakkul
2. A person who relies on Allah (S.W.T.).
3.
 - a. They fear Allah (S.W.T.)
 - b. They are humble and accept Allah (S.W.T.)'s decrees.
4. It strengthens the faith of a Muslim.
5. He/she should close the doors and windows.
6. The Qur'an and Sunnah/Hadith.
7. contentment

Devotional Acts

A. Twahara (Purity)

1. Cleanliness
2.
 - a. Urination
 - b. Passing of wind
3. following the order
4. Makkah and Madina
5. Perform ghusl
6. Perform Tayammum
7. If the water source is too far.

B. Zakat

1. Zakat
2. No, because miraa is haram.
3.
 - a. Livestock
 - b. Agricultural produce
4. The poor have nothing at all while the needy can sustain some of their needs.
5. Gold and Silver
6. These are people who have debts that are halal.
7. It is the minimum amount payable for zakat.

C. Saum (Fasting)

1. Saum/Fast
2.
 - a. Eating
 - b. Drinking
3. Abstain from fasting while on the journey.
4. To protect the lives of both the mother and the baby.

5.
 - a. Women who are in heidh
 - b. The very old people
6.
 - a. Fasting the equivalent of the days missed.
 - b. Feeding a poor person for each day missed.
 - c. Donating the equivalent amount of money to the poor and the needy.
7. By observing Kaffara.

D. Hajj (Pilgrimage)

1. Hajj/pilgrimage
2. Hajj Qiran
3. Once in his lifetime
4.
 - a. Pay all his debts
 - b. Must be mature
5. Hajj Tamattu
6. Makkah
7. Hajj Tamattu

Akhlaq (Moral Values)

A. Virtues

Work as a form of Ibaadah

1. Work is a form of worship.
2. Haram
3. the Hereafter
4. halal/permissible
5. farmer
6. The Prophet Muhammad (S.A.W.)
7. Daud (A.S.)

Adalah (Justice)

1. Justice/fairness
2. justice
3. Say the truth
4. injustice
5. worship
6. Weighing of goods and working as a judge in court.
7. Share out the mango equally.

B. Prohibition in Islam (Vices)

Intoxicants

1.
 - a. Miraa
 - b. Alcohol

(Accept other relevant answers.)

2. Khat
3. For recreational purposes.
4. Khamr
5.
 - a. It is a waste of time.
 - b. It is may cause diseases such as cancer.
6. They should lead by example by fighting the use of intoxicants.

(Accept other relevant answers.)

7. To help those who are addicted.

Israf

1. Extravagance
2. Israf
3.
 - a. Water
 - b. Food
 - c. Clothes
4. Israf
5. By leaving the lights or TV on for a long time without using them.
6. By buying only what he needs.
7. Wedding ceremony

C. Dua (Supplication in when travelling)

1.
 - a. Vehicle
 - b. Airplane
2. Allah (S.W.T.)
3.
 - a. Walking
 - b. Sleeping
 - c. Eating
4. It is an act of worship rewarded by Allah (S.W.T.).
5. Allah (S.W.T.)

Muamalat (Social Relations)

A. Fair treatment of workers

1. To pay her workers promptly.
2. This act is Unislamic. This is because, employers should feed their servants from what they eat. They should not eat good food and give their servants poor quality food.
3.
 - a. house girls
 - b. cooks
4.
 - a. offs
 - b. leaves
5. brothers
6. Do first aid to her or take her to hospital.
7. He should compensate him.

B. Fair treatment of workers

1.
 - a. Christians
 - b. Hindus
 - c. Jews
2. So that they may know each other.
3. Accept the invitation.
4. Allow his friend to pray.
5. For peaceful co-existence.
6. Accept to help her friend.
7. Ahmad should politely attend the birthday party to show respect, friendliness and good

neighbourliness, but he should avoid anything that goes against his Islamic values.

C. Corruption

1. Corruption is the misuse of entrusted power or position for personal gain at the expense of others.
2. corruption
3. It leads to increased rate of poverty.
4. Report him to the authorities.
5.
 - a. Stealing the votes.
 - b. Bribing voters to vote for him.
6.
 - a. Educating people on causes and effects of corruption.
 - b. Advocating for integrity and high moral standards among those employed.
 - c. Reporting those who are involved in corruption.
7.
 - a. Traffic police officers receiving bribe.
 - b. Embezzlement of public funds for personal gain.
8. Give fair judgement to promote justice system and have full independence.

History of Islam

A. Battle of Badr and Uhud

Battle of Badr

1. 2 A.H/624 AD
2. The Quraysh were unhappy that Muslims had been allowed to settle in Madina.
3. 687
4. With kindness and compassion.
5. We should always rely on Allah (S.W.T.).
6. Prophet Muhammad (S.A.W.)
7. Ramadhan

Battle of Uhud

1. 3 A.H/625 AD
2. Khalid bin Walid
3. 3000
4. Musab bin Umeir
5. The month of Shawwal
6. The Quraysh wanted to take revenge for their defeat at Badr.
7. Syrian trade route

B. Treaty of Hudaibiya

1. 6 A.H
2. 1400
3. Through a dream
4. 10 years
5. Uthman bin Affan
6. Banu Khuzaa
7. 2 years

C. Conquest of Makkah (Fath-ul Makkah)

1. 8 A.H
2. He knew that it would just collapse like the treaty of Hudaibiya.
3. 10,000 Muslims
4.
 - a. The Kaabah
 - b. The house of Abu Sufyan
 - c. People's own houses
5. To show the Muslim mighty
6. The need to help Banu Khuzaa to take revenge against the Quraish.
7. He cleansed it of all the idols.

D. Farewell pilgrimage (Hijjatul Wid'a)

1. 10 A.H
2. Right to be clothed well
3.
 - a. Prohibition of Riba/interest
 - b. Kindness to slaves
4.
 - a. life
 - b. property
5. Muslims must strictly observe the five pillars of Islam.
6. The Qur'an and Sunnah.
7. 11400

Assessment Test 1

1. Humaza
2. A miser
3. Al-Humaza
4. Allah (S.W.T.) does not look at appearance but the purity of your actions.
5. Twenty-five (25)
6. They accused him of destroying their idols.
7. Purity that enables one to perform acts of worship.
8. Water
9. Sa'ay
10. It is rewarded by Allah (S.W.T.)
11. Rehabilitation Centre
12. Right to know his/her wages.
13. Cheating in the exams
14. Hamza
15. Fifty archers

Assessment Test 2

1. patience
2. Surah Al-Asr
3. To engage in acts of worship
4. Unacceptable/Haram
5. free from sins
6.
 - a. To sell him at a profit
 - b. To adopt him as a son
7. A state that invalidates/destroys Twahara
8. Scarcity of water
9. Tawaaf
10. halal
11.
 - a. It may lead to family breakup.
 - b. It may lead to health issues.
12. (ii) and (iv)
13. Corruption
14. Abdullah ibn Ubbay Ibn Salul
15. Battle of Uhud

Assessment Test 3

1. At-Takathur
2. The Hellfire
3. Those who are steadfast in matters of Iman
4. Men
5. Floods
6. The fear of Allah (S.W.T.)
7. Major Hadath/Hadath Al-Akbar
8. Perform Tayammum
9.
 - a. Agricultural produce
 - b. Gold and silver
10. Nabii Nuh (A.S.)
11.
 - a. Liver cirrhosis
 - b. Cancer
12. pious/righteous
13. The judge may have been bribed.
14. 300 men
15. To obey their leaders at all times.

Assessment Test 4

1. carded wool
2. Hellfire
3. Patience
4.
 - a. It can provide fruits.
 - b. It can provide the shade.
5. Yaqub (A.S.)
6.
 - a. Gossiping
 - b. Backbiting
7. Hadath Al-Akbar
8. Take a full bath/ghusl.
9. The orphans could be rich.
10.
 - a. When sharing something.
 - b. When giving in charity.
11.
 - a. Educating the society on the teachings of Islam regarding the use of intoxicants.
 - b. Engaging the youth in pastime activities such as sports.
12. hatred/enmity
13. Every person is given an opportunity.
14. Shawwal
15. Banu Bakr

Assessment Test 5

1. Surah Al-Qariah
2. Those who are patient.
3. At-Takathur
4. He will be asked to account on how he got the wealth.
5. Benjamin
6. It promotes a sense of peace and contentment.
7. Perform wudhu/ablution
8. Take a full bath/ghusl
9.
 - a. Hajj Qiran
 - b. Hajj Tamattu
 - c. Hajj Ifrad
10. It is a form of worship and rewarded by Allah (S.W.T.).
11. Israf
12. Visiting them when they are sick.
13. corruption
14. 750 Camels
15. Muslims should always uphold Muslim brotherhood.

KPSEA Sample Assessment

1. b
2. a
3. d
4. c
5. a
6. b
7. d
8. c
9. a
10. b
11. b
12. d
13. b
14. a
15. c
16. c
17. d
18. a
19. b
20. d
21. c
22. a
23. d
24. c
25. b
26. a
27. a
28. c
29. d
30. d



Creative Arts

Creating and Executing

String Musical A. Instruments and Drawing

1. Are musical instruments that are made up of strings. When a stretched string is vibrated, it produces sound. They are also called chordophones. They include Obokano, Nyatiti and Adeudeu.
2. Lyres, harps and fiddles
3.
 - a. Wandindi _____ kikuyu, embu, meru
 - b. Ekegogo _____ kuria
 - c. Litungu _____ Bukusu
 - d. Nyatiti _____ Luo
4. Orutu: Bowing
5. Litungu Bukusu
6. It is not made from materials from the indigenous Kenyan communities. Nyatiti from the Luo community and the litungu from the Bukusu community
7. Adeudeu is a traditional harp-like string instrument from the Iteso community. You play it by plucking the strings with your fingers, often while singing to accompany celebratory or ceremonial music.
8.
 - A. string
 - B. tuning peg
 - C. bow
9.
 - Cardboard box: Used as the body or resonator.
 - Thin wire: Serve as the strings.
10.
 - Plastic bottle cap: Acts as the bridge.
10. Work under adult supervision wear gloves for sharp edges; protect workspace.
11. Tightened the string using the tuning peg or adjusted the bridge.
12.
 - Clean strings and body
 - inspect and tighten parts
 - store in a dry, padded case
 - handle gently by the neck.
13.
 - Stippling is creating an image using many tiny dots.
14. Prolongs life; improves sound; prevents injuries; saves money; preserves culture; builds responsibility.
15.
 - Contour: Outline shapes first.
 - Overlapping: Place one form in front for depth.
 - Balance: Evenly fill space.
 - Tone: Vary dot density for light/dark. Texture: Cluster dots for surface feel.
16. Accept all correct drawings.
17. Decrease spacing between dots.
18. Reduces tension, causing slower vibrations and lower frequency.
19. Tuning peg
20. bridge

21.
 - a. Creates depth by showing one object partly hiding another, mimicking real 3D space.
 - b.
 - Too dense in highlight; too sparse in shadow.
 - Accept all correct answers.
 - c.
 - Reduce density in highlight to create a lighter tone, as fewer dots suggest brightness; increase density in shadow for a darker tone, as more dots build intensity.
 - Accept all correct answers.
22. Cultural Appreciation: Understanding the history and significance of these instruments fosters a deeper connection to Kenyan heritage and traditions.
Musical Skills: Engaging with these instruments improves musical abilities, such as rhythm, melody, and harmony.
Creativity: Experimenting with traditional music can inspire creativity and innovation in musical expression.
Community Engagement: Participating in music with others promotes social bonds and community involvement.

B. Painting and Collage

1. Purple
2.
 - A. Primary: red
 - B. Secondary: green
3.
 - a. A drawing or painting of non-moving, non-living things.
 - b. apple, banana, bowl.
4. **Brush strokes:** is the lines created on a surface when a paintbrush loaded with paint passes over it.
Brush Load: is the amount of paint on the brush
5. Upright creates thin, crisp lines for small details, while slanted creates broader strokes for larger areas.
6. The **mat technique** in art refers to the method of using a mat board or matting to enhance the presentation of artwork. The mat technique is used for several reasons:
 - Aesthetic appeal:** It enhances the visual impact of the artwork, making it more attractive to viewers.
 - Protection:** Mats can help protect the artwork from damage by preventing direct contact with the glass or frame.
 - Professional presentation:** Using mats gives the display a polished, professional look, especially important in educational settings or exhibitions.
 - Colour coordination:** Mats can be selected to complement the artwork's colours, enhancing the display's overall harmony.
 - Focus:** By framing the artwork, the mat directs the viewer's attention to the piece itself.
7. Magazine clippings, fabric scraps, leaves.
8. **Variety of Textures and Materials:** A good collage incorporates a diverse range of materials, such as paper, fabric, photographs, and found objects. This variety adds depth and interest, making the artwork visually engaging.
Cohesive Composition: Effective collages have a well-thought-out composition that guides the viewer's

eye. The arrangement of elements should create a sense of balance and harmony, whether through symmetry, asymmetry, or the intentional placement of focal points.

Creative Use of Color:

A strong color palette is essential in collage art. Good collages utilize color to evoke emotions, create contrast, and unify the different elements. The colors should work together to enhance the overall theme and impact of the artwork.

9.
 - Always read labels on art materials to check for safety warnings.
 - Check expiration dates on glues and paints before using them.
 - Wash your hands thoroughly after handling art supplies.
 - Do not eat or drink while working with collage materials.
 - Work in a well-ventilated room to avoid inhaling glue fumes.
 - Wear a smock, old clothes, or aprons to protect your skin and clothing.
 - Use child-safe scissors with rounded tips to prevent cuts.
 - Keep all materials organized in one place to avoid accidents.
 - Have an adult supervise, especially when using sharp tools.
10.
 - a. Composition balance.
 - b. Spread colours, shapes, and textures evenly.
11. **Gather materials:** Collect various materials that represent your homestead, such as magazines, newspapers, photographs, colored

paper, fabric, and any other relevant items (e.g., drawings of plants, animals, or structures).

Choose a base: Select a sturdy base for your collage, such as a piece of cardboard, poster board, or a canvas. This will serve as the foundation for your artwork.

Brainstorm ideas: Think about what elements represent your homestead. Consider aspects like your house, garden, favorite spots, family members, pets, and any activities that take place there. Make a list of ideas you want to include.

Sketch a layout: Create a rough sketch of how you want to arrange the elements on your base. Consider the overall composition and how different elements will interact with each other to create a cohesive look.

Cut out images and textures: Carefully cut out images, shapes, and textures from your gathered materials. Look for pictures that reflect the features of your homestead, such as the house, garden, and surrounding landscape.

Arrange the cutouts: Before gluing, experiment with the arrangement of your cutouts on the base. Move the pieces around until you find a layout that you like, ensuring a balanced and visually appealing composition.

Adhere the pieces: Once satisfied with the arrangement, start gluing the pieces onto the base. Use a glue stick, liquid glue, or mod podge to secure them. Smooth out any bubbles or wrinkles as you go.

Add text and personal touches:

Enhance your collage by adding text, such as the name of your homestead, quotes, or personal reflections about what your homestead means to you. You can also include decorative elements like borders or patterns.

Let it dry: Allow your collage to dry completely. Make sure all the elements are securely attached before proceeding.

Review and make final adjustments:

Once dry, review your collage for any final touches. You might want to add more layers, color, or details to enhance the overall look.

Display your collage: Find a suitable place to showcase your finished collage. You can frame it, hang it on a wall, or present it as part of a school project.

12.
 - a. Cardboard; it's strong enough to hold weight.
 - b. "Nature Walk" or "Forest Scene."
Accept all correct answers.
13. Tertiary colour.
14. Ruler, craft knife. Cut on a stable surface to avoid accidents.

C. Volleyball

1.
 - a. **Serving:** A serve (or service) is the action of a player hitting the ball from behind the end line to send it over the net into the opponent's court to start each point.
 - b. **Digging** in volleyball refers to a defensive skill used to prevent the ball from hitting the floor after an

opponent's attack or serve. It is a critical technique for maintaining possession of the ball and setting up offensive plays.

2. True
3. **Positioning:** Stand with your feet shoulder-width apart, and position yourself behind the service line. If you're right-handed, your left foot should be slightly forward, and vice versa for left-handed players.

Grip: Hold the racket with a comfortable grip. For an underarm serve, you can use a standard grip (e.g., Eastern grip for tennis) or a more relaxed grip depending on your comfort level.

Ball Toss: With your non-dominant hand, hold the ball at waist height. Keep your elbow slightly bent and your hand open.

Racket Position: Bring the racket back to your dominant side, keeping it low and parallel to the ground. Your racket should be positioned behind you, ready to swing forward.

Swinging Motion: As you prepare to serve, step forward with your non-dominant foot. Simultaneously, bring the racket forward in a smooth, upward motion. The racket should move from low to high, making contact with the ball at waist height.

Contact Point: Aim to hit the ball with the racket's strings while it is still in your hand or just after releasing it. This contact should be firm but controlled, ensuring that the ball goes in the desired direction.

Follow Through: After hitting the ball, allow your racket to follow through

naturally. Your racket should finish high, and your body should rotate slightly to face your target area.

Recovery: After the serve, quickly return to a ready position, preparing for the next play. Be aware of your opponent's position and anticipate their return.

4. Digging



5. The single hand dig pass involves using one hand to make contact with the ball, usually when it is coming at a player with significant speed or when the player is in a position where using both hands is not feasible.

6. The ball is approaching quickly and there is not enough time to get both hands in position.

The player is diving or in an awkward position and cannot use both hands effectively.

The ball is low to the ground and requires a quick reaction.

7. Partner Toss Drill:

Setup: Pair up with a teammate. Stand about 10-15 feet apart.

Execution:

One player (the tosser) lightly tosses the ball to the other player (the digger) from various heights and angles.

The digger practices using a single hand to dig the ball back to the tosser, focusing on proper technique and control.

Alternate roles after a set number of repetitions.

Wall Dig Drill:

Setup: Find a wall and stand about 5-10 feet away from it.

Execution:

Using a volleyball, the player throws the ball against the wall with varying force and angles.

As the ball rebounds, the player practices digging it with one hand, aiming to control the ball and direct it back toward the wall.

Focus Points:

Concentrate on maintaining a low stance and using the correct hand position.

Work on timing and reaction speed as the player adjusts to the ball's bounce and angle off the wall.

8.

a. Always perform warm-up activities before starting the game to avoid injuries.

b. Check the court and nearby areas for trash or hazards to keep the space safe.

c. Wear knee pads and other protective gear to protect your body during falls.

d. Call out "mine" when going for the ball to prevent bumping into teammates.

e. Drink water often to stay hydrated during play.

f. Learn basic first aid and know when to get help from an adult if someone gets hurt.

g. Wear non-slip shoes to avoid slipping on the court.

- h. Follow all game rules to play fairly and safely.
 - i. Remove jewelry or loose clothes that could cause accidents.
 - j. Play under adult supervision, especially if you're new to the game.
 - k. Stop playing if you feel tired or hurt to prevent worse injuries.
 - l. Use a properly inflated ball to make the game safer and more fun.
 - m. Respect other players and avoid pushing or rough actions.
9. This will help us avoid hurting other players.
10. **Check your grip:** Ensure that you are holding the ball correctly. Your grip should be firm but relaxed. Avoid squeezing the ball too tightly, as this can affect your control.

Adjust your stance: Position your feet shoulder-width apart for stability. Make sure you are balanced and facing the target area where you want to serve.

Focus on ball height: Aim to toss the ball slightly higher before striking it. If the ball is too low when you hit it, it is more likely to hit the net. A good height is about waist level.

Follow through: After making contact with the ball, ensure you follow through with your arm. A proper follow-through helps direct the ball over the net and can add power to your serve.

Adjust your angle: Pay attention to the angle at which you are striking the ball. If you are hitting it too flat, it may not clear the net. Try to hit the ball with a slight upward angle.

Practice consistently: Repetition is key. Spend time practicing your serve,

focusing on the mechanics and making adjustments as needed. The more you practice, the more comfortable you will become.







Watch your timing: Ensure that you are timing your swing correctly. You should make contact with the ball just as it begins to drop from your toss, not too early or too late.

Seek feedback: If possible, ask a coach or a more experienced player to watch your serve and provide feedback. They may notice specific aspects of your technique that need adjustment.

- 11.
- a. Physical Fitness:
 - b. Recreational Activities:
 - c. Skill Development:
 - d. Stress Relief:
 - e. Team Building: Organizing friendly matches can enhance relationships and foster teamwork among friends or colleagues.

D. Rhythm and Pattern Making

1.

Note	count	Rest	French rhythm name
	2		Taa-aa
	1		taa
	$\frac{1}{2} + \frac{1}{2}$		ta-te

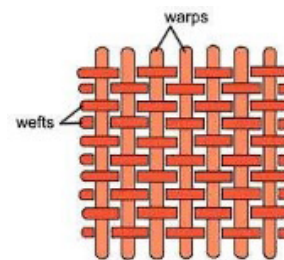
2. b. Understand the duration of music notes

3. c. Minim
4. b. It extends the duration
5. b. Makes the rhythm longer
6.
 - a. **Printing:** Printing is an art form where an artist creates an image on a hard surface and transfers it to another surface through pressing.
 - b. **block printing:** Block printing is the process of using a block to transfer motifs to paper or fabric.
 - c. **motif:** A motif is the design or pattern transferred from a block to a surface.
7. Pencil, ruler, and compass for sketching; craft knives, chisels, gouges, or improvised tools like nails and hammers for carving.
8. Thickener like cornstarch
9. To guide where to print the motif for a good repeat
10.
 - Using repetition
 - Using a variation of notes
 - Ending in a longer duration note.
11.
 - a. A percussion instrument produces sound when struck, shaken, or scraped; example: drum.
 - b. Accept all correct answers.
12.
 - a. Rubber erasers, old rubber slippers, soft wood (like balsa or pine); carving tools: craft knives, chisels.
 - b. Select base material, sketch geometric motif, transfer to block, carve raised design, sand smooth; use gloves and safety goggles.
13.
 - a. Turmeric powder (yellow), onion skins (brown), berries (red).

- b. A full repeat pattern is when a motif is repeated several times to tile seamlessly.
- c. trimming, stitching, and ironing, Trim uneven edges, fold and stitch hems, iron to flatten and set print.

E. Weaving

1. A plain weave is a weaving technique where threads cross at right angles. The weft goes over one warp, then under the next.
2. A plain weave is the most basic weaving technique. The weft goes over one warp, then under the next.



3.
 4. A 1/1 plain weave has weft over one warp, then under one. It alternates each time. A 2/2 plain weave has weft over two warps, then under two. It creates a chunkier pattern.
 5. c. To hold and space the warp threads.
 6. b. Thin paper
 7. Passing weft threads through the warp.
 8. b. To prevent the weave from unravelling.
 9. Old yarn.
fabric strips.
Plastic bags
Raffia
 10. Finishing prevents unravelling by trimming uneven edges, adding neatness, and making the mat durable.
 11.
 - Choose a variety of colours and patterns for the materials you use.

Bright, contrasting colours can create a visually striking effect.

- Consider integrating beads, ribbons or other embellishments into the weave to add texture and interest.
- Create unique weave patterns
- Plan out geometric patterns or motifs that can be woven into the mat, making it more visually appealing.

F. Gymnastics

1. b. Sideways circular
2. a. frog jumps
3. **Choose a safe environment**

Warm-up

Wear appropriate shoes: Use shoes with good grip if practicing on a hard surface, or practice barefoot on softer surfaces.

Break it down: Start with easier variations, like a side cartwheel or using a wall for support.

Gradual increase: As you gain confidence, gradually increase the complexity of the cartwheel.

Rest: Take breaks if you feel fatigued or uncomfortable.

Avoid pushing through pain: If you experience pain, stop and assess the situation.

Use Safety Gear:

4.
 - a. Stand tall with arms stretched above the head, sideways to the direction of movement; step forward with the lead leg, lean forward, and place the first hand on the ground, followed by the second hand.

- b. Kick the back leg up and over while placing hands down, followed by the other leg; keep legs straight with toes pointed, forming an inverted 'V' or straight line mid-air.

5. T-shape

6.

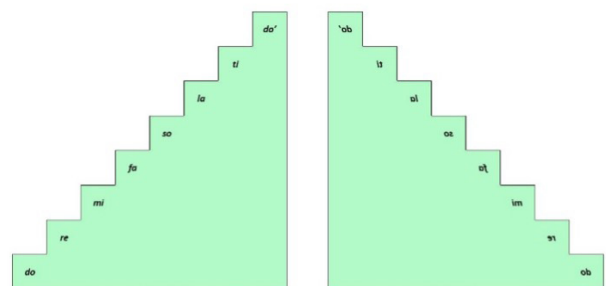
- a. Squat down and place your hands flat on the mat.
- b. Tuck chin to chest and push off with feet; roll over the back while keeping the body rounded.

7.

- a. Use appropriate equipment and environment.
- b. Warm up thoroughly.
- c. Master individual skills first.
- d. Focus on proper form and control.
- e. Seek supervision and spotting.
- f. Listen to your body.
- g. Wear suitable attire.

G. Melody

1.




2. A. RE

B. FA

3.

- Calligraphy pens or nibs
- Smooth, high-quality paper
- Ink (if using dip pens)
- Comfortable desk/chair for good posture

- 4.
- Stepwise motion: Moves from one syllable to the next without skipping (e.g., D–R–M).
 - Narrow leaps: Skips one syllable to the next (e.g., D–M or F–L).
5. Repetition makes the melody easier to remember and more interesting.
6. S – F – M – R – D
- 7.
- a.
- S – S – L – L – S – S – M
F – F – M – M – R – R – D
- b.
- S – S (Soh repeated twice)
 - L – L (Lah repeated twice)
 - M – M (Mi repeated twice)
 - R – R (Re repeated twice)
- 8.
- 
9. Accept correct answers.
10. Accept correct answers

Performing and Displaying

A. Athletics

1. Runway, Take-off board, Landing pit.
2. Ensure the sandpit is well-raked and free from stones or debris before jumping.
3. He should have bent his knees slightly to absorb the impact and prevent injury.
4. b. Extend arms forward and keep legs straight ahead
5.
 - That the landing mat is thick and in good condition.
 - That it is properly positioned behind the bar.
6. B. Uprights
7. She should have landed on her back or side on the mat to reduce impact.
8. The scissors technique.
9. c. Jump full force without practicing technique
10. To help athletes build confidence, master technique, and avoid injury.
11.
 - Long jump take-off board is a fixed wooden/synthetic board for forward jumps.
 - High jump take-off area is a marked spot for pushing upward.
12.
 - Both require good body control and safe landings to prevent injury.

B. Descant Recorder

1. Half-cover the thumb hole carefully to get a clear D¹ sound.
2. D¹, F

3. Blow gently and use soft tonguing (“tu”) for a smoother tone.
4. D¹ – D¹ – D¹ – C¹ – G – A – A
5. b. Switch hands so left hand is on top and right hand is below.
6. To remove saliva, prevent bacteria buildup, and keep the recorder hygienic.
7.
 - Start with stepwise motion for smooth sound (e.g., C–D–E).
 - Include one or two narrow leaps for variety (e.g., C–E).
 - Use some repeated notes to make the melody memorable.
8.
 - Tonguing
 - Breath Control
 - Posture
 - Expression
9.
 - a. The boy standing upright.
 - b.
 - Good posture allows for better lung expansion and diaphragm movement, which is essential for producing a steady and controlled sound.
 - Sitting or standing up straight reduces tension in the neck and shoulders, facilitating easier breathing.
 - Proper posture helps maintain optimal hand positioning, allowing for more accurate finger placement and smoother transitions between notes.
 - It minimizes strain on the wrists and fingers, preventing fatigue and potential injury over time.
10.
 - Learning the descant recorder helps establish basic musical skills such as reading music, understanding rhythm, and developing ear training.
 - It serves as an excellent introduction to woodwind instruments, laying the groundwork for learning more complex instruments later.
 - Music education fosters critical thinking and problem-solving skills as students learn to interpret music and improve their technique.
 - Mastering an instrument requires practice and perseverance, teaching valuable life skills such as discipline and patience.
 - Teaching and learning music can strengthen the bond between Joan and her sister, creating shared experiences and memories.
 - The descant recorder is often played in groups or ensembles, promoting teamwork and social interaction through music.
 - Playing an instrument allows for personal expression and creativity, which can be therapeutic and fulfilling.
 - Mastering a musical skill can boost self-esteem and confidence, especially when performing in front of others.
 - Learning to play the descant recorder exposes students to various musical styles and genres, fostering a greater appreciation for music and culture.
11. Play the descant recorder correctly.
12. Play the descant recorder correctly.

13. Play the descant recorder correctly.

C. Indigenous Kenyan Instrumental Ensembles

1. An ensemble is a group of instruments or voice performing together.
2.
 - Percussion ensembles
 - String ensembles
 - Wind ensembles
3. marimba, Adongo, kayamba, Drums
4. b. Nyatiti
5. wind

Rhythm foundation: The chivoti provides a rhythmic foundation for the ensemble, helping to establish the tempo and groove of the music.

Enhancing texture: It adds texture and depth to the overall sound, complementing melodic instruments and vocals.

Cultural significance: The chivoti often carries cultural significance, representing local traditions and storytelling through music.

Audience engagement: Its lively and distinctive sound can engage the audience, encouraging participation through clapping or dancing.

6.
 - choosing an appropriate instrument
 - tuning
 - choosing the correct playing technique
7. Tuning is important because it ensures all instruments produce the correct pitch so that the music sounds harmonious.
8. b. Give rhythm and tempo
9. The nyatiti preserves Kenyan culture by carrying traditional melodies and stories, passing them to younger generations.

10. Tempo

11. a. Siwa

D. Indigenous Kenyan Craft - Pottery

1. Responsibly collect clay from a natural source like a riverbank, ensuring you do not damage the environment.
2. Sieve the clay to remove stones and dirt for a smooth texture.
3. To prevent cracks.
4. Wedging removes air bubbles and ensures a uniform texture, preventing cracks during drying.
5. Thick slabs may dry unevenly and crack.
6. The slabs may separate because they are not properly bonded.
7. Too much slip can weaken the joint, making the vase collapse.
8. Collect clay from different locations and only take what is needed to protect the environment.
9. Makes it shiny.
10. Pottery preserves traditional designs and tells stories about a community's history and beliefs.
11. Clay, water, roller etc
12. Vase, pot etc
- 13.

Control Over Thickness

- **Uniformity:** Slab rolling ensures consistent thickness, which is crucial for even firing and durability.
- **Precision:** Artists can control the dimensions and proportions of their work more easily compared to other methods like pinch or coil.

Ease of Use

- **Accessibility:** The technique is relatively simple and can be learned

quickly, making it accessible for beginners and educational settings.

- **Less Physical Strain:** Compared to wheel throwing, the slab technique often requires less physical strength and skill, allowing more people to engage in ceramics.

14. Art Galleries, Art Museums, Local Art Fairs:

15. Embedding

E. Swimming

1. Lifting the head too early disrupts body position and slows you down.
2. Gliding reduces water resistance and allows the swimmer to rest briefly, conserving energy.
3. To prevent muscle cramps and prepare the body for physical activity.
4. b. Do not dive into shallow water.
5. Kick both legs together in a circular motion to maintain symmetry and proper propulsion.
6. The arms are fully extended in front of the swimmer, parallel to the water surface.

They should be shoulder-width apart or slightly wider, creating a streamlined position.

The palms are typically facing downwards, helping to minimise drag as the swimmer glides through the water. The elbows should be slightly bent but relaxed, allowing for a natural and fluid position.

7. Always swim in designated swimming areas.

Avoid running near the pool.

Check water depth before swimming.

Wear appropriate swimming gear.

Get out of the water during storms or when you hear thunder.

Accept all correct answers.

F. Indigenous Kenyan Games

1. Accept all correct answers.
2. To prevent players from tripping or getting injured while hopping between sections.
3. Aim carefully and roll or flick your marble into the hole using the fewest attempts.
4. Hand-eye coordination and finger control to aim correctly.
5. c. Hopscotch
6. Accept all correct answers.
7. To prevent fatigue and keep players active and alert throughout the game.
8.
 - Motivation
 - Energy Boost
 - Timing and rhythm
 - Movement patterns
 - Enhanced enjoyment
 - Cultural expression
 - Emotional connection
9. Cultural preservation
Community building
Physical health
Education and learning
Mental well-being

Appreciation in Creative Arts

A. Analysis of Creative Arts Works

1. It is a systematic record of creative pieces displayed in an exhibition.
2. The title or description (e.g., "Kamba beadwork necklace"), the artist's name, type of artwork (beadwork), and media/material (beads, thread).
3. Knowing the materials helps in understanding the artist's intentions and the techniques used. It provides insights into the creative process and the choices made during the artwork's creation.
4. Tempo.
5. Dynamics.
6. By listening for changes in melody, rhythm, tempo, or lyrics between section A and section B.
7. Monophonic texture consists of a single melodic line without any accompanying harmony or chords. This means that only one voice or instrument is performing the melody.
Homophonic texture features a main melody accompanied by one or more additional parts that provide harmonic support. This means that while there is a primary melodic line, there are also chords or harmonies that enhance it.
8. Respect the referee's decision and continue playing fairly.
9. Respect for cultural diversity and appreciation of heritage.
10. Accept defeat gracefully, show discipline, and congratulate the winners.
11. Accept correct answers.
12. **Soft: Gentle and Smooth:** The soothing nature of a lullaby often feels soft, akin to a gentle caress.
Warm: Cozy and Comforting: Like a warm blanket, a lullaby wraps the listener in a sense of safety and tranquility.
13. "Lala Mtoto Lala" is a traditional lullaby from East Africa, often sung to soothe children to sleep.
Slow and Gentle
 - **Lullaby nature:** The tempo is typically slow, creating a calming atmosphere that is conducive to relaxation and sleep.
 - **Ease of listening:** The gentle pace allows for easy listening and encourages a tranquil state, perfect for winding down.**Steady Rhythm**
 - **Consistent beat:** The song often features a steady and consistent rhythm, which helps to establish a comforting routine for children.
 - **Repetitive patterns:** The use of repetitive melodic phrases contributes to the soothing quality, reinforcing the calming effect of the lullaby.
14. Accept all correct answers.
15. Accept all correct answers.

Assessment Test 1

1. Lyre; it is played by plucking or strumming.
2. Because the materials used (tin cans, sticks, rubber bands) are reused instead of being thrown away.
3. c. Tuning pegs
4. Still life composition.
5. AB form; identified by contrasting melody, rhythm, or lyrics in the two sections.
6. c. Landed with bent knees.
7. Title/description, artist's name, type of artwork, media/material used.
8. Tempo.
9. To avoid collision and confusion with teammates.
10. c. Place dots closer together.
11. Accept all correct answers.
12. Congratulate the winners
13. Cardboard
Old box
Plastic ruler
14. Fa
15. b. Respect for cultural diversity

Assessment Test 2

1. Beliefs, traditions, and way of life reflected in the artworks.
2. The body/resonator.
3. Upright brush position.
4. The speed at which a piece of music is played. In the context of instrumental ensembles, tempo plays a crucial role in shaping the overall performance and interpretation of the music.
5. Stand behind the end line, feet shoulder-width apart, non-dominant foot slightly in front.
6. Dynamics.
7. c. Blue
8. To lift the strings off the body and improve resonance.
9. Sports keep the body strong and healthy; they relieve stress and promote mental well-being.
10. Creates depth
11. Work in a well-ventilated room
12. Proper warm-up
Use appropriate equipment
Check the jumping area
13. c. Landing mat
14. Accept all correct answers.
15. b. Fair play

Assessment Test 3

- 1/1 plain weave
2/2 plain weave
- Accept all correct answers.
- b. Abagusii
- A smooth texture.
- Digging.
- To give the song a sense of completion.
- c. Stance
- To prevent the weave from unravelling.
- Because it shows unfair play and lack of respect for others.
- c. Dynamics
- b. Using too many dots in the highlight.
- Yellow-green
Accept all correct answers.
- c. To hold and space warp threads
- b. D – R – M – F – S – L – T – D
- Respect the decision



Assessment Test 4

- Visual arts.
- a. writing
- It raised the pitch because string tension increased.
- It produces thick, textured strokes.
- Ready position.
- b. Use closely spaced, darker dots
- Rhythm.
- To prevent unravelling and make the mat neat and durable.
- Accept defeat gracefully, stay disciplined, and congratulate the winners.
- c. Finish with the arm high, pointing at the target
- Yellow + Blue
- b. Melody
- b. To pass weft threads through warp
- La
- Accept all correct answers.

Assessment Test 5

1. Fiddle; played by bowing.
2. Accept all correct answers.
3. Orange.
4. a. Akamba
5. The flat part of the forearm.
6. Repetition.
7. c. Tertiary
8. To prevent damage from moisture, such as rust, cracking, or frayed strings.
9. Accept all correct explanations.
10. c. Use fewer and widely spaced dots.
11. a. Stand tall → lunge → place first hand
12. Accept all correct answers.
13. b. To provide the base structure
14. b. So and La
15. Keeps the body strong and healthy

KPSEA Sample Assessment

1. b. Adeudeu
2. b. Tempo
3. b. By noting differences in melody, rhythm or lyrics.
4. c. Bow
5. b. Depth
6. d. Underarm service
7. b. Lyre
8. a. A highlight
9. b. To prevent the weave from unravelling.
10. b. Purple
11. c. Tuning pegs
12. b. s
13. b. To maintain cleanliness and safety.
14. d. breaststroke
15. a. Sail
16. d. G
17. b. Membrane
18. 
c.
19. a. Cartwheel
20. d. Sol-fa notation
21. b. ii, i, iii, v, iv
22. 
c.
23. c. Kati
24. a. Litungu
25. d. Photos
26. b. dribbling
27. c. Rubber and potatoes
28. a. D1 D1 D1 C1 G AA
29. c. Dive into shallow water.
30. a. Wear appropriate sports shoes.