Premier Combined Answer Book

Grade 7

Premier Combined Answer Book Grade 8

Published in 2026 by Queenex Publishers Ltd.

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

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Website: www.queenexpublishers.co.ke

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Mathematics

1 Numbers

A. Whole Numbers

Place value

1.

Number	Hundred millions	Ten millions	Millions	Hundred thousands	Ten thousand	Thousands	Hundreds	Tens	Ones
637 895				6	3	7	8	9	5
7 560 198			7	5	6	0	1	9	8
60 127 895		6	0	1	2	7	8	9	5
912 645 785	9	1	2	6	4	5	7	8	5

2.

Number	Hundred millions	Ten millions	Millions	Hundred thousands	Ten thousand	Thousands	Hundreds	Tens	Ones
173 982 056	1	7	3	9	8	2	0	5	6

3.

Number	Hundred millions	Ten millions	Millions	Hundred thousands	Ten thousand	Thousands	Hundreds	Tens	Ones
586 885 000	5	8	6	8	8	5	0	0	0

4. Amount spent = 320 032 776
   The number has 9 digits, so there is no tenth digit.
5. Amount paid = 89 560
   The digit 8 is in the ten thousands place.
   Place value of 8 = 80 000 (eighty thousand).

Total Value

1.

	3	5
a	300 000	5000
b	30 000 000	500
c	300 000	500 000 000

2. a. 500 000
   b. 5 000 000
   c. 50 000 000
3. 50 000
4. 700 000
5. 6: 60 000 000
   8: 80 000

Reading and writing Numbers in symbols up to hundred of millions

1. a. 723 465 931
   b. 880 012 550
   c. 456 890 172
2. 275 555 482
3. 640 307 027
4. 108 900 000
5. 684 320 150
6. 325 800 923

Reading and writing numbers in words up to millions

1. a. Eighty-one thousand, two hundred and nine
   b. Seven hundred and forty-five thousand, three hundred and sixty
   c. Three million and fifteen
2. Four million, seven hundred and sixty-five thousand, four hundred and thirty-two.
3. Five hundred and eighty thousand, two hundred and three.
4. Nine million, four hundred and seven thousand, six hundred and fifteen.
5. Five million, two hundred and eight thousand, four hundred and seventeen.

Rounding off numbers up to the nearest hundreds of millions

1. 600 000 000
2. 320 000 000
3. 121 000 000
4. 723 500 000
5. 896 234 600

Classification of Natural Numbers(Even, Odd and Prime Numbers)

1. a. Even
   b. Prime
   c. Prime
   d. odd
   e. Even
   f. odd
2. 17: Prime
   19: Prime
   21: Odd
   18: Even
   20: Even
   22: Even
3. Prime
4. Even
5.

Number	Classification
91	Odd
82	Even
313	Prime
306	Even

6. 11, 13, 17, 19,23, 29, 31, 37.

Operation of Whole Numbers (Addition and Subtraction)

1. a. 100 127
   b. 39 804
   c. 85 707
   d. 8 908
2. a. 4 926
   b. 42 425
3. a. 62 030
   b. 7 154
4. a. 83 995
   b. 6 645
5. a. 22 599
   b. 3 113

Multiplication and division

1. a. 524 129
   b. 861
   c. 137
   d. 859 625
2. 307 000
3. 686 512
4. 1 262 250
5. 144
6. 208

Combined Operations

1. a. 30
   b. 24
   c. 31
   d. 87
   e. 80 402
2. 345 $\frac{1}{3}$ bundles
3. 405 000 trees
4. 306.67 or 306 $\frac{2}{3}$
5. 225 passengers

Number Sequence

1. 11, 13
2. 31, 34
3. 66, 61
4. 35, 42, 49
5. 30, 25

Creation of number sequence for playing number games

1. a. 12 circles
   b. 28 squares

2 & 3. Check if learners have correctly represented each number in the sequence using the required shapes.

B. Factors

Divisibility test of Numbers

Divisibility test of 2

1. a. 22, 30, 96
   b. 374, 400
   c. 1 550, 2 548
2. 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200
3. 12, 14, 16, 18, 20, 22, 24, 26, 28
4. Number formed: 0123456789

This number ends in 9, so it is not divisible by 2.

Divisibility test of 3

1. a. 33, 51
   b. 171, 816
2. a. Not divisible
   b. Divisible
   c. Not divisible
   d. Divisible
3. Divisible by 3

Divisibility test of 4

1. a. 612, 916
   b. 1 024, 1 700
2. a. Divisible
   b. Divisible
   c. Divisible
   d. Not divisible
3. Not divisible by 4 (cannot be packed exactly, remainder will be 0 or not possible). Therefore, not all can be packed with none left over

Divisibility test of 5

1. a. Divisible
   b. Not divisible
   c. Divisible
   d. Divisible
2. Divisible (no remainder)
3. Divisible (no remainder)

Divisibility test of 6

1. a. Divisible
   b. Divisible
   c. Not divisible
   d. Not divisible
2. Divisible by 6
3. Yes, the tiles can be arranged in complete rows of 6 (no remainder)

Divisibility test of 8

1. a. Divisible
   b. Not divisible
   c. Divisible
   d. Not divisible
2. Divisible by 8
3. Yes, the cartons can be arranged into complete piles of 8 (no remainder)

Divisibility test of 9

1. a. Divisible
   b. Divisible
   c. Divisible
   d. Not divisible
2. Divisible by 9
3. Yes, the tickets can be packed without any remaining (divisible by 9)

Divisibility test of 10

1. a. 90, 900
   b. 2 040, 5 000
2. a. Divisible b. Divisible
   c. Not divisible d. Not divisible
3. All the bottles can be packed exactly into the crates.

Divisibility test of 11

1. a. Divisible
   b. Not divisible
   c. Divisible
   d. Not divisible
2. Not divisible (cannot be bundled exactly)
3. Not divisible (cannot be packed exactly)

Expression of composite numbers as a product of prime numbers

1. $76 = 2 \times 2 \times 19$
   $112 = 2 \times 2 \times 2 \times 2 \times 7$
   $120 = 2 \times 2 \times 2 \times 3 \times 5$
   $196 = 2 \times 2 \times 7 \times 7$
2. $240 = 2 \times 2 \times 2 \times 2 \times 3 \times 5$
3. $486 = 2 \times 3 \times 3 \times 3 \times 3 \times 3$
4. $1\,260 = 2 \times 2 \times 3 \times 3 \times 5 \times 7$

Greatest common Divisor and Least Common multiples by factor method

Greatest common divisor(GCD)

1. a. 6
   b. 6
   c. 12
   d. 4
2. 42 litres
3. 42 litres

Least common multiple (LCM)

1. a. 24
   b. 140
   c. 2772
2. 72 minutes
3. 360 seconds

Application of GCD and LCM in real life

1. 60 minutes
2. 24 minutes

3. 24 items
4. 180 litres

C. Fractions

Comparing fractions

Comparing fractions

1. a. $\frac{2}{5}$ is smaller
   b. $\frac{1}{3}$ is smaller
2. a. $\frac{7}{8}$ is greater
   b. $\frac{8}{9}$ is greater
3. a. Smaller
   b. Smaller
   c. Greater
   d. Greater

Ordering fractions in ascending and descending order

1. a. $\frac{1}{13}, \frac{4}{13}, \frac{7}{13}, \frac{9}{13}$
   b. $\frac{9}{64}, \frac{12}{59}, \frac{15}{20}, \frac{24}{25}$
   c. $\frac{5}{21}, \frac{16}{21}, \frac{12}{13}, \frac{19}{21}$
2. $\frac{5}{8}, \frac{7}{10}, \frac{11}{15}$
3. $\frac{3}{4}, \frac{4}{7}, \frac{1}{2}, \frac{2}{5}$
4. $\frac{2}{3}, \frac{5}{6}, \frac{7}{8}$ or Orange, Apple, Grape

Addition and subtraction of proper fractions

1. a. $\frac{11}{21}$
   b. $\frac{35}{132}$
   c. $\frac{1}{4}$
   d. $\frac{23}{35}$
2. $\frac{1}{2}$
3. $\frac{7}{12}$
4. $\frac{5}{9}$
5. $\frac{3}{10}$
6. $1\frac{4}{15}$
7. $\frac{7}{20}$

Addition and subtraction of mixed fractions

1. a. $5\frac{11}{28}$
   b. $9\frac{9}{10}$
   c. $1\frac{11}{20}$
   d. $3\frac{1}{10}$
2. $5\frac{17}{20}$
3. $10\frac{1}{24}$
4. $4\frac{11}{12}$
5. $4\frac{9}{10}$

Multiplication of fraction

1. a. $\frac{1}{4}$
   b. $6\frac{8}{27}$
   c. $40\frac{11}{18}$
2. $9\frac{5}{8}$
3. $7\frac{7}{15}$

Reciprocals fraction

1. a. $\frac{1}{105}$
   b. $\frac{1}{21}$
   c. $\frac{19}{26}$
2. $1\frac{3}{5}$
3. $\frac{4}{13}$

Division of fractions

1. a. $\frac{7}{24}$
   b. $1\frac{7}{8}$
   c. $\frac{22}{63}$
   d. 256
2. 24 pieces
3. $16\frac{2}{3}$ plots
4. $16\frac{2}{3}$ times
5. 16 buckets
6. 6 pieces
7. 36 days
8. $4\frac{1}{5}$ miles

Number sequence involving fractions

1. a. $\frac{11}{8} = 1\frac{3}{8}$
   b. $\frac{14}{12}$
   c. $\frac{6}{10}$
   d. $\frac{17}{20}$
2. $\frac{10}{5}$
3. $\frac{7}{2}$
4. $\frac{2}{10}, \frac{4}{10}$

Creation of number sequence involving fractions

1. $\frac{2}{5}, -\frac{1}{10}, -\frac{3}{5}, -\frac{11}{10}$
2. $\frac{1}{7}, \frac{10}{21}, \frac{17}{21}, \frac{24}{21}, \frac{31}{21}$
3. $\frac{11}{3}, \frac{11}{9}, \frac{11}{27}, \frac{11}{81}, \frac{11}{243}, \frac{11}{729}$

D. Decimals

Place value and total value of digits in decimals

1. Hundredths
2. 0.03
3. Hundredths
4. 0.006
5. Thousandths
6. 0.09
7. Hundredths
8. 0.09 Km

Multiplication of decimals by decimals

1. a. 42.75
   b. 0.4911
   c. 351.49156
2. 14 kilograms
3. Ksh 30.6
4. Ksh 404.6
5. Ksh 9 037.004
6. a. Ksh 3 895
   b. Ksh 105

Division of decimals

1. a. 0.56
   b. 3.28
2. 12 pieces
3. Ksh 19.35
4. 18.12 km
5. 50.16 bags

Multiplication and division of decimals using a calculator

1. a. 0.039221
   b. 12.8464
   c. 8.7
   d. 4.8
2. 9.9 tonnes
3. Ksh 261.9
4. 24 cups
5. 14.1 m

E. Square and Square roots

Squares of whole numbers, fractions and decimals

1. a. 6.25
   b. 17.0569
   c. 121
   d. 1.5625
2. a. $\frac{1}{9}$
   b. $12\frac{1}{4}$
   c. $\frac{25}{36}$
   d. $6\frac{43}{81}$
3. 324 m^2
4. $\frac{9}{16}$ m^2
5. 400 m^2

Square roots of whole numbers, fractions and decimals

1. a. 7
   b. $\frac{2}{9}$
   c. 0.2
   d. 1.56
2. a. 25
   b. $\frac{12}{13}$
   c. 0.9
   d. $\frac{15}{14}$
3. 40 m
4. 29

2 Algebra

A. Algebraic expression

Formation of algebraic expressions from real-life situations

1. a. $4x + y$
   b. $x + 2y$

Formation of algebraic expressions from real-life simple algebraic statements

1. $30x + 50y$
2. $2\,000d + 5\,000$
3. $4n$
4. $v - 50t$
5. $3x$
6. $w + 6$
7. $40 - x$
8. $50c + 75k$

Simplification of algebraic expressions

1. a. $7x - 3$
   b. $13m - 8n + 7$
   c. $3a + 7b - 7$
   d. $5p + 4$
   e. $5x + 12$
   f. $5a + 2$
2. $5x + 3y + 2x + 4y = 7x + 7y$
3. $6m + 4n + 3m + 2n = 9m + 6n$
4. $8s + 5t + 2s - 3t = 10s + 2t$
5. $4w + 2d + 3w + d = 7w + 3d$

B. Linear equation

Forming of linear equation involving one unknown

1. $x + 5 = 15$
2. $x - 4 = 25$
3. $m + 100 = 300$
4. $y + 12 = 3y$
5. $5x - 7 = 18$

Solving linear equations in one unknown

1. a. $x = 5$
   b. $x = 5$
   c. $x = 4$
   d. $x = 7$
   e. $x = 4$
   f. $x = 52$
2. $x = 18$
3. 6 boys

C. Linear inequality

Applying inequality symbols to inequality statements

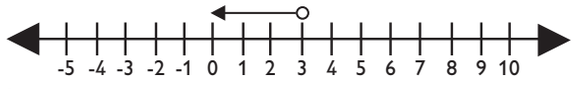
1. Total number of exercise books > 40
2. Total number of bags of maize < 50
3. Total number of story books ≥ 35
4. Total amount of water ≤ 120
5. Total number of learners ≥ 60

Formation of simple linear inequalities in one unknown

1. $N > 15$
2. $X < 30$
3. $y \geq 25$
4. $m \leq 50$
5. $p > 40$
6. $y \geq 70$

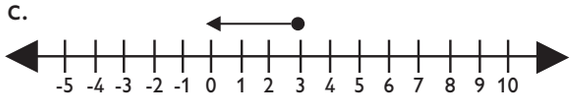
Representation of linear inequalities on a number line

1. a.

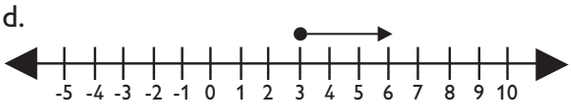


b.

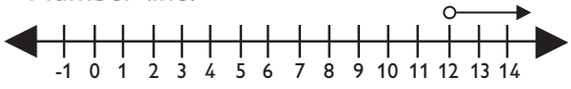
c.



d.

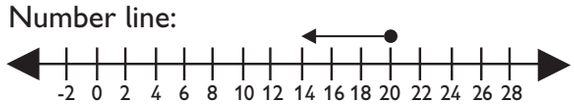


2. $x > 12$
   Number line:



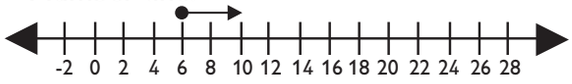
3. $y \leq 20$

   Number line:



4. $n \geq 6$

   Number line:



5. $m < 15$

   Number line:

(○ = open circle, ● = closed circle)

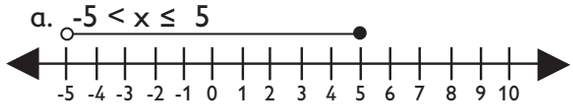
Formation of compound inequalities in one unknown

1. $5\% < x < 17\%$
2. $10 < b < 25$
3. $0 < a < 15$
4. $2 \leq T \leq 8$
5. $12 \leq a \leq 18$
6. $60 \leq s \leq 120$
7. Let width be (w), length $L = w + 3$, and $w \geq 5$

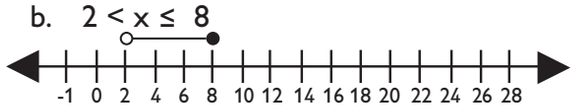
   So, $L \geq 8$
8. $12 + w \leq 20$; so, $w \leq 8$
9. $40 \leq x \leq 80$

Representation of compound inequalities on a number line

1. a. $-5 < x \leq 5$



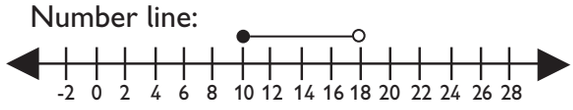
   b. $2 < x \leq 8$



   c. $7 \leq x < 10)$

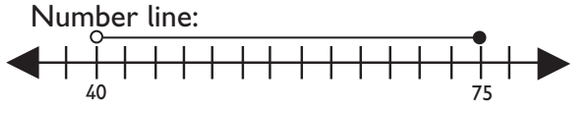
2. $10 < x < 18$

   Number line:



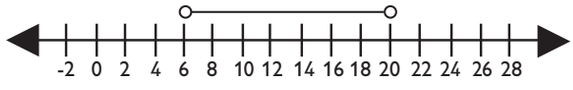
3. $40 < x \leq 75$

   Number line:



4. $6 < x < 20$

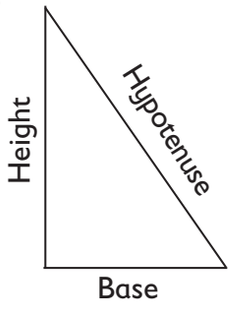
   Number line:



3 Measurements

A. Pythagorean Relationship

The sides of a right-angled triangle

1. a. Hypotenuse
   b. Base
   c. Height
2. 

The Pythagorean relationship

1. a. x = 40 cm
   b. y = 25 cm
   c. z = 20 cm
   d. w = 20 cm
2. 12 m
3. 100 m

B. Length

Conversion of units of length

1. a. 700 cm
   b. 30 cm
   c. 100 000 cm
   d. 20 000 cm
2. a. 350 cm
   b. 0.35 dam
3. 85 cm
4. 25,000 dm
5. 0.4 km
6. 230 cm

Operations involving units of length

1. a. 5.5 m
   b. 3.8 m
   c. 10 m
   d. 40
2. 30 cm
3. 4.25 m
4. 1 km
5. 750 cm
6. 4 dm
7. 40 cm
8. 10 750 m
9. 70 dm

Perimeter of plane figures

1. a. 14 cm
   b. 76 cm
   c. 40 cm
   d. 32 cm
2. 80 m
3. 60 cm
4. 60 m
5. 300 m
6. 32 m

Circumference of circles

1. a. 44 cm
   b. 66 cm
2. 11 cm
3. 13.2 m
4. 94.3 cm
5. 31.8 m
6. 50.3 m

C. Area

The relationship between square metre (m^2) and hectares as units of measuring area

1. a. 78,000 m^2
   b. 0.8342 m^2
   c. 910 m^2
2. 2 ha
3. 1 500 000 m^2
4. 50 ha
5. 300 000 m^2

Area of a rectangle, parallelogram, rhombus and trapezium

1. a. 48 m^2
   b. 160 cm^2
   c. 100 m^2

2. 84 cm^2
3. 50 m^2
4. 150 m^2
5. 800 m^2
6. 160 cm^2
7. 300 m^2

Area of circles

1. a. 346.185 cm^2
   b. 78.5 cm^2
   c. 13.8474 cm^2
2. 314.3 cm^2
3. 706.5 cm^2
4. 38.5 m^2
5. 113.1 cm^2

Area of Borders and combined shape

1. a. 60 m^2
   b. 500.66 m^2
   c. 147.76 m^2
   d. 960 m^2
   e. 100 m^2
   f. 5 m^2
2. a. 50 cm^2
   b. 89.12 m^2
   c. 379.2 m^2
   d. 143.465 m^2
3. 146.24 m^2

D. Volume and Capacity

Conversion of cubic metre (m^3) to cubic centimetre (cm^3) and vice versa

1. a. 0.45819 m^3
   b. 321.4 cm^3
2. 2 m^3
3. 500 000 cm^3

Volume of cubes, cuboids and cylinders

1. a. 24 m^3
   b. 1 000 cm^3
   c. 1 944 m^3
   d. 616 m^3
   e. 512 cm^3
   f. 502.86 m^3
2. 2.25 m^3
3. 6.29 m^3
4. 60 m^3

Relationship between cm^3, m^3 and Litres

1. a. 0.5 L
   b. 0.003 m^3
   c. 0.25 L
   d. 1500 L
   e. 2750 cm^3
   f. 0.000005 m^3

Relationship between volume and capacity in real-life situations

1. 1.256 L
2. 48,000 L
3. 4 L

Capacity of containers

1. 43 960 L
2. 2 260.8 L
3. 25 000 L
4. 3 375 L

E. Time, distance and speed

Conversion of units of time

1. a. 180 minutes
   b. 48 hours
   c. 1.5 hours
   d. 28 days
   e. 3 minutes
   f. 2 hours
2. 150 minutes
3. 7 hours
4. 2 hours 15 minutes
5. 3 hours 30 minutes

Conversion of units of measuring distance

1. a. 3 km
   b. 600 m
   c. 7 000 m
   d. 250 000 m
2. 8 000 m
3. 0.1 km
4. 7 500 m
5. 0.5 km

Speed in km/h and m/s

1. 40 km/h
2. 10 m/s
3. 6 m/s
4. 50 km/h
5. 150 km/h

6. 20 m/s
7. 60 km/h

Conversion of units of speed

1. a. 10 m/s
   b. 54 km/h
   c. 162 km/h
2. 108 km/h
3. 162 km/h
4. 54 km/h; 27 km
5. 60 km/h; 16.67 m/s

F. Temperature

Comparing temperatures

1. 30°C is warmer than 25°C.
2. Today was colder than yesterday .
3. The afternoon temperature was warmer than the morning temperature.
4. 40°C is much hotter than -15°C.

Conversion of units of temperatures

1. a. 298 K
   b. 263 K
   c. 295 K
   d. 373 K
   e. 373 K
   f. 273 K
   g. 288 K
   h. 453 K
2. a. 25°C
   b. −273°C
   c. −195°C
   d. 37°C

Working out temperatures in real-life situations

1. a. 10°C
   b. 37°C
   c. 200°C
   d. −33°C
   e. −23°C
   f. 97°C
2. 25°C
3. 7°C
4. 305 K

G. Money

Profit and loss

1. Ksh 7 000
2. Ksh 1 700
3. Ksh 150
4. Ksh 750
5. Ksh 5 400
6. Ksh 400

Percentage profit and loss

1. a. Ksh 2 000
   b. 10%
2. a. Ksh 5 000
   b. Ksh 2 000
3. a. Ksh 500
   b. 33.33%
4. a. Ksh 15,000
   b. 18.75%
5. a. Ksh 1 000
   b. Ksh 500 loss; 10% loss
6. a. Ksh 1 200 000
   b. no profit, no loss
   c. 0%
7. a. Ksh 960 000
   b. Ksh 70 000
   c. 7.29%

Discount and percentage discount

1. Ksh 600
2. 10%
3. Ksh 2,800
4. Total discount = Ksh 9 500; Final price = Ksh 40 500
5. 16.67%
6. 25%
7. Save = Ksh 8 000; Final price = Ksh 24 000
8. Ksh 12 600
9. Save = Ksh 400; Final bill = Ksh 5,400
10. Ksh 7 500

Commission and percentage commission

1. Ksh 2 500
2. Ksh 25 000
3. Ksh 28 000
4. Ksh 24 000
5. Ksh 135 000
6. Ksh 9 600
7. Ksh 4 500
8. Ksh 150 000

9. Ksh 9 400

Components of a Bill

1.

Item	Quantity	Unit Price (Ksh)	Total (Ksh)
Milk	3	95	285
Bread	2	60	120
Sugar	1	130	130
Eggs	1 tray	360	360
Rice	2 kg	140	280
Total			**1 175**

2.

Item	Quantity	Unit Price (Ksh)	Total (Ksh)
Cooking oil	4	250	1 000
Wheat flour	2	150	300
Salt	1 kg	40	40
Tea leaves	3	85	255
Total			**1 595**

3.

Item	Quantity	Unit Price (Ksh)	Total (Ksh)
Soap	5	55	275
Sugar	2 kg	125	250
Eggs	1 tray	340	340
Milk	3	100	300
Total			**1 165**

4.

Item	Quantity	Unit Price (Ksh)	Total (Ksh)
Bananas	6	15	90
Bread	2	65	130
Milk	3 litres	105	315
Rice	5 kg	750	750
Total			**1 285**

Postal charges in real life situations

1. a. Ksh 48
   b. Ksh 78
   c. Ksh 107
   d. Ksh 148
2. a. Ksh 25
   b. Ksh 48
   c. Ksh 178
   d. Ksh 232
3. Ksh 369
4. Ksh 469

International postal charges

1. a. Ksh 120
   b. Ksh 80
   c. Ksh 165
   d. Ksh 165
2. a. Ksh 135
   b. Ksh 340
   c. Ksh 435
   d. Ksh 435

Mobile money transaction

1. Ksh 219
2. Ksh 208
3. Ksh 247
4. Ksh 239
5. Ksh 228
6. Ksh 79
7. Ksh 75
8. Ksh 60

4 Geometry

A. Angles

Types of angles on a straight line

1. a. Reflex angle
   b. Acute angle
   c. Right-angle
   d. Obtuse angle

Angles on a straight line

1. a. 110°
   b. 50°
   c. 90°
   d. 60°
2. 55
3. x = 30, angles: 100° and 80
4. 45° and 135°
5. y = 20°, angles: 85° and 95°

Angles on a point

1. a. 176°
   b. 110°
   c. 150°
   d. 80°
2. 65°
3. 40°; unknown angle = 110°
4. y = 44°, angles: 132°, 128°, 100°
5. z = 90°

Angles on a transversal

1. a.
   a and e – Corresponding angles
   b and f – Corresponding angles
   c and g – Corresponding angles
   d and h – Corresponding angles
   b.
   k and p – Corresponding angles
   l and q – Corresponding angles
   m and p – Co-interior (same-side interior) angles
   n and q – Co-interior (same-side interior) angles
2. a. t = 113°; x = 67° b. 110° c. y = 60°; z = 60°
3. b = 60°; b and 120° are on a straight line.
   c = 60°; it is vertically opposite to b.
   d = 120°; it is vertically opposite to a.
   e = 120°; it is corresponding to a.
   f = 60°; it is corresponding to b.
   g = 60°; it is vertically opposite to f.
   h = 120°; it is corresponding to e.

Solving of angles in a parallelogram

1. a. x = 28°; z = 28°
   b. 50°
   c. x, y, z = 130°
   d. x = 116°; y = 64°
2. a. x = 60°; 2x = 120°
   b. z & y = 57°; x & 2z +9 = 123°
3. 110°
4. x = 30°, angle P = 110°.

Angle properties of Polygons

1. Hexagon
2. Triangle
3. Parallelogram
4. Regular hexagon
5. 60°

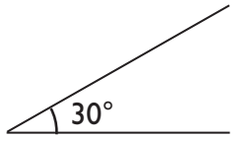
Relating interior angles, exterior angles and the number of sides of polygons

1. 120°
2. 4 sides (quadrilateral)
3. 540°
4. 120°
5. 6 sides (hexagon)

B. Geometrical construction

Measuring of different angles

1. Check the accuracy of the answers
2. a.



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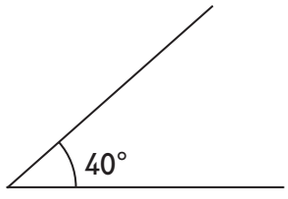
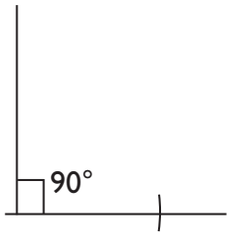
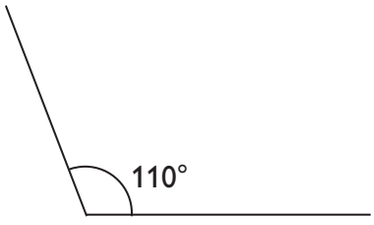


c.



d.



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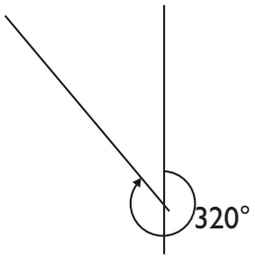
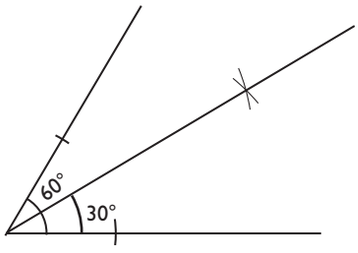
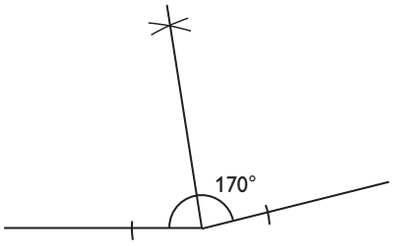


Bisecting angles

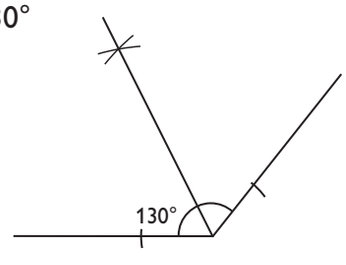
1. a. 60°



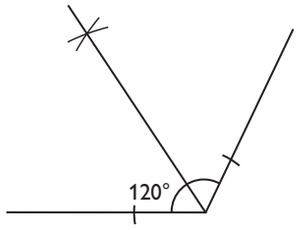
b. 170°



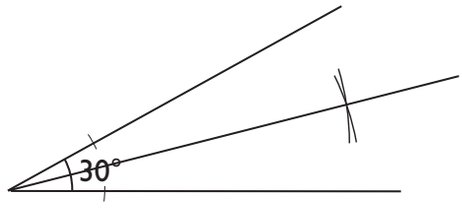
c. 130°



d. 120°

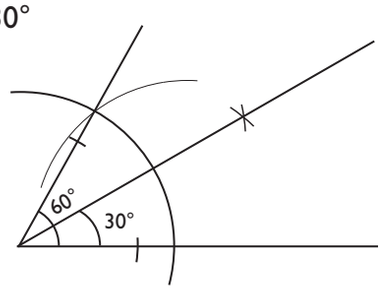


e. 30°

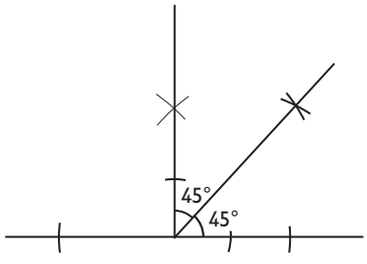


Construction of 90, 45, 60, 30 and other angles that are multiple of 7.5

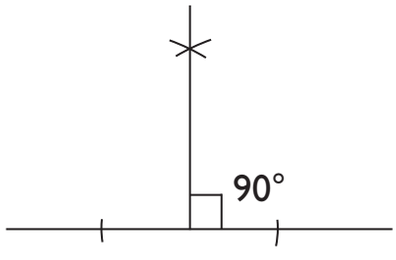
1. a. 30°



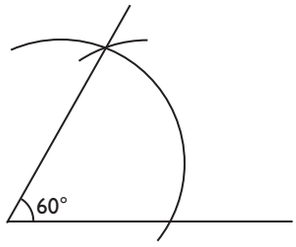
b. 45°



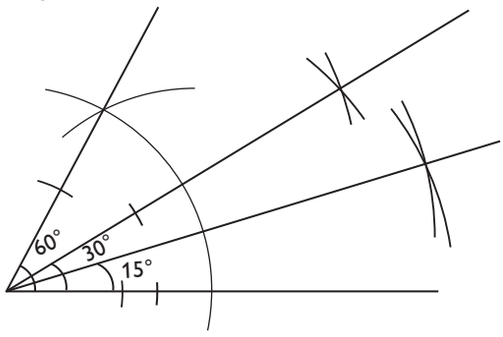
c. 90°



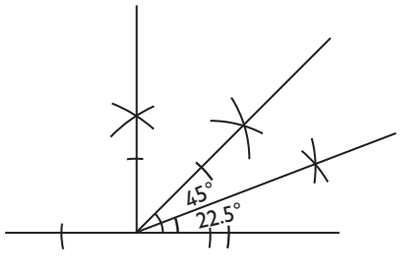
d. 60°



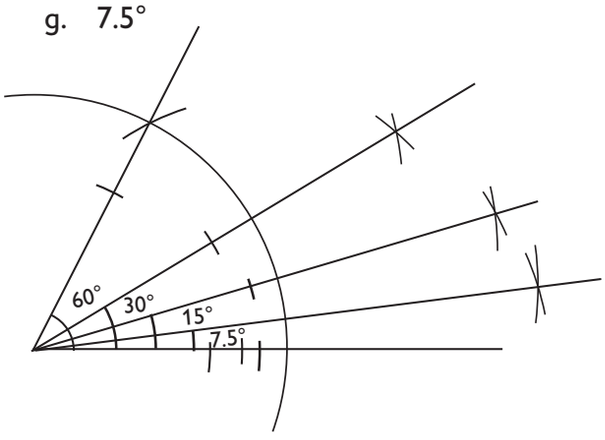
e. 15°



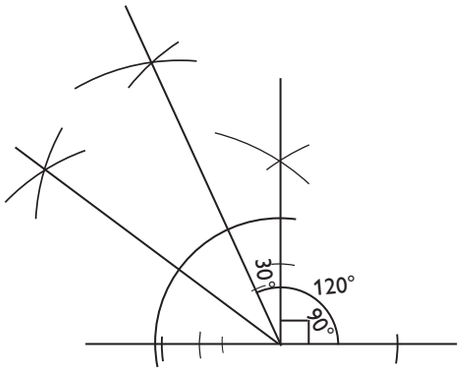
f. 22.5°

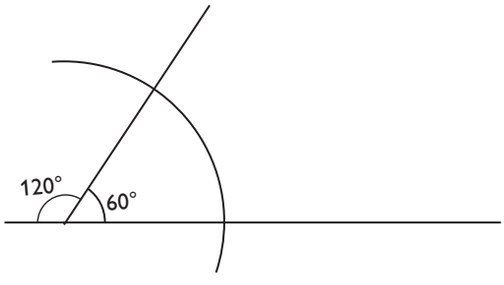


g. 7.5°



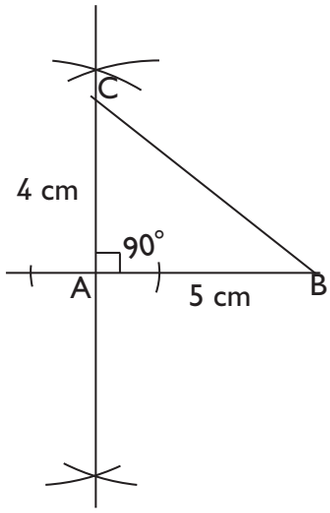
h. 120°





Constructing triangles using a ruler and a pair of compasses

1.



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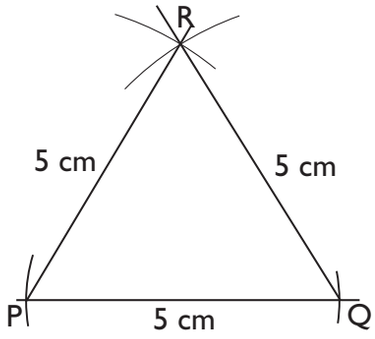

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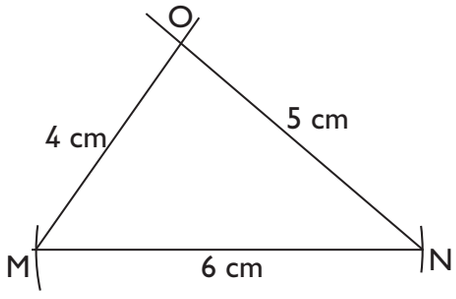
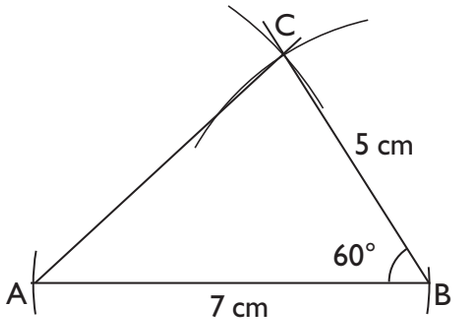
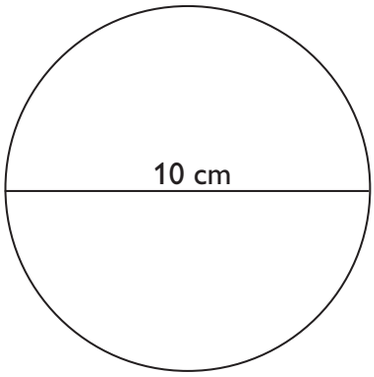


4.



Construction of circles using a ruler and a pair of compasses only

1.



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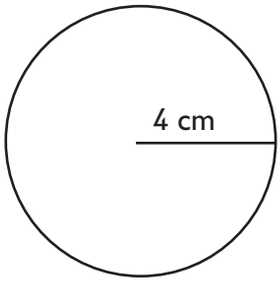

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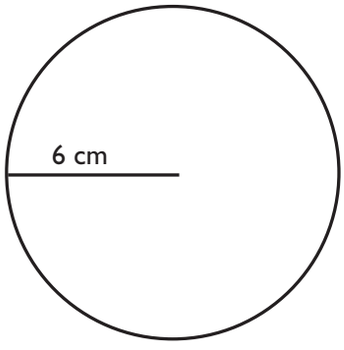

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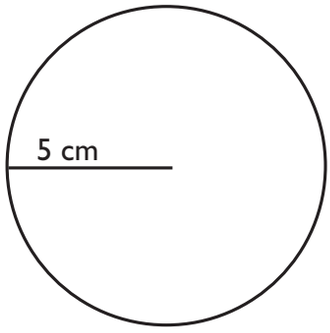

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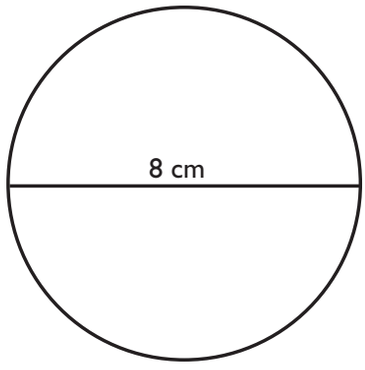


5 Data Handling and Probability

A. Data Handling

Frequency distribution table

1. Mathematics test marks

Marks	Tally	Frequency
12	|	1
15	|	1
17	|	1
18	||	2
19	|	1
20	|	1
21	|	1
22	|	1
24	|	1
25	||	2
27	|	1
28	|	1
29	|	1
30	|	1
31	|	1
33	|	1
35	|	1
40	|	1
Total		**20**

2. Heights of learners

Height (cm)	Tally	Frequency
148	|	1
149	|	1
150	||	2
151	|	1
152	|	1
153	|	1
154	|	1
155	|	1
156	|	1
157	|	1
158	||	2
159	|	1
160	||	2
161	|	1
162	|	1
163	|	1
164	|	1
165	|	1
167	|	1
168	|	1
169	|	1
170	|	1
Total		**25**

4. Daily Wages of Casual Workers

Wage (Ksh)	Tally	Frequency
450	|	1
470	|	1
480	|	1
490	|	1
495	|	1
500	|	1
510	|	1
515	|	1
520	|	1
530	|	1
540	|	1
550	|	1
560	|	1
575	|	1
580	|	1
590	|	1
600	|	1
605	|	1
610	|	1
620	|	1
Total		**20**

3. Number of Books Read

Books Read	Tally	Frequency
1	|	1
2	||||	4
3	||||	4
4	|||||	5
5	||||||	6
6	|||||	5
7	|||	3
8	||	2
Total		**30**

5. Race Completion Times

Time (min)	Tally	Frequency
11	|	1
12	||	2
13	|||	3
14	|||	3
15	|||	3
16	|||	3
17	|||	3
18	|||	3
19	||	2
20	||	2
Total		**25**

A suitable scale for graphs of data

1. 1 big square = 15 mm
2. 1 big square = 10 cows
3. 1 big square = 15 marks
4. 1 big square = 50 hundreds (5,000 people)
5. 1 big square = 6 minutes

Pictographs of data

1. fruits sold in a day

Fruits Sold in One Day

Type of Fruit	Number of Fruits Sold
Mangoes	
Oranges	
Bananas	
Pineapples	

Key: = 5 fruits

2. Books read by learners in a week.

Learner	Number of Books Read (1 symbol = 2 books)
Alice	
Brian	
Carol	
David	

Key: = 2 books

3. Animals on the Farm

Animals	Number of Animals
Cows	
Goats	
Sheep	
Chickens	

= 3 animals

4. Vehicles at School.

Vehicles	Number of Vehicles
Bicycles	
Motorbikes	
Cars	
Buses	

= 4 vehicles

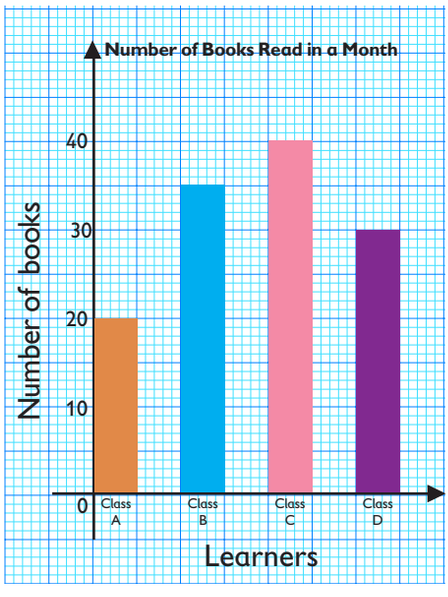
5. Number of trees planted by each class.

Class	Number of Trees Planted (1 symbol = 7 trees)
Class 4	
Class 5	
Class 6	
Class 7	

Key: = 7 trees

Bar graphs of data

1.



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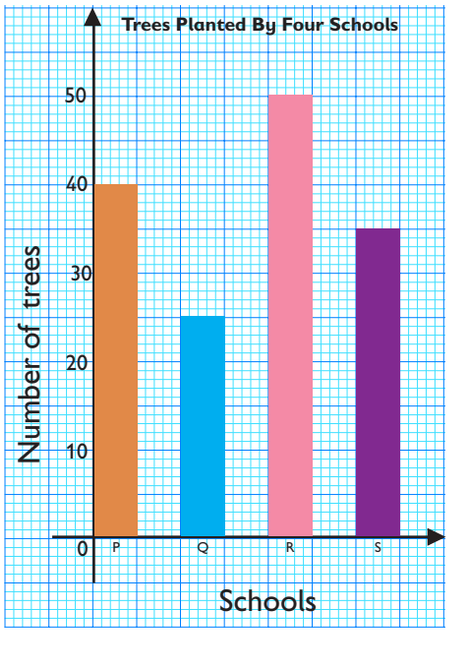

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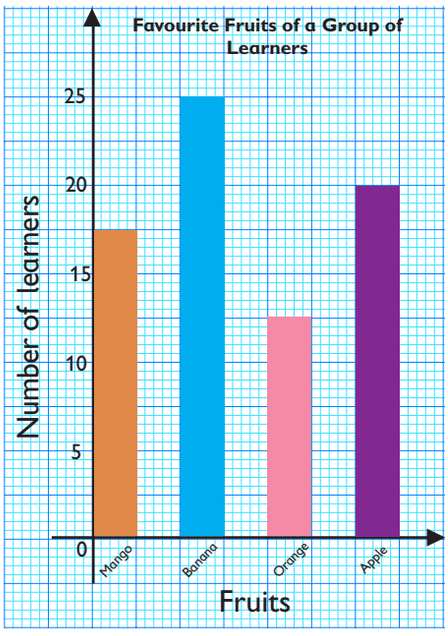

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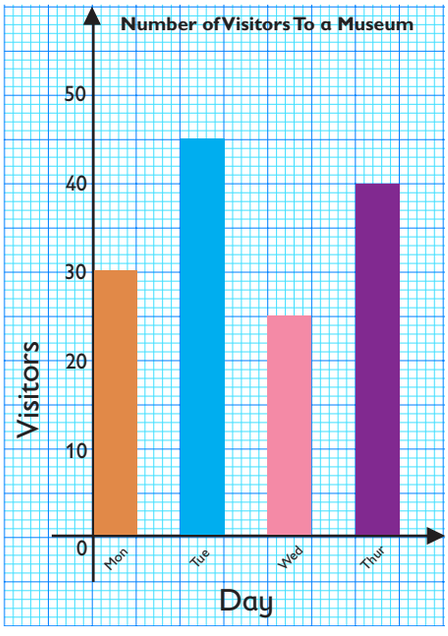
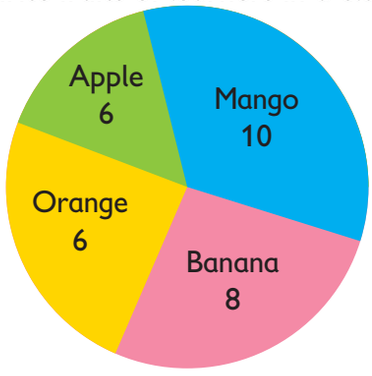


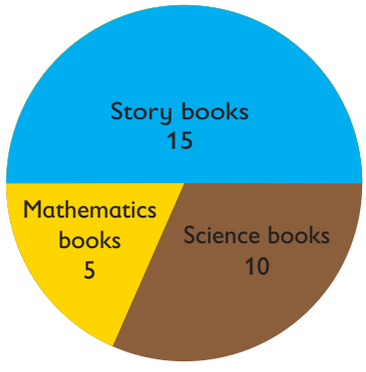
5. a. 8-9 a.m.
   b. 6-7 a.m.
   c. 1 250 vehicles
   d. The number of vehicles between 8 – 9 a.m. is greater than those between 7 – 8 a.m.
   e. There is a reduction in the number of vehicles.
   f. 10-11 a.m.
   g. 500 vehicles
   h. 1 800 vehicles

Pie charts of data

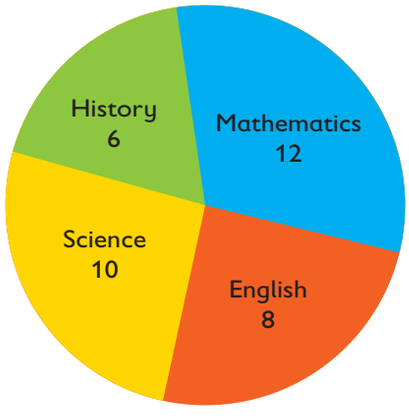
1. Favourite fruits of learners in a class



2. The number of books read by learners in a week



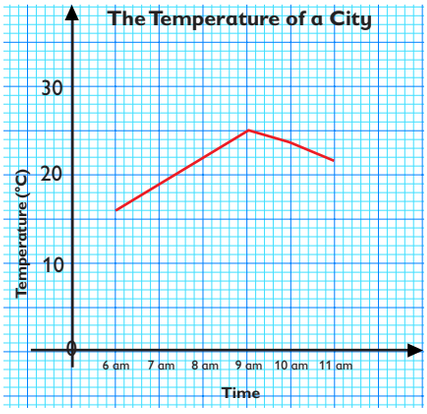
3. Favourite school subjects



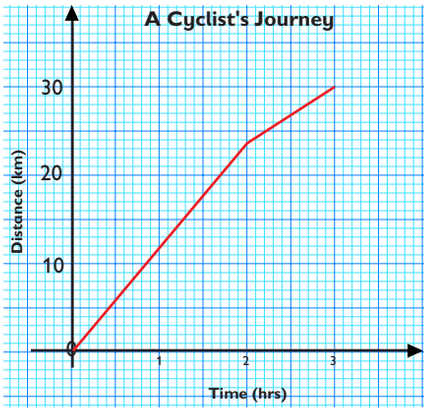
4. a. April
   b. May
   c. 43%
   d. 12%

Line graphs of data

1.

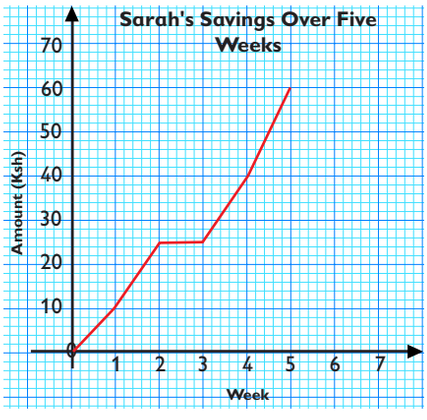


2.



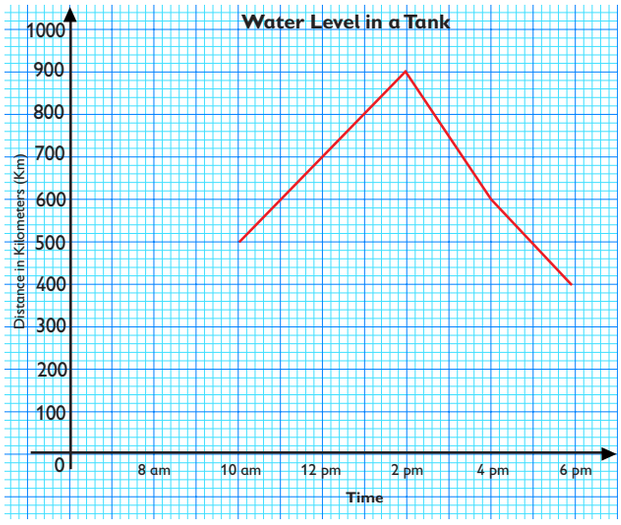
The cyclist traveled the slowest between the second and third hour.

3.



b. Between Week 2 and Week 3, Sara saved the same amount of money.

4.



b.

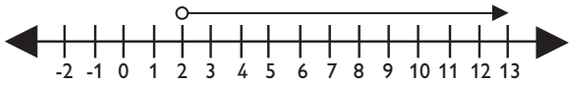
i. **Between 8 am and 10 am**
The water level remained constant at **500 litres**.

ii. **Between 10 am and 2 pm**
The water level increased from 500 litres to **900 litres**.
This shows that water was being added to the tank.

iii. **Between 2 pm and 6 pm**
The water level decreased from **900 litres to 400 litres**.
This shows that water was being used or drained from the tank.

Assessment Test 1

1. 80,000 (digit 8 is in the ten-thousands place)
2. 3 700 000 shillings
3. 8 300 000 shillings
4. Yes, the books can be shared equally.
5. 36 minutes
6. Jane completed more work
7. $\frac{3}{3}$ OR 1
8. 11.0 kg
9. 32.2 shillings
10. 1296 m^2
11. 12 m
12. x + 9
13. 8x − 4
14. 3x = 21
15. 4
16. y ≤ 15
17. t > 2



18. 12 m
19. A = Hypotenuse, B = Base, C = Height
20. 38 m
21. 44 m
22. 40 m^2
23. 798.86 m^2
24. 160 cm^3

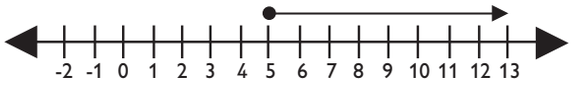
25. 1.54 litres
26. 60 km/h
27. 20 m/s
28. 298 K
29. -5°C town is colder (276 K = 3°C)
30. Ksh 4 000

Assessment Test 2

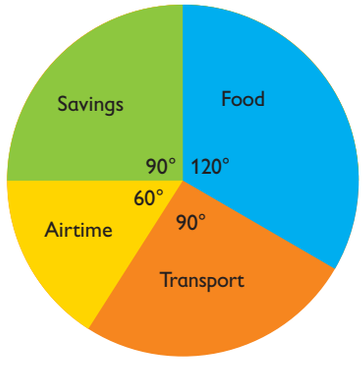
1. 2a + 8b = 2(a +4b)
2. $\frac{3}{8}$
3. 80 m
4. 120°
5. 50 000 000
6. y = 5
7. 3 000 litres
8. 20%
9. 45°
10. 17.28
11. 4 hours
12. 24
13.

Milk (L)	Frequency
15	3
16	2
18	1
20	1

14. 4500 m
15. 89 000 000
16. $3\frac{1}{3}$
17. 300°C
18. x ≥ 5



19. 10 cm
20. k = 6
21. Ksh 2 500
22. 2.4
23. Food = $\frac{800}{2400}$ × 360° = 120°
    Transport = $\frac{600}{2400}$ × 360° = 90°
    Airtime = $\frac{400}{2400}$ × 360° = 60°
    Savings = $\frac{600}{2400}$ × 360° = 90°



24. 375 m^2
25. Should be more than 90°

26. 65°, 115°, 65°, 115°

27.

Marks	Tally	Frequency
10		3
12		4
14		3
15		5
16		2
18		3

28. 5 sides

29. Ksh. 3 58.50

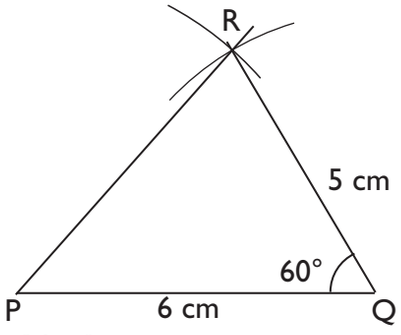
30. a. Guava
    b. Apple
    c. 6 People
    d. 5 People
    e. 22 People

KNEC Assessment Sample 1

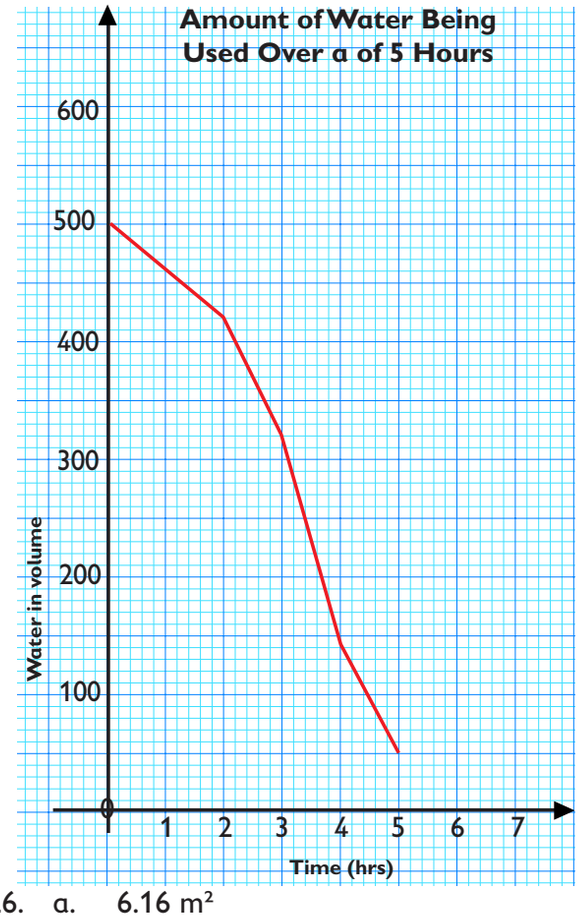
1. D
2. B
3. C
4. B
5. A
6. B
7. A
8. C
9. D
10. A
11. B
12. A
13. A
14. B
15. C
16. B
17. A
18. B
19. A
20. A

Section B

21. a. 30 000 textbooks
    b. 1 500 textbooks
    c. b + g = b + 3b = 4b
    d. y = 100
22. a. $\frac{5}{8}$
    b. $\frac{3}{8}$
    c. 25.3125 kg
23. a. i. 105°
    ii. 75°
    b.



24. a. 24 m³
    b. 24 000 litres
    c. 18 000 litres
25. a. 500 litres
    b. 180 litres
    c. 3 hours
    d.



26. a. 6.16 m²
    b. 18.48 m³
    c. 18,480 litres
27. a. One million, five hundred and fifty-eight thousand
    b. 850 000
    c. 7 124 bags
28. a. 2.5 hours
    b. 64 km/h
    c. 8 hours
29. a. 180°; Co-interior angles on parallel lines are supplementary.
    b. y = 70°
    c. 70° and 110°
30. 4

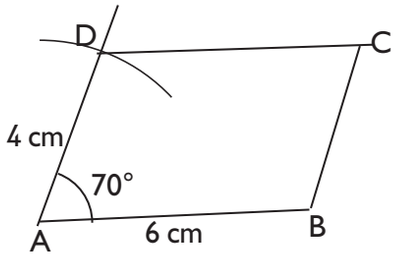
KNEC Assessment Sample 2

Section A

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

Section B

21. a. One hundred and thirty thousand and seventy-five.
    b. 373 495
    c. 11 155
22. a. 11:45 a.m.;12:45 p.m.
    b. 4 times
23. a. 76 m
    b. 357 m^2
24. a. Total bill = 15u + 150
    b. 100 units
    c. 12x -8y = 4(3x - 2y)
25. a.



    b. AC = 8.2 cm

26. a. Ksh 4 000
    b. Ksh 19 000
    c. Ksh 300 000
26. a. Ksh 4 000
    b. Ksh 19 000
    c. Ksh 300 000
27. a. 6 280 cm^3
    b. 31 cups
28. a. x = 10
    b. 80 cm
    c. 100 cm^2
29. a. 48 m^2
    b. 300 tiles
    c. 144 m^3
30. a. Ksh 36 000
    b. 20%

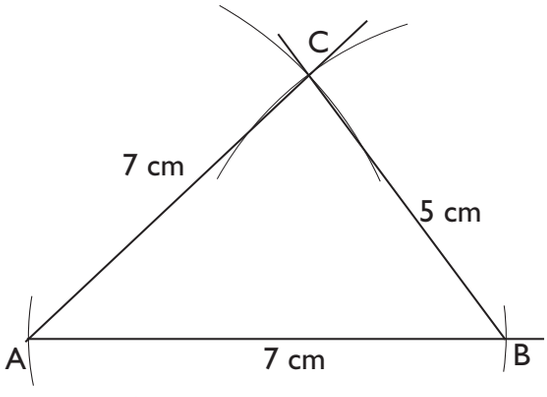
KNEC Assessment Sample 3

Section A

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

Section B

21. a. 2400 m
    b. 1.6 km left
    c. 1.5 m
22. a. One million, five hundred and fifty-eight thousand
    b. 850 000
    c. 7 124 bags
23. a. 70°
    b.



    c. 80°
24. a. Ksh 20 000
    b. Ksh 40 000
    c. Ksh 24 000
25. a. 8 m
    b. 32 m^2
26. a. 5 km/h
    b. 90 minutes
    c. 6.94 m/s
27. a. 60 000 cm^3
    b. 60 litres
    c. 48 000 cm^3
28. a. Length = 24 m; Width = 19 m
    b. 300 m^2
    c. 456 m^2
    d. 156 m^2
29. a. 45 kg
    b. Ksh 3 150
    c. Profit = 650; Percentage profit = 26%
30. a. Hypotenuse = ladder = 10 m
    b. Height = 8 m

English

1 Personal Responsibility

A. Listening and Speaking

1. thank you, how may I help you?, You're welcome,
2. The learner to make as many sentences as possible correctly using the phrases
3. a. My name is Juma
   b. It is my pleasure
   c. It is my pleasure
4. may I ask a question? , Thank you for your time, welcome
5. The learner should tell the essential details a person should have effective introduction.
6. The learner to dramatise self- introduction with his peers correctly.
7. The learner to listen and review an audio or video recording featuring both formal and informal introduction correctly.

B. Reading

1. Purpose and goals, reading level and complexity, personal interest, prior knowledge.
2. library, borrow from friends, bookstores
3. encyclopedia, atlases, maps, thesaurus, atlases, directories, dictionaries,
4. a. Animals, birds, insects, fishes that live in a natural environment
   b. poachers, climate change, pollution, fishing, hunting, introduction of invasive species from other parts of the world
   c. It provides balance and stability to the processes of nature.
   d. 1. Domesticated-tamed 2. Invasive-hostile/intrusive
   3.Valuable-treasure/valued/loved. Forefront-Frontline/front 5.
   The learner should read a print or non-print materials and should observe good reading habits, keep a portfolio or journal of the experiences during reading and should conduct a peer review of the journal or portfolio kept.

C. Grammar in Use

1. a. Ndurus (proper) King (common) Honesty, sincerity (abstract).
   b. Troupes of artists(collective)
   c. (London) proper
   d. beauty(abstract), hills(common)
   e. (mother-common, bangle(common), market (common)
   f. story (common)
   g. (roses, garden, common)
   h. Lona, Roda (proper) party (common)
   i.A herd of cattle(collective), road (common)
2. a. park ,flowers
   b. rabbits, grass.
   c. monkey,tree.
   d. beehive, tree
   e. bees, beehive
   f. boy, ice cream
   g. brother, doctor
   h. house, bricks
   I.cat
   j. mother, food
3. The learner should form correct sentences using the words given
4. The learner should identify the common, concrete, proper, abstract and collective nouns in the classroom and school.
5. The learner should compose a song, story or poem on personal responsibility while incorporating the type of nouns correctly

D. Reading

1. a. The hare, Lion, giraffe, animals in the forest
   b. Greedy, selfish, cruel
   c. The hare added some sweet-smelling charms to induce the lion to a deep sleep. Later, the hare cut the lion's belly and rescued the animals that had been swallowed before.
   d. We should be kind to others; we should appreciate and value the support we receive from friends; we should love others.
   e. The king of the jungle
   f. The learner should relate the characters and events in the story to real-life situations correctly
   g. a. Induce –to cause something to happen
   b. Sumptuous – delicious or tasty food
   c. Summoned – To order people to come to a given place

d. Suspicion – A feeling that someone has done something wrong

2. The learner should narrate the trickster narrative read correctly
3. The learner should discuss the moral lessons learnt from the narrative with his peers.

E. Writing

1. The learner to listen to an audio clip on the importance of developing legible and neat handwriting.
2. Aa Bb Cc Dd Ee Ff Gg
   Hh Ii Jj Kk Ll Mm
   Nn Oo Pp Pp Qq Rr Ss
   Tt Uu Vv Ww Xx
   Yy Zz
3. The learner to copy the passage correctly as per the instruction
4. a. master proper pen grip
   b. adjust your position and posture

2 Science and Health Education

A. Listening and Speaking

1. a. The learner should tell what is happening in the picture correctly
   b. Knowing the audience, a good story teller implores the use of suspense and pacind, focuses on relatable moments.
2. Eye contact, Good facial expressions, use of gestures, keeping a good posture, Narrating with correct and clear words)
3. The learner should write a short story correctly and narrate the story to his friends, applying effective oral performance.

B. Reading

1. a. The learner should memorise and recite the poem correctly
   b. The poem has three stanza. In stanza one, there are 4 lines, second stanza has 5 lines, third stanza has 3 lines.
   c. For a bottle of blood
   d. Use facial expressions, gestures, body movements and tonal variations.
2. The learner to compose a short poem, with three stanzas, four lines each about science and health issues
3. Poetry prioritise musicality, emotonal resonance and abstract imagery

C. Grammar in Use

1. Count Nouns_ benches, chairs, tablet, gumboots, syringe, and hospital
   Non-count Nouns_ temperature, diarrhea, fever, infection, dust
2.

Singular Nouns	Plural Nouns
Cleaner	Cleaners
Infection	Infections
Bucket	Buckets
Man	Men
Detergent	Detergents
Furniture	Furniture

3. The learner to make correct sentences using the singular nouns
4. The learner to make correct sentences using the plural nouns
5. The learner to research on correct examples of count and non-count nouns
6. The learner should listen to an audio text on science and health education and note the target nouns.
7. The learner to observe objects in the class room and classify them as count or non-count nouns correctly

D. Reading

1. a. The title, the author
   b. A summary of the story, the setting, characters involved and more information about the author.
   c. The learner to give describe about the author and setting of the text using the information on the cover
   d. The learner to read various storybooks and create a summary of the stories correctly
2. The learner to provide insight on the proverb

E. Writing

1.
   a) The class is full of pupils.
   b) Who knocked the door?
   c) What is your name?
   d) "Help!" the house is burning.
   e) What a beautiful dress!
   f) Which colour do you prefer?
   g) Hard work always pays off.
   h) Come here!
   i) Why are you late?
   j) I live in Nairobi.
2. It was the first exam of final term. All the students were looking very nervous, as the exam was of history and it was just going to start. All the students were worried about it but Raman was worried the most as he had not studied whole year and now it's exam time! Liya (his friend) asked him why he was so worried. But he didn't answer because many question were now rising in his mind, like, why

he didn't study? Why he just wasted his time in playing games and watching tv? Why he didn't listen to his parents and teachers? But now there is "No use of crying over the spilt milk".

3. The learners to form two correct sentences in each of the given punctuation marks.
4. The learner to write a well-punctuated dialogue about science and health education, using full stops, exclamations, and question marks where necessary.

3 Hygiene

A. Listening and Speaking

1. a. Personal hygiene
   b. Cleaning is basically removal of dirt, waste or unwanted things from the surface of objects by use of detergents and necessary equipment while hygiene practice focuses on the prevention of diseases through the use of cleaning as one of several inputs.
   c. Why proper hygiene is important and why we need to learn proper practice of personal hygiene for the prevention and control of important public health diseases that are prevalent in your locality.
   d. The learner to make correct sentences using the words given
2. The learner to make correct sentences using the expressions.
3. The learner to research on more expressions on the internet
4. The learner to look for a book, magazine, newspaper and identify a passage that describes a process, thing or a person and make notes on the main idea

B. Reading

1.

We read for information	We read for meaning
Newspaper	Quran
Doctor's prescription	poem
Directory	A passage in a text book
Guideline booklet	A will
Menu	
Catalogue	

2. a. The learner to read the passage carefully and make short notes on how to maintain nail hygiene
   b. Trimming- The process of cutting away dead, excess or unwanted material to achieve a desired size, shape and state of neatness
   Gromming- process of making something neat and prepared
   Sterilising-any process that deactivates or eliminates all forms of biological life including bacteria, viruses, fungi and spores
   Infection- occurs when harmful microorganisms invade the body, multiply and disrupt normal function.
   Swelling-is the enlargement of body parts. Tissues or organs caused by the body inflammatory response to injury
   c. The learner to make correct sentences using the words in (b) above
3. The learner to fill the puzzle correctly using the questions given

C. Grammar in Use

1. visited, played, visited, returned, watched, sunbathed, played, talked
2. a. does b. bear c. shall learn d. Wakes e. will travel f. followed g. began h. cut i. Jumped j. did
3.
   a) Forgive- irregular
   b) Pray -regular
   c) Smile - regular
   d) Do - irregular
   e) Steal – irregular
   f) Catch –irregular
   g) Pack- regular
   h) Speak- irregular
   i) Write- irregular
   j) Kill- regular
4. The learner to make correct sentences using the words in (3) above
5. The learner to engage in a language game with his peers using correct verb tenses.
6. The learner to research on relevant books for more information on verb and tenses.

D. Reading

1. a. The poem has 5 stanzas with 4 lines each
   b. The learner should analyse how the poem is broken into stanzas and stanzas into lines correctly.
   c. Washing hands before you eat, cooking the meet thoroughly before eating, emptying the stool and the tissue in the toilet, treat water before drinking, wash the fruits before eating.

d. wash hands before you eat, drink treated water, wash fruits before eating

2. The learner to write a short poem about HIV/ AIDS correctly
3. The learner to search on the internet for different poems, describe the poem structure and relate the structure to their message.

E. Writing

1. The learner to compose a narrative paragraph correctly
2. The learner to write a narrative paragraph using a digital device on issues given and discuss the ideas .

4 Leadership

A. Listening and Speaking

1. The learner to observe the picture correctly and describe what he sees
2. The learner to discuss correctly on the general and specific information of the speech in the assembly
3. The learner to search for audio clips on leadership and listen for specific information and write it down.
4. a. He quickly signed the American Recovery and Reinvestment Act (ARRA) in February 2009, putting into action a $787 billion stimulus package, he agreed to bail out the major banks and automotive industry
   b. His ability to make consequential and controversial decisions, while reacting to popular public sentiment and winning a war of opinion at the same time.
   c. The learner to tell on the general information correctly
   d. The learner to re-read the passage and tell on the specific information correctly
   e. The learner should provide ways in which to capture relevant information correctly.

B. Reading

1. The learner to watch video clips on reading strategies: reading for main ideas and reading for details, and should explain on the selected reading strategies correctly
2. a. Leadership
   b. They work to bring positive changes, inspire people around them and create a sense of purpose and direction in their terms and organizations.
   c. Authenticity, integrity, ethical behaviour, a clear vision and other vital traits.
   d. Responsibility and decision-making authority
   e. The learner to tell on the main idea and supporting details correctly
   f. The learner to use a dictionary and find the meaning of the words
   g. The learner to give correct insight on the phrase with reasons.
3. The learner to make four correct sentences from the table

C. Grammar in Use

1. a. go b. repairs c. speaks d. delegate e. kills f. rises g. does h. calls
2. a. watched
   b. talked
   c. had
   d. came
   e. arrived, missed
   f. tried
   g. paid
   h. caught, was
3. The learner to write five sentences correctly in simple present tense
4. The learner to write five correct sentences in simple past tense

D. Reading

1. The learner to at the cover of the class reader and make predictions from the title and blurb
2. The learner to go to the library and select an appropriate class reader
3. The learner to read the class reader and answer the questions given
4. The learner to give a summary of the books read explaining how the main character moves the story an shapes its flow.

E. Writing

1. The learner to give ideas on example and incidents you can include in paragraphs correctly
2. The learner to discus in ways in which you can organise idea logically
3. The learner to write a composition of about 400 word with ideas organised logically and interesting as possible

5 Family

A. Listening and Speaking

1. The learner to read the pair of words, paying attention to sounds p and b
2. The learner to read the pair of words aloud paying attwntion to sounds k and g
3.

Short sound i	Long sound i
tin	teen
kin	keen
fit	feet
sin	seen
hill	heel

4. The learner to read the words correctly, stressing the highlighted parts
5. The learner to make correct sentences using each pair of words in (4) above
6. The learner to read the underlined words correctly and identify if they are nouns or verbs
7. The leraner to record himself pronouncing word with sound p, b, k, g, short sound i and long sound i and share the recording.

B. Reading

1.

Word	Synonym	Antonym
Adhere	Comply, observe	Condemn, disjoin
Abolish	Abrogate, annul	Setup, establish
Humble	Meek, Timid	Proud, Assertive
Gracious	Courteous, beneficent	Rude, Unforgiving
Absolve	Pardon, forgive	Compel, Accuse
Generosity	Altruism, bounty	Stinginess, greed

2.
   a) Jovial –solemn
   b) Happy – unhappy
   c) Calm – troubled
   d) Freedom – captivity
   e) Admire-detest
   f) Adversity –prosperity
   g) Authentic – unreal
3. The learner to construct correct sentences using the words given.
4. The learner to find out the meaning and pronunciation of the following synoyms using a dictionary.

C. Grammar in Use

1. a. Taller
   b. Sweeter
   c. Wealthiest
   d. Colder
   e. Shortest
   f. Largest
   g. Shortest
2. The learner to make correct sentences using the adjectives given
3. The learner to make complete sentences using the table
4.

Adjective	Comparative	Superlative
Good	better	best
Much	More	Worst
Quiet	Quieter	Quietest
Pretty	Prettier	Prettiest
Wonderful	More wonderful	Most wonderful
Cold	Colder	Coldest
Little	Less	Least

5. a. safest
   b. faster
   c. more interesting
   d. most beautiful
   e. better
   f. most impressive
6. The learner to compare items in the environment using comparative and superlative adjectives

D. Reading

1. a. His flesh was made of stone. Arrows, spears and clubs simply deflected from his body, making him invincible during warfare
   b. When he went to the battlefield he could kill so many Nandi's all at ago and eventually forcing them to retreat to their homes.
   c. They picked her the most beautiful Nandi girl and sent her to him, who was to later act as a spy on the secret of his strength.
   d. In his shadow
   e. There was a strong wind everywhere and over the whole of Kano and Nandi, there was a thick cloud covering on the sky. The area suffered a two-year drought.
   f. Luanda Magere
   g, She was deceitful, manipulator,
   h. Luanda Magere, Luanda Magere's wife, the Nandi people, the Luo people,
   i. He was loyal and committed to fight for his community
   j. It is a story in which the main character who has extraordinary abilities uses them for the benefit of the community.
   k. The learner should discuss on the importance of legends in their community.
2. The learner to write an oral narrative in an exercise book
3. The learner to research on the community needs addressed through legend narratives
4. The learner to work with friends to develop legend narratives
5. The learner to give ways in which to collect narratives from their community

E. Writing

1. a. The sender's address, date, salutation, body, closing
2. a. Kim
   b. Paul
   c. Maseno junior school
   d. To update his friend about the new boarding school since he transferred
   e. During the April holidays
3. The learner to use the format below t reply to his friend in (2) above
4. The learner to use a correct format, to write a friendly letter to his friends inviting them to a birthday party
5. The Learner to type the friendly letter in (4) above on a device or display it on a chart.

7

Drugs and Substance Abuse

A. Listening and Speaking

1. The learner to tell what is seen on the picture
2. a. The learner to read the conversation and identify the verbal expressions
   b. The learner to identify the non-verbal cues used in the conversation
   c. The learner to show how the use of non-verbal cues help to maintain respect
   d. They suggested for Brian to join the school club or a sports team
3. waiting for the speaker to pause, slightly raising the hand, sitting forward in your seat, clearing the throat politely or quietly, making eye contact with the speaker
4. The learner to use the non-verbal cues given to form correct sentences
5. The learner to watch videos on the internet to identify instances of turn taking and polite interruptions.
6. The learner to role-play on effects of drugs and substance abuse while using polite turn taking and interruptions
7. The learner to write correct examples of and expressions on sticky notes and paste them on the class board
8. The learner to make posters on drug abuse and road safety, showcasing polite expressions as well as ways of interrupting someone.

B. Reading

1. a. A drug is any substance that changes how a person feels or acts, whether it's physically, mentally, emotionally, or behaviorally
   b. It is a condition where someone loses control over using drugs or medications.
   c. Some take as an escape from their painful reality while others take drugs just to experience how it feels.
   d. loss of appetite, impaired coordination, and restlessness, loss of interest in work, financial issues, and change of social circle, secretive behaviour, frequent mood swings and anxious behaviour .
   e. large.
   f. Prevention is better than cure, better safe than sorry.
   g. Drug addiction alters the brain and causes powerful cravings.
2. The learner to search for a poem, dialogue or narrative and read it fluently
3. The learner to comment on a presenter speed, accuracy and appropriate expressions from a news clip.
4. The learner to describe the qualities if a good reader correctly
5. The learner to take part in activities that enhances reading fluency.

C. Grammar in Use

1. The learner to read the passage below and identify the adverbs of time, place and manner correctly.
2. a. warmly
   b. quickly
   c. loudly
   d. shyly
   e. accidentally
3.

Adverb of manner (how)	Adverb of place (where)	Adverb of time (when)
Greedily	Inside	tomorrow
Heavily	Around	Late
happily	Near	today
quietly	somewhere	

4. The learner to make correct sentences using the adverbs correctly
5. a. patiently
   b. carefully
   c. soon.
   d. happily
   e. outside

D. Reading

1. a. A sibling to the baby
   b. Sleep, my brother
   c. To create rhythm
   d. They do farming
   e. She is loving, soothing comforting and caring
   f. A lullaby

g. To sleep
h. The learner to come up with the correct title of the song

2. The learner to research effectively on other lullabies from different cultures reciting them and paying attention to rhythm and repetition
3. The learner to form groups and compose songs, sing and record lullabies.
4. The learner to give several functions of lullabies

E. Writing

1. The learner to identify the misspelt words and correct them
2. The learner to make correct sentences using the words
3. a. Tooth-teeth
   b. Knife-Knives
   c. Goose-geese
   d. Mouse-mice
   e. Ox-oxen
   f. Fox-foxes
   g. Sheep-sheep
   h. Lady-ladies
   i. Thief-thieves
   j. child-children
4. The learner for commonly misspelt words and write them
5. The learner to use the correct spelling of words in bracket to complete the sentences
6. The learner to write a story or dialogue on drugs and substance abuse using the commonly misspelt words.

3 Natural Resources – Forests

A. Listening and Speaking

1.a. They sustain both human life and wildlife.
b. Deforestation, destroying habitats and reducing rainfall
c. Planting more trees and protect the existing forest for future generations
d. Firstly, moreover, especially, particularly, similarly, also, for example, For instance
e. The learner should look at details that indicate addition, emphasis, comparison, illustration, contrast and cause-and-effect.

2. The learner should look at video clips on forest conservation and write a summary using the linking words given.
3. The learner to make a presentation of the summary in (2) above in class
4. The learner should write a summary of the picture in (a) and (b) correctly.
5. The learner to give appropriate reasons for what makes it hard for someone to listen attentively.

B. Reading

1.
a) No overtaking
b) Roadwork
c) No cycling
d) Bend
e) No goods vehicle
f) Children crossing
g) No parking
h) Roundabout
i) No smoking
j) Pedestrian crossing
k) Forest conservation
l) Mountain landscape

2. a. 4
b. The learner to draw the flag of Kenya and give meaning to each colour correctly
d. As a result of former colonial period that happened in Kenya.

3. a. The learner to tell on what he observes correctly
b. The learner to interpret the information in the picture correctly
c. The learner should write a short song about the picture correctly

4. The learner to use a digital device to create visuals on natural resources through photographs, drawings and realia.
5. The learner to write the importance of pictures and photographs correctly.

C. Grammar in Use

1. The learner to read the passage and fill the table with personal and possessive pronouns correctly

2.
a) We shall travel tomorrow
b) I am happy to meet you.
c) He knows me very well
d) We expect them to support us
e) You are late today
f) They talked to us
g) She knows me.

3.
a) The toys are mine.
b) Mary wore her beautiful dress yesterday.
c) The dog wagged its tail.
d) Why is your shirt dirty?
e) They picked their books.
f) That house is mine
g) Those chairs belong to you. They are yours.

4. The learner should make correct sentences using the personal pronouns given
5. The learner to make short paragraphs using possessive pronouns correctly
6. The learner should make correct sentences using the substitution table given.

D. Reading

1. a. Elara and Henri
b. The learner to identify the minor characters and the role they play
c. in the train
d. 1. Elara-humorous, considerate, loving, resounding
2. Henry- wise, patient, reserved
e.
a) Sagely – wisely
b) Disembark – to land, to arrive

c) Resonated – Awakened,

f. The learner to give a suitable title for the passage.

g. The learner should tell how minor characters in the story relate to one another correctly.

2. The learner to research online how words and phrases have been used to describe relationships between characters correctly.
3. The learner should describe the behaviour of their classmates.

E. Writing

1. The learner to read texts from the internet or relevant books and identify key features that make them outstanding.
2. The learner to elaborate on the given writing process correctly.
3. The learner should write a narrative using a digital device on saving forests following the steps in (2) above.

3 Travel

A. Listening and Speaking

1. a. The learner should tell what he thinks correctly
   b. Without the trees, the soil could no longer retain water and fewer clouds formed above the hills
   c. Jane organised her classmates to plant tress seedlings around the village, She encouraged the families to protect them.
   d. The hills slowly turned green, streams began to flow and rains gradually returned.
   e. The learner should discuss the behaviour of the characters in the narrative correctly
   f. The learner to come up with a moral lesson learnt from the narrative
   g. The learner to discuss the moral lesson learnt and relate them to real life situations correctly
2. The learner to role-play the narrative in (1) above correctly.
3. The learner should come up with an explanatory narrative about travel, typeset and share the typeset narrative on social media platforms.
4. The learner should tell on the roles of explanatory narratives correctly.

B. Reading

1. The learner should research on the meaning of reading, interpretation and evaluation correctly.
2. a. t's about the beauty of mother earth
   b. The persona admires, wonders and stands in awe of the world for it is so big and beautiful
   c. to decorated with natures beauty
   d. because it looks beautiful
   e. To itself
   f. The learner to find the correct meaning of the following process
   g. W.B. Rands
3. The learner should search for a poem online, discuss the main idea, write a summary and discuss about someone who has gone through the experiences similar to the persona.
4. The learner to write a poem and summarise the main ideas in he poem correctly.

C. Grammar in Use

1.
   a) She lay on the floor
   b) The new port is in Mombasa
   c) She came by bus this morning.
   d) He hid the keys beneath the mat
   e) The dog jumped over the fence
   f) We sat in the shade that afternoon
   g) The teacher is walking towards the school captain.
2. Come come, come dear train
   I want to travel and travel
   Travel by sea, travel by plane, travel by train
   I want to travel towards the east, towards the west
   Come, come, come dear car
   I want to look through your window
   I want to sit in front and relax
   When I travel by car, I look through the window,
   To marvel at the beauty of God.
3. The learner to make correct sentences from the table.
4. The learner should use prepositions correctly to form sentences on the characteristics of safe public service vehicles.
5. The learner to choose the correct preposition from bracket to fill out the sentences.

D. Reading

1. a. The poem is about Atieno, a girl who is mishandled in the hands of a relative through exploitation.
   b. 4
   c. wash the dishes, pluck the chicken, wake up early
   d. Since she minds them, like a schoolgirl
   e. "Atieno yo"
   f. The wife to Atieno's uncle,
   g. He is ruthless, inconsiderate, cruel and spiteful.
   h. Marjorie Oludhe-Macgoye
   i. The learner to relate human characters in the poem with real life situations
2. The learner should record role-playing in the poem in (1) above

3. The learner to look for more poems and describe the traits of the characters correctly

E. Writing

1. a. In a school
   b. Tensed, nervous, shy
   c. Jerry, Brian, Ian
   d. They helped the writer to calm down in the environment
   e. Social, flexible, adaptable, decisive
2. The learner should write an interesting narrative about road safety using the three main parts of a narrative.

3 Heroes and Heroines -Kenya

A. Listening and Speaking

1. The learner should read the words correctly
2. The learner to make correct sentences using the words
3. The learner should read the words un the columns stressing on the highlighted words.
4. The learner should recite the poem and identify sound t, d, l, r, u, u: correctly.
5. The learner to say the tongue twisters correctly.
6. It makes it easier for others to understand and interpret what is being said.
7. The learner should search for a variety of words and classify them according to stressed syllables.

B. Reading

1. a. He was a diligent, faithful and hardworking cobbler who served all his clients well.
   b.
   a) Intricately – in a complicated way
   b) Passed on – to die
   c) Cobbler – A person who makes and repairs shoes
   d) Infamous - something that is not common or popular
   e) Tom was an institution- It means he was so influential and many people would gather around him.
   c. Hardworking, diligent, faithful, charismatic
   d. The learner should relate the ideas in the story and real-life situations correctly
   e. The learner should discuss the elements of fiction correctly
   f. The learner to retell the story
2. The learner should tell things to consider while selecting fictional stories correctly
3. The learner should research on books for Kenyan heroes and their accomplishments

C. Grammar in Use

1. a. and
   b. or
   c. but
   d. and
   e. or
   f. and
   g. or
   h. and
   i. but
   j. or
2. a. Eliud Kipchoge ran marathons for Kenya and broke world records.
   b. The heroes of Mau Mau fought for freedom and sacrificed a lot for Kenya.
   c. David Rudisha trained hard everyday and motivated young athletes to follow their dreams.
   d. Wangari Maathai planted trees to protect the environment and inspired women across Kenya to take action.
   e. Jomo Kenyatta fought for independence but also faced many challenges along the way.
   f. We may visit the museum today or may go to the park instead
   g. Imani must finish her assignment or she will not be allowed to watch television.
3. The learner should make five correct sentences
4. The learner should make correct sentences using the conjuctions and, or.but.
5. The learner to make a story of a Kenyan hero correctly using the conjuctions and, or and but.

D. Reading

1. a. The learner should read the excrpt and come up with correct answers for the question.
2. The learner to act out the excerpt correctly.

E. Writing

1. The learner should read well-written narratives and note down outstanding parts correctly
2. The learner should write a composition about a current hero .
3. The learner to create a display of writing skills learnt correctly.

3 Music

A. Listening and Speaking

1. The learner should talk about what is observed in the picture.
2. graduation ceremony, wedding, prize- giving day, during a government function , when sharing information to the public
3. The learner to discuss the features of oral presentations correctly.
4. The learner to make a speech on importance of music.

B. Reading

1. The Learner should fill the template correctly.
2. The learner should discuss the importance of taking notes correctly
3. heading, sub tittle, main idea, supporting details, keywords

4. The learner should search for a story and take short notes correctly

C. Grammar in Use

1. The learner to identify the articles in the sentences correctly.
2.

a) Is there a bank next to the museum?
b) Where is the nearest supermarket?
c) Go past the bank and turn right.
d) I will be there in an hour's time.
e) There is a theatre near the bridge.
f) Queen Elizabeth was the first woman to visit Mount Kenya.
g) The Gedi ruins are found in Mombasa.
h) Please pass me an orange
i) The Nile is the longest river.
j) I have an idea to solve that problem. The idea requires collaboration

3. a) The big house belongs to my brother.
   b) There is music for his taste.
   c) The man in blue suit is our uncle.
   d) Kangaroos shield their families from danger.
   e) There is music for my age and your age too.
   f) It protected its cubs from danger.
4. The learner to match the article with the correct noun.
5. The learner should make correct sentences using the possessives.
6. The learner should compose a song using possessives and articles correctly.

D. Reading

1. a. Atieno and Mulwa
   b. Fishermen claimed that they had seen a huge shadow moving in River Njoro at night, some said it was a giant snake, while others believed it was a dangerous monster that swallowed animals.
   c. River Njoro was believed to be insecure.
   d. Atieno believed that every mystery had an explanation.
   e. Atieno and Mulwa found an old hippopotamus strangled in an old fishing net when they stepped closer to the river.
   f. The villagers used sticks and long ropes to carefully cut the fishing net and free the trapped animal.
   g. The learner should tell the health Education lessons learnt correctly.
   h. The chief praised them for their bravery and curiosity.
   i. The learner to come up with character traits of Atieno and Mulwa.
   j. The learner should relate the story to real life situations correctly.
   k. The learner to think of a real life situation and relate to the story.
2. The learner to role-playthe narrative in (1) above correctly.
3. The learner should search for relevant books and the procedures for collecting oral narrative.
4. The learner should give the relevance of oral narrative in society correctly.

E. Writing

1. The learner to tell what to consider when when grouping items in packing and shopping list correctly.
2. The learner to create a packing list correctly.
3. The learner should discuss the parts of the shopping list correctly.
4. The learner should prepare a shopping list correctly.

3 Professions

A. Listening and Speaking

1. a. The learner should tell what he observes in the picture correctly.
   b. To be awarded scholarships, it allows each student an opportunity to express their individuality and to share other relevant information which was not captured on the application form.
   c. The learner should tell as to why one articulate clearly and confidently in an interview.
2. The learner should discuss the questions asked in an interview correctly.
3. respond clearly and confidently, maintain a good sitting posture, use the right tone when speaking, request for the question to be repeated in case you didn't understand, maintain the eye contact
4. The learner to conduct mock interviews for school placements and scholarships correctly.
5. The learner should tell how he prepares for an interview correctly.

B. Reading

1. a. By keeping an open mind as career paths change, and dedicating time for continued education.
   b. Knowledge acquired, information regarding career options, testing field work, and deliberate decisions made.
   c. A perfectionist attitude.
   d. One needs to be proficient at organizing and scheduling, as well as competency in basic business practices.
   e. Makeup artistry
   f. Deliberate – thoughtful/careful decisions
   Endeavor – attempts, work
   Competency – skills,
   g. Make hay while the sun still shines
   h. The learner should come up with a correct title.
2. The learner should give reasons why we should read non-fiction materials.

C. Grammar in Use

1. a. yellowish
   b. childish
   c. successful
   d. rhythmic
   e. homeless
   f. Poisonous
   g. rainy
   h. courteous
   i. prettiest
   j. daily
2. a) Industry –industrial
   b) Hero-heroic
   c) Price-priceless
   d) Luck-lucky
   e) Child-childish
   f) Comic –comical
3. a. Continuous
   b. speedy
   c. enjoyable
   d. creative
   e. boring
4. a. The learner to identify the adjectives in the poem correctly
   b. The learner should place the adjectives correctly in the categories.

D. Reading

1. a. The learner to identify the characters in the narrative correctly.
   b. Hands that should have been extending help were bound, web of confusion, dissent among them
   c. Parents and children were dying. Young people, who should have been strong and energetic looked lost and without hope for the future.
   d. The ancestors
   e. a) Dissent – conflict
   b) Splinter- small groups
   c) Allies - friends
   f. The other villagers
   g. There would be a peaceful discussion that would bring a solution at last.
   h. The learner to give insight correctly

i. Something was happening at last.
j. The learner should give the lessons learnt correctly.

2. The learner to such for a dilemma story, identify the dilemma and how it was solved correctly.
3. The learner to relate the lessons learnt from (1) above to real life situations.
4. The learner should research the qualities of a good narrator .

E. Writing

1. The learner to talk about spelling antonyms, synonyms and numbers from the passage correctly.
2. a. Lazy -hardworking/industrious
   b. Bright – dim/dull
   c. Teacher -student
   d. Superior -inferior
   e. Detained -released/freed
3. a. Doctor -Physician/surgeon/medic/cinician
   b. Painter -artist/draftsman/decorator
   c. Engineer -technician/architect
   d. Eminent – renowned/prominent
   e. Hardworking -industrious/tireless
4. a. fifty b. One hundred and sixty six
   c. Ten thousand d. Nine hundred and fifty thousand, one hundred and forty seven
   e. One million, nine hundred and eighty.
5. a) Abandon –leave
   b) Abundant-plentiful
   c) Assistance –help
   d) Disperse- scatter
   e) Despise- scorn
   f) Deceive- cheat
   g) Escape- elude
   h) Famous –eminent
   i) Extravagance-waste
   j) Indolent –lazy
6. a) High –low
   b) Smooth-rough
   c) Generous- stingy
   d) Stubborn- docile
   e) Broad- narrow
   f) Captivity- freedom
   g) Entrance –exit
7. The learner should form a list of antonyms and synonyms correctly.

3 Traditional Fashion

A. Listening and Speaking

1. a. Lemayian wore a beautiful beaded Maasai necklace while Atieno displayed a Luo outfit
   b. they are meaningful, it helps us remember who we are, traditional celebrations makes cultural celebrations more exciting.
   c. Brian; modern clothing is more convenient for everyday life
   d. The learner should identify the phrases correctly
   e. She told the learners that expressing opinions politely help people understand that expressing opinions politely help people understand one another better.
   f. The learner should tell the lessons learnt correctly
   g. The learners to explain the importance of expressing politely.
2. The learner should role play the narrative in (1) above correctly.
3. The learner should search for a narrative and identify ways of expressing opinions effectively.
4. The learner should form a dialogue using the expressions .

B. Reading

1. a. The Swahili people, the famous clothes and their music.
   b. an ethnic group living at the coastal region of East Africa,
   c. It is a rectangle of pure cotton cloth with a border all around it, printed in bold designs and bright colors and a Swahili saying or slogan inscribed at the bottom
   d. They act as a public billboard through the informative information printed on them that helps to correct a bad behavior.
   e.
   - They are a communication tool through the printed words on them
   - They can be given as gifts
   - Babies are virtually born into them, and are carried in them.
   - They are a form of clothing

   f. coastal dances focus mainly on vigorous waist movements
   g. They wear a striped cloth (kikoi) around the waist that hung to the knees
   h. They add a sported small white caps with elaborate tan embroidery on the striped cloth(kikoi) aroung the waist that hung to the knees.
   i. Women wrap the two cotton fabrics clothing around their waists and upper bodies and draped over their shoulders and heads.
   j. The tempo of the songs with chakacha has faster kind of music.
   k. cherished, esteemed, prized
   l. The learner to give the passage an appropriate Title.
2. The learner to research on the traditional fashion of their community correctly.

C. Grammar in Use

1. a. put out
   b. put off
   c. gave up
   d. put up with
   e. come across
   f. gave in
   g. gave out
   h. put across
2. The learner should make sentences using the phrasal verbs correctly.
3. a. put on
   b. put across
   c. gave out
   d. came across
   e. put forward
   f. came in
4. The learner to make sentences using phrasal verbs correctly.

D. Reading

1. a. The learner to act out the passage correctly.
   b. The learner should pick out the main ideas and discuss them appropriately.
   c. It is important to take time and reflect about yourself, unwind and evaluate on your

strengths and celebrate them.

d. Learn to take each step at a time, meditate and learn to write your own story (be your own hero).

2. The learner should tell why they read story books.

E. Writing

1. The learner should search for a dialogue, dramatize and identify the format correctly.
2. Essy: Hello. Wanja, how are you?
   Wanja: Hello Essy. I'm fine, thank you.
   Essy: I'd like to know more about the role of traditional fashion in your community. Do you have any idea?
   Wanja: I am glad that you're interested. First, traditional fashion makes us unique. It is our source of pride and identity.
   Essy: Do all communities have a traditional fashion design?
   Wanja: Of course yes. Though, every community does not have the same fashion style because of the different cultures that exist.
   Essy: I think the modern fashion has surpassed traditional fashion.
   Wanja: sorry, but I don't think so. Modern fashion cannot outshine the traditional fashion since we are proud of our culture. We are determined to preserve our culture for as long as we can.
3. The learner should write an interesting dialogue.
4. The learner to research on traditional fashions of different communities appropriately.

3 Land Travel

A. Listening and Speaking

1. The learner to tell what he sees correctly.
2. a. The learner to come up with the key issues in the song correctly
   b. Travelling by train is interesting/ the adventures of train travel.
   c. The learner should identify new words and their meaning
   d. The learner to form correct oral sentences using the following words.
3. The learner to dramatise the different forms of land travel correctly.
4. Car, bus, motorbike,bicyles,train
5. Train
6. walking
7. can use the wrong side of the road and get accident, it is tedious, it is risky

B. Reading

1. a. drunk driving, lack of driving experience, overspeeding and too much confidence.

b. The person who has spent many years at the wheel has a good chance of reacting to unexpected obstacle and avoiding a crash.

c. Those who have been driving for a long time believe that they do not need to worry about their lives. They overlook fastening a seat belt, lack a fire extinguisher and violate more basic requirements leading to irreversible consequences.

d. Someone driving at a high speed cannot respond timely to the threat that has risen.

e.
   a) Capacity _ it refers to quantity of something
   b) Irreversible – something that is permanent and cannot be changed.
   c) Inadvertently – something that happens accidentally
   d) Involuntary – something that happens automatically

f. The learner should describe an accident witnessed.

g. The learner to summarise the passage correctly.

h. Main causes of accidents in the road.

2. The learner should tell the means of transport recommended with reasons correctly.

C. Grammar in Use

1. The learner should write the simple sentences from the story correctly
2.
   a) Is travelling night risky?
   b) Although road transport is convenient, it can become unsafe when drivers ignore traffic rules.
   c) Always follow the traffic rules.
   d) It is safe to fasten your seat belts.
   e) Some travellers pefer trains because they are comfortable and allow passengers to enjoy the scenery along the journey.
   f) Close that door now.
   g) The pedestrian was walking along the road.
   h) When the roads are well maintained vehicle, vehicles reach their destination more quickly and safely.
   i) Kimani drove a school bus.
   j) People often choose to travel by car since it gives them the freedom to stop whenever they wish.
3. The learner should form correct sentences from the table.
4. The learner to make a dialogue using simple sentences correctly.

D. Reading

1. a. Ngugi ,
   b. wise, truthfull
   c. It enhances musicality and memorability
   d. first stanza
   e. praise song
2. places of worship, graduation ceremonies, wedding events, initiation ceremonies, for leaders in forums, child naming events)
3. The learner should perform a praise song .

E. Writing

1. a. bit of more than he could chew
   b. own up to his mistake

c. a lot on his plate
d. call it a day
e. piece of cake, hold his tongue

2. a. Bit off more than you can chew – to take on a task that is too big to handle
b. Own up something – to admit that you have made a mistake
c. Have a lot on your plate - To have a large number of tasks, problems or responsibilities
d. Call it a day – To stop working on something, either for a break or because you are finished for the day.
e. Piece of cake -a task that is easy to do or accomplish
f. Hold your tongue – To keep quiet and refraining from speaking.
g. Bury the hatchet – To end a conflict or argument and make peace with someone.
h. Live from hand to mouth – To live in a state of financial insecurity
i. Turn over a new leaf – To change your behaviour, start a fresh
j. Take a French leave – To leave an event, gathering or job without getting permission.
k. Face the music – To accept the unpleasant consequences of your action.
l. Pay through the nose – To pay n excessively high or unreasonable amount of moneyfor something.
m. Smell a rat – To suspect that something is wrong.
n. Give a cold shoulder – To intentionally ignore, act unfriendly, or shun someone.
o. Be at loggerheads – To be in a state of strong disagreement or conflict with someone.
p. Sail in the same boat – To be in the same unpleasant, difficult or shared situation as someone else.
q. Let the cat out of the bag – To accidentally reveal a secret.
r. Bow one's trumpet – To boast or brag about your own achievements, talents, or success
s. Hit below the belt – Something that is deliberately hurtful, especially by taking advantage of someone's vulnerabilities

3. The learner should make correct sentence using the idioms.
4. The learner should write a narrative composition using idioms correctly.

3

Sports : Outdoor Games

A. Listening and Speaking

1. The learner should illustrate what is observed clearly.
2. The learner should read the words correctly.
3. The learner should record when using the words in (2) above.
4. a. not, friendly, football,ulinzi(The learner to give more examples of the words with the sounds)
   b.Where was the match held? What happened after the match?
   c. Did you stay at thee park the whole day? Was it at Afraha stadium? So how did it go?
   d.The voice takes a falling intonation.
   e.The voice takes a rising intonation
5. The learner should form a dialogue using 'wh-' and yes or no questions.
6. The learner should search for correct tongue twisters with the sounds v, f, n and ng.

B. Reading

1.

- Identify the main points and the supporting details that you can leave out
- Write down the main points in a note form.
- Use the notes to form a rough draft; a paragraph with complete sentences that flow into each other.
- Write down the fair copy from the rough draft

2. a.Advantages of outdoor games to children.
   b.They get vitamin D, it also improves their stamina and strengthens their bones and muscles.
   c.They get vitamin D, as they get exposed to the sunlight.They also develop strong bones and muscles courtesy of the sunlight, it helps them stay physically fit and it helps them appreciate the beauty of nature.
   d. badminton, Cricket, Football, netball, Marco polo, Kabaddi and Catch a thief.
   e.

a) stamina_ determination
b) Bay – aside
c) Exposed _ when something becomes visible
   f. The learner should write a summary of about 100 words using the steps of summary writing correctly.
3. The learner to give reasons for summarising information.
4. The learner should give factors considered when summarising information correctly.

C. Grammar in Use

1.

Subject	Verb
Nancy	plays
Maina	likes
Girls	playing
My parents	jog
Children	Like
We	Play
They	Know
He	Plays
It	Is

2. a.play
   b. ran
   c. enjoy
   d. practising
   e. kicked
   f. trained
   g. swam
   h. plays
   i. instructed
   j. cheered
3. a. My sister walked to school with her friends.
   b.The teachers discussed the new timetable.
   c. The learners completed their project on time.
   d.Alex and his brother like reading adventure stories.
   e.The children enjoy playing in the playground.
4. The learner should makes sentences on outdoor activities using subject-verb agreement correctly.

D. Reading

1. a. sports
   b.The learner to correctly identify the simile,

dialogue and metaphors in the passage.

2. The learner should write five correct sentences using similes.
3. The learner to write sentences using metaphors correctly.
4. a. grave
   b. glass
   c. button
   d. razor blade
   e. kitten
   f. sun
   g. moonless night
5.
   a) All went pear shaped_ all went wrong
   b) He is a pig – he is a glutton
   c) She is an open book- has nothing to hide
   d) He has a heart of stone – he is cruel
   e) Mother has a heart of gold- she is kind
6. The learner should write a short story about sports using similes, dialogue and metaphors correctly.
7. The learner to give instances where dialogues, similes and metaphors are used.

E. Writing

1. The learner should search for words and expression used to describe features such as characters, events weather and emotions correctly.
2. The learner to read descriptive essays and write features described as well as expressions used to convey them.
3. The learner should explain the difference between descriptive essay and other forms of writing correctly.
4. The learner should write a descriptive composition of about 200-240 word on outdoor sports correctly.

3 Tourists Attraction Sites – Kenya

A. Listening and Speaking

1. a. A brief account of an event that has already taken place.
   b. Maasai Mara National Reserve.
   c. Group discussion
   d. They gained a deeper understanding of tourists attraction sites in Kenya.
   e. It should have the name of the event, what happened, those who were present, the results of the event.
   d. The introduction, body, conclusion.
2. The learner should tell on ways of making an oral presentation interesting.
3. The learner should make an oral report on a theft case correctly and share it with the class.

B. Reading

1. a. Previewing- reviewing a text before you start reading it to get the idea of the consent, structure and organization.
   b. Predicting – using clues from the text and your own background knowledge to guess what will happen next.
   c. Skimming – reading rapidly to get the general overview of the text.
   d. Scanning – Searching a text to find a specific piece of information, such as name, data
   e. Ignoring Unknown Words – Skipping over difficult or unfamiliar vocabulary words instead of stopping and looking them up.
2. a. The Gedi ruins
   b. The learner should tell what makes Kenya a captivating destination for visitors around the world correctly.
   c. Kenya rich culture and history, the scenic heights of Mt Kenya and the dramatic landscape of the Great Rift Valley.
   d. Reserves to the pristine beaches of Diani and Watamu.
   e. provide opportunities for research, eco-tourism and adventure
   f. Mt Kenya and Great Rift Valley.
3. The learner should listen to others reading and discuss what makes them good readers effectively.
4. The learner should select a passage on tourist attraction and practise timed reading, accurate reading and use of expressions while reading correctly.
5. The learner should record sample readers and save the recording on a digital space.

C. Grammar in Use

1. a. affirmative
   b. negative
   c. negative
   d. negative
   e. affirmative
   f. affirmative
   g. affirmative
   h. negative
   i. affirmative
2. a. We can see the mountain from here.
   b. Learners in the class completed the assignment without asking for help.
   c. I like eating spicy food.
   d. She has visited the Maasai Mara National Reserve.
   e. They are going to the park today.
   f. He does have a camera.
   g. Every tourist attraction site n Kenya is crowded all year round.
3. The learner should write the following sentences in the negative form correctly.
4. The learner to role-play the dialogue correctly.

D. Reading

1. The tittle, the events, the persona and the choice of words.
2. a. The learner should tell the subject matter of the poem.
   b. The learner to analyse the ideas brought out in the poem correctly.
   c. The older people reflecting on their childhood
   d. Because they had no language to express themselves "we had no words to spell…"

Certain feelings and emotions cannot sometimes be adequately expressed through language- "silence we knew despair and ecstasy"

e. The older people find it hard to express their feeling. They use language to cover up their true feelings because they fear what others may think of them.

f. The person's attitude to language is ironic because language is supposed to make communication easier but in this case it distorts or hides what one really feels The attitude is suspicious. This is is because instead of language making things clear, it becomes a barrier to communication

g. Metaphor -e.g. "without stain of words" Language smears inky fingers on emotion's pages". The images clearly shows how language soils natural emotions/feelings.

Rhyme-e.g. smears and fears
creates rhythm and musicality

Alliteration - loves, lust, delights- despair
creates rhythm, makes poem musical or interesting effect of the device

h.

a) Spell- articulate/ express
b) Ecstasy- excitement

3. The learner should tell why use a poem instead of a story to pass information correctly.

E. Writing

1. The learner to study the Pictures A and B and answer the questions correctly
2. The learner to display a poster and notice on tourist attraction sites in class.
3. The learner should design a notice and a poster on tourist attraction site using a model format correctly.`

Assessment Test 1

1. The learner should read the sentences fluently.
2.
   a) I went to buy sugar, bread and flour.
   b) What is the capital city of Kenya?
   c) Tweezers, needles and razor blades are dangerous to play with.
   d) What causes tuberculosis?
3. a. an owl
   b. The moon.
   c. a house
   d. an elephant.
4. a. Anna and Angela are playing a video game.
   b. Mrs Nyamweya is sending an email.
   c. Tom and Sheila are downloading photographs from the internet.
   d. Teacher Jane advised us not to chat with stranfers.
5. The learner to make correct sentences using the following words.
6. a. Tooth – teeth b. Mouse – Mice
   c. Lorry – Lorries d. Chief – chieves
7. a. Excuse me, may I go out.
   b. I am sorry, I hurt your leg.
   c. Congratulation on your graduation.
   d. Welcome to our school.
8. a. Treasure, Track, Troll b. Stephen, stone, stock c. Snail, snow, snake
9. a. Doctors, nurses b. mason
   c. costermonger
10. a. taller
    b. healthier
    c. Shorter
    d. More beautiful
11. The learner to read the following tongue twisters correctly.
12. a. As poor as a church mouse
    b. As cool as a cucumber.
    c. As fast as a cheetah.
    d. As slow as a tortoise.
13. a. Write – wrote b. Drink – drunk
    c. Cut – cut d. Teach - taught
14. a. is
    b. are
    c. is
    d. are
15. a. I'm b. she's
    b. Don't d. He's
16. a. Happily b. Sadly
    c. Cheerfully d. Carefully
17. a. The old woman walked slowly
    b. They sang merrily.
    c. The learner went upstairs.
    d. He placed the sharp object outside.
18. a. People b. Friend
    c. Animals d. Farm
19. The learner should use when, how ,what, where and why to make correct sentences.
20. The learner to write four correct sentences about their family.
21. a. Calm b. lamb
    c. Debt d. Government
22. a. Duck – duckling b. Pig – piglet
    c. Sheep – lamb d. Hen – chick
23. The learner to make correct sentences using the prepostions.
24. a. has
    b. have
    c. have
    d. has
25. a. On a Monday
    b. They saw some changes.
    c. Head teacher's
    d. Class teacher
26. The learner should write five positive statements correctly.
27. The learner should form words using the double consonants correctly.
28. a. Dr b. Tr
    c. Br d. Sch
29. a. He is a poor man but he is honest.
    b. James worked very hard and got the first prize.
    c. Faith and Alex are sick.
30. a. Burst – burst b. Keep – Kept
    c. Fight – fought d. Break- broke

Assessment Test 2

1. a. Puppy – puppies b. Furniture – Furniture
   b. Deer - deer d. Flower – Flowers
2. The learner to read the sentences with the correct intonation and stress.
3. The learner should make sentences using the given conjunctions correctly.
4. a. During the holidays, I travelled a lot.
   b. Dina talks a lot faster than I do.
   c. Waweru has enough snacks for the chidren.
   d. There are a lot of pictures in our house
5. The learner should make correct sentences in present continuous tense using the given verbs.
6. a. Rita ate a small round apple.
   b. They bought many big watermelons.
   c. Grace poured the juice in a large cylindrical glass.
   d. Musa has a big rectangular farm.
7. a. Wound is an injury that breaks the skin or damages the underlying body tissues.
   b. First Aid – is the immediate care and initial helping action given to an injured or suddenly ill person.
   c. Emergency – an unexpected, dangerous, or serious situation that poses an immediate risk to health, life, property or environment
   d. Bandage – a strip, piece, or roll of material used to cover a wound, hold a sterile dressing in place.
8. a. Book, chair, goose
   b. jug, child, cup
   c. man, plate, table
   d. Tray, woman, lion
9. a. rr b. Tweezers
   c. Address d. Ac
10. The learner should describe objects in their classroom using the adjectives of size and shape correctly.
11. The learner to write an SMS to correctly informing her that the sister has hurt her arm.
12. The learner should pronounce the highlighted words correctly.
13. a. some
    b. any
    c. some
    d. any
14. The learner should make correct sentences using many, some, much and any
15. The learner to make correct sentences using the verbs in the past continuous tense.
16. a. Was not b. Can not c. Were not d. I am
17. a. Beggars b. Hurry c. Apple d. Man
18. The learner to read the words and make sentences correctly.
19. a. Where
    b. When
    c. Why
    d. What
20. The learner to read the tongue twisters correctly.
21. a. Groom, grass, green b. class, clown, clean
    c. press, printer, prefect d. skill, skate, slow
22. a. under
    b. over
    c. on
    d. beside
23. a. soccer, sick, bank
    b. Sale, business, credit
    c. Rabbit, fine, drum
24. a. Truck, speak, stop
    b. Duck, tree, house
    c. Patient, trap, hen
    d. Book, Tuesday, try
25. a. better b. Thinner
    c. More handsome d. Cleaner
26. a. stack
    b. gang
    c. Bouquet
    d. Bunch
27. a. ball b. follow c. toss
28. The learner to write a diary of activities done correctly.
29. a. mine
    b. hers
    c. his
    d. theirs
    e. yours
30. a. She had lost her diary.
    b. Telling lies.
    c. Wendy told the teacher that the parents are aware'
    d. Three times.

KNEC ASSESSMENT SAMPLE

KNEC Assessment Sample 1

1. B
2. C
3. C
4. C
5. D
6. C
7. B
8. C
9. A
10. B
11. B
12. C
13. B
14. C
15. A
16. C
17. D
18. A
19. B
20. D
21. C
22. B
23. A
24. C
25. B
26. C
27. B
28. A
29. B
30. D
31. B
32. C
33. A
34. B
35. C
36. B
37. B
38. A
39. C
40. C
41. C
42. A
43. A
44. A
45. B
46. D
47. C
48. A
49. B
50. C

ENGLISH (Composition and Literary Analysis)
Paper 2 (901/2)

SECTION A: COMPOSITION

TASK 1: COMPOSITION

1. The learner to write a composition correctly beginning :
   The school bell rang loudly, signaling the start of the most exciting day of the term..

SECTION B: LITERARY ANALYSIS

TASK 2: ORAL LITERATURE

2. a. Take a story, bring a story!
   b. Explanatory narratives
   c. Greedy, foolish
   d. The learner should come up with an appropriate moral lesson
   e. Belly swelling like a tight drum.

TASK 3: POETRY

3. a. 10 lines
   b. AABB
   c." classroom is a busy hive" to mean the classroom is bustling, energetic and full of people working hard
   d. To completely remove uncertainity,
   e. Education

TASK 4: PLAY

4. a. School Library
   b. The stealing of the book by Tom
   c. Tom is desperate to pass the exam
   d. 'Jumping back, his arms crossed tightly over his stomach'
   e. Honesty.

TASK 5: NOVELLA

5. a. She remains perfectly still.
   b. Because poaching was unheard of in that sanctuary.
   c. 'Kirus's heart sank'
   d. sad mood
   e. Their expressions reflected Kiru's urgency

KNEC ASSESSMENT SAMPLE

KNEC Assessment Sample 2

1. A
2. C
3. B
4. C
5. B
6. B
7. B
8. C
9. D
10. B
11. B
12. C
13. A
14. C
15. C
16. B
17. D
18. B
19. C
20. D
21. C
22. B
23. D
24. B
25. A
26. B
27. A
28. A
29. C
30. C
31. A
32. A
33. C
34. B
35. C
36. A
37. A
38. D
39. C
40. B
41. B
42. A
43. B
44. B
45. C
46. A
47. B
48. D
49. C
50. B

ENGLISH (Composition and Literary Analysis)
Paper 2 (901/2)
SECTION A: COMPOSITION
TASK 1: COMPOSITION

1. The learner to write a composition with the ending:
   ……Looking back at the cheering crowd, I knew that all the weeks of hard practice had finally paid off.

SECTION B: LITERARY ANALYSIS
TASK 2: ORAL LITERATURE

2. a.
   I. Opening formula – A long time ago
   II. Closing formula – and that is the end of my story
   b. Tonal variation, Repetition
   c. She comes up with a plan that will put the ogre away for good.
   d.
   - Simile – Teeth as sharp as spears
   - Dialogue – There is a dialogue between Malaika and old elder

   e.The learner to come up with an appropriate lesson learnt from the narrative.

TASK 3: POETRY

3. a. 3 stanzas
   b. aabb
   c. 'axes fall with a heavy sound', 'and timber crushes to the ground'
   d. floods, habitat for animals such as monkey is destroyed.
   e. To plants seed and let them grow to save Earth.

TASK 4: PLAY

4. a. Living room
   b. Breaking of the window by David
   c. He is sorry and he is willing to use his pocket money to replace the broken glass pane.
   d. 'stops sweeping and places her hands on her hips'
   e. Honesty

TASK 5: NOVELLA

5. a. Dim cave
   b. Fought like a cornered animal
   c. His arrongance was replaced by raw fear
   d. High pitched and unsettling noice
   e. He was arrested

KNEC ASSESSMENT SAMPLE

KNEC Assessment Sample 3

1. B
2. C
3. B
4. B
5. D
6. B
7. A
8. C
9. B
10. A
11. C
12. B
13. C
14. B
15. B
16. B
17. B
18. B
19. B
20. C
21. B
22. B
23. A
24. B
25. C
26. C
27. A
28. C
29. B
30. C
31. B
32. A
33. C
34. C
35. A
36. B
37. C
38. B
39. C
40. C
41. B
42. C
43. B
44. B
45. B
46. C
47. A
48. D
49. B
50. C

ENGLISH (Composition and Literary Analysis)
Paper 2 (901/2)
SECTION A: COMPOSITION
TASK 1: COMPOSITION

1. The learner should write a composition beginning:
   It was the day of the country music festival and our school choir was determined to bring the trophy home.

SECTION B: LITERARY ANALYSIS
TASK 2: ORAL LITERATURE

2. a. A long time ago
   b. Explanatory narrative -it explains why the Woodpecker knocks oh hardwoods and has a red crown
   c. Proud, lazy
   d. Winds howled like a hungry beast.
   e. The learner should give the moral lesson learnt from the narrative correctly.

TASK 3: POETRY

3. a. 3 stanzas
   b. aabb
   c. A friend is like a sturdy tree
   d. A true friend shares you laughter and tears, they chase away your fears, they listen when you need to speak.
   e. When stormy winds begin to blow – when things start to tough/hard

TASK 4: PLAY

4. a. School compound
   b. Amina picking a wallet on the ground and hands it to Mr Kamau
   c. Amina is honest as she hands the wallet to Mr Kamau
   d. 'eyes widening in surprise'
   e. Honesty

TASK 5: NOVELLA

5. a.
   I. The facilitation of water piping and electrification
   II. The new market, the renovated football

field

III. The library at Karaini junior school

b. caring, encouraging, kind

c. He asked the people to give to the lord.

d. To work hard and not to follow the path of so many young men whose days were consumed by drinking cheap liquor.

e. A stubborn and vindictive politician

Kiswahili

1

Usafi wa Kibinafsi

A. Kusikiliza na Kuzungumza

1.
a. Kumpa mwenzako fursa kukamilisha kuzungumza kabla ya wewe kuanza kutoa maoni au kujibu.
b. Kusikiliza kwa makini ili kuelewa ujumbe unaotolewa na mwenzako kabla ya kujibu.
c. Kuhakikisha mwenzako ameuelewa ujumbe kwa kumuuliza maswali au kumpa fursa ya kuuliza swali.
d. Kuzingatia kila neno linalosemwa bila kuvurugwa na mawazo au mazingira yanayokuzunguka.
2. Mwanafunzi asikilize kwa mkaini mazungumzo hayo.
3.
a. Mwanafunzi ajibu maswali ipasavyo.
b. Mwanfunzi atambue vipengele vilivyotumika ipasavyo.

4. Mwanafunzi amshirikishe mzazi au mlezi na azinmgatie vipengele ipasavyo.
5.
a. Kumakinika kunasaidia kuelewa vizuri mawazo ya mzungumzaji na kujibu kwa usahihi.
b. Kelele za nje, mawazo ya ndani, au kutokuwa makini na mzungumzaji kunaweza kuathiri uwezo wa kusikiliza.
c. Kukatiza mzungumzaji kunaweza kuvuruga mzungumzaji na kuzuia kuelewa kikamilifu hoja zake.
d. Kuuliza maswali kunasaidia kufafanua na kuhakikisha kwamba umemwelewa vizuri mzungumzaji.
e. Kutafakari kunakupa muda wa kuelewa kikamilifu maudhui na kutoa jibu sahihi.
f. Ishara kama vile kutikisa kichwa, kuangalia moja kwa moja, na kutoa sauti za kuthibitisha kama "ndiyo" zinaonyesha kuwa unamsikiliza.
g. Lugha ya mwili inaweza kutoa vidokezo kuhusu hisia au maana zaidi ya maneno yaliyosemwa.
h. Unapaswa kumuomba mzungumzaji afafanue au arudie ili uelewe vizuri.

B. Kusoma

a. Unajumuisha kufanya mambo kama kuoga mara kwa mara, kunawa mikono, kupiga mswaki, na kuvaa nguo safi.
b. Kunawa mikono hupunguza hatari ya kuambukizwa magonjwa kama mafua na kipindupindu.
c. Mtu anapaswa kupiga mswaki mara mbili kwa siku, asubuhi na jioni.
d. Usafi wa kibinafsi husaidia kuzuia maradhi, kudumisha afya njema, na kujenga kujiamini.
e. Ni muhimu kukata na kuosha kucha mara kwa mara ili kuzuia uchafu kuingia mwilini unapokula.
f. Mwanafunzi apeane majibu sahihi ya maana ya misamaiati hiyo.
g.
i) Usafi wa kibinafsi ni muhimu sana kwa afya ya mwili na akili.
ii) Kuweka mwili safi husaidia kuzuia magonjwa.
iii) Usafi wa meno kwa kupiga mswaki huzuia meno kuoza.
iv) Watu wanaofuata usafi wa kibinafsi huonekana nadhifu na hujisikia vizuri zaidi.
h. ___
i. Mwanafunzi apeane Kichwa mwafaka.

C. Kuandika

1.
a) Amina- Nomino ya Pekee
Dar Es Salaam – Nomino ya pekee
Tanzania – Nomino ya pekee
b) Kesho – mwanzoni mwa sentensi
Jumatano – siku ya wiki
c) Mwezi - mwanzoni mwa sentensi
Agosti – nomino ya pekee
Eid – nomino ya pekee
d) Waislamu – mwanzoni mwa sentensi
Quran – nomino ya pekee
e) Matumizi ya alama hisi
f) Mlima Elgon – nomino ya pekee
Bungoma – nomino ya pekee
g) Ziwa Viktoria – nomino ya pekee
h) Siku – mwanzoni mwa sentensi
Alhamisi – nomino ya pekee

2.

a. Mwanzoni mwa sentensi
b. Matumizi ya alama hisi
c. Nomino ya pekee
d. Mwanzoni mwa sentensi
e. Mwanzoni mwa sentensi

3.

a. Mwanzoni mwa sentensi
b. Nomino ya pekee
c. Mwanzoni mwa sentensi
d. Mwanzoni mwa sentensi
e. Mwanzoni mwa sentensi

4.

a. Mwanafunzi atunge sentensi akizingatia matumizi ya herufi kubwa mwanzoni mwa sentensi.
b. Mwanafunzi atunge sentensi akizingatia matumizi ya herufi kubwa kuandika nomino za pekee.

5. Mwanafuzi aweze kuonyesha jinsi kikomo na herufi kubwa zimetumika katika kifungu alichosoma.
6. Mwanafunzi aweze kutunga sentensi akitumia maelezo yaliyotolewa.

7.

a. Kuonyesha ufupisho wa neno
b. Imetumika katika uandishi wa tarehe
c. Imetumika katika uandishi wa saa
d. Imetumika kuonyesha mwisho wa sentensi
e. Imetumika kuonyesha senti katika pesa

8. Mwanafunzi afanye utafiti kuhusu matumizi ya herufi kubwa na kikomo katika maneno, sentensi na vifungu, kisha aandike ujumbe mfupi daftarini mwake.

D. Sarufi

1. Kemia, Nigeria, Joseph, Kakamega, Mlima Sinai, Novemba

2.

a. Kiswahili
b. Dubai
c. Jumatatu
d. Aprili, Kenya
e. Mlima Kenya, Afrika

3. Mwanafuzi aweze kumtajia mzazi nomino za pekee alizojifunza .
4. Mwanafunzi aweze kutunga sentensi kumi akitumia nomino za pekee kisha amsome mwenzake.
5. Nomino za pekee: Msingi Umoja, Nairobi, Mwalimu Jane, Kibera.
   Nomino za kawaida: shule, wanafunzi, walimu, madarasa, madawati, vitabu, mitaa, michezo, watoto.
6. Nomino za kawaida – penseli, dawati, nguo, kiti, kifutio, kiatu, mti
   Nomino za pekee - Ziwa Viktoria, Mto Yala, Agosti, Nairobi, Marekani.

7.

a. Mwanafunzi
b. Daktari
c. Hakimu/ Jaji
d. Gari
e. Kitabu

8. Mwanafunzi aweze kumtajia mzazi au mlezi nomino za pekee alizojifunza.
9. Mwanafunzi aweze kutunga sentensi kumi akitumia nomino za kawaida kisha awesome wanafunzi wenzake.

2

Lishe Bora

A. Kusikiliza na Kuzungumza

1. Mwanafunzi aweze kumtamkia mwenzake sauti dh na th katika silabi zilizotajwa.
2. Mwanafunzi atumie kamusi kutafuta maana ya maneno yaliyotajwa.
3. Mwanafunzi aweze kutunga sentensi akitumia maneno aliyopewa yenye sauti dh na th.
4. Thamani
   Maradhi
   Kuthibitisha
   Virutubishi
5. Mwanafunzi aweze kutumia kifaa cha kidijitali kuandika mifano mitano ya vitanzandimi vinavyotumia sauti dh na th kisha usomee mzazi au mlezi wake.

B. Kusoma

1. Mwanafunzi achague matini yoyote kutoka kwenye maktaba,gazeti au mtandaoni na kuyasoma. Mwanafunzi anapaswa ;

a. Kuandika kwenye kitabu chake msamiati unaojitokeza anaposoma matini.
b. Kutumia kamusi kutafuta maana ya msamiati kisha aandike katika daftari lake.
c. Kutumia msamiati ulioandika kutunga sentensi sahihi na kuziandika kwenye daftari lake.

2. Wanafunzi wasome na kusimulia wenzao matini walioteua na sentensi walizotunga kisha wasahihishe kazi.
3. Mwanafunzi aweze;

a. Kuandika muhtasari wa kifungu alichosoma.
b. Kumsomea mzazi au mlezi wake muhtasari aliouandika.
c. Kuuliza mzazi au mlezi wake ampe maoni yake kuhusu muhtasari uliomsomea.

C. Kuandika

1.

a. Mwanafunzi aweze kusoma na kujadili yaliyomo katika kila kipengele cha barua ya kirafiki ya kutoa mwaliko aliyosoma.
b. Mwanafunzi ajadiliane na wenzake kuhusu msamiati na muundo uliotumika katika barua aliyosoma.

2. Mwanafunzi aweze kuzingatia vipengele au muundo wa barua ya kirafiki ya kutoa mwaliko,amwandikie barua rafiki yake, akimwalika kuhudhuria mashindano ya michezo mbalimbali yatakayofanyika shuleni mwao mwishoni mwa muhula.
3. Mwanafunzi amsome mzazi au mlezi wake barua aliyoandika kisha asikilize maoni yake.

D. Sarufi

1.

a. Bunda la noti
b. Baraza la wazee
c. Shada la maua
d. Kaumu ya watu / Umati wa watu/ Hadhira ya watu
e. Mlolongo wa magari
f. Kundi la ng'ombe

2. Kikosi, sisisi, bumba, shehena, safu, msafara, kaumu, chane
3. Mwanafunzi aweze kutunga sentensi akitumia nomino za makundi alizobaini katika swali 2.

4.

a. Kikosi
b. Baraza
c. Biwi
d. Safu
e. Shada

5. Mwanafunzi atunge sentensi kwa kutumia nomino zifuatazo za makundi, kisha amsomee mzazi au mlezi wake na kusikia maoni yake.

a. Kilinge cha wachawi
b. Hadhira ya watu
c. Kidimbimbwi cha maji
d. Kundi la ng'ombe
e. Genge la majambazi

6. Mwanafunzi atunge sentensi tano akitumia nomino za makundi kuhusu lishe bora.
7. Huzuni, uaminifu, ukali, umoja, utengano, ukakamafu, raha, utamu, kiu
8. Mwanafunzi aweze kutunga sentensi akitumia nomino za dhahania alizobaini katika nambari ya 7.

9.

a. Huzuni
b. Kiu
c. Furaha
d. Umoja, utengano
e. Utamu

10. Mwanafunzi atunge sentensi kwa kutumia nomino za dhahania zifuatazo kisha amsomee mzazi au mlezi wake na kusikia maoni yake. Upole,Utundu, Uvivu,Uoga,Ushujaa

3

Uhuru wa Wanyama

A. Kusikiliza na Kuzungumza

1.

a. Mwanafunzi aweze kujadili tofauti ya hadithi ya kusoma na hadithi ya kuandika.
b. Mwanafunzi ataje sifa za fasihi ya hadithi aliyosoma.
2. Mwanafunzi atunge shairi kuhusu uhuru wa wanyama na awasilishe darasani.
3. Mwanafunzi amwombe mzazi kumtambia hadithi yenye wahusika wanyama pekee.
4. Mwanafunzi aweze kufafanua nafasi ya fasihi katika jamii.

B. Kusoma

1. Huwa na wahusika wachache .
   Huwa na maudhui machache.
   Huwa na migogoro michache.
   Migogoro yake haichukui muda mrefu kusuluhishwa
   Huwa na mandhari yasiyopana.
   Aghalabu husomwa katika mkao mmoja.
   Huwa ni kazi ya kubuni.
   Urefu wake huwa kati ya kurasa 60 hadi 130
2. Mwanafunzi asome novela iliyoteuliwa na mwalimu na aweze kutambua wahusika,sifa za wahusika na maudhui yanayojitokeza.
3. Mwanafunzi aombe mzazi au mlezi wake amsaidie kutumia kifaa cha kidijitali kutafuta novela mtandaoni. Ashirikiana naye kusoma novela hiyo na kutambua, wahusika, sifa za wahusika na maudhui yanayojitokeza
4. Mwanafunzi aandike ujumbe mfupi kuhusu aliyojifunza pamoja na mzazi au mlezi wake nyumbani katika nambari ya 3, kisha awasilishe darasani siku inayofuata kwa ajili ya tathmini ya rika na wanafunzi

C. Kuandika

1.

a. Mwanafunzi aweze kuteua kichwa mwafaka cha Insha.
b. Mwandishi aweze kueleza sifa za wahuskia katika Insha.
c. Nilikuwa nimepotea ndani ya msitu mkubwa nilioufahamu kama Msitu wa Ajabu. Wengi walikuwa wamehadithiwa juu ya siri na hatari zilizofichwa ndani ya msitu huo.
d. Tatizo kuu ni kutafuta dawa ya kumponya mama yake.
e. Mwanafunzi aweze kutambua funzo la insha.

2. Wanafunzi washirikiane kujibu swali hili.
3. Mwanafunzi atumie kifaa cha kidigitali kuandika insha ya kubuni kisha amsome mzazi. Mzazi atoe maoni yake kuhusu insha.

D. Sarufi

1.

a. mate, maji, jasho, damu, supu, mkojo, asali, machozi, uji
b. Mwanafunzi atunge sentensi akitumia nomino za wingi alizozitambua.
c. Mwanafunzi awasilishe kazi kwa mwalimu ili asahihishe.

2.

a. Damu
b. Asali
c. Chumvi
d. Mate
e. Mvua

3. Mwanafunzi atumie kifaa cha kidigitali kutunga sentensi kwa kutumia nomino za wingi alizopewa.
4. Mwanafunzi amsome mzazi au mlezi senstensi alizotunga katika swali la 3 kisha mzazi atoe maoni.

5.

a. Kutembea, kujenga, kufagia, kutoroka, kupanga, kufunza, kuzungumza
b. Mwanafunzi atunge sentensi akitumia nomino za vitenzi jina alizotambua.
c. Mwanafunzi awasilishe kazi yake kwa mwalimu.

6.

a. Kusoma
b. Kucheza
c. Kilima
d. Kulala
e. Kupikia

7. Mwanafunzi atumie kifaa cha kidigitali akiwa nyumbani kutunga senstensi akitumia nomino za vitenzi jina aliyopewa.
8. Mwanafunzi amsome mzazi au mlezi wake sentensi alizotunga katika swali la 7.

4 Aina za Maliasili

A. Kusikiliza na Kuzungumza

1.
a. Watoto wadogo
b. Wimbo huu huimbwa wakati wa usiku.
c. Mwanafunzi ajadiliane na wenzake na kutoa sifa za wimbo.
2. Mwanafunzi ajadili mtindo wa uwasilishaji wa wimbo kwa kutumia vigezo alizopewa.
3. Mwanafunzi atumie kifaa cha kidigitali kutunga wimbo wa watoto, kisha amwimbie mzazi na kujadili ujumbe wake.
4.
a. Walezi
b. Huimbwa wakati wa kumbembeleza mtoto alale.
c. Nyimbo za bembelezi huwa fupi.
Maneno yake hurudiwarudiwa.
Huimbwa kwa sauti ya chini.
Huimbwa na mama au mlezi.
Hummiminia mtoto sifa.
Huimbwa kwa sauti nyororo.
5. Mwanafunzi atumie kifaa cha kidigitali kutunga wimbo wa bembelezi, amwimbie mzazi wimbo na kisha kujadili ujumbe katika wimbo huo.
6. Mwanafunzi amwombe mlezi kumwimbia wimbo wa bembelezi.

B. Kusoma

1.
a. Mwanafunzi asikilize maoni ya mwenzake kuhusu matamshi.
b. Mwanafunzi arudie kusoma kifungu katika nambari ya 1, mwenzake akirekodi idadi ya maneno utakayosoma katika kipindi cha dakika moja.
c. Mwanafunzi ahifadhi rekodi ya maneno aliyosoma na aendele kufanya mazoezi ya matamshi.
2. Mwanafunzi afanye mazoezi ya kusoma kifungu ya swali la 1 akizingatia vigezo alizopewa.
3. Mwanafunzi atumie kifaa cha kidigitali kutafuta kifungu cha kusoma. Amwombe mzazi wake amsikilize akisoma kifungu hicho akizingatia matamshi bora, asikize maoni ya mzazi wake namna anavyotamka maneno akisoma kifungu.

C. Kuandika

1.
a. Mwanafunzi asome kifungu na kujibu swali kwa kutoa umuhimu wa wahusika kwa kuzingatia jina,tabia na mambo anayofanya.
b. Mwanafunzi ajadili umuhimu wa mandhari kwa kuzigatia mahali palipotajwa na mambo yanayofanywa na wahusika.
c. Mwanafunzi ajadili umuhimu wa lugha ya kiubunifu katika insha aliyosoma.
2. Mwanafunzi aandike insha ya masimulizi kuhusu Mtaka cha mvunguni sharti ainame na azingatie;
a. Lugha ya kiubunifu
b. Wahusika
c. Mandari inayofaa
3. Mwanafunzi afanye marekebisho ya kazi ya nambari ya 2 baada ya mwalimu kusahihisha.
4. Mwanafunzi amsome mzazi au mlezi insha aliyofanyia marekebisho, atambue matumizi ya lugha ya ubunifu na ubainishaji wa wahusika na mandhari.

D. Sarufi

1. Wakati uliopita - alitembea, alilima, aliimba, walisoma, yalitiririka, kilipasuka, palinukia,
Wakati uliopo - wanacheza, wanalia, anapika, anaadhibiwa, ananyonya, wanakwea, yanasombwa
Wakati uliopita- atakula, ataimba, litaanguka, atazunguka, litaoshwa, kitaibiwa, itajengwa, patashikamana
2. Wakati uliopita - nilipokuwa, niliona, walionekana, nilipowafikia, alianguka, nilikumbuka, nilivyokuwa, tukiwahi, iliyopita,
Wakati uliopo- nanapoketi, nashangaa, unavyopita, yanavyobadilika
Wakati ujao – nitaenda
3.
a. Mtoto atacheza uwanjani
b. Mama atapika chakula.
c. Mwalimu atafundisha darasani.

d. Mimi nitakula chakula.
e. Mvua itanyesha kwa fujo.

4.

a. tuli
b. lita
c. ita
d. ana
e. uli
f. ita
g. ana

5. mwanafunzi atunge sentensi tano akitumia wakati uliopo,wakati uliopita na wakati ujao.
6. Mwanafunzi amsome mwenzake sentensi alizotunga.

5

Unyanyasaji wa Kijinsia

A. Kusikiliza na Kuzungumza

1. Buriani - Buriani dawa
   Lala - Unono
   Kwaheri - Kwaheri ya kuonana
   Tutaonana kesho – majaliwa
2. Maamkuzi - Nakutakia siku njema, Hujambo
   Maagano: Kwaheri
3. Mwanafunzi atunge kisa cha kusisimua akizingatia msamiati wa maagano na maamkuzi. Awasome wenzake kisa hicho kisha asikilize maoni yao.
4. Mwanafunzi atumie kifaa cha kidijitali kutafuta mazungumzo yanayoonyesha mazingira ya nyumbani au shuleni. Aigize mazungumzo hayo darasani. Atambue maagano na maakuzi yaliyotumika katika mazungumzo hayo.
5. Ashirikishe mzazi au mlezi wake katika mazungumzo akizingatia msamiati wa maagano na maamkuzi.
6. Mwanafunzi ajue maamkizi na maagano na aweze kujadili kauli hizo.

B. Kusoma

1.

a. Kijiji cha Maji Mengi kilikuwa kinakabiliwa na changamoto ya ukosefu wa maji kwa ajili ya kilimo, hasa wakati wa kiangazi.
b. Serikali ilijenga bwawa kubwa lililokusanya maji wakati wa mvua ili kusaidia wakulima kumwagilia mashamba yao.
c. Wakulima waliweza kuongeza uzalishaji wa mazao, watoto walirudi shule kwa sababu wazazi walikuwa na uwezo wa kulipia ada, na uchumi wa kijiji ulianza kuimarika.
d. Baadhi ya wakulima hawakuwa na ujuzi wa kutumia vizuri mifumo ya umwagiliaji, hivyo walipoteza maji mengi.
e. Walitoa mafunzo juu ya matumizi bora ya maji na mbinu za kisasa za kilimo.
f. Mwanafunzi atumie kamusi kutoa maana ya maneno.
g. Mwanafunzi aeleze ujumbe katika kila aya kwa kutumia sentensi moja.

2. Mwanafunzi ashirikishe mzazi kusoma kifungu kwenye kifaa cha kidigitali kisha adondoe Habari mahususi.

C. Kuandika

1. Mwanafunzi asome insha ya maelezo ayopewa.
2. Mwanafunzi amwandikie rafiki yake insha ya melezo akimwelekeza rafiki yake jinsi ya kuandika baruapepe kwa kutumia tarakilishi. Mwanafunzi azingatie hatua za insha ya maelezo aliyosoma.

a. Mwanafunzi amsome mwenzake insha aliyoandika na kuskia maoni yake.
b. Mwanafunzi awasilishe insha hiyo kwa mwalimu isahihishwe na apewe mwongozo zaidi.
c. Mwanafunzi akiwa nyumbani atuumie kifaa cha kidigitali kuandika insha ya maelezo. Amsome mzazi insha hiyo na kumwomba ampe maoni.

D. Sarufi

1. Juma alikuwa amesimama kando ya barabara. Aliwaona watu wengi kwa umbali. Watu hao walikuwa wakimpiga mwizi aliyedaiwa kuwa mlanguzi wa watoto. Mwizi huyo alipigwa nusura auliwe. Aliokolewa na askari waliompeleka korokoroni.
2. Mwanafunzi atunge sentensi kumi akitumia viashiria vinavyoashiria wakati uliopita na wakati ujao hali endelevu.

3.

a. Mkulima atakuwa akilima shambani.
b. Daktari atakuwa akimtibu mgonjwa.
c. Darasa letu litakuwa likisafishwa.
d. Mpishi atakuwa akipika chakula jikoni.
e. Gari litakuwa likitumika kubeba mizigo.

4. Mwanafunzi atumie kifaa cha kidigitali kutunga sentensi akitumia vitenzi katika wakati uliopita na wakati ujao hali ya kuendelea. Mwanafunzi amsome mzazi na mlezi wake sentensi hizo na apata maoni yao.

6

Usalama Shuleni

A. Kusikiliza na Kuzungumza

1.
a. Mwanafunzi aeleze yale anayoona kwenye picha.
b. Mwanafunzi aeleze mbona mwalimu anapaswa kujulishwa ajali ikitokea shuleni.
c. Mwanafunzi ataje mambo ya hatari yanayoweza kutokea shuleni au nyumbani.
2. Mwaafunzi ajadili mambo yanayoweza kutokea kwa mtoto anayesafiri pekee yake bila kumjulisha mzazi.
3. Mwanafunzi atumie kifaa cha kidigitali kurekodi mambo aliyojadili katika nambari ya pili kisha awasilishe mbele ya wenzake darasani na askie maoni yao.
4. Mwanafunzi aeleze maana ya maneno aliyopewa.
5. Mwanafunzi ashirikiane na mzazi wake kusikiliza na kuchanganua habari katika matini za aina mbalimbali kuhusu namna ya kuzingatia usalama nyumbani, barabarani na mahali kwingineko.

B. Kusoma

1.
a. Mwanafunzi ajadili na kuandika maudhui yanayojitokeza kwenye hadithi aliyosoma.
b. Mwanafunzi ajadili dhamira na kuandika kwenye daftari.
c. Mwanafunzi aandike muhtasari na maelezo mafupi yanayojitokeza katika novela.
d. Mwanafunzi awasilishe muhtasari na maelezo.
2. Mwanafunzi akiwa nyumbani amweleze mzazi mafunzo aliyopata kutokana na novela aliyosoma katika nambari ya kwanza.
3. Mwanafunzi aeleze vitabu vya fasihi alivyowai kusoma vinahusu nini.

C. Kuandika

1.
a. Mwanafunzi aeleze kile anachoona katika kila picha.
b. Mwanafunzi aipe anwani hadithi kutokana na picha.
c. Mwanafunzi apange picha kwa mpangilio unaofaa kisha aandike vidokezo atakavyo tumia kuandika insha ya kubuni
d. Mwanafunzi aandike insha kwenye daftari lake.
e. Mwanafunzi amsome mwenzake insha kisha askize maoni yake.
f. Mwanafunzi awasilishe insha hiyo kwa mwalimu isahihishwe.
g. Mwanafunzi aandike nakala safi baada ya insha yake kusahihishwa na mwalimu.
h. Mwanafunzi amsome mzazi insha baada ya kusahihishwa.
2. Mwanafunzi ashirikiane na mlezi wake kutafiti insha ya picha mtandaoni kisha awasimulie visa kutokana na picha hizo.

D. Sarufi

1.
a. Bw. Juma ni bawabu shuleni mwetu. Jana alikuwa ameketi nje ya lango kushikilia doria. Hakuna anayeruhusiwa kuingia shuleni bila idhini yake. Bw. Juma huhakikisha usalama wetu shuleni umeimarika. Kila jioni tunapoondoka kurudi makwetu, sisi humuaga.
b. alikuwa, anayeruhusiwa, tunapoondoka
2. Mwanafunzi atunge sentensi akitumia vitenzi vikuu na vitenzi visaidizi vilivyoorodheshwa.
3. Mwanafunzi afuate maagizo aliyopewa kutunga kifungu kwa kutumia kifaa cha kidigitali kuhusu usalama shuleni.akoleze rangi kwenye vitenzi vikuu na vitenzi visaidizi. Mwanafunzi amwonyeshe mlezi kazi hiyo na kupata maoni kutoka kwake.

7

Kuhudumia Jamii Shuleni

A. Kusikiliza na Kuzungumza

1.

a. Mwanafunzi asome kifungu na kumweleza mwenzake yake yanayojitokeza.

b. Mwanafunzi atumie kamusi kutafuta maana ya maneno aliyopewa.

2.

i) Ushirikiano wa shule na jamii unahakikisha kuwa shule inapata msaada wa ziada, kama vile vifaa vya kujifunzia na walimu wa kujitolea, hivyo kuinua ubora wa elimu inayotolewa.

ii) Wanajamii wanaposhiriki katika shughuli za shule, wanafunzi wanahisi kuwa masomo yao yanathaminiwa na jamii, hali inayowapa motisha ya kujitahidi zaidi.

iii) Ushirikiano huu unaweza kusaidia kuboresha mazingira ya shule, kama vile kujenga miundombinu bora na kutoa mazingira mazuri ya kujifunzia.

iv) Wanajamii wanaweza kusaidia shule kushughulikia changamoto zinazohusiana na ufadhili, nidhamu, na afya ya wanafunzi.

v) Ushirikiano huu hujenga uhusiano mzuri kati ya shule, walimu, wazazi, na jamii kwa ujumla, hali ambayo huimarisha mawasiliano na kusaidia katika utatuzi wa matatizo yanayoweza kutokea.

v) Shule inaweza kusaidia kuandaa wanafunzi kwa maisha ya baadaye kwa kuwashirikisha katika miradi ya kijamii, hivyo kuwafanya wawe raia wema na wenye kujali jamii yao.

vi) Wanajamii wanaweza kushiriki ujuzi wao na wanafunzi, kusaidia kutoa elimu ya ziada kwa kufundisha ujuzi wa vitendo au kushiriki katika warsha na semina.

3. Mweleze mzazi au mlezi wako kuhusu habari uliyosikiliza kwenye redio au runinga.

B. Kusoma

a. Aya ya kwanza inazungumzia shule ya Mwangaza ambapo mwalimu mkuu alianzisha mpango wa huduma kwa jamii shuleni ili kuwafundisha wanafunzi thamani ya kuwahudumia wengine.

b. Muombe mwalimu kutoa maoni namna mlivyofupisha aya ya kwanza.

c.

i) Aya ya pili inaeleza shughuli mbalimbali za kijamii kama kusafisha mazingira, kupanda miti, na kuwasaidia wazee ambazo wanafunzi walihusika nazo kwa furaha.

ii) Aya ya tatu inaeleza changamoto zilizokumbwa na wanafunzi mwanzoni mwa mpango, lakini waliona umuhimu wa kazi hizo walipoona matokeo chanya katika mazingira yao.

iii) Aya ya nne inaonyesha jinsi mpango huo ulivyowafundisha wanafunzi kujali mazingira yao na watu walio karibu nao, huku wakikuza tabia njema za upendo na mshikamano.

iv) Aya ya tano inaeleza jinsi jamii ilivyowapongeza wanafunzi kwa kazi nzuri, na jinsi mpango huo ulivyokuwa sehemu muhimu ya mafunzo shuleni.

d. Mwanafunzi amsome mzazi au mlezi wake ufupisho alioandika daftarini ili atoe maoni yake.

C. Kuandika

1.

a. Mwanafunzi asome kifungu na kutoa habari.

b. Mwanafunzi aweze kutambua mambo yanayotolewa katika kifungu.

c. Mwanafunzi ataje vivumishi na viekezi vilivyotumika kwenye kifungu,

2. Mwanafunzi ajadili umuhimu wa kutumia msamiati na mada ya insha ya maelezo.

3. Mwanafunzi aandike insha ya maelezo kuhusu, UMUHIMU WA KUTIA BIDII MASOMONI. Asomee mwenzake insha aliyoandika nakusikiliza maoni yake.

4. Mwanafunzi ampe mwalimu nakala hiyo asahihishe.

5. Mwanafunzi amsome mzazi nakala aliyoandika na kuskia maoni yake.

D. Sarufi

1. ndiko, ndiye, ndipo, i
2.

a. i
b. angali
c. si,ni
d. yu
e. vile

3. Mwanafunzi atunge sentensi akitumia vitenzi viashiria aliyopewa.
4. Mwanafunzi atunge kifungu kuhusu kuhudumia jamii shuleni atumie vitenzi viashiria. Ampe mwalimu kazi hiyo asahihishe
5. Mwanafunzi atumie kifaa cha kidigitali kutunga sentensi yenye vitenzi viashiria.Amsome mzazi wake na kupata maoni yake.

8 Ulanguzi wa Binadamu

A. Kusikiliza na Kuzungumza

1. Mwanafunzi aigize mazungumzo.
a. Mwanafunzi atoe kichwa cha mazungumzo.
b. Mwanafunzi atoe sifa za lugha iliyotumika.
c. Mwanafunzi atoe maoni iwapo mazungumzo yamefanyika ipasavyo na atoe sababu.
2. Mwanafunzi achague mada atakayoandalia kuzungumza ili kupasha habari.Akubaliane na mwenzake kuhusu vipengele watakavyotumia kuandaa mazungumzo. Baada ya kuigiza mwalimu awape maoni yake.
3. Mwanafunzi ashirikishe mzazi kuhusu mada yoyote inayohusiana na ulanguzi wa binadamu.

B. Kusoma

1. Mwanafunzi asome novela iliyoteuliwa na mwalimu
(a) Mwanafunzi aweze kutambua mandhari ya wahusika.
(b) Mwanafunzi ataje kile kinachopatikana katika mandhari aliyosoma.
(c) Mwanafunzi aseme jinsi mandhari imemsaidia.
2. Mwanafunzi aandike maelezo machache kuhusu mandhari ya novela aliyosoma. Awesome wanafunzi wenzake na kuskia maoni yao.
3. Mwanafunzi amweleze mzazi kuhusu mandhari ya novela aliyosoma.
4. Mwanafunzi ataje mfuatano wa matukio katika novela aliyosoma na ajibu maswali kulingana na maagizo aliyopewa.
5. Mwanafunzi amsome mzazi novela aliyochagua kisha amweleze kuhusu ploti.

C. Kuandika

1.
a. Mwanafunzi atambue alama ya kiulizi.
b. Mwanafunzi aeleze jinsi alama ya kuilizi imetumika.
c. Mwanafunzi atunge sentensi sita akionyesha matumizi ya alama ya kiulizi.
2. Mwanafunzi atunge sentensi kumi akionyesha matumizi mbalimbali ya koma.
3. Mwanafunzi aeleze mzazi kuhusu matumizi ya koma na kiulizi katika sentensi.
4. Mwanafunzi atumie kifaa cha kidigitali kuandika kifungu kuhusu ulaguzi wa binadamu. Atumie koma na alama ya kiulizi ipasavyo.

D. Sarufi

1. mtume, kipepeo, amu, chura,malaika, mwashi,ndege, nyuni, nyani, makinda
2. mpishi,wapishi,tabibu,matabibu,seremala. maseremala,mtume,mitume
3. mwanafunzi atunge sentensi kumi akitumia nomino mbalimbali ya ngeli ya A-WA.
4. Mwanafunzi aandike kifungu kifupi akitumia nomini ya ngeli ya A-WA.
5. Mwanafunzi atumie kifaa cha kidigitali kutunga sentensi tano katika ngeli ya A-WA kisha amsome mzazi wake.
6. mkate, mwembe, mzambarau, mhindi, msumari, unyasi, mkonga
7. mfuko, mifuko, mguu, miguu, mto, mito, mtaa, mitaa
8. mwanafunzi atunge sentensi kumi akitumia nomino katika ngeli ya U-I
9. mwanafunzi aandike kwenye daftari lake kifungu kifupi akitumia nomino ya ngeli ya U-I
10. mwanafunzi atumie kifaa cha kidigitali kutunga sentensi tano katika ngeli ya U-I kisha amsome mzazi wake.

9

Matumizi ya Vifaa vya Kidigitali Katika Mawasiliano

A. Kusikiliza na Kuzungumza

1. Mwanafunzi asome kifungu.
2. d- dada,
   nd- aliandaa akatandika, mandazi, kipindi
3. mwanafunzi atunge sentensi akitumia maelezo aliyopewa.
4.

a. Ndoa
b. Daktari
c. Ndoo
d. Ndimu
e. Dege

5. Mwanafunzi atumie maneno aliyopewa kutunga vitanzandimi.
6. Mwanafunzi atumie kifaa cha kidigitali kujirekodi akitamka vitanzandimi alivyotunga katika nambari ya 5.
7. Mwanafunzi amshirikishe mzazi wake katika mazumgumzo kwa kuzingatia matamshi bora ya d na nd.

B. Kusoma

1.

a. Wanakijiji walikuwa wanakata miti kiholela kwa matumizi ya kuni na mbao, jambo lililosababisha mmomonyoko wa udongo na ukosefu wa maji.
b. Mwanafunzi aitwaye Amani aliona athari hizo na akaamua kuchukua hatua.
c. Amani alipendekeza kupanda miti zaidi na kutumia nishati mbadala kama vile majiko ya gesi au majiko banifu yanayotumia kuni chache.
d. Walikubaliana na mapendekezo ya Amani na wakaanzisha mradi wa kupanda miti na kulinda mazingira.
e. Mazingira ya kijiji yaliboreka, hali ya hewa ikawa nzuri, mimea ikamea na maji yakaanza kupatikana tena.
f. Ndiyo, hotuba ya Amani ilikuwa ya kushawishi kwa sababu aliweza kuwaeleza wanakijiji athari za uharibifu wa mazingira na akawapa suluhisho la vitendo ambalo lilileta mabadiliko chanya.

2. Mwanafunzi atambue maneno mageni yaliyotumika katika kifungu.
3. Mwanafunzi atumie kamusi kutafuta maana ya maneno aliyopata katika nambari ya pili.
4. Mwanafunzi ajadili ujumbe unaojitokeza katika aya ya kifungu alichosoma.
5. Mwanafunzi atumie kifaa cha kidigitali kuandika habari muhimu aliyosoma katika kifungu na amsome mzazi wake.

C. Kuandika

1. Mwanafunzi asome insha.
2. Mwanafunzi atambue vipengele vilivyotajwa na jinsi zinajitokeza katika insha ya masimulizi.
3. Mwanafunzi aandike inshs ya masimulizi kuhusu siku ambayo hata sahau maishani mwake. Atumie vipengele vya insha ya masimulizi.
4. Mwanafunzi ampe mwalimu insha yake asahihishe kisha afanye marekebisho.
5. Mwanafunzi amsome mlezi wake insha na apate maoni yake.

D. Sarufi

1. Kiti, kioo, chakula, kijiti, kidege, kinanda, kisigino
2.

a. Kitoto
b. Kiganja
c. Viti
d. Kinanda
e. Chombo
f. Kisa
g. Viatu

3. Mwanafunzi atunge sentensi katika umoja na wingi akizingatia vipashio vya sarufi katika ngeli ya KI-VI.
4. Mwanafunzi atunge kisha kifupi akizingatia upatanisho ufaao katika ngeli ya KI-VI.
5. Mwanafunzi achague nomino kumi katika ngeli ya KI-VI kisha atumie nomino alizoteua kutunga sentensi kuonyesha upatanisho wa kisarufi katika ngeli hiyo.
6. Mwanafunzi amsome mzazi wake sentensi alizotunga katika nambari ya 5 kisha apate maoni ya mzazi.
7. jitu, bingu, jinamizi, goma, jino, dawati, gari

8.

a. Basi la shule liliharibikia njiani.
b. Toto lilikula kate lote.
c. Jino langu linaniuma.
d. Jambo hilo liliwatia wasiwasi.
e. Jina lake lilitajwa jana.

9. Mwanafunzi atunge sentensi katika umoja na wingi akitumia nomino aliyopewa huku akionyesha viambatanisho katika ngeli ya LI-YA.
10. Mwanafunzi atunge kisa kifupi akizingatia upatanisho ufaao katika ngeli ya LI-YA.
11. Mwanafunzi achague nomino zozote kumi katika ngeli ya LI-YA kisha atumie nomino alizoteua kutunga sentensi kuonyesha upatanisho wa kisarufi katika ngeli hiyo.
12. Mwanafunzi amsome mzazi wake sentensi alizotunga katika nambari ya 11 na apate maoni ya mzazi wake.

10

Kujithamini

A. Kusikiliza na Kuzungumza

1.

a. Wimbo wa kazi

b. Wimbo huu umeimbiwa katika mazingira ya shambani.
Kuna kurudiwa kwa maneno.
Lugha iliyotumika ni nyepesi inayoelewa kwa urahisi.

c. Mwanafunzi aweze kutambua ujumbe unaojitokeza.

d. Wimbo huu unaongeza ari na morali kwa wafanyakazi.
Unasaidia kuleta umoja na mshikamano miongoni mwa wafanyakazi.
Unasaidia kupunguziai wafanyakazi hupunguza uchovu wa kimwili na kiakili.
Una vipengele vya burudani ambavyo vina fanya kazi kuwa ya kufurahisha na kupunguza msongo wa mawazo.

2. Mwanafunzi atunge wimbo wa kazi kisha aandike kwenye daftari lake.mwanafunzi aimbie wenzake wimbo aliotunga na kuskiza maoni yao. Mwanafunzi awasilishe kazi kkwa mwalimu ili asikilize shauri lake.

3. Mwanafunzi akiwa nyumbani atumie kifaa cha kidigitali kutafiti wimbo wa kazi mtandaoni. Mwanafunzi amwimbie mlezi wake wimbo alioupata huku akizingatia hisia na ishara za mwili wakati wa kuimba. Mwanafunzi amweleze mzazi sifa na umehimu wa wimbo huo kisha asikilize maoni ya mzazi.

4. Mwanafunzi akiwa nyumbani atafiti wimbo wa dini mtandaoni akitumia kifaa cha kidigitali.

5.

a. Wimbo wa kidini

b. Wimbo huu umeimbiwa katika mazingira ya kanisani.
Kuna kurudiwa kwa maneno.
Lugha iliyotumika ni nyepesi inayoelewa kwa urahisi.

c. Ujumbe unaojitokeza katika wimbo ni wa kumwona Yesu milele.

d. Wimbo huu unamtukuza Yesu Kristo kwa kazi yake ya ukombozi na unamfanya mwimbaji kuahidi kumtumikia Mungu milele.

6. Mwanafunzi atunge wimbo wa dini kisha aandike kwenye daftari lake.mwanafunzi aimbie wenzake wimbo aliotunga na kuskiza maoni yao. Mwanafunzi awasilishe kazi kkwa mwalimu ili asikilize shauri lake.

7. Mwanafunzi akiwa nyumbani atumie kifaa cha kidigitali kutafiti wimbo wa dini mtandaoni. Mwanafunzi amwimbie mlezi wake wimbo alioupata huku akizingatia hisia na ishara za mwili wakati wa kuimba. Mwanafunzi amweleze mzazi sifa na umehimu wa wimbo huo kisha asikilize maoni ya mzazi.

B. Kusoma

1.

a. Mwanafunzi asome novela iliyoteuliwa na mwalimu. Mwanafunzi aweze kutambua wahusika waliotajwa katika novela hiyo.

b. Mwanafunzi atambue matendo yaliyotendwa na wahusika na aandike kwenye daftari lake sifa za wahusika hao kulingana na mienendo ya wahusika.

c. Mwanafunzi aigize wahusika mbalimbali katika novela aliyosoma,

d. Mwanafunzi aweze kutaja funzo aliyojifunza kutokana na matendo ya wahusika katika novela aliyosoma.

2. Mwanafunzi akiwa nyumbani amweleze mzazi sifa za wahusika katika novela aliyosoma.

C. Kuandika

1.

a. Allan aliandika barua ili kuomba msamaha kwa kosa alilotenda.

b. Naam Allan alifanya jambo la busara kumwandikia mwalimu mkuu barua ya kuomba msamaha.

c. Kuonyesha uwajibikaji
Kuonyesha unyenyekevu
Kutoa nafasi ya msamaha

2. Mwanafunzi amwandikie mwalimu mkuu barua akiomba msamaha kwa kukosa kufanya kazi ya ziada azingatie muundo ujumbe na lugha inayofaa.

3. Mwanafunzi akiwa nyumbani atumie kifaa cha kdigitali kuandika barua ya kuomba msamaha amsome mzazi kisha askize maoni ya mzazi.

4. Mwanafunzi ajadili mambo yanayoweza kumfanya aandike barua rasmi ya kuomba msamaha.

D. Sarufi

1.a. mbingu - ardhi
furaha, huzuni
shibe- Njaa
dhiki - faraja
Baraka – laana

2. Mwanafunzi atunge kwa kutumia vinyume vya nomino alizopewa.
3. Mpole- Mkali
Mwenye bidii – Mvivu
Msichana – mvulana
Huzembea – hutia bidi
4. Mweusi - mweupe
Mtukutu- mwadilifu
Dogo - kubwa
Tamu - chungu
Jasiri – mwoga
5. Mwanafunzi atunge sentensi kwa kutumia vinyume vya viambishi alivyopewa
6. Mrefu - mpole
Safi - chafu
Mwadilifu- mtukutu
Mpole - mkali
Nyeupe- nyeusi
7. Mwanafunzi amtajie mzazi wake mifano tano ya vivumishi na vinyume vyake.

11

Majukumu ya Watoto

A. Kusikiliza na Kuzungumza

1.

a. Watoto watano walovaa vaa sare ya shule, mti na uwanja.

b. Ishara ya mkono

2. Mwanafunzi ajadiliane na mwenzake maana ya kuzungumza kwa kuambatanisha na ishara au vitendo.

3. Mwanafunzi ashirikiane na mwenzake kuzungumza wakiambatanisha na vitendo au ishara jinsi ya kutumia tarakilishi.

4. Mwanafunzi aweze kutambua jinsi vitendo au ishara walivyotumia katika mazungumzo kwenye nambari ya 3 vimechangia kupitisha ujumbe.

5. Wanafunzi wakiwa drasani washirikiane kutaja vitendo au ishara zinazoweza kutumika katika mazungumzo ya kila siku.

6. Mwanafunzi atazame taarifa ya Habari kwenye runinga kisha atambue vitendo au ishara ilivyotumika kuwakilisha ujumbe.

7. Mwanafunzi amshirikishe mzazi au mlezi wake katika mazungumzo muhimu kuhusu majukumu ya Watoto akiambatanisha na vitendo au ishara.

B. Kusoma

1.

a. Wanafunzi,vitabu,meza

b. Mwanafunzi aseme matini anayopenda kusoma huhusu nini.

2. Mwanafunzi achague matini yoyote ya kuelimisha anayopenda na asome kisha ajibu maswali kulingana na maagizo aliyopewa.

3. Mwanafunzi aandike muhtasari wa matini aliyosoma katika daftari lake kisha amsome mzazi wake na apate maoni yake.

4. Mwanafunzi huzingatia nini anapochagua matini ya kujisomea.

5. Mwanafunzi akitumia kifaa cha kidigitali kutafuta matini mtandaoni kuhusu majukumu ya watoto na achague moja kisha aandike muhtasari.

C. Kuandika

1.

a. Majukumu ya watoto

b. Watoto katika jamii yoyote wana majukumu mbalimbali ambayo ni muhimu kwa maendeleo yao binafsi na kwa jamii kwa ujumla. Majukumu haya yanaweza kutofautiana kulingana na umri wa mtoto, mazingira na tamaduni za jamii wanazoishi

c. Mwanafunziajadili mwili wa insha.

d. Kwa hivyo, ni jukumu la kila mzazi au mlezi na mwalimu kuwafundisha na kuwaongoza watoto kutekeleza majukumu yao kwa uadilifu.

2. Mwanafunzi achague mada yoyote ya insha ya maelezo aandae vidokezi kisha aandike insha hiyo akizingatia sehemu zote za muundo.. mwanafunzi ajibu swali kulingana na maelezo aliyopewa.

D. Sarufi

1.

a. Shamba linalimwa na mkulima.

b. Barua inasomwa na mtoto.

c. Chakula kinapikwa na mpishi.

d. Nyumba inapakwa rangi na mjomba.

e. Nyumba inasafishwa na dada.

2.

Tenda	Tendea	Tendwa
Pangusa	Pangusia	Panguswa
Chora	Chorea	Chorwa
Kata	Katia	Katwa
Chimba	Chimbia	Chimbwa
Futa	Futia	Futwa
Vuta	Vutia	Vutwa

3.

a. Funzwa

b. Katwa

c. Chezwa

d. Pikwa

e. Rinwa

12

Magonjwa Ambukizi

A. Kusikiliza na Kuzungumza

1. Mwanafunzi asikilize habari kutoka kwenye kifaa cha kidigitali kisha ataje mambo muhimu kutoka kwenye habari hiyo.Mwanafunzi aandike mambo muhimu yanayootokana na habari hiyo.
2. Mwanafunzi amsikilize mwalimu mkuu akiwahutubia wanafunzi gwarideni kuhusu magonjwa ambukizi.Adondoe habari muhimu kutoka kwenye hotuba hiyo.
3. Mwanafunzi atumie kifaa cha kidigitali kusakura video mtandaoni inayohusu magonjwa ambukizi.
4. mwanafunzi akiwa nyumbani amweleze mzazi wake hoja muhimu alizopata kutoka kwenye habari aliyosikiliza kwenye video katika nambari ya 3.Asikilize maoni ya mzazi.

B. Kusoma

1.

a. Mwanafunzi aseme mambo yanyomfurahisha katika kifungu alichosoma.
b. Mwanafunzi anaweza kusoma idadi ya maneno mangapi kwa dakika akizingatia matamshi bora.

2. Mwanafunzi amwombe mwenzake amweleze kuhusu kiwango cha sauti alichokitumia kusoma kifungu.
3. Mwanafunzi atafute matini kuhusu magonjwa ambukizi mtandaoni .kisha asome matini akizingatia mambo yanayofuata.
4. Mwanafunzi ajirekodi akisoma matini aliyochagua.
5. Mwanafunzi akiwa nyumbani ashirikishe mzazi wake kutazama video aliyorekodi kwenye kifaa cha kidigitali na asikilize maoni yake.

C. Kuandika

1.

a. Wanafunzi kufunzwa darasani.
b. Wanafunzi,mwalimu,ubao ulioandikwa magonjwa ambukizi,kipasa sauti

2.

a. Mwanafunzi atambue ujumbe unaowasilishwa katika kila aya kwenye hotuba aliyosoma.
b. Kumezuka ugonjwa wa kipindupindu. Mwanafunzi atumie kifaa cha kidigitali kuandika hotuba atakayotoa kuhusu jinsi ya kuzuia uenezi wa ugonjwa huo.
c. Mwanafunzi asambazie wenzake hotuba aliyoandika ili watoe maoni yao.

D. Sarufi

1. Mwanafunzi atunge sentensi tano sahili.
2. Mwanafunzi atunge sentensi tano ambatano.
3. Sentensi ambatano: Vimelea vinaweza kuenezwa kwa njia mbalimbali, kama vile kugusana moja kwa moja na mtu aliyeambukizwa au kula chakula kichafu.
4. Mahindi yamevunwa shambani.
   Mama anakimbia barabarani.
   Mti ulikatwa leo asubuhi.
   Mti ulikatwa leo asubuhi.
5.

a) Nilimtembelea rafiki yangu hospitalini, lakini hali yake ilikuwa bado mbaya.
b) Alifanya kazi kwa bidii siku nzima, hivyo aliweza kumaliza mradi wake mapema.
c) Wanafunzi walikuwa wakisoma kwa utulivu, ingawa mvua ilikuwa inanyesha nje.
d) Mama aliniambia nichukue chakula jikoni, kisha nikaosha vyombo.
e) Mwalimu alifundisha somo la Hisabati, na baadaye akaeleza sheria za mtihani ujao.

6.

a. Wagonjwa walipewa dawa kwa makini na walipona haraka.
b. Wanafunzi walikuwa wakisoma kwa utulivu ingawa homa ilikuwa imesambaa shuleni.
c. Daktari alielezea umati njia za kuzuia magonjwa na baadaye aliwaonyesha mfano wa usafi.
d. Watu walikusanyika kwenye zahanati na walifuata masharti ya kutohudhuria bila kuosha mikono.
e. Wagonjwa walipokea huduma kwa utulivu na wakaenda nyumbani wakiwa salama.

7. Mwanafunzi amtungie mzazi wake sentensi sahili na ambatano zinazohuzu shughuli katika mazingira ya nyumbani.

13

Utatuzi Wa Mizozo

A. Kusikiliza na Kuzungumza

1.
a. Utatuzi wa mizozo
b. Jamii
c. Mwanafunzi aweze kuchambua wahusika katika wimbo.
d. Mwanafunzi ajadili mafunzo ambayo amepata kutokana na wimbo.
2. Mwanafunzi akiwa nyumbani atumie kifaa cha kidigitali kusikilza wimbo. Amtajie mzazi wake wahusika katika wimbo hio.
3. Mwanafunzi atunge wimbo kuhusu utatuzi wa mizozo kisha aimbe wimbo aliyotunga Pamoja na marafiki.

B. Kusoma

1.
i) Taswira:
Kifungu kimejaa maelezo yanayosaidia msomaji kuona, kusikia, na kuhisi mazingira, kama vile "mawingu rangi za dhahabu na fedha," "ndege walicheza angani," na "upepo mwanana ulipuliza kwa upole."
ii) Tashhishi:
Matumizi ya maneno ya tamathali kama "miti ilitikisika kama ikicheza muziki wa dunia" ni mfano wa utohozi wa sifa za kitu kisicho hai kwa sifa za kitu kilicho hai.
2. Mwanafunzi asome novela iliyoteuliwa na mwalimu. Atambue na afafanue mbinu za lugha zilizotumika na mwandishi katika novela hiyo.
3. Mwanafunzi atafiti maktabani kuhusu matumizi ya mbinu za lugha katika novela.
4. Mwanafunzi akiwa nyumbani ashirikishe mzazi kujadili mbinu za lugha zilizotumika katika novela aliyosoma.
5. Mwanafunzi aeleze maana ya mbinu za lugha alizopewa.

C. Kuandika

1.
a. Kichwa cha insha: Hakikisha kichwa kinahusiana moja kwa moja na mada inayozungumziwa.
b. Utangulizi: Eleza kwa kifupi kile ambacho insha yako itajadili. Toa ufafanuzi wa ujumla wa mada.
c. Mwili wa insha: Gawanya maelezo yako katika aya kadhaa, kila aya ikiwa na wazo kuu. Hakikisha unatoa maelezo yanayosaidia kuelezea wazo hilo kwa kin
d. Mpangilio wa hoja: Hoja zako zinapaswa kufuata mtiririko mzuri na wa kimantiki ili msomaji aweze kufuatilia kwa urahisi.
e. Matumizi ya lugha: Tumia lugha rahisi, sahihi na wazi. Epuka kutumia maneno magumu au misemo isiyoeleweka.
f. Hitimisho: Fanya muhtasari wa kile ulichokieleza na ulete ujumbe wako kwa kumalizia kwa hitimisho lenye nguvu.
2. Mwanafunzi aandike insha ya maelezo kuhusu mtu yeyote aliyemwokoa mtoto aliyekua akiangamia majini. Mwanafunzi afuate maelezo ya swali.
3. Mwanafunzi amsome mzazi wake insha aliyoandika na kufanyia marekebisho ya mwalimu kisha asikilize maoni yake.

D. Sarufi

1. Mwanafunzi atunge sentensi za hali ya kukanusha wakati uliopo akitumia maneno aliyopewa.
2.
a. Sisi hatukwei mlima.
b. Nyumba haisafishwi na yaya.
c. Rais hahutubi hadhuira ya watu.
d. Mti haukatwi shambani.
e. Kabati haliundwi na seremala.
3. Mwanafunzi atunge sentensi za hali ya kukanusha wakati uliopita akitumia maneno aliyopewa.
4.
a. Mwalimu hakufundisha darasani.
b. Nyumba haikubomolewa na wahuni.
c. Jiwe halikumgonga kichwani.

d. Ajali mbaya haikutokea barabarani.
e. Maji hayakufurika mtoni.

5. Mwanafunzi atunge sentensi za hali ya kukanusha wakati ujao akitumia maneno aliyopewa.

6.

a. Maji hayatafungwa na kaka.
b. Wachezaji hawataenda uwanjani.
c. Baiskeli haitamwangusha mtoto.
d. Kisima hakitakauka maji.
e. Mvua haitanyesha jioni.

7. Wakati uliopita- nilitembea, nilipofika
Wakati ujao- nitarejea
Wakati uliopo- ninasafisha

14

Matumizi ya Pesa

A. Kusikiliza na Kuzungumza

1.

a. Taswira
Urudiaji wa maneno/takriri
Muundo wa sentensi
Mwanafunzi atoe vipengele zaidi.

b. Mwanafunzi ajadili umuhimu wa vipengele vya lugha alivyotaja katika nambari ya 1.

2. Mwanafunzi atunge wimbo akizingatia vipengele vya lugha na aimbe darasani kisha asikie maoni ya wanafunzi wenzake.
3. Mwanafunzi atumie kifaa cha kidigitali kutafuta wimbo kuhusu matumizi ya pesa mtandaoni.
4. Mwanafunzi awasilishe wimbo aliopata mtandaoni kwa mzazi kisha amweleze kuhusu vipengele vya lugha vilivyotumika katika wimbo huo.

B. Kusoma

1.

a. Bajeti inasaidia kupanga matumizi ya pesa ili kuepuka matumizi mabaya na kuhakikisha mahitaji muhimu yanatimizwa kabla ya matamanio

b. Mahitaji ni vitu vya msingi ambavyo mtu hawezi kuishi bila, kama vile chakula na malazi, wakati matamanio ni vitu ambavyo mtu angependa kuwa navyo lakini si lazima kwa maisha ya kila siku, kama vile mavazi ya gharama kubwa.

c. Akiba ni muhimu kwa sababu inasaidia kwa dharura kama vile matibabu au kupoteza ajira na pia inasaidia kujiandaa kwa siku zijazo.

d. Uwekezaji ni kuweka pesa kwenye miradi au biashara zinazoweza kuleta faida baadaye, na ni njia ya kuongeza thamani ya pesa badala ya kuziacha zitumike bila mpango.

e. Mwanafunzi atambue msamiati mpya iliyotumika katika kifungu.

f. Mwanafunzi aandike msamiati hiyo kwa daftari lake.

g. Mwanafunzi atumie kamusi kutafuta maana ya msamiati huo.

h. Mwanafunzi afupishe kifungu kwa kutumia aya moja fupi.

2. Mwanafunzi aeleze mzazi kuhusu kifungu cha mjadala alichosoma kisha askie maoni yake.

C. Kuandika

1. Mwanafunzi aandike insha ya maelezo kuhusus namna ya kupika sima. Aandike vidokezi atakavyotumia kutoa maelezo na azingatie mambo aliyopewa kwenye swali.
2. Mwanafunzi atumie kifaa cha kidigitali kuandika insha ya maelezo akimwelezea mtu aliyepotea njia barabarani jinsi ya kufika mahali alikokuwa anaenda. Mwanafunzi asambaze insha aliyoandika kwa wenzake ili watoe maoni yao.

D. Sarufi

1. dege, joka, toto jitu, jiatu, goma
2. Mwanafunzi asome kifungu alichopewa.
3. Jiji, jito, situ, lima, majikofia, nene
4. Ji
5. Mwanafunzi atunge sentensi katika umoja na wingi kwa kutumia nomino za ukubwa alizopewa.
6. Jikiti
   Jikono
   Jikabati
   Jikoba
   Jimea
7. Kikombe- Jikombe
   Shamba - Jishamba
   Mwalimu- Jialimu
   Nyumba- Jumba
   Mguu – Guu
8. Jishamba
   Jisu
   Toto
   Jikono
   Jikombe
9. Mwanafunzi atumie kifaa cha kidigitali kuandika nomino kumi katika hali ya wastani na hali ya ukubwa wa nomino.atunge sentensi katika hali ya wastani na hali ya ukubwa.
10. Mwanafunzi akiwa nyumbani amsome mzazi wake nomino na sentensi alizotunga katika nambari ya 9 kisha asikilize maoni yake.

15

Maadili ya Mtu Binafsi

A. Kusikiliza na Kuzungumza

1. Mwanafunzi atumie kifaa cha kidigitali kutafuta matini yanayohusu maadili ya mtu binafsi. Mwanafunzi ajibu maswali kulingana na maelezo.
2. Mwanafunzi akiwa nyumbani asikilize habari za redio au runinga kuhusu maadili ya mtu binafsi kisha amweleze mzazi wake habari hizo.
3. Mwanafunzi akiwa nyumbani ashirikiane na mzazi wake kutafiti kwenye tovuti salama kuhusu maadili ya mtu binafsi kisha utambue suala kuu katika matini.

B. Kusoma

1.

a. Ufupisho wa Aya:

i. Maadili ya mtu binafsi ni misingi ya tabia inayotokana na imani, utamaduni, na uzoefu wa mtu.

ii. Kila mtu ana jukumu la kufuata maadili mazuri ili kuleta amani na heshima katika jamii.

iii. Kukuza maadili kunahitaji nidhamu ya ndani na juhudi za makusudi.

iv. Maadili yana mchango mkubwa katika mafanikio ya mtu binafsi kwa kusaidia kujenga uaminifu na msaada wa watu wengine.

v. Maadili ya mtu binafsi ni muhimu katika kuunda jamii yenye heshima na ushirikiano.

b. Maadili ya mtu binafsi ni muhimu katika maisha kwa sababu humwongoza mtu kufanya maamuzi mazuri na kuishi kwa amani na wengine. Maadili haya hutokana na imani, utamaduni, malezi na uzoefu wa mtu. Mtu mwenye maadili mema huwaheshimu wengine, huwa mwaminifu, huwajibika na huepuka vitendo viovu kama uongo, wizi na dhuluma. Ili kuyadumisha, mtu anahitaji nidhamu na juhudi za makusudi. Maadili mema humfanya mtu kuaminika na kusaidiwa na wengine katika kufanikisha malengo yake. Hivyo basi, kila mtu anapaswa kukuza na kuzingatia maadili mema ili kujenga jamii yenye heshima, ushirikiano na ustawi wa pamoja.

2. Mwanafunzi achague matini kwenye mtandao kisha asome kwa makini. Aandike katika daftari lake ufupisho wa matini hiyp akizingatia mambo aliyopewa.
3. Mwanafunzi akiwa nyumbani asikilize habari kwenye redio. Aandike muhtasari wa habari hiyo kwenye daftari lake kisha amsome mzazi na asikilize maoni yake.

C. Kuandika

1.

a. Kutoka: Huonyesha anwani ya baruapepe ya mwandishi.

b. Kwa: Huonyesha anwani ya baruapepe ya yule anayeandikiwa baruapepe.

c. Kichwa cha habari: Huonyesha jina la baruapepe au maudhui unayotaka kujadili.
Mfano: Mwaliko wa sherehe ya harusi.

d. Mtajo: Huonyesha jina la yule anayeandikiwa baruapepe.

e. Salamu: Anza kuandika barua kwa salamu.

f. Utangulizi: Anza kwa kueleza kwa ufupi sababu ya kuandika au kuuliza hali ya rafiki. Mfano, 'Natumai unaendelea vyema' au 'Natumai kila kitu kinaenda vizuri upande wako'.

g. Mada kuu: Hapa ndipo unapoandika maudhui kuu ya baruapepe kama vile, taarifa unayotaka kumwambia, habari au mambo unayoshiriki au maswali unayomuuliza rafiki yako. Mfano, 'Nimefurahia sana kuona picha zako za hivi karibuni' au 'Ningependa kusikia kuhusu mpango wako wa wikendi'.

h. Hitimisho: Fupisha barua kwa maneno ya kuhitimisha. Kwa mfano: 'Natumai tutawasiliana
tena hivi karibuni' au 'Natumai utanijibu hivi karibuni'.

i. Jina la mwandishi: Andika jina lako mwishoni mwa baruapepe.
Kwa mfano: Ni mimi wako mpendwa,
Yusuf Shaaban

b. Kumwalika mfanyikazikwenye mkutano wa kazi utakaofanyika mnamo tarehe tano Machi.

c. Kutoka - johnkirimu@yahoo.com
Kwa – ludwigkamala@gmail.com
Kichwa cha habari – Maombi ya mkutano wa kazi.

Utangulizi – Naitwa John Kirimi,mimi ni Katibu mkuu katika kampuni ya uzalishaji wa Chai ya Utubora.
Mada kuu - Ningependa kukualika kwenye mkutano wa
kazi utakaofanyika mnamo tarehe 5 Mach 2026, kuanzia saa 9.30 asubuhi katika jumba la maonyesho la kampuni yetu. Mkutano huu unalenga kubuni mbinu za kuboresha utenda kazi wa wafanyakazi katika kampuni yetu.
Hitimisho – shukrani kwa muda wako. Tunatarajia kukutana nawe.
Jina la mwandishi –
Wako mwanifu
John Kirimu

2. Mwanafcunzi amwandikie rafiki yake baruapepe akimwalika katika sherehe ya siku ya kuzaliwa kwake. Azingatie ujumbe, lugha na muundo ufaao.Awasilishe baruapepe aliyoandika kwa mwalimu ili aitathmini.
3. Mwanafunzi aifanyie baruapepe yake marekebisho yaliyopendekezwa na mwalimu katika nambari ya 2.
4. Mwanafunzi akiwa nyumbani amsome mzazi wake baruapepe ya mwaliko aliyomwandikia rafiki yake. Asikilize maoni ya mzazi.

D. Sarufi

1. Alama za kunukuu
Wakati
Msemaji na msemewa
2.

a. Daktari alisema kuwa mgeni huyo angetibiwa angepona.
b. Mwanafunzi alisema kuwa wangetii kanuni za shule.
c. Chifu alisema kuwa usalama kijijini ulikua umeimarika.
d. Mkulima alisema kuwa wao waliamini kuwa mvua ingenyesha siku iliyofuata.
e. Mtoto alisema kuwa kichwa chake kilimuuma sana.

3.

a. Mwenyeji alisema," Nawakaribisha wote nyumbani kwangu."
b. "Leo tutatembelea kijiji chenu," mwanahabari aliniambia.
c. Mkulima alimaka, " Kesho nitapalilia mimea shambani."
d. Mwalimu mkuu alionya, "Wanafunzi watukutu watachukuliwa hatua kali za kisheria."

4. Mwanafunzi atunge sentensi tano za usemi halisi kuhusu maadili ya mtu binafsi.
5. Mwanafunzi atunge sentensi tano za usemi wa taarifa kuhusu maadili ya mtu binafsi.

Tathmini ya Kwanza

1. Fasihi ni tawi la sanaa linalotumia lugha kwa ubunifu ili kueleza Mawazo,hisia na matukio ya maisha ya binadamu.
2. Huelimisha jamii .
   Huburudisha
   Huhifadhi utamaduni
   Hukuza lugha
   Hutoa maonyo
3. Kuzuia magonjwa
   Kujenga afya bora
   Kujenga kujiamini
4. Kuelewa ujumbe
   Kuepuka makosa ya mawasiliano
   Kuheshimu msemaji
   Kujifunza mambo mapya
   Kujibu ipasavyo
5. Nomino dhahania
6. Amina
7. Maamkuzi
8. Methali
9. Kutumia formula ya upanuzi wa miraba
10. Zinatusaidia kuelewa maana ya kina katika maneno
11. Kando ya mto
12. Alikua amechoshwa na shughuli za kila siku
13. Nia aliona kitu kikiwa kinang'aa
14. Kisanduku kidogo
15. Alama za ajabu
16. Wanyama pori
17. Pia
18. Majani
19. Kupendeza
20. Mbugani
21. Thurea
22. Joan
23. Faraja
24. Mwanafunzi atunge sentensi yenye kitenzi kikuu na kitenzi kisaidizi
25. Mwalimu atakuwa anafundisha darasani.
26. LI-YA
    I-ZI
27. Nisingesoma kwa bidi,nisingepita .
28. Lima,limia.limwa
    Soma,somea,somwa
    Cheza,chezea,chezwa
29. Mitume waliofika shuleni walipokelewa na walimu wakuu.
30. Mwanafunzi aandike insha ya kusisimua akitumia maneno aliyopewa.

Tathmini ya Pili

1.

Fasihi simulizi	Fasihi andishi
Huwasilishwa kwa njia ya mdomo	Huwasilishwa kwa njia ya maandishi
Huhusisha hadhira	Husomwa kwenye vitabu
Hupokezwa kutoka kizazi kimoja hadi kingine	Huhifadhiwa katika maandishi
Ni mali ya jamii	Ni mali ya mtu binafsi

2. Maudhui - ni ujumbe, Mawazo au masuala yanayojitokeza katika kazi ya fasihi.
3. Ploti – ni mpangilio wa matukio katika kazi ya fasihi kuanzia mwanzo hadi mwisho.
   Mandhari – ni mahali, mazingira na wakati ambapo matukio ya kazi ya fasihi hutokea.
   Wahusika – hawa ni watu, Wanyama ama viumbe wanaoshiriki katika matukio ya kazi ya fasihi.
4. Nitasafiri kesho kuenda mjini Nairobi/ nitasafiri Kwenda mjini Nairobi kesho.
5. Usafi ni hali ya kuweka mwili,mazingira na vitu vyetu katika hali safi.
6. Kwa sababu husaidia kuzuia kusambaa kwa magonjwa na pia shule inapokuwa safi inakuwa mahali pazuri pa kujifunzia.
7. Kufagia madarasa,kutupa uchafu kwenye mapipa na kuhakikisha choo zinawekwa safi kila wakati.
8. Kabla ya kula,baada ya kula, baada ya kucheza na kila baada ya kushika kitu chafu.
9. Tunaweza kuugua magonjwa kama vile kipindupindu,kuhara na mafua.
10. Vimelea wa magonjwa kama vile bakteria,virusi,fangasi na vimelea wa protozoa.
11. Kupitia hewa, maji,chakula kilichochafuliwa,kugusa mtu aliyeambukizwa au kuumwa na wadudu.
12. Mafua,kifua kikuu na surau
13. Kunywa maji au chakula kilichochafuliwa,
14. Malaria
15. Kufuata taratibu za kiafya kama kuosha mikono kwa sabuni mara kwa mara, kufunika midomo na pua wakati wa kukohoa na kuepuka kula vyakula visivyo safi.
16. Magonjwa ambukizi
17. Mahindi
18. Viazi
19. Masika
20. Kitaifa
21. Ujenzi
22. “Usalama utahimarishwa kijijini,” chifu aliwahakikishia wakazi
23. Jikate
    Gombe
24. Buriani dawa
25. Watoto waliwasaidia vipofu kuvuka Barabara
26. Atakuja
27. Kufupisha neno
28. Darasa letu lilikuwa linasafishwa na wanafunzi
29. Shehena
30. Mwanafunzi aandike barua kulingana na maelezo aliyopewa.

Sampuli ya Tathmini ya KNEC ya Kwanza

1. C
2. B
3. C
4. D
5. A
6. A
7. A
8. B
9. D
10. B
11. B
12. C
13. B
14. C
15. D
16. A
17. B
18. C
19. A
20. C
21. B
22. D
23. C
24. B
25. C
26. A
27. C
28. D
29. C
30. A
31. A
32. C
33. D
34. B
35. A
36. B
37. A
38. B
39. C
40. C
41. A
42. D
43. D
44. A
45. C
46. B
47. C
48. B
49. A
50. C

Sehemu Ya A

Mwanafunzi aandike insha kulingana na maelezo aliyopewa.

1. Mwanafunzi azingatie vipengele vya barua ya kirafiki kisha aandike barua kulingana na maelezo aliyopewa.

2.

a. Wimbo wa watoto – watoto wanatajwa.
b. Huburudisha
   Heliemisha
   Hutoa maarifa
   Hukuza umakinifu
c. Urudiaji – sisi watoto
   Matumizi ya ishara – tunaruka juu
   Kuimba kwa makundi
d. Wimbo huu ni wimbo wa mchezo ujumbe wake ni kuonyesha namna watoto wanacheza

3.

a. Tony, Simoni na Keri
b. Mmakinifu
   Kiongozi
   Mjasiri
c. Mandhari ya mlima ndani yam situ
d. Dhamira ya novel ani kuonyesha ujasiri

4.

a. Aheri
b. Wakati wa asubuhi
c. Kembo alienda kwa baba yake kumjulia hali
d. Mwenye shukrani
   Mwenye heshima
e. Alikuwa anachonga mpini
f. Methali

5.

a. Kuwa mwadilifu
b. Ewe mwanangu tazama,mimi ninakuhimiza,
c. ma,za

Sampuli ya Tathmini ya KNEC ya Pili

1. B
2. D
3. C
4. B
5. D
6. B
7. B
8. B
9. D
10. C
11. A
12. A
13. B
14. D
15. C
16. A
17. B
18. A
19. D
20. D
21. D
22. A
23. C
24. B
25. C
26. C
27. A
28. A
29. D
30. B
31. C
32. A
33. D
34. A
35. B
36. A
37. C
38. A
39. B
40. A
41. C
42. B
43. D
44. D
45. C
46. A
47. C
48. B
49. A
50. A

Sehemu Ya A

1. Mwanafunzi aandike insha kulingana na maelezo aliyopewa

2.

a. Bembelezi – wimbo huu unambembeleza mtoto alale mfano lala toto lala
b. Mama – mara nyingi mama ndiye mlezi wa mtoto
c. Una urudiaji wa maneno – kwa mfano lala toto lala
   Matumizi ya lugha nyepesi – lala toto lala
   Ni mfui na rahisi kuelewa
d. Matumizi ya ishara za mwili
   Urudiaji wa maneno
   Kuhusisha wasikilizaji

3.

a. Kwa sababu msimu wa upanzi ulikuwa ukipita kwa kasi lakini hata matone ya mvua hayakuwa yamedondoka.
b. Mandhari ya kijijini – mfano nyumba ya Kijiji cha Kavuno
c. Mawingu mazitoya ghubari
d. Wenye matumaini – watu walipata matumaini
e. Maudhui ya ukame
   Maudhui ya matumaini

4.

a. Njema
b. Nyumbani
c. Mandugu – je hapa pana chochote cha kula dadangu?
d. Mama alikuwa ameenda sokoni kutafuta matunda
e. Keti niende nikulete chai na mahamri
f. Mtu akiwa nyumbani peke yake lazima awe makinifu

5.

a. Mbili
b. Shairi hili linaeleza mbona watu wanaipenda mvua-Mashamba watayarisha, na upanzi wauwahi,
   Kisha mbegu wadondosha, kuchipuka wanasihi,
c. Mvua mambo yote,kila mtu aipenda,

Sampuli ya Tathmini ya KNEC ya Tatu

1. C
2. C
3. D
4. A
5. B
6. B
7. C
8. B
9. C
10. B
11. C
12. A
13. A
14. B
15. A
16. D
17. B
18. A
19. D
20. C
21. C
22. A
23. B
24. C
25. B
26. B
27. C
28. D
29. B
30. A
31. A
32. D
33. C
34. A
35. B
36. B
37. D
38. A
39. C
40. B
41. B
42. D
43. A
44. A
45. A
46. C
47. B
48. A
49. B
50. D

Sehemu ya A

1. Mwanafunzi aandike insha kutokana na maelezo aliyopewa,
2.

a. Wimbo wa kazi – unahimiza watu kufanya kazi mfano chapa kazi
b. Wakati wa kufanya kazi mfano inua jembe
c. Takriri – chapa kazi chapa
   Unaimbwa na kundi la watu – mfano paza sauti paza
   Matumizi ya maneno ya kushangilia mfano hoyee!
d. Toni – mwasilishaji atumie sauti yenye uchangamfu
   Ishara za mwili – mwasilishaji atumie isharza zinazofaa
   Malebo/mavazi – mwasilishaji avae Malebo yanayooana na uwasilishaji wake.

3.

a. Mandhari ya mjini – alikuwa amewasili mjini
b. Mwenye matumaini – grace alikuwa amejawa na matumaini.
   Mvumilivu – Grace alikubali ushauri wa shangazi wake na kuamua kubaki mjini
c. Dhamira ya novela ni kuwa na matumaini – Grace anamatumaini kuwa atapata kazi mjini.
d. Maudhui ya uvumilivu – Grace anavumilia
   Maudhui ya furaha – ilikuwa furaha tele.
e.
   Najifunza kuwa sifai kukata tamaa maishani

4.

a. Nerima na Julia
b. Mandhari ya njiani – nimefurahi kukutana na wewe hapa mjiani
c. Alikuwa akielekea sokini
d. Julia alimtembelea shangazi yake kijijini.
e. Julia alikuwa anaenda dukani kununua daftari na kalamu.

5.

a. Ujumbe wa shairi hili ni kutaka ndugu ajilinde na kuweka mawazo kando.
b. Mbili
c. Baridi kutoingiza,moyo wake siteseke,

Integrated Science

1 Scientific Investigation

A. Introduction to Integrated Science

1. Biology, Chemistry, and Physics.
2. It is the process where learners investigate scientific concepts to develop innovations and gain technical skills.
3. The study of living things, plants, animals, and microorganisms.
4. Physics is the study of matter and energy and their interactions , whereas Chemistry is the study of substances and how they interact.
5. It helps you understand the world around you.
6. It improves health and medicine , leads to technological advancements , enhances problem-solving skills , and helps in environmental conservation.
7. Pure Sciences, Applied Sciences, and Technical Studies.
8. It equips individuals with the knowledge and practical skills needed to understand the world and solve real-life problems.
9. It helps learners understand nutrition for healthy living and leads to the discovery of vaccines and medicines that improve health.
10. It opens doors to many professions and equips individuals with practical skills for careers.
11. Biology helps learners study living things, which includes understanding how human bodies function.
12. a. Laboratory work
    b. Plumbing
    c. Electrical work
    d. Teaching
13. Physics.
14. Pure Sciences (Biology/Chemistry).
15. Applied Sciences (Chemistry).
16. Applied Sciences / Pure Sciences (Biology).

B. Laboratory Safety

1. A place where scientific experiments are conducted using tools and apparatus.
2. Flammable, Corrosive, Toxic, Carcinogenic, and Radioactive substances.
3.

1. Carcinogenic	2. Corrosive.
3. Radioactive	4. Flammable
5. Toxic	6. Flammable

4. Mercy: Anything that can potentially cause harm to someone.
5. To warn you of dangerous substances that can cause harm.
6. Handling sharp objects like broken glassware or scalpels.
7. Falls or chemical spills leading to burns and scalds.
8. .

Common Laboratory Accidents	Cause
Cuts and bruises	Handling broken glassware carelessly or using sharp instruments improperly.
Burns	Touching hot equipment, flames, or heated chemicals without care.
Chemical spills on skin	Improper handling of chemicals or failure to use protective equipment.
Poisoning	Inhaling toxic fumes or accidentally swallowing harmful chemicals.
Fire outbreaks	Using flammable substances near open flames or faulty electrical equipment.

9. Electrical shock or injury (implied as a laboratory hazard).
10. Call emergency services immediately and

seek professional medical help.

11. First Aid is the immediate help given to an injured person , while a first aid kit contains the equipment used, such as sterile bandages.
12. Clean water for rinsing and sterile, non-stick bandages for covering wounds, Scissors for cutting Bandages, gloves for protection against harmful substances.
13. a. Antiseptic solution
    b. Forceps/Tweezers
    c. Bandages and adhesive plasters
    d. Disposable gloves
14. Rinse the area with clean water immediately.
15. To protect yourself from harmful substances.
16. Wear protective gear, handle chemicals with care, avoid eating/drinking in the lab, report accidents immediately, and know the location of safety equipment.
17. To prevent accidents and avoid harm.
18. Fire extinguisher.
19. To prevent inhalation of toxic or poisonous fumes.
20. To avoid contamination and ensure biological and chemical waste is disposed of correctly according to instructions.

C. Laboratory Apparatus and Instruments

1. Manipulative, Observation, Measurement, Classification, Prediction and Communication skills.
2. Prediction skills.
3. Classification skills.
4. Measurement skills.
5. They are easy to clean with water.
   Glass is transparent, so it allows easy and clear observation of contents.
   Glass is resistant to many chemicals, so it does not react easily with substances being used.
6 .

Apparatus	Use
a. Round-bottom flask (boiling flask)	Used for heating or holding liquids during experiments.
b. Mortar and pestle	Used for crushing and grinding solid substances into powder.
c. Measuring cylinder	Used for measuring the volume of liquids.
d. Test tube rack	Used for holding test tubes upright.
e. Pipette	Used for transferring or measuring small amounts of liquid accurately.
f. Spatula (scoopula)	Used for transferring small quantities of solid chemicals.

7. Instrument: Light Microscope. 1: High power objective lens. 4: Mirror. 7: Fine Adjustment. 10: Arm.
8. Clean them with water after use, handle them carefully to avoid breakage, and avoid sudden temperature changes.
9. a. Bunsen Burner.
   b. C – Air hole
      B – Collar
      A – Barrel (chimney)
10. An aspirator or a pooter
11. Basic: Length, Mass, Time. Derived: Area, Volume, Speed, Density.
12 323.15 K.
13. Volume:m^3 or Litre. Area: m^2. Length: Metre. Amount of substance: mole. Temperature: Kelvin. Electric current: Ampere. Mass: Kilogram.
14 0.00864 m^3
15. 100 kg/m^3.
16. To check for instructions, expiration dates, and safety warnings.
17. Handle tools carefully to avoid damage and dispose of materials responsibly.
18. To prevent contamination.
19. Inform the teacher/supervisor right away and clean the workspace.
20. To find instructions for proper use, check expiration dates, and read safety warnings.

2 Mixtures, Elements and Compounds

A. Mixtures

1. Homogeneous mixtures are uniform throughout and components cannot be distinguished. Heterogeneous mixtures have visibly different components that are not uniform.
2. Sand and water. It is classified this way because it has visibly different components that are not uniform.
3. Both the solute and solvent are gases, forming a single, uniform layer.
4. Because the components are not chemically bonded.
5. Because their individual components are distributed uniformly and cannot be easily distinguished.
6. Homogeneous: Saltwater, air, vinegar, brass, sugar water. Heterogeneous: Salad, sand and water, oil and water.
7. Procedure:
   - He spread the mixture of sand and iron filings on a flat surface or in a container.
   - He wrapped a magnet with paper or polythene for easy removal of the iron filings.
   - He moved the magnet over the mixture.
   - The iron filings were attracted to the magnet while the sand remained behind.
   - He removed the iron filings from the magnet and collected them separately.

   This method is called magnetic separation.
8. a. Solvent is the substance in which a solute dissolve.
   b. Solute is the substance being dissolved.
   c. Solution is the resulting uniform mixture.
9. a. It effectively separates miscible liquids that have a large gap in their boiling points. b. Glass beads inside the fractionating column help separate liquids that boil at similar temperatures.
10. Filter the mixture to remove the sand , then evaporate the water from the remaining solution to leave the salt behind.
11. a. Chromatography.
    b. It separates pigments based on how quickly they move through a medium.
    c. Propanone acts as a solvent.
12. Use a magnet to remove iron filings. Add water to dissolve the salt, then filter out the sand. Finally, evaporate the water to recover the salt.
13. a. A method to obtain very pure solid crystals from a solution.
    b. Producing sugar crystals from sugar syrup.
    c. Heating evaporates the solvent, and allowing it to cool yields the crystals.
    d. Used in mining/metallurgy to extract metals.
    e. It leaves impurities behind, providing materials in their pure forms.
14. Five separation methods we apply include:
    - Distillation for clean drinking water.
    - Fractional distillation for producing petrol/diesel.
    - Evaporation for concentrating fruit juices.
    - Chromatography for drug testing.
    - Crystallisation for extracting metals from ores.

B. Introduction to Integrated Science

1. An indicator used to identify whether a substance is acidic or basic.
2. The blue litmus paper turned red.
3. The red litmus paper turned blue.
4. There will be no significant colour change on the litmus paper.
5. It only identifies if a substance is acidic or basic, it does not measure the actual strength.
6. Natural plant pigments that change colour to show if a substance is acidic or basic.
7. They contain natural pigments that respond to acidity or basicity with a colour change.
8. Red cabbage, Turmeric, or Hibiscus flowers.
9. Crush or blend the plant material with water, then strain the extract to obtain a clear solution.
10. Handle solutions properly and observe

laboratory safety measures like wearing protective gear.

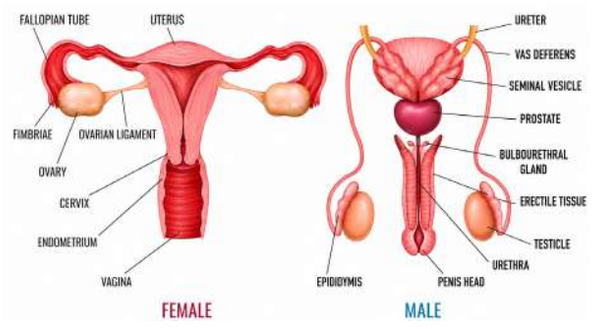
11. To have a baseline or neutral comparison for observing clear colour changes.
12. Wood ash: Basic. Soap solution: Basic. Distilled water: Neutral. Sour milk: Acidic. Toothpaste: Basic. Lemon juice: Acidic.
13. Sour taste, can sting/burn skin, and conduct electricity.
14. Bitter taste, slippery touch, and conduct electricity.
15. Acids turn blue litmus paper red. Bases turn red litmus paper blue.
16. Acids react with metals like magnesium to produce hydrogen gas.
17. Bases react with oils and fats on the skin, turning them into soap through saponification.
18. Wear protective gear, handle chemicals with care, and do not taste/touch unless instructed.
19. Citric acid (found in citrus fruits) is commonly used as a food preservative.
20. Acids help in digestion by:
    - Breaking down food into simpler substances for easier digestion.
    - Activating digestive enzymes such as pepsin, which helps digest proteins.
    - Killing harmful germs and bacteria that may be present in food.
    - Providing an acidic environment in the stomach that supports digestion.
21. Add the indicator to a substance; acids turn it red/pink, while bases turn it green/blue/yellow.
22. Indicators like chromatography help in drug testing and purification processes in pharmaceuticals.
23. Sulphuric acid is used in car batteries , and hydrochloric acid is used in cleaning agents and industrial processes.
24. Sodium hydroxide is used in soap making.

3

Living Things and Their Environment

A. Human Reproductive System

1.



2. a. Male reproductive system.
   b. 1– Penis: Used during sex and passes urine out of the body
   2 – Urethra: Carrie both urine and semen out of the body
   3 – Prostrate Glands-Produce fluids that mixes with sperm to form semen.
   4 – Vas Deferens: Transport sperms from epididymis to the urethra during ejaculation.
   5 – Semina Vesicle: Gland that produce sugary fluids that nourishes sperm and form part of semen
   6 – Epididymis: Store and manufactures sperms.
   7 – Testis: Produces sperms and testosterone
   8 – Scrotum: Holds and protects testis.
3. a. Female reproductive system.
   b & c:
   7 – Ovaries: produce eggs.
   5 – Fallopian tubes: connect ovaries to uterus (fertilisation site).
   4 – Uterus: where baby grows.
   2 – Cervix: widens during childbirth.
   1– Vagina: birth canal.
4. They produce eggs (ova) and hormones like estrogen and progesterone.
5. Vas deferens.
6. Adolescents may struggle with fitting in, balancing individuality and navigating the complexities of friendships and peer pressure.
7. Hormonal changes cause mood swings and changes in appearance can negatively impact self-esteem and cause stress.
8. Growth of breasts, widening of hips, growth of body hair and onset of menstruation.
9. Growth of facial/body hair, deepening of voice, broadening of shoulders and growth of the penis/testicles.
10. Adolescents may feel pressured to conform to specific behaviours, which can cause emotional stress; they must learn to make decisions based on what is right for them.
11. Managing body shape changes, acne, peer pressure and mood swings is essential to ensure a smooth transition to adulthood.
12. By talking to a trusted adult, focusing on positive qualities, and managing stress through hobbies or exercise.
13. Sharing feelings and concerns with family members helps manage emotional swings and stress.
14. Work with supportive friends and deliberately resist negative peer pressure.
15. Physical exercise boosts confidence and improves physical health, helping manage stress.
16. By sharing feelings and engaging in healthy communication with family, teachers or trusted friends.

B. Human Excretory System

1. a. 5 – Dermis, 9 – Hair.
   b. The dermis produces sweat, secretes oils to moisturise skin and uses blood vessels to regulate body temperature.
2. They produce sweat which regulates body temperature and removes waste like excess salts and water.
3. It acts as a protective barrier, regulates body temperature and removes waste.
4. Epidermis, Dermis and the Fat layer.
5. a. 1 – Kidney, 2 – Ureter, 3 – Urinary Bladder, 4 – Urethra.
   b. 1 - Filter waste.
   2 - Ureters carry urine to the bladder.
   3 - Stores urine.
6. It is essential for maintaining a healthy internal environment.
7. Drinking plenty of water helps the kidneys

filter waste efficiently and prevents kidney stones.

8. It is a condition where kidneys lose their ability to filter waste from the blood effectively.
9. Kidney stones, Kidney infections, chronic kidney disease and Kidney failure.
10. They are hard deposits of minerals and salts that form inside the kidneys, caused by dehydration and diets high in salts/sugars.
11. By staying hydrated, eating a low-salt diet, exercising regularly and managing blood pressure.
12. To prevent the gradual loss of function from progressing to complete kidney failure.
13. They block the urinary tract, causing pain.
14. Drinking plenty of water (hydration), eating a balanced diet rich in vitamins, regular washing (hygiene) and using sun protection.
15. Getting enough sleep allows the skin to repair and replace damaged cells, keeping it healthy. It also helps the kidneys function efficiently by giving them time to filter waste and regulate fluids in the body.
16. Untreated high blood pressure can cause chronic kidney disease and eventually lead to kidney failure.
17. Diets high in salts and sugars; they cause the formation of kidney stones.
18. It promotes overall health and helps control conditions like high blood pressure and diabetes, which affect kidney health.
19. Smoking can harm kidney function over time.
20. Dehydration, high-salt/sugar diets, bacterial infections, high blood pressure and diabetes

4

Force and Energy

A. Electrical Energy

1. Devices that convert chemical energy into electrical energy.
2. It flows in multiple paths so that the current can flow through more than one path.
3. The bulbs become dimmer because the current shares a single path through all components.
4. The other bulbs will go out because the single continuous path is broken.
5. It is used to control the flow of current (opening or closing the circuit).
6. Connect the components in a single path so the current flows through each bulb one after the other.
7. The current flows through multiple paths.
8. Connect the components in multiple paths so the current is split.
9. In a series circuit, components are connected in a single path. In a parallel circuit, components are connected in multiple paths.
10. It uses electrical energy to keep food and drinks cold.
11. It circulates air to cool the room.
12. It produces sound through electrical pickups.
13. Different settings apply the correct heat to remove wrinkles safely without burning the clothes.
14. It boils water quickly. It switches off automatically to prevent overheating or boiling dry.
15. Electric cookers use electricity to provide heat , while gas cookers use fossil fuels (natural gas) through combustion.
16. To prevent accidents, injuries, or electric shock.
17. Ensure it is unplugged safely if possible, and do not use water to extinguish an electrical fire.
18. Unplug the appliance immediately and check it for damage before further use.
19. To ensure proper use and prevent safety hazards.
20. To prevent electrocution.
21. To avoid getting an electric shock.
22. Ensure the appliance is unplugged and do not use it until the cord is repaired or replaced.

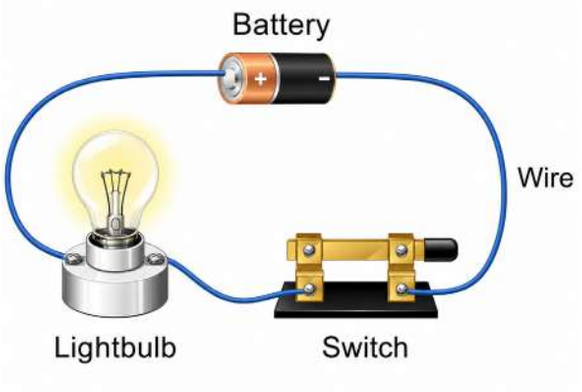
B. Magnetism

1. The properties of magnets that allow them to attract or repel other materials.
2. Iron, steel, nickel, and cobalt.
3. A magnet has a North and a South pole. Like poles repel each other, while opposite (unlike) poles attract.
4. Because those metals are non-magnetic materials and are not affected by magnets.
5. Place iron filings on a piece of plastic or wood and move a magnet underneath it; the filings will move.
6. By testing its ability to attract magnetic materials; stronger magnets will attract more objects.
7. Magnetic materials are attracted to magnets , while non-magnetic materials are not affected by magnets.
8. Magnetic: Iron, Steel. Non-magnetic: Wood, Plastic.
9. Copper is a non-magnetic material.
10. Bring a magnet close to the material; if it is attracted, it is magnetic.
11. The specific alloy composition of stainless steel used in many utensils makes it non-magnetic.
12. Place various items near a bar magnet. Sort the items that stick to the magnet as magnetic, and those that don't as non-magnetic.
13. No, not all metals are magnetic. The text specifies iron, steel, nickel, and cobalt as magnetic materials, implying others (like copper or aluminum) are not.
14. Magnets are used to keep the doors securely closed by attracting the metal frame.
15. They help produce electricity and movement in motors.
16. They convert electrical energy into sound.
17. The magnetic compass aligns with the Earth's magnetic field to help people navigate by showing directions.

18. Magnets are used to separate magnetic materials (like iron) from non-magnetic substances in recycling or industrial mixtures.

Assessment Test 1

1. Simple circuit



2. Long hair should be tied back in the laboratory to prevent it from catching fire, spilling chemicals or interfering with experiments
3. First aid Kit.
   Stores equipment used to provide immediate treatment for injuries and accidents.
4. Protects eyes from harmful substances.
5. Use of a ruler to measure the growth of two plants every week to find out which one grows faster.
6. Density = 200 kg/m³
7. a.Round bottom flask.
   b.Beaker.
   c.Volumetric flask.
   d.Pipette.
   8.Distillation.
9. Liebig condenser cools the vapour and changes it back to liquid.
10. By use of an indicator such as litmus paper,
    - Acids turns blue litmus paper red.
    - Base turns red litmus paper blue.
11. Helps kidney remove wastes from the body and prevents dehydration.
12. Iron box.
    Cooking sufuria.
13. In parallel circuits, failure of one component does not stop others from working.
14. Observation skills help identify living organisms by studying characteristics such as movement, growth and response to stimuli.
15. Cleaning wounds and cuts, stop blood from minor bleeding.
16. Should be carried using both hands; one holding the arm while the other supporting the base.
17. Since tumeric turns reddish-brown, the second solution is a base.
18. Mass, length, time, temperature.
19. X- Convex lens (or lens)
    Y- Frame (or rim)
    Z- Handle
20. Mass is the measure of amount of matter in an object.
    Length is the measure of distance between two points.
21. Base- Supports the burner to keep it upright.
    Air hole- Allows air to enter and mix with the gas.
    Collar- Rotates to open or close the air hole to regulate the flame type.
    Chimney- Where the gas mix with air before burning.
22. Since iron is a magnetic material and sand is not, you can pass the magnet over the mixture. The iron fillings will be attracted to the magnet and lifted away, leaving the sand behind.
23. Soil PH determines the availability of nutrients to plants. If the soil is too acidic or too alkaline, plants cannot absorb essential minerals, which affects their growth and crop yield.
24. A good plan to manage the developmental challenges during adolescence:
    - Seek guidance from trusted adults.
    - Maintain good personal hygiene.
    - Eat balanced diet and stay physically active.
    - Understanding that these changes are natural and happen to everyone.
25. Daily activities that can help maintain healthy kidneys:
    - Drinking plenty of water, reduce salt and sugar intake.
    - Exercise regularly to maintain healthy blood pressure.
    - Avoid smoking.
26. Suspend the magnet freely from a string. It will align itself in a North-South direction. The end pointing north is the North pole and the end pointing south is the south pole.
27. The brightness of the remaining bulbs remains the same. In a parallel circuit, each branch

receives the same voltage independently.

28. Chemistry helps us understand the composition, properties and changes of matter. It explains how substances interacts, how medicine is made and the chemical processes occurring in our environment and bodies.
29. A pair of scissors.
30. Fallopian tube.

Assessment Test 2

1. It helps learners understand diseases, body functions, hygiene and how medicines work, improving health awareness and treatment.
2. Magnetic: iron nails, nickel coins, paper clips
   Non-magnetic: rubber bands, glass
3. The sun provides light energy which is converted into electrical energy by solar cells.
4. Grams (g), kilograms (kg), milligrams (mg), tonnes (t)
5. Drink clean water, avoid self-medication/drugs, maintain hygiene, eat balanced diet.
6. Girls: breast development, widening hips, onset of menstruation
   Boys: deepening voice, facial hair growth, increased muscle development
7. Plant extracts change colour when mixed with acids or bases, acting as natural indicators.
8. To show instructions for use, safety information/precautions and expiry date/ contents.
9. Classifying (grouping) skill.
10. Chromatography.
11. 1: Vagina2: Cervix4: Ovary6: Oviduct (Fallopian tube)
12. For easy identification, safety and to prevent misuse or accidents.
13. Scientific methods are systematic ways of investigating problems; they ensure accurate, reliable and repeatable results.
14. 1- Eyepiece: It magnifies the primary image formed by the objective lens (usually by 10x).
    7 - Objective Lens: These are the main lenses used for specimen magnification. They come in different powers (e.g. 4x, 10x, 40x) to zoom in on the object.
    8 - Stage: This is the flat platform where the glass slide containing the specimen is placed for viewing.
15. Likely filtration method.
16. The mixture is poured through a filter; insoluble solids are trapped while the liquid passes through.
17. Measuring volume of liquids.
18. Bathing regularly, eating balanced diet, drinking clean water.
19. 5: Ureter
    4: Renal pelvis
    6: Urinary bladder
    7: Urethra
20. Likely hydroelectric generation: flowing water turns turbines which drive a generator to produce electricity.
21. To ensure safety, prevent accidents and make work easier and organized.
22. The magnet attracts iron filings, leaving sand behind.
23. Biology, Chemistry and Physics; they explain living things, substances and energy/forces.
24. Simple closed electric circuit.
25. Inform the teacher, carefully clean the broken glass using proper tools and dispose in a designated container.
26. Television, refrigerator, electric iron, radio, cooker.
27. Geothermal power.
28. They are safe, cheap and environmentally friendly alternatives to synthetic indicators.
29.

Solution mixture	Nature of solution
Wood ash	Basic
Soap solution	Basic
Distilled water	Neutral
Sour milk	Acidic
Toothpaste	Basic
Lemon juice	Acidic

30. Magnetic force is the force of attraction or repulsion produced by a magnet.

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

Section A

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

Section B

29. a. Turns red.
    b. It only indicates whether a substance is acidic or basic, not the exact strength or concentration.
    c. Acids: Lemon juice, vinegar. Bases: Baking soda, soap solution.
30. a. i. A: Simple distillation.
    ii. B: Magnetic separation.
    iii. C: Filtration.
    b. 1. Use the magnet to remove iron filings.
    2. Filter to remove sand.
    3. Distil to separate salt and water.
    c. Evaporation separates a soluble solid from a liquid; since sand is insoluble, filtration is required first.
    d. i. A mixture's components are not chemically bonded.
    ii. Components of a mixture can be easily separated by physical methods.
31. a. Cell, switch, bulb.
    b. The other bulbs go off because the circuit is broken.
    c. Advantage: Simple to set up.
    Disadvantage: If one bulb blows, all the bulbs go off.
32.

Toxic	Radioactive
Corrosive	Flammable

33. a. i. A: Kidneys.
    ii. B: Ureter.
    iii. C: Bladder.
    iv. D: Urethra.
    b. i. A: Filter waste from blood.
    ii. B: Carry urine to the bladder.
    iii. C: Store urine.
    iv. D: Expel urine from the body.
    c. By filtering excess substances like water from the blood to form urine.

KNEC Assessment Sample 2

Section A

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

Section B

31. a. Biology, Chemistry and Physics.
    b. i. Biology: Plants, animals, or microorganisms.
    ii. Chemistry: Substances and how they interact.
    iii. Physics: Matter and energy.
    c. i. Biology.
    ii. Physics.
    d. It leads to vaccines and medicines that save lives and improve health.
32. a. i. A substance with a sour taste that turns blue litmus paper red.
    ii. A substance that feels slippery, tastes bitter and turns red litmus paper blue.
    iii. A substance used to identify whether a solution is acidic or basic.
    b. i. It turns red.
    ii. It turns pink/reddish.
    c. i. X is acidic, Y is alkaline.
    ii. Used in cooking (vinegar) and cleaning.
33. a. i. A: Fallopian tube.
    ii. B: Ovary.
    iii. C: Uterus.
    iv. D: Vagina/Cervix.
    b. i. A: Connects ovaries to the uterus and is the site of fertilisation.
    ii. B: Produces eggs and hormones.
    iii. C: Where a fertilised egg implants and grows.
    iv. D: Widens during childbirth or acts as the birth canal.
34. a. Corrosive hazard.
    b. Sulphuric acid.
    c. Cool the area under running water for 10-20 minutes, then cover with a sterile bandage.
    d. Wear protective gear like goggles and gloves and handle chemicals with care.
35. a. The filings form lines showing the magnetic field spreading from the poles.

    b. A permanent magnet retains its magnetism naturally, while an electromagnet requires an electric current.

    c. i. Increasing the electric current.

    ii. Increasing the number of coils.

    d. i. Electric motors.

    ii. Speakers or headphones.

    e. Like poles repel each other, while unlike poles attract.

KNEC Assessment Sample 3

Section A

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

Section B

31. a. i. Safety goggles.
    ii. Gloves.
    iii. Lab coat.
    b. To protect the eyes from harmful substances and chemical splashes.
    c. Bunsen burner.
    d. Burns and scalds, or cuts from broken glassware.
    e. Rinse the eye with clean water and seek medical attention immediately.
32. a. i. 1: Urinary Bladder.
    ii. 2: Vas deferens.
    iii. 3: Penis.
    iv. 4: Testis.
    b. Stores urine until it is ready to be excreted.
    c. Vas deferens.
33. a. i. A: Conical flask.
    ii. B: Thermometer.
    iii. C: Light Microscope.
    iv. D: Measuring cylinder.
    b. i. Wear protective gear.
    ii. Handle chemicals with care and read labels.
34. a. Boys: Deepening of the voice and broadening of shoulders.
    Girls: Growth of breasts and widening of hips.
    b. Practice healthy communication with trusted adults, engage in physical exercise and maintain good personal hygiene.
35. a. A: Bulbs. B: Connecting wires. C: Switch. D: Cell/Battery.
    b. The other bulb stays on with the same brightness because the current has an alternative path.
    c. In a series circuit, components are connected in a single path. In a parallel circuit, components are connected in multiple paths.

Agriculture

ANSWERS

1: CONSERVATION OF RESOURCES

A. Controlling Soil Pollution

Practice Assessment

1. Excessive use of artificial fertilisers and exposure to sewage wastewater.
2.
   a. Plastic waste can pollute soil by releasing harmful chemicals as it breaks down, inhibiting plant growth and disrupting soil organisms' habitats.
   b. Use of organic fertilisers like compost or manure.
3. Plastic water bottles can harm agriculture by leaching chemicals into the soil, obstructing water flow and creating breeding grounds for pests.
4. Industrial waste discharge, agricultural chemicals, improper waste disposal and urban run-off containing pollutants, like heavy metals and oils.
5.
   a. Contamination, leading to reduced soil fertility and potential harm to plants and organisms.
   b. Properly dispose of chemical containers through recycling or hazardous waste collection programs.
6.
   a. Reduced chemical exposure, healthier soil and plants, improved biodiversity and long-term sustainability.
   b. Crop rotation, companion planting, using natural predators and making homemade organic sprays.
7. The used automobile oil contaminates the soil with harmful chemicals, which disrupt soil structure and kill beneficial microorganisms needed for healthy plant growth.
8. Soil pollution is the contamination of soil by harmful substances.
9. B. Recycling plastic waste.
10. Soil pollution can hinder crop growth, reduce yields, contaminate food and harm farm animals by ingesting pollutants, leading to health issues, and decreased agricultural productivity.
11. Stunted growth refers to reduced growth of plants caused by soil pollution resulting from inadequate nutrient availability, toxicity or physical damage to plant roots.
12. Soil erosion, due to lack of vegetation cover and loss of habitat for soil organisms, leads to decreased soil fertility, and stability.
13. Safe farm practices help preserve soil fertility and structure, prevent erosion and protect water quality, ensuring sustainable agricultural productivity, and environmental health.
14.
   a. Monocropping is planting the same crop repeatedly in the same field.
   b. Monocropping can deplete soil nutrients, increase susceptibility to pests and diseases, and lead to soil erosion and loss of biodiversity.
15.
   a. Afforestation is planting trees in areas where they have not previously existed.
   b. Reafforestation is replanting trees in areas where they have been previously cut down.
   c. Deforestation is the clearing or removal of trees from an area, often without replanting them.
16.
   a. A. Farmyard manure
      B. Inorganic fertiliser
   b. Farmyard manure
   c. Farmyard manure is more suitable because it is organic, enriches the soil with nutrients and promotes soil health without introducing harmful chemicals.
17. Irrigation with wastewater, which may contain high levels of salts, heavy metals and pollutants, contaminating the soil over time.
18.
   a. Deforestation
   b. Increased erosion, loss of soil fertility and disruption of ecosystems.
19. Likely messages include: 'Dispose of waste responsibly', 'Use organic farming methods', 'Prevent chemical spills' and 'Plant trees to protect soil.'

20. Learners can show citizenship by participating in community clean-up events, educating others about soil conservation, advocating for sustainable farming practices and volunteering for soil restoration projects.

B. Constructing Water Retention Structures

Practice Assessment

1. Surface run-off refers to rainwater flowing over the ground surface rather than soaking into the soil.
2. Water retention ditches and water retention pits.
3. Excavation of a trench, shaping it to direct water flow, lining it with impermeable material if necessary and planting vegetation to stabilise the banks.
4. a. Water retention ditch. b. Water retention pit.
5. Surface run-off is important for gardening as it provides a source of water for plants during dry periods and helps in maintaining soil moisture levels.
6. Harvesting water for farm use ensures a consistent water supply for irrigation, reduces dependency on external water sources and promotes sustainable agricultural practices.
7. Limited capacity to hold water, potential for soil erosion if not properly maintained, difficulty in navigating around the ditch during farm activities and siltation
8.
    a. Constructing gabion baskets along the garden edges.
    b. Constructing rain gardens to capture and filter run-off.
9.
    a. Rainwater harvesting for gardening involves collecting and storing rainwater from surfaces like roofs or pavements for later use in watering plants.
    b. Contour trenches are used to direct and retain run-off by creating shallow channels or depressions along the land's natural slope, allowing water to infiltrate and irrigate plants.
10.
    a. Water retention pits and water retention ditches.
    b. These structures work to conserve surface run-off by capturing rainwater for later use and allowing water to infiltrate the soil gradually, preventing runoff.
11.
    a. Rain barrels collect rainwater for irrigation, reducing reliance on commercial water and conserving resources.
    b. Permeable paving allows rainwater to infiltrate the ground, replenishing groundwater and reducing run-off, thus benefiting plant health, and soil quality.
12. Designed pamphlet should include illustrations showing the benefits of water retention structures, step-by-step instructions for building a rain garden and tips for sustainable gardening.
13. The primary purpose of constructing water retention structures in gardening is to capture and store rainwater, reducing run-off, and ensuring a stable water supply for plants. This contributes to soil conservation by minimising erosion and improves plant health by maintaining adequate moisture levels.
14. Steps to construct a simple water retention pit include digging a pit, lining it with impermeable material, installing a water inlet and covering it with a porous surface to allow water infiltration.
15. Contour trenching involves digging shallow trenches along the contour lines of the land to slow down surface run-off, prevent soil erosion and retain moisture for plant growth.
16. Citizen participation is crucial for planning, funding and maintaining water retention structures. Examples include organising volunteer workdays for construction, monitoring structures for maintenance needs and advocating for policy support.
17. Permeable paving allows rainwater to infiltrate the ground, reducing run-off and replenishing groundwater. Combined with water retention structures, it helps mitigate flooding, improves soil health and supports sustainable urban gardening practices.
18. One creative idea they might propose is installing a green roof with built-in water retention layers, which can capture rainwater, provide insulation and support plant growth, thus managing rainwater, and enhancing plant hydration.

19.
    a. Rain garden: Cost-effective, requires maintenance and provides habitat for wildlife.
    b. Rain barrel: Requires moderate initial cost, low maintenance, has limited water storage capacity and does not provide ecological benefits such as wildlife habitat.
20. Incorporating diverse water retention structures, implementing rainwater harvesting systems and promoting water-efficient gardening techniques to mitigate the effects of climate change on urban gardens.

C. Conserving Food Nutrients

Practice Assessment

1.
    a. Light washing and minimal peeling to retain nutrients in the skin.
    b. Steaming vegetables instead of boiling to minimise the nutrient loss in cooking water.
2.
    a. Proper storage prevents nutrient loss and preserves the quality of vegetables.
    b. Using gentle cooking methods and avoiding prolonged exposure to heat helps retain nutrients.
3. Covering pots helps retain heat and moisture, reducing cooking time, thus minimising nutrient loss.
4. Factors include overcooking, exposure to air and light, peeling and using excessive water during boiling.
5. Techniques include using minimal water, cutting vegetables into large pieces and cooking for a short duration over moderate heat.
6. The designed poster should feature visuals and tips such as 'Keep skins on to retain more nutrients', 'Steam vegetables instead of boiling' and 'Store vegetables in a cool, dark place.'
7.
    a. Integrity involves preserving the nutritional quality of food by following proper handling and cooking practices.
    b. Individuals can demonstrate integrity by sourcing fresh, high-quality ingredients and avoiding overprocessing.
8. Cooking can lead to nutrient loss, but the extent varies depending on factors like cooking method and duration.
9. Nutrient-rich foods support optimal bodily functions, strengthen the immune system and reduce the risk of chronic diseases such as heart disease, and diabetes.
10. Strategies may include steaming vegetables instead of boiling them and using a variety of colourful vegetables for a diverse nutrient profile.
11. Examples include fermenting vegetables for preservation, drying vegetables for long-term storage and using indigenous cooking techniques that minimise nutrient loss.
12. Incorporating seasonal vegetables, minimising waste through proper storage and utilising cooking methods like roasting or steaming.
13. One innovative recipe they might include is a vegetable roasting with a variety of locally sourced, colourful vegetables, ensuring a diverse nutrient profile while minimising waste.
14.
    a. Fresh vegetables generally have the highest nutrient content, followed by frozen, while canned vegetables may have slightly lower nutrient levels due to processing and added salt.
    b. Each preservation method contributes to food security and dietary diversity by providing year-round access to vegetables.
15. Recommendations may include using fresh, seasonal vegetables, avoiding prolonged cooking time and pureeing instead of straining to retain fibre, and nutrients.
16.
    a. Industrial processing can lead to nutrient loss through methods like blanching, canning or freezing.
    b. Consumers can prioritise nutrient conservation by choosing minimally processed or fresh alternatives and reading labels to understand nutritional content, and additives.
17.
    a. Different colours of vegetables indicate varying nutrient profiles, with each colour representing different vitamins, minerals and nutrients.
    b. Promoting a balanced diet ensures a wide range of nutrients, supporting overall health and reducing the risk of nutrient deficiencies.

18. Common misconceptions may include boiling vegetables for longer periods, discarding cooking water and believing that all cooking methods result in similar nutrient retention.
19.
    a. Traditional methods like fermentation and drying may better preserve nutrients compared to modern methods like freeze-drying and vacuum sealing due to minimal processing, and reliance on natural preservation.
    b. Traditional methods are often more sustainable, culturally significant and accessible to communities without access to modern technology.
20.
    a. Naanta's food items had more nutritional value preserved.
    b. Overusing Njeri's food items may lead to potential health issues related to canned foods.

D. Growing Trees

Practice Assessment

1. Trees contribute to environmental conservation and ecosystem health by providing oxygen, sequestering carbon dioxide, stabilising soil, preventing soil erosion, supporting biodiversity and moderating local climates.
2.
    a. Planting seeds: Select healthy seeds, prepare a seedbed with well-draining soil, sow seeds at the appropriate depth, water gently and provide care until germination.
    b. Planting seedlings: Dig a hole twice the size of the root ball, place the seedling in the hole, backfill with soil, water thoroughly and mulch around the base.
    c. Planting cuttings: Select healthy cuttings, remove lower leaves, dip in rooting hormone (if necessary), plant in well-draining soil, keep moist and protect from harsh conditions.
3.
    a. Plan: Identify suitable planting sites, procure quality seedlings and gather necessary tools.
    b. Planting: Dig holes, plant seedlings at the appropriate depth, water gently and mulch to retain moisture.
    c. Care: Regular watering, mulching, protection from pests and harsh weather, and monitoring for growth.
4. Benefits include improving air quality, enhancing aesthetics, providing shade and shelter, supporting wildlife habitats, promoting community engagement, and mitigating the effects of climate change.
5.
    a. Delegate tasks such as site preparation, planting, watering and mulching.
    b. Coordinate teamwork through clear instructions, regular progress checks and teamwork-building activities.
    c. Encourage collaboration by fostering a sense of ownership, setting goals and celebrating achievements.
6. The designed poster should have visuals depicting trees as guardians of the environment and slogans such as 'Plant Trees, Save the Planet' and tips for tree planting.
7. By organising tree planting events, participating in forest restoration projects, advocating for tree protection policies and educating others on the importance of trees in maintaining healthy ecosystems.
8. Initiatives like agroforestry and reforestation create employment opportunities, improve food security by diversifying income sources, enhance ecosystem services such as soil fertility and water retention, and contribute to sustainable development goals.
9.
    a. Forestry, ecology and urban planning, botanist, arborist.
    b. Solutions may include promoting agroforestry, implementing sustainable logging practices and establishing community-based forest management programs.
10.
    a. Monoculture involves planting a single species, while mixed-species planting involves planting a variety of species together.
    b. The benefits of mixed-species planting include increased resilience to pests and diseases, improved soil health and enhanced ecosystem services.
11.
    a. Benefits of citizen engagement include increased community pride, active involvement in environmental stewardship and beautification of shared spaces.

b. These trees will provide shade, oxygen and habitat for wildlife, enhance the aesthetics of public areas, and contribute to the well-being of future generations.

12. Trees hold cultural significance in rituals, ceremonies and folklore, symbolising life, strength and connection to nature. Cultural values influence attitudes towards tree planting and environmental stewardship, fostering a sense of responsibility for preserving natural resources.

13. They can adopt technologies such as Geographic Information Systems (GIS) to map tree species distribution, satellite imagery for monitoring forest cover changes and citizen science platforms for collecting data on tree health, and abundance.

14. Financial incentives such as carbon offset payments, ecotourism opportunities like nature-based tourism and sustainable timber harvesting practices that ensure long-term forest productivity while generating income for local communities.

ANSWERS

2: FOOD PRODUCTION PROCESSES

A. Crop Establishment

Practice Assessment

1.
   a. The size of the planting material influences the choice of tilth by affecting soil-to-seed contact and nutrient availability. Smaller seeds require finer tilths for better seed-to-soil contact, while larger materials may need coarser tilths to avoid suffocation or obstruct root growth.
   b.
      i. Small seeds: Fine tilth to ensure adequate seed-to-soil contact.
      ii. Medium-sized seeds: Medium tilth with a balance of aeration and moisture retention.
      iii. Large planting materials: Coarse tilth for sufficient soil porosity and root penetration.
2. The expert likely emphasised the importance of preparing suitable planting sites to optimise seed germination, root growth and overall crop establishment. Tilth and soil structure play crucial roles in providing a conducive environment for seedling development.
3. a. Ox-drawn plough b. Rake
4.
   a. Matching the tilth of the planting site to the size of the planting material ensures optimal seed-to-soil contact, promotes root penetration and facilitates nutrient uptake, leading to improved crop establishment.
   b. Failing to match the tilth to the planting material's size can result in poor seed germination, restricted root growth and reduced nutrient absorption, leading to stunted or unhealthy crops.
5. Soil texture, drainage capacity, compaction level and organic matter content. Each factor affects tilth by influencing soil structure, porosity and water-holding capacity, which are crucial for seedling establishment
6.
   a. Wearing appropriate personal protective equipment (PPE), such as gloves and closed shoes to prevent injuries while using tools.
   b. To prevent accidents, reduce risks of injury and ensure a safe learning environment for all participants.
7. Poor seed-to-soil contact, inadequate moisture retention for germination and limited root development due to soil compaction, leading to reduced seedling emergence, and lower crop yields.
8.
   a. Tilth refers to the physical condition of the soil, including its texture, structure and consistency, which influence seedbed quality, and plant growth.
   b. Soil tilth affects seed germination by providing the right balance of air, water and nutrients for seedling emergence, root penetration by offering a suitable environment for root growth, and nutrient uptake by ensuring adequate soil porosity, and organic matter content.
9. Learners can minimise risks by following safety guidelines, wearing appropriate protective gear, using tools properly, maintaining clear communication, working under supervision and being aware of potential hazards, such as sharp objects or uneven terrain.
10. Rakes, hoes and spades can be used to break up soil clumps, and create a fine, crumbly texture.
11.
   a. Medium-sized seeds require a tilth that provides adequate seed-to-soil contact without being too compacted or too loose. Large planting materials require a coarser tilth to prevent soil compaction and allow for proper root penetration.
   b. Examples of medium-sized seeds include beans and peas. Examples of large planting materials are sweet potatoes and cassava cuttings.
12. Cuts or abrasions from sharp tools, strains or sprains from improper lifting and slips or falls on wet or uneven surfaces.

13.
   a. Loosening the soil to a coarse tilth using a fork or hoe, removing rocks and debris, and incorporating organic matter like compost manure to improve soil structure.
   b. Teamwork improves efficiency and safety by distributing tasks effectively, allowing for better coordination, and providing support and assistance when needed.

14. Poor root development, reduced water and nutrient uptake, and increased susceptibility to environmental stressors, leading to low survival rates, and poor plant growth.

15.
   a. Faster and more uniform germination, better root establishment and healthier plant growth in the fine tilth compared to the coarse tilth.
   b. Sarah's experiment highlights the importance of tilth in crop establishment, demonstrating how soil texture affects seedling development and overall plant performance.

16.
   a. Modern technology, such as tractors equipped with tillage implements or seed drills, has streamlined soil preparation processes, enabling farmers to achieve optimal tilth with greater speed, and precision.
   b. Advantages: Increased efficiency, reduced labour costs and improved consistency in soil preparation. Drawbacks: High initial investment costs, dependency on machinery and environmental impacts from mechanised operations.

B. Selected Crop Management Practices

Practice Assessment

1.
   a. Thinning is important to reduce competition among plants for resources such as water, sunlight and nutrients, promoting healthier growth, and higher yields.
   b. Gently pull out or cut down excess seedlings, leaving adequate spacing between the remaining plants according to the recommended distance for the specific crop.

2.
   a. Effective weed management is crucial to prevent weeds from competing with crops for resources, such as water, sunlight and nutrients, which can lead to reduced crop yields, and quality.
   b. Methods of weed control include hand weeding, mulching and mechanical cultivation by hoeing or ploughing.

3. a. Thinning. b. Weeding.

4.
   a. Earthing-up involves mounding soil around the base of plants to support their stems, promote root development and protect tubers or roots from exposure to sunlight, pathogens, and temperature fluctuations.
   b. Earthing-up is typically performed when plants reach a certain height or after initial growth stages. Techniques include using a hoe or shovel to gently mound soil around the base of plants without damaging roots.

5.
   a. Potential outcomes may indicate that regular gapping promotes better airflow, light penetration and nutrient availability for individual plants, leading to improved growth and yield compared to no gapping.
   b. Variables such as plant spacing and competition influence crop yield and quality by affecting resource allocation, root development and overall plant health.

6.
   a. Lack of thinning results in overcrowding, where plants compete for resources, leading to stunted growth and reduced yields.
   b. Inadequate spacing during planting can also contribute to overcrowding, limiting root expansion, nutrient uptake and light penetration, further hindering crop growth.

7.
   a. Overcrowding of crops affects their growth by increasing competition for resources such as water, nutrients and sunlight, leading to reduced yields, stunted growth and increased susceptibility to pests, and diseases.
   b. Physical methods for effective weeding in rural areas include hand weeding, hoeing and mulching, which are manual techniques that help control weeds without relying on chemicals.

8. Weeds compete with crops for resources, including water, nutrients and sunlight, leading to decreased crop growth, reduced yields and increased labour and costs for weed management.
9.
    a. Increased crop yields and quality: Proper management practices optimise resource use and minimise losses, leading to higher productivity.
    b. Weed and pest control: Effective management reduces competition from weeds and minimises pest damage, preserving crop health and yield.
    c. Soil health improvement: Practices such as crop rotation and cover cropping enhance soil fertility, structure, and nutrient cycling.
    d. Sustainability and resilience: Proper management practices contribute to long-term farm viability by conserving resources, minimising environmental impacts and enhancing resilience to climate variability.
10.
    a. Monoculture refers to the practice of growing a single crop species over large areas of land.
    b. Monoculture farming practices can lead to increased pest and disease pressure, soil degradation, nutrient depletion, and loss of biodiversity, ultimately affecting crop health, productivity, and soil fertility.
11. Advantages of earthing-up include improved support for plant stems, increased root development, better water and nutrient uptake, and protection against temperature fluctuations, and soil erosion.
12.
    a. Overcrowding, which can result in stunted growth, reduced yields and increased vulnerability to pests, and diseases due to limited resources available for each plant.
    b. Waiyaki should adopt a better approach to crop spacing management by following recommended spacing guidelines and thinning out excess seedlings to ensure adequate room for each plant to grow, and thrive.
13. B. Hand weeding
14.
    a. Increased competition for resources like water, nutrients and sunlight, leading to stunted growth and reduced yields.
    b. Greater susceptibility to pests and diseases due to overcrowding, resulting in decreased crop health, and increased management efforts.
    c. Poor air circulation and light penetration among crowded plants, further inhibiting growth, and increasing vulnerability to fungal diseases.
15. Gapping is removing weak or excess seedlings from densely sown areas to provide adequate spacing between plants, promoting optimal growth and development.
16.
    a. Weak plant support leading to bending under the weight of fruits or foliage.
    b. Shallow root systems resulting in reduced water and nutrient uptake, making plants more susceptible to drought stress.
17.
    a. Physical weeding methods target weeds directly, minimising damage to crops and reducing the need for herbicides, thus promoting sustainable agricultural practices.
    b. Physical weeding allows for selective removal of weeds, preserving beneficial organisms and soil structure while minimising disturbance to the soil compared to intensive tilling.
18.
    a. Gapping: Ensures proper spacing between plants, reducing competition for resources and promoting optimal growth, and development.
    b. Thinning: Removal of excess seedlings to achieve recommended plant density, enhancing resource availability and improving crop performance.
    c. Weeding: Removing unwanted plants (weeds) to reduce competition with crops for resources and minimise yield losses.
    d. Earthing-up: Mounding soil around the base of plants to provide support, promote root development and protect crops from environmental stresses.
19. Physical methods are more environmentally friendly because they minimise the use of

synthetic chemicals, reduce soil and water pollution, and promote environmental health.

20. A likely cause is overcrowding, where plants compete for resources, leading to stunted growth, decreased yields and increased susceptibility to pests, and diseases. Proper thinning and spacing are essential to ensure optimal plant density and resource allocation for healthy crop growth.

C. Preparing Animal Products: Eggs and honey

Practice Assessment

1.
   a. Sorting eggs is important for product quality and safety as it ensures that only clean, intact and properly sized eggs reach consumers, reducing the risk of contamination, and ensuring uniformity in appearance and quality.
   b. Eggs are sorted based on size, quality (such as shell integrity and cleanliness) and weight to meet market standards, and consumer preferences.

2.
   a. Crushing honeycomb frames: The frames are crushed to release the honey from comb cells. Staining the honey: The crushed honey is passed through a fine sieve or cloth to remove impurities such as beeswax, pollen and debris.
   Crushing and straining allows the collection of clean, edible honey while separating it from solid materials, ensuring quality and safety for consumption.
   b. To prevent contamination and ensure the quality, and safety of the honey. Proper cleaning of equipment, wearing protective gear and maintaining a clean work environment are essential practices during honey extraction.

3. a. Honey uncapping knife
   b. Honey strainer
   c. Beekeepers suit

4.

Traditional honey extraction methods	**Modern honey extraction techniques**
Manual extraction methods.	Use of mechanical extractors.
Crushing and straining.	Centrifugal extraction.
Labour-intensive.	Faster extraction process.
Low initial investment costs.	Higher initial investment costs.
Limited processing capacity.	Increased processing efficiency.

5.
   a. Proper packaging is important in preserving the quality and shelf life of honey by protecting it from moisture, light, and contamination.
   b. Packaging materials such as glass jars, plastic containers or tin cans are suitable for honey. They should be non-reactive, airtight and durable to maintain honey quality.

6.
   a. Sorting ensures that only eggs of similar size and quality are packed together, improving product uniformity, and consumer satisfaction.
   b. Grading categorises eggs based on quality standards, allowing consumers to make informed purchasing decisions.
   c. Packing ensures eggs are properly stored and protected during transportation and storage, reducing the risk of breakage and contamination.

7. Sorting eggs by size allows for uniform packaging and pricing, meeting consumer expectations, and facilitating efficient egg handling and storage.

8. Skipping the straining step during honey preparation will likely result in impurities in the honey.

9.
   a. Quality assurance: Proper preparation and packing ensure that only high-quality eggs and honey reach consumers, enhancing product reputation and consumer satisfaction.
   b. Safety: Adequate cleaning and handling practices during preparation minimises the risk of contamination, ensuring food safety for consumers.
   c. Extended shelf life: Proper packaging protects eggs and honey from environmental factors and physical damage, prolonging their shelf life and maintaining freshness.

10.
   a. Using appropriate containers for honey offers advantages such as maintaining product quality, facilitating transportation and storage, and enhancing product presentation, which can lead to increased marketability and consumer acceptance.
   b. Honey provides a source of income for beekeepers, promoting agricultural diversification and supporting local economies through trade, and tourism.
11. A. Pouring honey directly into containers.
12. Grading refers to the process of categorising eggs based on quality standards, including factors such as size, shell integrity, yolk colour and freshness, to meet market requirements and consumer preferences.
13.
   a. Efficient extraction of honey from honeycomb frames.
   b. Removal of impurities such as beeswax and debris, resulting in high-quality honey.
14.
   a. Regular cleaning and sanitisation of equipment, and processing areas to prevent contamination.
   b. Wearing protective gear, such as gloves and beekeeper suits, to minimise exposure to allergens,and bee stings.
15.
   a. Sorting: Ensures uniformity in product quality and appearance by categorising products based on specific criteria.
   b. Grading: Assesses the quality of products against established standards, allowing for accurate labelling and pricing.
   c. Packing: Involves storing products in suitable containers or packaging materials to protect them from damage and maintain their quality during transportation, and storage.

D. Cooking Food: Grilling, Roasting and Steaming
Practice Assessment
1.
   a. Direct grilling: Involves cooking food directly over the heat source, suitable for thin cuts of meat, seafood and vegetables for quick cooking, and searing.
   b. Indirect grilling: Involves cooking food away from the direct heat source, suitable for thicker cuts of meat and foods that require longer cooking times, allowing for even cooking without excessive charring.
2.
   a. Roasting involves coating vegetables in oil, seasoning them and baking them in an oven at high temperatures. This process caramelises the natural sugars in vegetables, enhancing their flavour and texture while preserving their nutritional value.
   b. Temperature control ensures even cooking and prevents burning, while proper seasoning adds depth of flavour to the roasted vegetables.
3.
   a. Steaming preserves the natural flavour, colour and nutrients of foods while maintaining their moisture content. It is a gentle cooking method that does not require added fats, making it a healthy option.
   b. Different types of steaming equipment include bamboo steamers, electric steamers and stovetop steamers, each suitable for various foods such as vegetables, seafood and dumplings.
4. Aesthetics and sensory appeal are crucial in culinary arts and food presentation as they enhance the overall dining experience, attract customers, and stimulate appetite.
5.
   a. Using oven mittens, aprons and chef's hats to protect against burns, ensuring proper ventilation to prevent smoke buildup, and handling hot surfaces with caution.
   b. Proper ventilation prevents the accumulation of smoke and steam, temperature control prevents overheating and burning, and handling hot surfaces with care prevents burns and injuries.
6.
   a. Grilling is suitable for foods that benefit from smoky flavours and grill marks, such as meats and vegetables.
   b. Roasting is suitable for foods that benefit from caramelisation and crispy textures, such as root vegetables and meats.
   c. Steaming is suitable for delicate foods that require gentle cooking and moisture retention, such as fish and vegetables.

7. a. Oven mitt b. Apron c. Chef's hut
8.
    a. Intense flavour infusion from smoke.
    b. Retention of natural juices, resulting in moist and tender meat.
    c. Reduced fat content as excess fat drips away during cooking.
9.
    a. Grilling food on an open flame involves placing the food directly over hot coals or flames and cooking it until done, imparting a smoky flavour.
    b. Commonly grilled foods include burgers, sausages, chicken, vegetables and seafood.
10.
    a. The advantages of steaming vegetables include retaining their vibrant colours, preserving their nutrients and creating tender yet crisp textures.
    b. Steps involve placing vegetables in a steaming basket over boiling water and cooking them until tender.
11.
    a. Steps involve seasoning the chicken, trussing it, placing it on a roasting rack in a preheated oven and cooking it until golden brown, and cooked through.
    b. Safety tips include handling raw food with care, ensuring thorough cooking to prevent foodborne diseases and using oven mitts when handling hot pans.
12. C. Steaming
13. Grilling is the more suitable for retaining moisture in the meat because the direct heat burns the exterior, sealing in juices, while roasting can sometimes lead to moisture loss due to longer cooking times and exposure to dry heat.
14.
    a. Following recipes and cooking instructions carefully.
    b. Using kitchen tools and equipment properly.
    c. Maintaining cleanliness and organisation in the kitchen.
    d. Seeking guidance from adults when handling potentially hazardous tasks.
15. a. Grilling b. Steaming c. Roasting

ANSWERS

3: HYGIENE PRACTICES

A. Hygiene in Rearing Animals

Practice Assessment

1. Maintaining clean and well-ventilated housing is important for domestic animals to prevent the spread of diseases, reduce stress, and promote overall health and productivity.
2.
    a. Steps involved in cleaning and disinfecting animal feeders and waters.
    a. Remove leftover feed and debris from feeders and waterers.
    b. Wash them thoroughly with soap and water.
    c. Rinse with clean water.
    d. Disinfect using an appropriate disinfectant solution.
    b. Using appropriate cleaning agents ensures the removal of pathogens and prevents contamination of feed and water.
3. Good hygiene practices can cut production costs by reducing disease outbreaks, minimising medication use and improving feed efficiency. It also minimises environmental pollution by reducing waste contamination and run-off.
4. A checklist keeps records of different management practices that have already been performed on animals and those that are yet to be administered to avoid confusion.
5.
    a. Overcrowding can lead to stress, aggression and reduced feed intake, negatively impacting animal productivity.
    b. Poor hygiene increases the risk of disease transmission and compromises animal welfare.
6. a. Animal feeder b. Animal waterer
7. Preventing disease transmission, promoting animal health and ensuring optimal production.
8. Install additional windows or vents to increase airflow, use exhaust fans to remove stale air and avoid overcrowding to allow for better air circulation.
9. Reduced disease incidence, improved animal welfare and enhanced productivity and performance.
10.
    a. Clean and well-ventilated housing is important to prevent respiratory diseases, maintain optimal temperature and humidity levels, and promote overall comfort and health for the animals.
    b. Proper ventilation involves ensuring adequate air exchange, removing excess moisture and ammonia, and preventing the buildup of harmful gases.
11. Daily removal of waste and soiled bedding, with a more thorough cleaning and disinfection on a weekly basis.
12. Message to include in the poster are, 'Healthy animals start with clean surroundings!' 'Practice good hygiene to keep your animals happy and thriving.'
13. D. Spread of infections.
14. Hygiene refers to practices and conditions that promote cleanliness, health and disease prevention in animal-rearing environments.
15. Common types of dirt likely found in animal habitats include faeces, urine, bedding material, food debris and cobwebs.
16. Daily cleaning is more appropriate for maintaining hygiene as it helps prevent the buildup of waste, reduces disease transmission and ensures a clean, and comfortable environment for the animals.
17. Insufficient airflow due to blocked vents or inadequate design of the housing structure.
18. The risk of contamination; leading to reduced feed quality, increased susceptibility to diseases and decreased animal performance.
19. Learners can demonstrate responsibility by regularly cleaning and disinfecting animal housing and equipment, providing clean water and nutritious feed, monitoring animal health, and promptly addressing any signs of illness or discomfort.
20. Cleaning pets helps prevent disease transmission, reduces odour, promotes a clean living environment, and strengthens the bond between pets and owners.

B. Laundry: Loose-coloured Items

Practice Assessment

1.
   a. Sorting clothes by colour and fabric type before laundering is important to prevent colour bleeding and fabric damage. Mixing colours or fabrics can result in colour transfer and staining.
   b. By bleeding onto other clothes, causing discolouration and potentially ruining the appearance of the entire fabric colour.

2.
   a. The proper hand-washing technique involves kneading and squeezing the fabric gently in lukewarm water with a mild detergent. This method helps remove dirt and stains while minimising colour fading or bleeding.
   b. Water temperature and detergent selection are crucial for effective cleaning. Lukewarm water helps prevent colour loss, while choosing a gentle detergent suitable for coloured fabrics ensures dirt and stains are lifted without damaging the colours.

3.
   a. Factors to consider when selecting an appropriate drying method for loose-coloured clothes
   i. Fabric type: Light fabrics dry faster; heavy fabrics need more airflow to prevent colour bleeding.
   ii. Weather conditions: Dry, sunny weather speeds up drying; damp weather requires indoor drying.
   iii. Available space: Enough space allows proper air circulation and even drying.
   iv. Suitable drying method: Indoor line drying or air drying is best for loose-coloured clothes.
   b. Line drying for delicate fabrics and air drying on a drying rack for thicker materials.

4. Following care labels on clothes during laundering is important to prevent damage to the fabrics and ensure garments retain their colour, and shape over time.

5.
   a. Wearing gloves when handling chemicals, avoiding mixing different cleaning products and keeping laundry areas well-ventilated.
   b. Proper ventilation and safe storage, and handling of laundry chemicals reduce the risk of respiratory irritation, and chemical burns.

6. Sustainable laundry habits, such as using energy-efficient appliances, reducing water consumption and extending the lifespan of clothes through proper care, can lead to cost savings for individuals, and communities.

7.
   a. Sorting ensures that clothes are washed with similar colours to prevent colour bleeding and maintain the integrity of the garments.
   b. Washing by kneading and squeezing helps remove dirt, and stains without causing excessive wear or colour fading.
   c. Proper drying prevents mould and mildew growth, ensuring garments remain hygienic and odour-free.

8. Sorting clothes by colour and fabric type helps preserve garment quality and prevents colour bleeding, resulting in better laundry outcomes.

9. Use indoor drying methods like hanging clothes on a drying rack near a well-ventilated area or using a dehumidifier can help dry clothes effectively indoors.

10. Maintains garment cleanliness, prevents colour transfer and staining, and minimises odour buildup.

11.
   a. Washing by kneading and squeezing involves gently massaging the fabric in soapy water to lift dirt, and stains.
   b. Kneading and squeezing is suitable for loose-coloured items as it ensures effective cleaning while minimising colour fading or bleeding.

12. Finishing in laundry after drying involves tasks like folding, ironing or hanging clothes to maintain their shape and appearance.

13. C. Air drying on a drying rack.

14. Kneading and squeezing involves gently manipulating the fabric in soapy water to remove dirt and stains without causing damage to the fabric or colour.

15. Benefits of finishing clothes after drying include reducing wrinkles, maintaining garment shape and improving overall appearance.

16.
   a. Prevents mould and mildew growth: Removes moisture that can cause mould and mildew.
   b. Maintains garment freshness and hygiene: Keeps clothes clean, fresh, and free from bacteria.

17.
   a. Kneading and squeezing ensures effective cleaning without causing excessive wear.
   b. Minimises colour fading or bleeding.

18. Ironing clothes inside-out helps protect colours and prints from direct heat, reducing the risk of fading or damage.

19. Air-drying is more environmentally friendly as it consumes less energy and reduces carbon emissions compared to using a clothes dryer.

20. Key messages leaflets may convey:
   a. Importance of sorting clothes.
   b. Proper washing techniques.
   c. Effective drying methods.
   d. Following care labels on clothes.
   e. Safety precautions during laundry.

ANSWERS

4: PRODUCTION TECHNIQUES

A. Knitting Skills

Practice Assessment

1.
   a. Knit stitch: Creates a smooth, flat fabric with a V-shaped texture, commonly used for the main body of knitted items.
   b. Purl stitch: Creates a bumpy, textured fabric with horizontal ridges, often used for decorative elements or adding texture to knitted items.
2. Practice knitting regularly to develop muscle memory, relax your grip on the needles and yarn to prevent tension from becoming too tight, and focus on maintaining a steady rhythm while knitting.
3. a. Purl stitch b. Knit stich
4.
   a. Knit stitch: Insert the right-hand needle from front to back into the first stitch on the left-hand needle, wrap the yarn around the right-hand needle, pull the loop through and slide the old stitch off the left-hand needle.
   b. Purl stitch: Insert the right-hand needle from back to front into the first stitch on the left-hand needle, wrap the working yarn around the right-hand needle, pull the loop through and slide the old stitch off the left-hand needle.
   c. Scarves, gloves, mats and table wipers.
5.
   a. Personalisation: Allows for customising colours, patterns and sizes to fit individual preferences. Skill development: Enhances knitting skills and fosters creativity.
   b. Knit and purl stitching techniques.
6.
   a. Safety measures help prevent accidental injuries, such as cuts or punctures, when handling sharp knitting tools.
   b. Use protective gloves, handle knitting tools with care and store them properly when not in use.
7. B. Wearing protective gloves.
8.
   a. Durability: Knit stitches create a sturdy fabric suitable for carrying tools.
   b. Customisation: Allows for designing a bag with specific dimensions and features.
9.
   a. Reduces waste: Handmade items can be reused and repaired, reducing the need for disposable alternatives.
   b. Sustainable materials: Using eco-friendly yarns reduces environmental impact compared to mass-produced textiles.
10.
   a. Resilience: High-quality yarns are less prone to pilling, stretching or breaking, resulting in longer-lasting knitted items.
   b. Colourfastness: Quality yarns retain their colour and texture over time, maintaining the appearance of knitted articles even after multiple washes.
11. Scarf is more suitable for beginners due to its simple design and repetitive stitching. Scarves typically involve basic knit stitches and minimal shaping, making them easier to learn for novice knitters.
12. Without proper storage or handling procedures, sharp knitting tools such as needles or scissors may cause cuts or puncture wounds, especially if left unattended or improperly stored.
13. Adhering to safety guidelines when using sharp tools, choosing eco-friendly materials and practising sustainability, and sharing knowledge and skills with others to promote responsible knitting practices.
14.
   a. Ribbing: Alternating knit and purl stitches in a pattern create stretchy, textured fabric often used for cuffs and borders.
   b. Stockinette: Alternating rows of knit and purl stitches create smooth, flat fabric commonly used for clothing.
15.
   a. Store knitting tools in a designated container to prevent loss or damage.
   b. Keep sharp tools out of reach of children and store them in a secure location.

c. Handle tools under adult supervision and learn proper handling techniques.

16.

a. Collaboration: Effective communication and division of tasks among team members.
b. Time management: Meeting deadlines and completing tasks within the allocated time frame.
c. Support: Offering assistance and encouragement to team members when needed.

17.

a. Comfort: Soft texture provides a cosy feel underfoot or on surfaces.
b. Customisation: Allows for creating unique designs and sizes to fit specific needs.
c. Environmental sustainability: Handmade items reduce reliance on disposable alternatives, promoting eco-friendly practices.

18.

a. Stress relief: Engaging in creative activities like knitting can reduce stress and promote relaxation.
b. Sense of accomplishment: Completing a handmade project boosts self-esteem and confidence.
c. Relaxation: Knitting can serve as a meditative practice, calming the mind and improving mental well-being.

19.

a. Promotes conscious consumption: Handmade items encourage thoughtful purchasing decisions and appreciation for craftsmanship.
b. Reduces waste: Handcrafted items have a longer lifespan and can be repaired or repurposed, minimising landfill waste.

20.

a. Education: Providing access to knitting resources, tutorials and workshops for skill development.
b. Mentorship: Experienced knitters can mentor beginners, offering guidance and support.
c. Community support: Knitting clubs, groups or forums foster a sense of belonging and provide opportunities for collaboration, and learning.

B. Constructing Framed Suspended Garden

Practice Assessment

1.

a. Framed suspended gardens are gardening structures that hang vertically, utilising wall space instead of traditional horizontal ground space.
b. Advantages include maximising space, better air circulation, efficient drainage and accessibility for gardening in limited-space urban environments.
c. Framed suspended gardens efficiently use vertical space, allowing for improved air circulation and drainage compared to traditional gardening methods.

2.

a. Wires, wooden planks, metal bars and poles.
b. Planning, measuring, cutting and assembling components.
c. Selecting suitable materials and structural support ensures the stability and durability of framed suspended gardens.

3.

a. Factors for selecting suitable crops include size, weight, root structure and light requirements.
b. Plan and arrange plants with adequate spacing to ensure each plant receives enough light, water and nutrients. Avoid overcrowding to minimise competition and maximise overall yield. Regularly thin out seedlings if necessary to maintain optimal growth.

4.

a. Transplanting the seedling, irrigation, application of fertiliser or manure, weeding and pest management practices.
b. Monitoring plant growth and health indicators ensures optimal conditions in framed suspended gardens.

5. a. Teepees garden b. Hanging garden

6.

a. Framed suspended gardening in urban areas can reduce food costs, create income opportunities and improve local food security. Environmentally, it can reduce urban heat, recycle organic waste and increase green spaces, contributing to better air quality and biodiversity.
b. They contribute to addressing food insecurity by providing local food sources.

c. Framed suspended gardens promote self-sufficiency by enabling individuals to grow their own food.

7.
a. Increased access to fresh produce, enhanced aesthetic value, enhanced food security and improved mental well-being.
b. Framed suspended gardens can demonstrate ecological principles, show how resources like water and nutrients are cycled, teach sustainable growing practices, and illustrate urban planning concepts such as efficient use of limited space, and integrating green areas into cities.

8. Framed suspended gardens in schools or communities can improve local food systems by providing fresh produce, promote environmental stewardship through sustainable growing practices and enhance community well-being by encouraging collaboration, creativity, and healthy lifestyles.
9. The importance of framed suspended gardening for sustainability, food security and urban agriculture.
10. C. Wooden planks
11. Framed suspended gardens are suitable for urban environments due to space optimisation and vertical gardening capabilities.
12. Poor positioning in framed suspended gardens can lead to inadequate sunlight exposure, resulting in struggling crops.
13. Key messages poster might convey include construction steps, the benefits of framed suspended gardens and their suitability for urban environments.
14. Learners can demonstrate responsibility by practising sustainable gardening methods and resourcefulness, and promoting the use of framed suspended gardens in urban crop cultivation.
15. Alcoves, windowsills, terraces and backyards.

C. Adding Value to Crop Produce
Practice Assessment

1.
a. Potatoes, cassava, groundnuts, simsim, sweet potatoes and pumpkin.
b. Crops with their value additional product.

Crop	Value additional product
Potato	Potato chips
Cassava	Cassava flour
Groundnut	Groundnut butter
Sweet potato	Sweet potato crisps
Pumpkin	Pumpkin seeds snacks

2. Roasting, grinding into butter, making groundnut-based snacks or extracting oil.
3. Market demand, shelf life of crops, processing infrastructure availability, nutritional content and profitability.
4.
a. Increases market value and profitability: Value-added products sell at higher prices.
b. Extends shelf life: Drying and frying reduce moisture, slowing spoilage and reducing losses.
c. Creates diversified products: Produces different items from the same crop, expanding market opportunities.

5.
a. Value can be added by cleaning, peeling, slicing, drying, frying and packaging the produce into ready-to-consume chips, and snacks.
b. Processed crop produce has a longer shelf life, improved flavour and appearance, provides convenient, ready-to-eat products that are easier to store, and transport.

6.
a. Processed crop produce often commands higher prices due to added value and convenience.
b. Processing extends the storage life of crop produce by removing moisture and inhibiting microbial growth.

7. C. Drying
8. Value addition refers to enhancing the value of raw agricultural products through processing or other methods to increase market desirability and profitability.
9. a. Roasted peanuts b. Fried cassava
c. Boiled potatoes d. Roasted simsim
10.
a. Increases market value and profitability.
b. Creates convenient, ready-to-eat snack options.

11.
a. Increases market value and profitability.
b. Reduces post-harvest losses.

12.
a. Drying: Removes moisture, extending shelf life.

b. Frying: Adds flavour and texture.
c. Storage life: Processing enhances market value and extends storage life.

13. Drying is more suitable for preserving nutrients in sweet potatoes as it involves low heat, minimising nutrient loss.
14. Learners can demonstrate responsibility by adopting sustainable farming practices, ensuring quality control and promoting fair trade principles.
15. Value-added products can command higher prices due to added convenience and quality, opening new market opportunities and improving farmers' incomes and livelihoods.
16. Quality control and food safety measures are crucial to ensure consumer satisfaction, meet regulatory standards and prevent foodborne illnesses.
17. Value addition reduces post-harvest losses by extending shelf life through processing methods like drying, thereby mitigating economic losses.
18. Frying and roasting.
19. Food processing industries create employment, stimulate rural development, promote food security and contribute to nutrition by processing, and distributing nutritious food products.
20. Reducing food waste, promoting sustainable farming practices, supporting rural development, reducing poverty, encouraging gender empowerment and enhancing environmental conservation.

D. Making Homemade Soap

Practice Assessment

1.
   a. Liquid soap, cake or bar soap, paste soap and powder.
   b. Cake or bar soap is used for handwashing and bathing. Paste soap is suitable for laundry and general cleaning tasks.
   c. Personal preference (such as fragrance or texture), cleaning needs (type of dirt or intended use) and convenience (ease of storage, handling and use).
2.
   a. Ashes, salt, water, animal fats, plant oils.
   b. Ingredient selection, preparation, mixing, heating or processing and moulding.
   c. Saponification: It involves the reaction between fat or oil and an alkali for solid soap or potassium hydroxide for liquid soap.
3.
   a. Cost-effectiveness, customisation and environmental sustainability.
   b. Homemade soap can be customised by adjusting ingredients, fragrances and additives to suit individual preferences, and skin sensitivities, such as using gentle oils for sensitive skin or adding moisturisers and natural scents.
4.
   a. Lather, scent, cleansing power and skin feel.
   b. Changes in ingredient ratios affect hardness, lather and cleansing ability. Additives influence scent, colour, texture and skin benefits. Processing techniques determine smoothness, curing time and overall quality of the soap.
5. It enhances the local economy, preserves traditional craftsmanship and fosters community cohesion.
6.
   a. Proper handling of lye.
   b. Use of protective gear, such as gloves and goggles.
   c. Ventilation to avoid inhalation of fumes.
7. They promote sustainability, build self-reliance and strengthen community resilience.
8.
   a. Liquid soap: Convenient for handwashing and general cleaning.
   b. Cake or bar soap: Suitable for handwashing and bathing.
   c. Paste soap: Used mainly for laundry and household cleaning tasks.
   d. Powder soap: Commonly used for laundry.
9.
   a. Homemade can be as effective as commercial cleaning products, especially for removing dirt and grease.
   b. Dilute liquid soap for cleaning, use bar soap directly for handwashing or bathing and adjust formulations for specific cleaning tasks.
10. C. Plant oil
11.
   a. Natural ingredients are biodegradable, reducing environmental impact.
   b. Homemade soap often involves less packaging waste compared to commercial products.

12.
    a. Natural ingredients are less likely to cause skin irritation or allergic reactions.
    b. Homemade soap can retain more glycerine, which moisturises and softens the skin.
13.
    a. Natural ingredients: Provide gentle cleansing without harsh chemicals, reducing skin irritation.
    b. Sustainability: Utilises renewable resources and reduces environmental impact.
    c. Household use: Promotes self-sufficiency and reduces reliance on commercial soap products.
14. Liquid soap is more suitable for beginners because it is simpler to make and handle compared to bar soap, which involves additional steps like moulding, cutting and packaging.
15. Lack of proper ventilation can pose dangers, such as inhalation of fumes from chemicals, leading to respiratory irritation or poisoning.
16. Steps to be followed in making homemade soap.
    a. Preparing the lye solution.
    b. Heating the animal fat or plant oil.
    c. Combining the mixture of lye with warm animal fat or plant oil.
    d. Cooking the soap paste.
    e. Diluting the paste with hot distilled water and stiring.
    f. Allowing the soap to coal and pouring it into clean containers.

ASSESSMENT TEST ANSWERS

ASSESSMENT TEST 1

1.
   a. Retains more nutrients compared to boiling or frying.
   b. Preserves natural flavours and textures.
   c. Requires minimal added fats or oils, making it a healthier cooking option.
2. Grilling is cooking food over an open flame or heat source, often on a grill or barbecue, to impart a smoky flavour and charred exterior while cooking the food evenly.
3. Earthing-up
4.
   a. Locally available materials: Reduce costs and environmental impact, making gardening accessible to more people.
   b. Vertical gardening: Maximises space utilisation, ideal for urban environments with limited space.
   c. Crop establishment: Provides support for plants, facilitates better air circulation and drainage, promoting healthy growth.
5.
a. Basic knitting stitches and techniques.
   b. Safety precautions such as using blunt-tipped needles, carefully handling of scissors and avoiding distractions while knitting.
6.
   a. Small seeds – fine tilth.
   b. Medium seeds – medium tilth.
   c. Tubers and cuttings – coarse tilth.
7. a. Course tilth b. Fine tilth
8.
   a. Retains juices and flavours, resulting in tender, flavourful meat.
   b. Creates a crispy exterior, adding texture and visual appeal to the dish.
9.
   a. Potential hazards: Accidental punctures or cuts from sharp needles, strain or injury from repetitive motions.
   b. Safety measures: Use needle guards or caps when needles are not in use, take breaks to prevent fatigue and maintain proper posture while knitting to avoid strain.
10.
   a. Grilling: Imparts smoky flavour, creates charred exterior, suitable for meats and vegetables.
   b. Roasting: Produces tender, flavourful results with crispy exteriors, ideal for meats and vegetables.
   c. Steaming: Retains nutrients and natural flavours, ideal for vegetables, fish and delicate proteins.
11.
   a. Clean feeders and waterers prevent contamination, and disease transmission.
   b. Well-ventilated housing reduces humidity and prevents respiratory diseases in animals.
12.
   a. Effectiveness: Natural detergents can clean clothes effectively without harsh chemicals.
   b. Cost: Homemade laundry products are often cheaper than commercial options.
   c. Environmental impact: They reduce water pollution and packaging waste, promoting sustainability.
13.
   a. Prevents colour bleeding and fabric damage; ensures more efficient washing and better cleaning results.
   b. Separate clothes based on colour (light, dark and white) and fabric type (delicate, sturdy).
14.
   a. Recycled plastic containers or bottles.
   b. PVC pipes or metal rods.
   c. Bamboo or wooden poles.
15.
   a. Implementing reforestation projects.
   b. Promoting sustainable land management practices.
   c. Enforcing forest conservation laws.
   d. Raising awareness about the importance of forests for biodiversity, climate regulation and ecosystem services.
16.
   a. Increased market value and profitability for farmers; extended shelf life and reduced post-harvest losses.

b. Processing into chips, snacks or flour; canning or pickling; making purees and sauces.

17.
a. Creates diversified product lines, tapping into new markets and consumer preferences.
b. Enhances product quality and market desirability, leading to higher prices and better market positioning.

18.
a. Promotes health by using natural ingredients and avoiding harmful chemicals.
b. Fosters equity by empowering individuals to create their own cleaning products.
c. Supports ecological integrity by reducing reliance on commercial, environmentally damaging products and packaging.

19.
a. Planting cover crops to protect soil from wind and water erosion, improve soil structure and increase organic matter.
b. Implementing contour ploughing or terracing techniques to reduce water run-off and soil displacement on sloping terrain.

20. a. Stem cutting b. Suckers
c. Seeds d. Tubber

21.
a. It helps regulate temperature, preventing heat stress or cold-related illnesses.
b. Reduces humidity and ammonia levels, lowering the risk of respiratory diseases, and infections.

22.
a. Fortification: The process of adding essential nutrients to foods to improve their nutritional value and help address nutrient deficiencies in the people.
b. Supplementation: The provision of additional nutrients, usually through dietary supplements, to meet specific nutritional needs or address deficiencies.

23. To prevent accidents and injuries. Proper training, supervision and use of personal protective equipment can minimise risk, and ensure a safe working environment for everyone involved.

24. Using bleach on loose-coloured garments can cause colour fading or discolouration, which damages the appearance of the fabric and may shorten the garment's lifespan.

25.
a. Agroforestry systems enhance soil fertility through nutrient cycling, improving water retention and infiltration, and increasing crop yields through intercropping, and windbreaks.
b. Agroforestry practices promote sustainable land use by conserving biodiversity, improving soil fertility and maintaining ecosystem health. They contribute to food security by diversifying farm production and incomes, and enhance climate resilience by sequestering carbon, reducing soil erosion, and mitigating the impacts of extreme weather through agroecological principles, and ecosystem services.

26. Instilling a sense of national pride and responsibility for preserving natural resources, enhancing national resilience to climate change and ensuring a sustainable future for future generations.

27. Inadequate hygiene practices, such as using unclean equipment or improper storage conditions, leading to contamination of the honey products.

28.
a. Preheat the grill to moderate heat and clean the grates.
b. Cut vegetables into uniform pieces for even cooking.
c. Brush vegetables with oil to prevent sticking and enhance flavour.
d. Grill vegetables over direct heat, turning them occasionally until tender and lightly charred.
e. Monitor cooking time and adjust heat as needed to prevent burning.

29. Reflect on nutrient loss experience and changes in food preparation approach.

30. A framed suspended garden consists of a sturdy frame made of wood or metal, with multiple tiers or shelves suspended horizontally. Each tier contains containers or planters filled with soil or growing medium, in which crops are planted.

ASSESSMENT TEST ANSWERS

ASSESSMENT TEST 2

1. Grading eggs ensures uniformity in quality, size and freshness. Consumers can make informed decisions based on graded eggs, leading to satisfaction and trust in the product. Additionally, grading facilitates' compliance with regulatory standards, enhances product presentation and supports fair pricing in the market.
2. a. Spade b. Fur remover
   c. Foot pump d. Rakes
3.
   a. Clean feeders and waterers are crucial for maintaining animal health and hygiene. They help prevent contamination of feed and water, thus reducing the risk of disease transmission and ensuring optimal nutrition for the animals.
   b. Well-ventilated housing provides adequate airflow, which is essential for maintaining optimal air quality, controlling humidity levels and preventing the buildup of harmful gases such as ammonia. It helps minimise respiratory diseases and promotes overall animal welfare, and productivity.
   c. Clean animal structures, including shelters, barns and cages, are essential for providing a safe and hygienic environment for the animals. Regular cleaning and sanitisation reduces the risk of disease transmission, improves comfort and support overall health, and well-being of the animal.
4.
   a. Sorting: It involves separating loose-coloured items based on colour, fabric type and washing instructions to prevent colour bleeding and fabric damage during laundering.
   b. Washing by kneading and squeezing: This is a gentle washing technique suitable for delicate fabrics, ensuring thorough cleaning without stretching or distortion.
   c. Drying: Refers to the process of removing moisture from laundered items, either through air drying or machine drying, to prevent mildew, odours and fabric damage.
   d. Finishing: This is the final steps in the laundering process, which includes ironing, folding or hanging clothes for storage or immediate use, to ensure a neat and presentable appearance.
5.
   a. Through practices such as minimising food waste.
   b. Choosing nutrient-dense foods.
   c. Adopting sustainable farming and food production methods.
   d. By consuming a balanced diet rich in essential nutrients, individuals support their own health while also reducing the environmental impact associated with food production, transportation and waste.
6. Nutrient integrity refers to maintaining the quality, quantity and bioavailability of nutrients in food from production to consumption. It involves preserving the nutritional value of food by minimising losses during storage, processing and cooking, ensuring that consumers receive maximum nutritional benefits from their diet.
7.
   a. Incorporating native plant species in rain gardens enhances water retention and environmental conservation in urban areas.
   b. Native plants adapt to local climate and soil conditions, requiring less water and maintenance compared to non-native species.
   c. Their deep roots improve soil structure, reduce erosion and absorb excess water, thereby mitigating flooding and improving water quality.
   d. Native plants provide habitat and food for local wildlife, supporting ecosystem health and resilience.
8. a. Pest and disease control b. Weeding
9.
   a. The importance of soil health.
   b. Proper irrigation techniques.
   c. Integrated pest management strategies.
   d. Sustainable agricultural practices.

e. The benefits of crop rotation.
f. Soil conservation methods.
g. The use of organic fertilisers to promote long-term productivity and environmental sustainability.

10. Providing consumers with essential information about the product's origin, production methods, quality standards and safety precautions.
11. Processed crop produce is priced higher than raw produce due to value-added processing, which involves additional steps such as cleaning, sorting, packaging and preservation to enhance shelf life, convenience, and quality.
12.
    a. Compacted soil: Limits water infiltration, increasing surface run-off.
    b. Lack of vegetation cover: Reduces interception and absorption of rainfall, leading to increased surface run-off.
    c. Steep slopes: Allow water to move rapidly downhill, reducing infiltration time.
    d. Poor drainage systems: Cause water accumulation and overflow, increasing surface run-off.
13.
    a. Eggs are highly versatile food ingredients with various culinary applications due to their unique properties, such as binding, leavening and emulsifying. They contribute to the texture, flavour and nutritional profile of dishes, making them essential in baking, cooking and food processing.
    b. Examples of egg-based dishes and products commonly found in the food industry include omelettes, quiches, frittatas, cakes, cookies, pastries, mayonnaise, custards, meringues among other desserts and baked goods.
14.
    a. Tension refers to the tightness or looseness of stitches while knitting. Maintaining consistent tension is important because it ensures uniform stitches, accurate sizing, proper shape and an even appearance of the finished household article.
    b. Safety precautions are measures taken to prevent accidents or injuries during knitting. These include using appropriate needles (such as blunt-tipped ones where suitable), storing needles safely when not in use and handling them carefully to avoid pricks or punctures.
15. Tension control is vital in achieving uniformity in knitted articles because it ensures that each stitch is of consistent size and tension throughout the project. Proper tension prevents the fabric from being too loose or too tight.
16.
    a. Mechanised systems: Increase efficiency, reduce labour costs, enable large-scale production, and allow precise and timely operations.
    b. Manual systems: Require lower capital investment, allow careful handling of crops and are suitable for small-scale farming.
17. a. Yarns b. Knitting needles
18. Drying clothes inside-out helps to protect the fabric's surface and colours from direct exposure to sunlight, reducing the risk of fading or discolouration over time.
19. Hand weeding, mulching with organic materials, intercropping with weed-suppressive crops and using natural herbicides derived from plant extracts or livestock waste.
20. Homemade soap refers to soap made at home using natural ingredients and methods, typically without synthetic additives or harsh chemicals.
21. For cleaning toilet surfaces, Njuguna should consider making liquid soap, as it is easier to apply and rinse compared to solid soap.
22.
    a. Ensures good seed-to-soil contact for proper moisture absorption.
    b. Facilitates uniform germination and healthy seedling growth.
23. Supporting sustainable food systems is important because it ensures access to safe and nutritious food, conserves natural resources and biodiversity, mitigates climate change, and promotes resilience to environmental challenges.
24.
    a. Efficient use of space: Allows vertical cultivation, making it ideal for small urban areas.
    b. Better air circulation and drainage: Elevated tiers improve airflow around plants and prevent waterlogging.

c. Aesthetic enhancement: Adds visual appeal to indoor or outdoor spaces while growing crops.

25. a. Uncapping knife
    b. Storage containers
26. Effective cleaning power and environmentally friendly compared to commercial products.
27. Check dams are important in vegetable farming because they help control soil erosion, manage water run-off and conserve soil moisture. By slowing the flow of water, they allow sediment to settle, preventing soil loss and maintaining soil fertility for healthy vegetable crops.
28.
    a. Misleading consumers.
    b. Potential health risks due to inadequate information about ingredients or allergens.
    c. Non-compliance with regulatory requirements.
    d. Loss of trust in the brand or product.
29. Foot pumps are used in cleaning animal housing and shades by providing a hands-free method to spray water or disinfectant. They help remove dirt, manure and other waste efficiently, improving hygiene, reducing the spread of diseases, and maintaining a clean and healthy environment for the animals.
30. Fermentation and blanching followed by vacuum-sealing. Fermentation enhances the bioavailability of nutrients and adds depth of flavour. Blanching followed by vacuum-sealing preserves nutrients, flavour and texture by inactivating enzymes, and preventing oxidation during storage.

ASSESSMENT TEST ANSWERS

KCSE ASSESSMENT TEST 1

Section A

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

Section B

31.

a. Sustainable farming practices are ways of farming that produce food while protecting the environment, conserving resources such as soil and water, and ensuring farms remain productive in the future.

b.

i. Tree roots bind soil particles together, preventing soil erosion.

ii. Tree canopies reduce the impact of falling raindrops, thereby reducing splash erosion.

iii. Fallen leaves decompose to add organic matter (humus), improving soil structure.

iv. Trees act as windbreaks, reducing wind erosion.

c.

i. Select a suitable site that is well-drained and shaded to prevent waterlogging and excessive sun.

ii. Dig a pit of appropriate dimensions. For example, 1.2 m × 1.2 m × 0.5 m deep.

iii. Place a layer of coarse, dry materials, such as maize stalks or twigs, at the bottom to improve aeration and drainage.

iv. Add alternating layers of green matter (kitchen or farm waste), dry matter (leaves or straw), animal manure and a thin layer of topsoil.

v. Water the layers lightly and cover the pit with dry grass or leaves to conserve heat and moisture, which facilities decomposition.

d.

i. Prevents spoilage and wastage during the peak season.

ii. Ensures the availability of the fruits during the off-season.

iii. Makes transportation and storage easier (for example, dried mangoes).

iv. Adds value, allowing the farmer to sell them at a better price.

32.

a. Egg candling

b.

i. To check for internal cracks in the shell.

ii. To ensure the air space is of the correct size and position.

iii. To check for the presence of blood spots or meat spots.

c.

i. Ruffled or staring feathers.

ii. Drooping wings and dull eyes.

iii. Loss of appetite or reduced feed and water intake.

iv. Abnormal droppings, such as bloody or watery diarrhoea.

d.

i. Heat a sufficient amount of cooking oil in a deep pan until it reaches the correct frying temperature (slight haze).

ii. Pat the prepared fish dry and lightly coat it with seasoned flour or batter to prevent sticking and splattering.
iii. Carefully lower the fish into the hot cooking oil and fry until golden brown and cooked through, then drain it on absorbent paper.

33.

a. Kales, spinach

b.

i. Near a reliable water source for easy watering.
ii. Gently slopingor well-drained area to prevent waterlogging.
iii. Secure from pests, wild animals and domestic livestock.
iv. Sheltered from strong winds but with access to sufficient sunlight.
v. Previous cropping history (avoid areas where crops of the same family were recently grown).

c.

i. They harvest and collect surface run-off water effectively.
ii. They reduce the rate of water evaporation from the soil surface by sheltering the soil from dry winds.
iii. The moisture is retained in the root zone for a longer period compared to flat or raised beds.

34.

a.

i. Knitting uses two or more straight, pointed needles, whereas crocheting uses a single hook.
ii. Knitting needles hold multiple live stitches at once, while a crochet hook usually holds only one active loop at a time.

b.

i. Keep the knitting needles pointed away from yourself and others.
ii. Avoid distractions while knitting to prevent injuries.
iii. Take regular breaks to prevent hand or wrist strain.

35.

a. Grilling of meat

b.

i. Protects the product from physical damage, dust and contamination.
ii. Extends the shelf life by protecting against moisture and air.
iii. Makes the product more attractive to buyers, increasing sales.
iv. Makes transportation and handling easier.

36.

a.

i. Immediately blot the stain with an absorbent cloth or paper towel to remove excess ink (do not rub).
ii. Rinse the stained area with cold milk or apply a stain remover or methylated spirit from the back of the stain.
iii. Wash the garment normally in warm, soapy water and rinse thoroughly.

b.

i. To kill any pests or parasites (such as lice or ticks) and their eggs.
ii. To kill disease-causing microorganisms or bacteria that may remain after washing.
(**Note**: making them look neat is aesthetic, not hygienic).

37.

a. Installation of a footbath with disinfectant for all pedestrians.
b. Use of a wheel bath or spray for all entering vehicles.
c. Restricting entry to authorised personnel only or locking the gate.
d. Keeping a visitor logbook.

38.

a. Fine tilth
b. Onion seeds, coriander seeds.

ASSESSMENT TEST ANSWERS

KCSE ASSESSMENT TEST 2

Section A

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

Section B

31.

a. Soil pollution is the introduction of harmful substances into the soil.

b. Plastics, electronic waste, oil spill, agro-chemicals.

c.

i. Excessive use of farm chemicals kills beneficial soil organisms, makes the soil acidic or less fertile and contaminates underground water.

ii. Improper disposal of chemical containers makes soil toxic and unsafe for plants, and living organisms.

iii. Acid rain makes the soil more acidic and leads to the loss of essential nutrients.

iv. Dumping of solid waste, such as plastics, reduces soil fertility and contaminates the crops since they are non-biodegradable, and therefore remain in the soil for long.

d.

i. Artificial fertilisers pollute the soil by changing its chemical balance, increasing its acidity and salt content, and harming beneficial organisms. This reduces the soil's long-term fertility.

ii. Plastics and polythene do not decompose and can block plant roots from accessing water, and nutrients. They also suffocate small living organisms in the soil, leading to their death.

e. Loss of soil fertility, poor yields, food insecurity, death of beneficial organisms.

32.

a. A water retention structure is a structure built to collect and store rainwater or run-off for future use, especially for crop production, and livestock.

b. Water retention pit and water retention ditch.

c. Banana suckers, arrow roots, napier grass, sugarcane.

33.

a. Grilling

b. To improve taste and flavour, and to make it safe for consumption.

c. Blanching is the practice of briefly dipping vegetables in hot water and then dipping them in cold water to preserve colour.

34.

a. Purl stitch

b. Knit stitch

35.

a. Rake

b. Cleaning, oiling movable parts, sharpening cutting tools, using for the right purpose, storing well.

c.

i. Gapping is the practice of replacing plants that failed to germinate or died.

ii. Earthing-up is the heaping of soil around the base of a plant to support it and promote root growth.
iii. Thinning is the removal of excess seedlings to prevent overcrowding and ensure proper growth.
iv. Pruning is the removal of excess, dead or diseased branches to improve health and yield.
v. Weeding is the removal of unwanted plants (weeds) from crops to prevent competition for water, nutrients, sunlight and space.

36.

a. Cake or bar soap, paste soap, powder soap, liquid soap.
b.
i. Cost-effective: Homemade soap is usually cheaper than commercial soap.
ii. Safe and natural: It can be made from natural ingredients, reducing exposure to harmful chemicals.
iii. Customisable: Ingredients, scents and colours can be adjusted to suit personal preferences or skin types.
iv. Environmentally friendly: Homemade soap reduces packaging waste and can be made from sustainable ingredients.

37.

a. Hanging garden
b. Beans, spinach and kales.
c.
i. Saves space: Crops are grown above the ground, making it ideal for small farms, backyards or areas with limited land.
ii. Reduces soil-borne pests and diseases: Growing crops above ground limits contact with soil pests and certain diseases, helping to improve plant health, and yield.
d. Tyre garden, organic sack garden, container garden.

38. Fine tilth, medium tilth and coarse tilth.

ASSESSMENT TEST ANSWERS

KCSE ASSESSMENT TEST 3

Section A

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

Section B

31.

a. A farmer applying fertiliser in a maize farm.

b. Wear gloves and gumboots, and avoid eating or drinking while handling fertilisers.

c. Regularly removing silt and debris from the ditch to prevent blockages, and ensure proper water flow.

d.

i. Increases soil acidity or changes soil pH.

ii. Destroys useful soil micro-organisms.

iii. Leads to accumulation of toxic salts in the soil.

iv. Deteriorates soil structure over time.

32.

a. Conserves soil moisture for crops and reduces soil erosion on the farm.

b. It prevents soil erosion by slowing down run-off.

c.

i. Clear the vegetation on the selected site across the slope.

ii. Mark the layout of the ditch across the slope using pegs and string.

iii. Dig a trench of appropriate width and depth, throwing the excavated soil on the lower side to form an embankment.

iv. Plant grass or cover crops on the embankment to stabilise the soil and prevent erosion.

33.

a.

i. Wash the cabbage before cutting to avoid leaching of water-soluble vitamins.

ii. Cut the cabbage into large pieces rather than very fine shreds.

iii. Cook for a short time (do not overcook).

iv. Cover the pot tightly while cooking to trap steam and minimise oxidation.

v. Serve and eat immediately after cooking.

b.

i. Change in colour (for example, from green to red or yellow).

ii. Attaining its maximum size.

iii. Slight softening of tomato fruits.

c.

i. To reduce competition for space, allowing the roots to expand fully.

ii. To reduce competition for nutrients and water, ensuring healthy growth.

iii. To improve air circulation, reducing the spread of pests and diseases.

34.

a. A balanced diet is one which provides all essential nutrients (carbohydrates, proteins, fats, vitamins and minerals) in the right proportions for good health.

b. Eating a balanced diet helps in maintaining good health and strong immunity.

c.

i. Nutritional needs of the people (ensure a balanced diet with carbohydrates, proteins and vitamins).
ii. Age and health status of the individuals.
iii. Availability of ingredients or foods in season.
iv. Time available for preparation and cooking.
v. Variety in colour, texture and flavour to make the meal appetising.

35.

a.

i. Wash quickly in cool or warm soapy water (do not soak).
ii. Knead and squeeze gently (avoid excessive rubbing or wringing).
iii. Rinse thoroughly in cold water, adding salt in the final rinse to fix the colour.

b.

i. To prevent the colours from fading due to direct sunlight.
ii. To maintain the strength of the fabric fibres which can be weakened by harsh Ultraviolet (UV) rays.

c.

i. Measure the correct proportions of fat or oil, water and caustic soda (alkali).
ii. Carefully dissolve the caustic soda in water (always add soda to water, not vice versa) and allow it to cool.
iii. Warm the fat or oil slightly and slowly pour the caustic soda solution into the oil while stirring continuously.
iv. Stir until the mixture reaches 'trace' (thickens like custard), then pour into molds and leave to cure.

36.

a. Singeing
b. To remove the fine hair or pinfeathers left on the skin after plucking.

37.

a. Cleaning the hutch regularly to remove droppings and urine.
b. Cleaning and disinfecting feeding, and watering equipment daily.
c. Providing clean, fresh bedding or nesting material and replacing it when soiled.
d. Isolating sick rabbits immediately to prevent the spread of disease.

38.

a. Casting on
b.

i. Do not point knitting needles at oneself or others.
ii. Store needles safely in a knitting bag or use point protectors when not in use.
iii. Do not leave needles on chairs or on the floor where someone could sit or step on them.

Pre-Technical Studies

1 Foundation of Pre-Technical Studies

A. Introduction to Pre-Technical Studies

1. Three main components: Business Studies; Computer Science (Computer Studies); Pre-Technical Studies (Technical Skills/practical skills).
2. Equips learners with strong problem-solving skills; develops basic computer and business skills; exposes learners to a wide range of careers; encourages creativity and innovation; builds confidence for independent tasks; introduces exciting future career paths; develops teamwork and communication skills; teaches responsible use of technology. (Any four.)
3. (i) Equips with strong problem-solving skills; (ii) helps develop basic computer and business skills; (iii) exposes learners to a wide range of career paths; (iv) encourages creativity and finding smart ways of doing things; (v) builds confidence by enabling learners to carry out basic tasks independently; (vi) introduces exciting future careers in engineering, business and technology; (vii) develops teamwork and communication skills; (viii) teaches responsible use of computers and the internet. (Any five.)
4. Accountant; Entrepreneur; Sales and marketing manager; Banker; IT Support Technician; Network administrator; Computer security specialist; Data entry clerk; Auto electrician; Surveyor; Painter and decorator; Machinist. (Any five.)
5. [Requires the specific pictures — teacher should identify which component (Business Studies, Computer Science, or Pre-Technical/ Technical Studies) each picture represents based on the image shown.]
6. Business Studies is a subject that teaches learners how to manage money and start a business by developing skills in making wise financial decisions, generating creative ideas and managing business activities effectively.
7. Shops/supermarkets; bakeries; pharmacies; barbershops/salons; garages/mechanics; restaurants; farms; mobile money stalls; tailoring shops; hardware stores. (Any five valid businesses from the learner's local environment.)
8. [Requires the specific pictures — teacher should identify which component (Business Studies, Computer Science, or Technical Studies) each picture represents.]
9. a. Career: a journey of work and professional growth a person chooses based on their interests, skills, education and goals.

b. Computer Studies: a subject that equips learners with essential digital skills by teaching them how to use modern technologies, understand basic programming, manage electronic information and practise safe and responsible use of computers and the internet.

10. [Practical activity — learner interviews a family member about their career and its importance. Accept any valid career description and its relevance to the family and/or society.]
11. A plumber — someone who repairs and maintains water supply systems and pipes in the community.
12. Pre-Technical Studies equips learners with: problem-solving skills to identify environmental issues; computer skills to research environmental topics; knowledge of the 3Rs (reduce, reuse, recycle) for sustainability; technical skills to build and maintain equipment; business skills to manage the club's finances and activities.

B. Safety in the Immediate Environment

1. Safety threats are hazards or dangers — whether physical or online — that can cause injury, illness, damage to property or harm to personal data.
2. Physical safety threat: a real-world danger that can harm the body or damage property (e.g. sharp objects, slippery floors, exposed electrical wires, fire).

Online safety threat: a risk encountered while using digital devices or the internet (e.g. cyberbullying, phishing, viruses, hacking).

3. Environmental safety threats include: sharp objects on the floor; slippery floors; exposed electrical wires; falling items from shelves; unsafe machinery; excessive heat or fire; poor lighting; cluttered work areas; toxic chemicals. (Any valid environmental safety threats.)
4. Six online threats: cyberbullying; impersonation (faking identity); phishing and scams; hacking; contact with strangers online; malware/viruses; exposure to inappropriate content; identity theft. (Any six.)
5. [Research/ICT activity — accept any valid reasons: safety ensures productivity, prevents costly accidents, protects workers from injury, legal compliance with workplace regulations, protects equipment from damage, etc.]
6. Six personal safety hazards: sharp tools left unattended; wet/slippery floors; exposed electrical wires; heavy objects stored at heights; unlabelled dangerous chemicals; poor ventilation; lack of protective equipment; fire hazards. (Any six.)
7. Physical threats: Theft, Natural disaster, Hardware failure.

Online/Digital threats: Virus, Phishing, Hacking.

8. Ways to keep personal data safe online: use strong passwords; enable two-factor authentication; avoid sharing sensitive information publicly; log out of shared devices; use antivirus software; avoid suspicious links; use secure (https) websites; limit public social media posts. (Any valid safety measures.)
9. Four features of a strong password: (i) long (at least 8 characters); (ii) contains a mix of uppercase and lowercase letters; (iii) includes numbers; (iv) includes special characters (e.g. @, #, !). (Also accept: not based on personal information; not a dictionary word.)
10. Five safety rules and regulations: (i) wear appropriate PPE (gloves, goggles); (ii) keep the workspace clean and organised; (iii) follow instructions from supervisors carefully; (iv) be aware of hazards; (v) know emergency evacuation routes; (vi) secure personal data with strong passwords; (vii) observe road safety. (Any five.)
11. [Practical activity using digital devices — examples: fire exit signs, wet floor warning signs, PPE requirement signs, no smoking signs, electrical hazard signs. Accept any valid safety tips and signs found in a work environment.]
12. Safety tips for anonymous online friend requests: do not accept requests from people you do not know in real life; never share personal information with strangers online; report suspicious profiles to a trusted adult; block anyone who makes you feel uncomfortable; check your privacy settings regularly.
13. Physical threats to digital devices (from the image):

(i) Spilling water or other liquids on digital devices.
(ii) Theft — physical removal of the device.
(iii) Fire — can destroy devices and the data stored in them.

14. Minimising the physical threats:

(i) Water/liquids: keep drinks away from devices; use protective covers; store devices away from sinks.
(ii) Theft: lock devices when not in use; use security cables; store in locked locations; use strong passwords.
(iii) Fire: install smoke detectors; keep devices away from heat sources; use surge protectors; never leave devices charging unattended near flammable materials.

C. Computer Concepts

1. a. Data: raw, unprocessed facts that are less meaningful to the user (e.g. numbers, letters or symbols without context).

b. Computer: an electronic device that processes or converts data into information.

c. Information: data that has been processed and organised, making it meaningful and useful to the user.

2. [Requires viewing the specific device images — teacher should identify the devices from the pictures. Common devices include: laptop, server, desktop computer, tablet, smartwatch, smartphone.]
3. Speed (processes data very fast); Accuracy (produces correct results with correct input); Reliability (performs tasks repeatedly without fatigue); Diligence (works continuously for long hours without losing efficiency); Storage (stores and retrieves large amounts of data); Consistency (gives the same results every time with the same data and instructions).
4. a. Storage: the ability of a computer to

store large amounts of data and retrieve it whenever needed.

b. Diligence: the ability of a computer to work continuously for long hours without losing concentration or efficiency.

c. Versatility: the ability of a computer to perform many different types of tasks using different software applications.

5. (i) Input — receiving data from users through input devices; (ii) Processing — performing calculations and logical operations on data; (iii) Output — displaying or presenting processed information to the user. (Also accept: Storage as a main function.)

6. Typing documents and creating presentations; browsing the internet and checking emails; entertainment (games, music, videos); attending online classes; making calls and sending messages; record-keeping and financial management; shopping online; video conferencing. (Any six.)

7. Banks (financial transactions); hospitals (patient records); schools (research and learning); offices (word processing, communication); airlines (flight scheduling); government (national records); factories (automation and control). (Any four.)

8. a. Digital: computers that process data in binary form (0s and 1s). Examples: desktops, laptops, smartphones.

b. Analogue: computers that process continuous data by measuring physical quantities. Examples: speedometers, analogue thermometers.

c. Hybrid: computers that combine analogue and digital features. Examples: heart rate monitors, industrial process controllers.

9. Supercomputers (largest/fastest) → Mainframe computers → Minicomputers → Microcomputers/personal computers (smallest).

10. Save time and increase efficiency; improve accuracy and reduce errors; enable global communication; provide entertainment; facilitate research and learning; enable remote work and online learning; store and manage large amounts of data securely. (Any four.)

11. [Practical activity — learner uses a computer to: (a) prepare a breakfast budget; (b) open a web browser and type "How to start a business." Accept the task completion as the answer.]

12. [Practical activity — learner draws and labels a computer model showing: monitor/screen, CPU/system unit, keyboard, mouse, speakers, printer, webcam. Accept any neatly labelled diagram.]

2 COMMUNICATION IN PRE-TECHNICAL STUDIES

A. Introduction to Drawing

1. a. Artistic drawing: a type of drawing that communicates emotions, ideas and feelings through visual expression (e.g. portraits, caricatures, graffiti). Done freehand with no strict rules.

b. Technical drawing: a precise drawing made to scale using instruments to communicate specific construction/design information (e.g. floor plans, engineering diagrams). Follows strict universal standards.

2. a. Shows the design of an object → Technical drawing

b. Done using free-hand → Artistic drawing

c. Done using geometrical instruments → Technical drawing

d. Used to decorate → Artistic drawing

e. Uses measurements for an accurate drawing → Technical drawing

3. Technical drawing vs Artistic drawing:

- Technical drawing is made to exact scale with instruments; artistic drawing is freehand and does not need exact scale.
- Technical drawing follows strict universal standards; artistic drawing has no strict rules.
- Technical drawing is used by engineers, architects and builders; artistic drawing is used by artists.
- Technical drawing communicates construction/design information; artistic drawing expresses feelings and creativity.

4. Enhances decision making; helps achieve goals; improves customer services; prevents conflicts; benefits of the internet (easy access to information); enables online job applications; enhances worldwide communication; enables online marketing and shopping; provides entertainment; allows uploading, downloading and sharing of data. (Any valid importance discussed.)
5. [Requires specific drawings to be shown — in general: photographs, portraits, cartoons, murals = Artistic; blueprints, engineering plans, floor plans = Technical.]
6. An isometric/pictorial drawing shows a three-dimensional (3D) view of an object.
7. [Practical activity — learner uses digital devices to print numbers and letters of the alphabet as used in technical drawing (uppercase, lowercase, numbers 1–10).]
8. In technical drawing, letters and numbers are written using a special neat printing style called lettering — printed clearly and consistently so that everyone can easily read the information. Letters are formed with even strokes, consistent height and proper spacing. Numbers follow the same style — consistent size and clearly formed.
9. Importance of technical drawings in daily life: provide clear, accurate instructions for building/manufacturing objects; serve as a universal language understood by engineers worldwide; prevent mistakes during construction; save money and materials by eliminating guesswork; serve as legal records for construction projects; enable mass production of identical parts.
10. Architecture; civil engineering; mechanical engineering; electrical engineering; carpentry/joinery; automotive design; graphic design; interior design; surveying. (Any five.)
11. Ruler/straight edge; pair of compasses; protractor; set square (45° and 60°/30°); pencils (HB and 2H); eraser; drawing board; T-square; pair of dividers. (Any five.)
12. [Practical drawing activity — learner draws: (a) thick and thin continuous lines; (b) dashed lines (equal short dashes with equal gaps); and chain lines (long-short-long dash pattern). Teacher to mark based on neatness and accuracy of line types.]
13. a. DRG = Drawing

b. A/F = Across Flats

c. A/C = Across Corners

d. I/D = Inner/Internal Diameter

e. R = Radius

f. [Teacher to confirm the specific symbol from the image — common symbols: Ø = Diameter; → = Centreline; → = Perpendicularity]

14. Careers related to artistic drawing: graphic designer; illustrator; fashion designer; animator; cartoonist; muralist; portrait artist;

art teacher; advertising designer; tattoo artist. (Any valid careers.)

15. Roles of symbols and abbreviations: (i) reduce amount of writing on a drawing, keeping it neat and uncluttered; (ii) help present information clearly and accurately without long explanations; (iii) widely understood by engineers and technicians worldwide (universal standard); (iv) allow information to be communicated faster; (v) show dimensions, materials, finishes and special features; (vi) ensure drawings are consistent and professional; (vii) help prevent mistakes during construction or production. (Any six.)

B. Free-hand Sketching

1. Four principles for a good free-hand sketch: simplicity (keep it simple and easy to understand); proportion (make all parts the correct size relative to each other); neatness (keep the drawing clean and tidy); clarity (draw clear lines so the object is easily recognisable). (Also accept: accuracy, line quality, positioning, emphasis, consistency, shading.)
2. Boxing method.
3. A quick free-hand sketch allows the carpenter to show his idea instantly and visually — much faster than writing a long paragraph. The customer can immediately see and understand the shape and design of the desk. It is easier to adjust a sketch than a written description, saving time and preventing miscommunication.
4. Hatching: drawing straight, parallel lines close together to create shadow — the closer the lines, the darker the shadow. Cross-hatching: similar to hatching, but a second set of lines is added crossing over the first set at an angle, creating even darker shadows than hatching alone.
5. Hold the pencil loosely about 3–4 cm from the tip. Keep eyes locked on the end point (not the pencil tip). For long horizontal lines, lock the wrist and slide the whole arm across the paper from left to right, keeping the paper edge parallel to the body.
6. Centreline method — draw a vertical and horizontal light line crossing in the centre (plus sign), add diagonal lines through the centre, mark equal distances from the centre on every line, then sketch short curved arcs to connect all the marks and trace over them to create a smooth, dark circle.
7. After drawing the straight horizontal baseline, place a small dot directly above the middle of the baseline. This dot is the apex (the top point) of the triangle.
8. Proportion — the cup appears too large relative to the saucer; the learner did not ensure that all parts were drawn in the correct size compared to each other.
9. The boxing method would be best for drawing a water bottle because it helps establish the correct overall height and width proportions before drawing individual details. A water bottle is taller than it is wide, and the box keeps these proportions correct. The centreline method is better for objects that are completely equal on both sides (perfectly symmetrical).
10. Stippling would be better for the woven kiondo bag because the bag has a rough, textured surface made of many small woven fibres. Stippling (tiny dots) replicates this rough, patterned texture. Blending creates a smooth gradient — more suitable for smooth, curved objects like balls or spheres, not rough woven surfaces.
11. Yes: (i) a sketch immediately shows the shape, dimensions and structure of the rabbit hutch without needing translation between languages.

(ii) Visual information is universally understood — the person does not need to read any language to understand the structure from a well-drawn sketch. It is faster and clearer than spoken or written words alone.

C. ICT Tools in Communication

1. Understanding digital communication is as important as sketching because: most modern workplaces use digital tools for communication; skills like sending emails, using video conferencing and sharing files online are essential professional skills; digital tools allow learners to access information and collaborate with experts beyond their local area; technical drawings and reports are increasingly shared digitally.

2. ICT tools store all messages and conversations in digital form. Emails are saved in the inbox (received) and sent folders; chat apps store message histories. These records can be searched by keyword, date or sender, making it easy to find past conversations quickly without needing to remember exactly when they happened.
3. Computer (desktop or laptop); mobile phone/smartphone; tablet. (Any two physical hardware devices.)
4. Email — it is the appropriate tool for sending official, formal messages and allows documents to be attached.
5. Video and web conferencing tools (e.g. Zoom, Google Meet) allow people in different locations to see and speak to each other face-to-face in real-time through the internet. Both people can share visual information, ask and answer questions immediately — as if they were in the same room.
6. Facebook, TikTok, Instagram, WhatsApp, X (Twitter), Snapchat. (Any three social networking platforms.)
7. Online collaboration tools (e.g. Google Docs, Microsoft 365) — they allow the team to work on the exact same document at the same time from different locations.
8. The "Subject" line should contain a short, clear title summarising the purpose of the email, for example: "Reminder: Pre-Technical Studies Exam on Friday" or "Upcoming Pre-Technical Studies Assessment."
9. "Cc" (Carbon Copy) box — to send a visible copy to the parent/guardian; or "Bcc" (Blind Carbon Copy) — to send a hidden copy.
10. Look in the "Inbox" folder of your email application.
11. The very first step: open the messaging app on your mobile phone. Then tap "New Message" or "Compose" to begin.
12. Look for the attachment button — shaped like a paperclip icon. Click/tap it to browse and select the audio or video file you want to attach.
13. Communication is the "bridge" because it connects the person with the idea (designer/engineer) to the people who will build it (craftspeople/technicians). Without clear communication — through drawings, emails, oral instructions or video calls — a great idea cannot be accurately converted into a physical product.
14. Clear communication in the workshop tells every person exactly what to do, which tools to use and which safety rules to follow. This prevents accidents, reduces mistakes, enables efficient teamwork and makes the practical more successful and safer.
15. Example: A learner tries to repair a broken school chair but cannot figure out how the joints fit. The learner takes a photo of the broken joint and sends it via WhatsApp to the carpentry teacher asking for guidance. The teacher responds with a sketch or step-by-step instructions, allowing the learner to complete the repair correctly.

3 MATERIALS FOR PRODUCTION

A. Introduction to Materials

1. A metal is a naturally occurring material that is usually strong, shiny and can conduct heat and electricity. It is obtained from metal ores found in the earth.
2. a. Ductile: the ability of a metal to be drawn or pulled into a thin wire without breaking.

b. Fusible: the ability of a metal to be melted when heated to a high enough temperature.

c. Malleable: the ability of a metal to be hammered, rolled or pressed into different shapes without cracking.

3. [Requires viewing the specific metallic material images — teacher should identify the metals in the pictures and answer accordingly. Common metallic items: iron gate, steel roof sheet, aluminium sufuria, copper wire. Other examples from the locality: nails, coins, metal chairs, padlocks.]
4. Metallic: needle, spoon, ring, used cans, coins.

Non-metallic: paper, flash disc (plastic casing), bulb (glass parts), dry cell (accept the outer plastic/zinc casing).

5. Conductivity of electricity — they were testing whether the metal allows electric current to flow through it to complete the circuit and light the bulb.
6. All metals have a natural shine called lustre when clean or polished. Iron and steel appear dark grey/silvery but can rust (reddish-brown coating); aluminium appears silvery-white; copper appears reddish-brown; gold appears yellow and shiny; silver appears brilliant white and lustrous.
7. [A shop visit scenario — learners would discover: iron and steel in gates, roofing sheets and tools; copper in electrical wires; aluminium in cooking pots and foil; gold and silver in jewellery.]
8. Aluminium →Used in making aeroplane bodies (lightweight, corrosion-resistant).

Copper →Used in wiring (excellent electrical conductivity).

Silver →Used in making coins (also used for jewellery and electrical contacts).

Iron →Used in iron sheets (roofing material).

Steel →Making bolts (strong and tough).

9. Two uses of silver in daily life: making jewellery (rings, necklaces, bracelets); making coins; electrical contacts and switches; mirrors; dental fillings. (Any two.)
10. Careers related to non-metallic materials: carpenter (wood); potter/ceramicist (clay/ceramics); plastics engineer; textile/fashion designer (fabric/leather); glassblower; civil engineer (concrete/cement/sand). (Any valid careers.)
11. Ferrous metals: contain iron as the main component; they are magnetic and can rust. Examples: iron, steel.

Non-ferrous metals: do not contain iron; generally resistant to corrosion and non-magnetic. Examples: aluminium, copper, gold, silver, lead.

12. Aluminium, copper, gold, silver, lead, tin, zinc. (Any four non-ferrous metals.)

B. Metallic Materials

1. A metal is a material that is typically hard, shiny, malleable, fusible and a good conductor of heat and electricity. Metals are obtained from metallic ores found in the earth.
2. Steel (iron and steel) — it is very strong, tough and heavy, making it suitable for heavy-duty use in a security gate.
3. Two special properties of aluminium suitable for cooking and washing:

(i) Excellent heat conductivity — fire quickly heats the food inside the sufuria through the aluminium walls.

(ii) Does not rust easily (corrosion-resistant) — it remains clean and safe even after repeated washing.

4. He will see copper inside the charging cable — it is reddish-brown in colour. Copper is used in electrical cables because it is the best conductor of electricity.
5. Physical properties of metals:

(i) Physical appearance — metals are naturally shiny (lustre) when clean or polished.

(ii) Conductivity of heat — metals allow heat to

pass through them quickly.

(iii) Conductivity of electricity — metals allow electric current to flow through them easily.

(iv) Magnetic properties — some metals (like iron) are highly magnetic and attracted to magnets.

6. The metal spoon conducts heat very well. Heat travels from the hot tea, along the metal spoon, directly to David's fingers. This is because metals are excellent conductors of heat — they allow heat to pass rapidly from one end to the other.
7. The metal prongs on the plug are made of metal because metals are excellent conductors of electricity. The prongs allow electric current to flow from the wall socket through the cable into the television, enabling it to power on.
8. Magnetic property (magnetism) — iron nails are attracted to a magnet, so Peter can wave a magnet over the sand to collect all the nails without touching each one by hand.
9. Technicians use copper wires because copper is an excellent conductor of electricity — it allows electric current to flow safely and efficiently with minimal energy loss.
10. She would choose steel because steel is incredibly hard and strong and does not bend or break easily, even when bearing the massive weight of a multi-story building. Aluminium is too lightweight and lacks sufficient structural strength for such loads.
11. Aluminium does not rust or corrode easily (corrosion-resistant), so it keeps food safe and clean from contamination. It is also safe for food contact and does not react with most food substances.
12. Ductile: the ability of the metal to be drawn or stretched into thin wires without breaking.

Malleable: the ability of the metal to be hammered, rolled or pressed into flat sheets or other shapes without cracking.

C. Non-metallic Materials

1. Non-metallic materials found in the environment: wood, glass, ballast, minerals, bones, cotton, natural rubber, wool, clay, ceramic, synthetic rubber, nylon, plastics, cement, paper, ink, fibre, polyethene. (List any valid non-metallic materials.)
2. [Requires viewing the specific item images — teacher identifies materials from the pictures. Examples: school desk (wood); window (glass); water bottle (plastic); school uniform (cotton/textile fabric); bag (leather/synthetic fibre); chalk (calcium carbonate/mineral).]
3. Natural materials collected on a field trip: wood (twigs, branches); stones/ballast; clay; leaves; cotton; natural rubber (latex); wool; bones; sand; minerals. (Any valid natural non-metallic materials.)
4. Wood →Natural

Ceramic →Synthetic (manufactured)

Glass →Synthetic (manufactured from sand/silica)

Cement →Synthetic

Paper →Synthetic (manufactured from wood pulp)

Plastic →Synthetic

Stone →Natural

5. [Practical activity — learner collects materials and tests how they break/cut.]

a. Non-metallic materials tend to shatter or crack when hit with a hammer (brittle), while metals bend or dent rather than breaking.

b. Physical property being investigated: brittleness.

6. Three states: Solid (e.g. wood, stone, glass); Liquid (e.g. water, ink); Gaseous (e.g. oxygen, carbon dioxide).
7. Brittle means a material breaks or shatters easily when struck or dropped, rather than bending or deforming. Example: glass or a dry clay pot shatters into pieces when dropped on a hard floor, unlike a metal plate which would only dent.
8. a. Physical property being investigated: combustibility (the ability to catch fire and burn easily).

b. One non-metallic material that does not burn: glass (also accept: stone, ceramic, asbestos, wet wood).

9. Non-metallic materials collected from animals: wool (from sheep); leather/hide (from cow/goat); silk (from silkworm); feathers (from birds); bones; natural rubber (from rubber trees — plant-based). (Accept any valid animal-derived or plant-based non-metallic materials.)
10. Three career choices related to non-metallic materials: carpenter (wood); potter/ceramicist (clay); glassblower; textile/fashion designer (fibres/fabric); civil engineer/mason (concrete/cement/sand); rubber technologist;

paper manufacturer. (Any three.)

11. Three safety precautions when testing combustibility: wear safety goggles; work in a well-ventilated area; have water or a fire extinguisher nearby; never hold burning material in bare hands; keep flammable materials away from the flame; keep hair and clothing away from flames. (Any three.)
12. Decomposition is the process by which natural non-metallic materials (like wood, paper and leaves) break down and rot over time due to moisture, bacteria and fungi in the soil. Synthetic non-metals like plastics do not decompose easily, making them a long-term environmental problem.

4 TOOLS AND PRODUCTION

A. Measuring and Making of Tools

1. Measuring tools: devices used to measure a physical quantity such as length, weight, temperature or volume (e.g. steel rule, tape measure, thermometer). Marking tools: devices used to mark points, lines or shapes on a surface to guide cutting, shaping or assembling (e.g. pencil, scriber, try-square, marking gauge).
2. [Requires viewing the specific tool images — teacher should identify from the pictures. Common tools: steel rule (measuring short lengths), tape measure (measuring long distances), calipers (measuring diameters), protractor (measuring angles), stopwatch (measuring time), weighing balance (measuring mass/weight).]
3. [Requires viewing the specific measurement tool images — teacher identifies and explains what each measures. Steel rule →length; weighing scale →mass/weight; measuring cylinder →volume of liquids; thermometer →temperature; stopwatch →time.]
4. a. [Practical drawing activity — learner draws both tools: marking gauge (wooden body with adjustable fence and pointed pin) and try-square (L-shaped with blade at 90° to the handle).]

b. Two uses of a marking gauge: (i) scratching a straight line perfectly parallel to the edge of a piece of wood; (ii) marking exactly where joints, hinges or cut-outs need to be on wooden pieces.

5. a. A caliper is a measuring tool used to measure the thickness, diameter or other dimensions of round or irregular objects where a flat ruler cannot reach.

b. Uses: measuring the external diameter of a round object (e.g. metal pipe, wooden dowel); measuring the internal diameter of a hollow object; measuring the thickness of sheet metal or wood.

6. [Research/practical activity: A plumb bob is a weight (metal bob) suspended on a string, used to determine the true vertical direction when building walls, hanging frames or measuring vertical heights accurately. Learner should draw the plumb bob and state its function.]
7. [Requires viewing the specific tool images — teacher should identify whether each tool shown is a marking or measuring tool based on its appearance and described use.]
8. Measuring tools: ammeter, voltmeter, measuring cylinder (also accept: ruler).

Marking tools: marking knife, dot punch, scriber, pencil, try-square.

9. a. Sliding bevel: a woodworking tool with an adjustable blade used to mark and transfer angles other than 90° on wood or metal.

b. Measuring cylinder: used to measure the exact volume of liquids in millilitres (ml) or cubic centimetres (cm^3).

10. [Requires viewing the specific tool images from the paper — teacher identifies each tool from the image shown.]
11. (i) Proper storage — store in a dry, safe place (toolbox or drawer) to prevent rust and damage; (ii) handle with care — never drop tools as this can damage their precision; (iii) clean after use — wipe off dust, sawdust or grease; (iv) use for the right purpose — never use a tool for a task it was not designed for; (v) oil metal tools occasionally to prevent rust. (Any four.)

B. Computer Hardware

1. She is primarily using the keyboard — to type the words of her school report.
2. The touchpad (on a laptop) — it is the built-in device that replaces the mouse and allows navigation using a finger.
3. A projector — it displays the computer's screen on a large classroom wall, allowing the entire class to view the documentary at the same time.
4. A printer — it produces a physical, hard copy of the poster that he can stick on the cardboard display.
5. A removable storage device (e.g. a USB flash

disk or external hard drive) — she can plug it in, copy the file and carry it home to finish on another computer.

6. Headphones — they allow Mutua to listen to the audio lesson privately without disturbing other learners studying in the library.
7. A microphone — a voice input device that records spoken words and converts them into digital audio signals that the computer can store and process.
8. Haptic output — the game controller vibrates (producing a physical sensation/ feeling) in response to what is happening on screen. This is a form of haptic (touch/feel) output from the device.
9. Webcam — it captures the learners' live video so the guest speaker in Mombasa can see them on the screen during the virtual meeting.
10. The Central Processing Unit (CPU) — the main "brain" of the computer that processes commands and makes programs run when a learner clicks on a software icon.
11. Fixed storage device (e.g. Hard Disk Drive/ HDD or Solid State Drive/SSD) — the main programs are safely stored inside the computer case and cannot be easily removed.
12. A digitizer (specifically a pen digitizer/ graphics tablet) — a special drawing pad that allows the learner to use a pen-like stylus to draw directly on the pad, with the lines appearing immediately on the computer screen.
13. A softcopy output device is a device that shows or plays information on a screen or through sound — the output is temporary and cannot be physically held (e.g. a monitor displaying text, speakers playing audio, a projector showing a slideshow). It displays digital data but does not produce a physical copy.

5 ENTREPRENEURSHIP

A. Introduction to Entrepreneurship

1. a. Entrepreneur: a person who identifies a business opportunity and provides the necessary resources to start and run a business with the hope of making a profit.
b. Entrepreneurship: the ability and readiness to develop, organise and run a business enterprise, along with any of its uncertainties, with the aim of making a profit.
2. Importance to an individual: creates self-employment and income; develops personal and professional skills; builds confidence and leadership; allows flexibility (working for oneself); provides opportunity to follow one's passion; improves standard of living; promotes creativity and innovation; provides financial independence.
3. Importance to the community: creates employment for community members; provides needed goods and services locally; contributes to economic growth through taxes; solves community problems; promotes innovation and development; uses local resources; improves infrastructure through business activity.
4. Risk-taker; hardworking; innovative and creative; resilient; self-confident; goal-oriented; good decision-maker; persuasive and communicative. (Any valid entrepreneurial qualities.)
5. Possible causes of loss: high operating expenses (rent, wages, electricity); low sales/insufficient customers; poor financial management; buying expensive stock; high competition; poor location; wastage of materials; high bad debts; poor marketing; natural disasters. (Any valid causes.)
6. Challenges: lack of capital/funding; competition from established businesses; difficulty finding customers; limited business knowledge; government regulations and taxation; poor infrastructure; economic downturns; managing employees; fluctuating raw material prices. (Any valid challenges.)
7. A business idea is the thought of an entrepreneur concerning a potential business opportunity — a concept for a product or service that could be developed into a profitable business.
8. Sources of business ideas: identifying community problems; personal skills, hobbies and interests; improving existing products; listening to customer complaints; the media (newspapers, magazines, internet); trade fairs and exhibitions; government policies and programmes. (Any valid sources.)
9. A business opportunity is a favourable situation in the market that an entrepreneur can exploit to start a profitable business — a gap or need in the market that is not yet being met.
10. Factors for evaluating business opportunity viability: availability of a market (customers who need the product); profitability potential; availability of resources (capital, raw materials, skills); level of competition; legal requirements; infrastructure availability; access to financing. (Any valid factors.)
11. Qualities that contributed to Joan's success: hardworking; innovative (found better ways to sell/display produce); self-confident; resilient; goal-oriented; persuasive (attracted customers); good financial management. (Any valid qualities.)
12. [ICT activity — learner demonstrates how the internet, mobile banking, social media advertising and digital record-keeping help entrepreneurs increase sales and manage their businesses efficiently. Accept any valid demonstration.]
13. Factors affecting entrepreneurial performance: capital availability; management skills; market size and competition; location; access to technology; government regulations; economic conditions; personal qualities (hardworking, innovative); access to raw materials; customer relations. (Any six.)

B. Production Unit

1. A production unit is the physical place or facility where raw materials are processed and turned into finished, useful goods or where services are created for customers (e.g. a workshop, factory or office where the actual work of the business takes place).
2. A carpentry workshop — timber is cut, measured and joined to make school desks, which is manufacturing/production.
3. Large sugar factories must be near sugarcane farms because sugarcane is a heavy, bulky and perishable raw material. Transporting large quantities long distances would be very expensive, and the cane could begin to ferment (lose sugar content) before processing.
4. It is very important for Amina to locate her bakery close to the market because: (i) bread and cakes are perishable — they go stale quickly, and being close to customers ensures they are sold before spoiling; (ii) customers can access fresh products easily daily.
5. Mr Omondi's posho mill needs reliable electricity because the milling machines that grind maize into flour are powered by electricity. Without steady power, the machines cannot run, production stops and customers will go to competitors.
6. Government regulations (compliance with laws/zoning rules) — the government enforces zoning rules that keep noisy or polluting industries away from hospitals to protect the health and wellbeing of patients and staff.
7. The most important factor is the amount of capital (available money) — it determines what equipment, space, staff and materials can be purchased. Without sufficient capital, a production unit cannot grow beyond a very small scale.
8. The company will need to expand (increase the size of) its production unit to meet the high demand — larger factory space, more machines, more raw materials and additional workers to produce enough shoes for all the learners who want to buy them.
9. Choosing the right location saves money: being near raw materials reduces incoming transport costs; being near the market reduces delivery costs for finished products; reliable utilities prevent costly production stoppages; good security reduces losses from theft. All these savings increase the entrepreneur's profit margin.
10. The owner ignored the importance of access to an adequate water supply. A juice factory requires constant clean water for washing fruits, mixing juice and cleaning equipment. Without it, production is interrupted three days a week, drastically reducing output and profitability.

C. Financial Goals

1. A financial goal is a specific target or plan regarding money that a person aims to achieve within a set period, involving a clear plan on how to earn, save or spend money to meet future needs or desires.
2. This is an example of a short-term financial goal (it can be accomplished within one year or less — by the end of the month).
3. Setting financial goals is important because: it provides direction (shows exactly what you are saving for); it controls spending (avoids wasting money on unnecessary items); it motivates you (watching savings grow toward a target encourages continued saving); it measures progress; it prevents borrowing and debt; it builds saving habits; it helps prepare for emergencies.
4. Financial discipline — Kamau is controlling his immediate desires and resisting temptation to spend on sweets so he can save toward a larger future goal (the bicycle).
5. Financial discipline is important for a young entrepreneur because: it ensures business goals are achieved on time; it prevents unnecessary borrowing and debt; it helps manage business cash flow effectively; it builds habits of careful financial management that make the business more profitable and sustainable.
6. "S" stands for Specific — the goal must be clear and exact about what you want to achieve (e.g. "I want to save Ksh 1,000 to buy a new pair of school shoes"), not vague ("I want to save money").
7. Measurable (M) — Halima is tracking her progress by counting her money every Friday

to see how much she has saved toward her target of Ksh 500, making her goal measurable.

8. Achievable (A) — the goal is not realistic given the learner's income (Ksh 50/week, far below what is needed for Ksh 1,000,000 by next month). Realistic/Relevant (R) — buying a car worth Ksh 1,000,000 is not relevant or realistic for a Grade Seven learner with minimal income.
9. What is missing from Omondi's goal is a specific deadline/time frame (T — Time-bound). He has stated the amount (Ksh 1,000) and the purpose (new uniform) but has not set a clear deadline for when he wants to achieve this goal.
10. The very first step: identify what she needs — decide what will help her improve herself (e.g. a dictionary, a calculator, a reference book) and determine exactly what she needs to acquire.
11. Making a goal time-bound creates a sense of urgency — the learner knows they must save a certain amount by a set date. This prevents postponing savings ("I'll save next week") and encourages saving consistently today rather than waiting.

ASSESSMENT TEST SAMPLES

ASSESSMENT TEST 1

1. Three components of Pre-Technical Studies: Business Studies; Computer Science (Computer Studies); Technical Studies (practical skills/Pre-Technical Studies).
2. Careers related to Business Studies: accountant; entrepreneur; sales and marketing manager; banker; business administrator; financial analyst; auditor. (Accept any valid business-related careers.)
3. Five physical threats at the workplace: sharp objects (knives, nails); slippery floors; exposed electrical wires; fire; falling objects from heights; heavy machinery; excessive heat or chemicals; unsafe tools. (Any five.)
4. Communication: the exchange of information, ideas or feelings between people using language, writing, drawings or signals. Business communication: the exchange of information, ideas or messages in a business context — between employees, customers and suppliers — specifically for achieving business goals, making decisions and ensuring smooth business operations.
5. C (Working without protective equipment — this is a physical safety hazard at the workplace, not an online threat. Online threats include hacking, phishing attacks and virus attacks.)
6. Data refers to raw, unprocessed facts, figures, letters or symbols that are less meaningful to the user on their own, before being processed into information.
7. a. Technical drawing: a precise drawing made to exact scale using instruments (ruler, compasses, protractor) to communicate specific ideas about how a physical object is constructed. It follows strict universal standards.

b. Artistic drawing: a drawing that communicates emotions, ideas and feelings through visual expression. Done freehand, it allows creative freedom without strict rules.

8. Architecture; civil/structural engineering; mechanical engineering; electrical engineering; carpentry/joinery; automotive design; plumbing/pipe design; graphic design; interior design. (Any five.)
9. Metallic: iron frames, iron wires, used cans, coins.

Non-metallic: plastic, rubber, water, textiles.

10. Measuring tools: devices used to measure physical quantities such as length, weight, temperature or volume (e.g. ruler, weighing balance). Marking tools: devices used to mark points, lines or shapes on a surface to guide cutting or shaping (e.g. pencil, scriber, try-square, marking gauge).
11. Chemistry laboratory; cooking/kitchen (measuring liquid ingredients); pharmacy (measuring liquid medicine doses); hospital/medical laboratory. (Any three other areas.)
12. Speed (processes data very fast); Accuracy (produces correct results with correct input); Reliability (performs tasks repeatedly without fatigue); Diligence (works continuously for long hours without losing efficiency). (Any four — also accept: Storage, Consistency.)
13. Supercomputers (largest) → Mainframe computers → Minicomputers → Microcomputers/personal computers (smallest).
14. Heart rate monitors; industrial process controllers; ECG machines; flight simulators. (Any two hybrid computers.)
15. Ruler/straight edge; pair of compasses; protractor; set square (45° and 60°/30°); pencils (HB and 2H); eraser; drawing board; T-square; pair of dividers. (Any five.)
16. Differences between technical drawing and artistic drawing:

- Technical drawing: made to exact scale with instruments; follows strict universal standards; used by engineers, architects and builders; communicates construction information.
- Artistic drawing: done freehand; has no strict rules; used by artists; expresses feelings and emotions; does not need to be to exact scale.

17. [Q16 also asks learners to fill in the TECHNICAL | ARTISTIC table. Accept any valid examples: Technical — engineering plans, floor plans, machine part diagrams; Artistic — portraits, caricatures, graffiti, paintings, murals.]
18. Graphic designer; illustrator; animator; portrait artist; cartoonist; fashion designer; mural artist; art teacher; advertising designer;

tattoo artist. (Any valid careers related to artistic drawing.)

19. Metallic materials: made from metal ores; naturally shiny (lustre); good conductors of heat and electricity; strong and durable; can be magnetic; examples — iron, steel, aluminium, copper.

Non-metallic materials: do not contain metal; generally not shiny; poor conductors of heat and electricity (insulators); can be in solid, liquid or gaseous states; examples — wood, plastic, glass, clay, rubber.

20. Combustibility (the ability to catch fire and burn easily).
21. Other physical properties of non-metals: brittleness; decomposition; hardness (varies widely); physical state (solid, liquid, gaseous at room temperature); heat insulation (poor heat conductors).
22. From the four tool images shown:

- Thermometer →used to measure temperature (of the body, liquids or environment).
- Dot punch/centre punch →used to make a small dent on metal to prevent a drill bit from slipping when drilling holes.
- Stopwatch →used to measure elapsed time accurately.
- Voltmeter/Ammeter →used to measure electrical voltage (voltmeter) or electric current (ammeter) in a circuit.

23. Three marking and measuring tools for garment-making from cotton fabric: tape measure (measuring body dimensions and fabric lengths); tailor's chalk (marking cutting lines on fabric); spacing wheel/tracing wheel (marking stitch lines on fabric). (Also accept: ruler, scissors.)
24. From the image (Q23 — a steel rule): The tool is a steel rule. Uses: measuring short lengths (usually up to 30 cm or 100 cm); checking if a surface is perfectly flat/straight; used as a straight edge guide for drawing or cutting lines.
25. Care and maintenance of a steel rule: (i) store in a dry, safe place to prevent rust; (ii) clean with a dry cloth after use to remove dust and moisture; (iii) avoid dropping it on the floor (can dent edges and affect accuracy); (iv) apply a light coat of oil occasionally to prevent rusting; (v) never use it as a screwdriver or for inappropriate purposes.
26. Cyberbullying: the use of digital devices, the internet or online platforms to hurt, embarrass, threaten or intimidate another person — for example, sending mean messages, sharing embarrassing photos or spreading false information about someone online without their consent.

ASSESSMENT TEST 2

1. Skills developed through Pre-Technical Studies: problem-solving skills; basic computer and digital skills; basic business and financial skills; practical/hands-on technical skills; creativity and innovation; teamwork and communication skills; safe use of tools and equipment; drawing and design skills.
2. Importance of technical drawing in daily life: provides clear, accurate instructions for building/manufacturing objects; serves as a universal language understood by engineers worldwide; prevents mistakes during construction; saves money and materials by eliminating guesswork; serves as a legal record for construction projects; enables mass production of identical parts.
3. Desktop computers (for bank staff to process transactions); ATM machines (for customer withdrawals); servers (managing the bank's data); barcode/QR scanners; laptops. (Any three.)
4. Email (formal messages with attachments); video conferencing (face-to-face communication); social networking (sharing updates and chatting); instant messaging (quick text communication); sending and receiving files online; accessing information through websites; online shopping communication. (Any six.)
5. From the image (a caricature/artistic drawing of a person):
   a. Type of drawing: Artistic drawing.
   b. One characteristic: done freehand/ expresses feelings or ideas creatively without strict rules; does not need to be drawn to exact scale.
6. Four importance of production in the community: (i) creates employment for community members; (ii) provides goods and services that satisfy community needs; (iii) contributes to economic growth through taxes and trade; (iv) uses local raw materials, reducing reliance on imports; (v) improves living standards by making goods available. (Any four.)
7. Roles of symbols and abbreviations: (i) reduce amount of writing on a drawing; (ii) help present information clearly and accurately; (iii) widely understood globally (universal standard); (iv) allow faster communication; (v) show dimensions, materials and special features; (vi) ensure drawings are consistent and professional; (vii) help prevent mistakes during construction. (Any six.)
8. From the diagram (shows a house with windows, doors and architectural detail):
   a. Type of drawing: Technical/Architectural drawing.
   b. Two characteristics: (i) drawn to exact scale with precise measurements; (ii) uses drawing instruments (ruler, set square, compasses) for precision and accuracy.
9. Architecture; civil engineering; interior design; construction/building; mechanical engineering; electrical engineering; carpentry; surveying. (Any four fields where this drawing can be applied.)
10. A business opportunity is a favourable situation in the market that an entrepreneur can identify and exploit to start a profitable business — typically a gap or unfulfilled need in the market.
11. Risk-taker; hardworking; innovative and creative; resilient; self-confident; goal-oriented; good decision-maker; persuasive. (Any five valid qualities.)
12. Importance of entrepreneurship to an individual: creates self-employment and income; develops personal skills and confidence; improves standard of living; allows creative freedom and following one's passion; provides financial independence; develops leadership and problem-solving skills.
13. From the image (a utility knife/Stanley knife):
    a. The tool shown is a utility knife (Stanley knife/craft knife).
    b. Two uses: (i) cutting cardboard, leather, paper and plastic sheets; (ii) cutting rope or opening packages; general-purpose cutting tasks in the workshop.
14. From the image (a tape measure):
    a. The tool shown is a tape measure.
    b. Three units calibrated on the tool: centimetres (cm); millimetres (mm); metres (m). (Also accept: inches and feet if the tape is imperial.)

15. Five benefits of financial discipline: (i) ensures financial goals are achieved on time; (ii) prevents unnecessary borrowing and debt; (iii) builds a lifelong habit of saving and managing money responsibly; (iv) prepares for emergencies by keeping money set aside; (v) reduces financial stress and anxiety. (Any five.)
16. Factors that can hinder achievement of financial goals: unexpected expenses (medical, emergencies); peer pressure to spend on non-essentials; insufficient or irregular income; temptation/impulse buying; poor planning or vague goals; lack of financial knowledge; inflation. (Any valid factors.)
17. Five ways of mitigating physical threats to digital devices: keep liquids away from devices; use protective covers and screen guards; store devices in safe, secure locations; handle devices carefully (avoid dropping); use strong passwords and lock screens; install antivirus software; use surge protectors for electrical safety. (Any five.)
18. Symbols identification:
    a. Square/rectangle box symbol → Square (or Reference mark — accept "Square" symbol)
    b. A|C → Across Corners (A/C)
    c. O|D → Outer Diameter (O/D)
    d. Perpendicularity symbol (⊥ or right angle mark) → Perpendicularity
19. Three examples of natural disasters that threaten digital devices: floods (water damage); earthquakes (physical damage from falling); lightning/electrical storms (power surges); fire (destroying devices and data); volcanic eruptions; strong winds. (Any three.)
20. Factors to consider when setting financial goals: determine if the goal is a need or a want (prioritize needs); consider your regular income; decide how long it will take; know the total cost of the goal; start with the most important goal; ensure the goal follows the SMART method. (Any valid factors.)
21. A business idea is the thought of an entrepreneur concerning a potential business opportunity — a concept for a product or service that could be developed into a profitable business.

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

SECTION A (30 MARKS)

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

SECTION B (50 MARKS)

27. Three safety rules for the school computer laboratory: (i) No food or drinks are allowed near the computers to prevent spilling liquids on devices. (ii) Always log out of your account and shut down the computer properly after use. (iii) Do not install unauthorised software or plug in personal flash disks without permission. (Also accept: treat equipment carefully; do not run or play in the lab; report any damage or unusual device behaviour immediately.)

28.

(a) [Practical activity — draw a thick continuous line 5 cm long using a darker, heavier pencil stroke.]

(b) [Practical activity — draw a dashed line 5 cm long: a series of equal short dashes with equal gaps between them.]

29. Two physical properties of wood that make it suitable for classroom desks: (i) Strength and hardness — wood is strong enough to support the weight of books, bags and writing materials placed on the desk. (ii) Low heat conductivity — wood is a poor conductor of heat, making it comfortable to touch and work on; it does not become dangerously hot or cold. (Also accept: durability, ease of shaping/cutting, relatively lightweight.)

30. Three keys used for navigation or execution of commands: Enter key (executes commands/ confirms input); Arrow keys (navigate up, down, left, right); Tab key (moves to next field); Backspace key (deletes characters); Escape (Esc) key (cancels commands); Ctrl key (used in shortcuts). (Any three valid navigation/command keys.)

31.

(a) Entrepreneurship is the ability and readiness to develop, organise and run a business enterprise, along with any of its uncertainties, with the aim of making a profit.

(b) Two reasons entrepreneurship is important to the community: (i) it creates employment for community members, reducing unemployment and improving standards of living; (ii) it solves community problems by identifying gaps in the market and providing needed goods and services.

32. Three factors to consider when setting SMART financial goals: (i) Determine whether the goal is a need or a want — prioritize needs. (ii) Consider the money you earn or receive regularly (income source and amount). (iii) Know the total cost of the goal to plan savings properly and set a realistic deadline.

33. Three measuring tools in a Pre-Technical Studies workshop: steel rule; tape measure; weighing balance; calipers; protractor; ammeter; voltmeter; thermometer; stopwatch. (Any three valid measuring tools.)

34. [Practical activity — freehand sketching of a chair and a cup:] Chair: Use the boxing method (lightly draw a box around the overall shape, then sketch the individual parts — seat, back, legs — inside the box proportionally). Cup: Use the centreline method (draw a vertical centreline, sketch

one half of the cup symmetrically on each side, then add the handle and curved base). Award marks for applying correct technique and producing a recognisable, proportional sketch.

35. Transport is important for a cooking oil factory because: (i) it is needed to bring in the raw materials (e.g. sunflower seeds, palm fruits) from farms to the factory; (ii) it is needed to distribute the finished cooking oil to markets and shops. Without reliable transport, production is delayed and the business loses customers and profits.
36. The Enter key: executes commands (e.g. pressing Enter after typing a search query), confirms data entry (accepting a formula in Excel), creates a new paragraph/line break in a document, or sends a message in chat applications.
37. Three examples of synthetic non-metallic materials: plastic; synthetic rubber; nylon; ceramics/cement; glass; paper; polyethylene. (Any three synthetic non-metallic materials.)
38. [From the diagram image — the tool shown is a steel rule.] Two ways to care for and maintain a steel rule: (i) Store in a dry, safe place (toolbox or drawer) to prevent rust from moisture. (ii) Apply a light coat of oil occasionally to prevent rusting. (Also accept: clean with a dry cloth after use; avoid dropping it on the floor as this dents the edges and makes it inaccurate.)
39. Two ways to prevent physical threats to digital devices in the school computer lab: (i) keep liquids (water, drinks) away from computers at all times to prevent spilling; (ii) secure computers to desks using locking cables to prevent theft. (Also accept: use surge protectors against electrical faults; keep the lab clean and dust-free; install antivirus software.)
40. Two factors that likely enhanced success: (i) being near the market/good location — attracted customers easily and reduced delivery costs; (ii) hardworking and innovative entrepreneur — found ways to improve products and attract customers; (iii) good quality products/services — satisfied customers who returned repeatedly; (iv) proper financial management — kept costs low and profit high. (Any two valid factors from the case study context.)
41. The abbreviation for Radius in technical drawing: R (just the letter R, written before the measurement value, e.g. R25 for a radius of 25mm).
42.

(a) Brian can turn the problem into a business idea by: identifying the specific need (clean, affordable food places); planning to open a clean, hygienic food stall or small restaurant in the town that offers affordable meals prepared under good hygiene standards. This directly addresses the community's complaint and creates a profitable business.

(b) Sources of the business idea Brian demonstrated: (i) identifying a community problem/gap in the market (observing that people complained about the lack of clean food places); (ii) listening to customer complaints (people's dissatisfaction with existing food options triggered his idea).

KNEC Assessment Sample 2

SECTION A (30 MARKS)

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

SECTION B (50 MARKS)

27. Artistic drawing is created freehand to express feelings, ideas and emotions creatively; it does not need to follow exact measurements or rules. Technical drawing is produced using instruments (rulers, compasses, set squares) and must follow strict standards with exact measurements and scale, communicating specific information about how an object is built.
28. Wood →Natural non-metallic material (comes directly from trees in nature). Plastic →Synthetic non-metallic material (man-made from petrochemicals in factories).
29. Natural resources: Minerals, Land, Water, Forests. Human-made resources: Salesperson, Drivers, Bakers, Farmers.
30. Three factors for evaluating a new business opportunity: (i) Availability of a market — Is there a sufficient number of people willing and able to buy the product? (ii) Profitability — Can the business generate enough income to cover costs and make a profit? (iii) Availability of resources — Are the necessary capital, raw materials, skills and labour available?
31. [Practical sketching activity — using different tools (pencil, ruler), sketch a simple directional sign for the school parking area. The sign should show an arrow pointing to the parking area with the word "PARKING" or a clear directional label. Award marks for clarity, correct use of lines and labelling.]
32. Three other areas where a measuring cylinder is found: chemistry laboratory (measuring liquid volumes for experiments); cooking/kitchen (measuring liquid ingredients); pharmacy (measuring liquid medicine doses); hospital/medical laboratory (measuring liquid samples). (Any three.)
33. Two hazardous cleaning substances that might be found in a computer lab environment if not stored properly: bleach/chlorine (corrosive, can damage devices and surfaces); ammonia-based cleaning solutions (emit harmful fumes, can damage screens); acetone/nail polish remover (flammable, can corrode plastic); strong acids or alkalis. (Any two valid hazardous substances.)
34. Importance of communication in modern business: allows businesses to coordinate work between employees efficiently; enables interaction with customers to understand their needs and handle complaints; facilitates negotiation with suppliers and partners; allows quick sharing of information across departments; builds trust and professional relationships; enables marketing and promotion of products; resolves disputes and avoids misunderstandings.
35. Four technical drawing tools and equipment: ruler/straight edge; pair of compasses; set square (45° and 60°/30°); protractor; pencils (HB and 2H); eraser; drawing board; T-square. (Any four.)
36. [From the image — the two marking tools shown are a scriber (sharp pointed steel tool) and a marking knife (small knife-like tool). Teacher should verify from the specific

image provided.] Scriber: used to scratch clear, permanent lines on metal surfaces. Marking knife: used to mark very sharp, clear lines on wooden workpieces, cutting the wood fibres to guide a saw.

37.

(a) Tool to mark parallel lines at equal distances from the bottom edge: Marking gauge — it can be set to scratch lines at a specific distance from the edge (e.g. 20mm then 40mm), producing perfectly parallel lines.

(b) Accuracy is important when making parallel lines on a workpiece because: inaccurate lines lead to uneven cuts; if cuts are not in the right place, parts will not fit together properly during assembly; precise marking prevents waste of expensive materials and reduces rework.

38. Two physical properties of steel suitable for making school gates: (i) High strength/hardness — steel is very strong and tough, making the gate extremely difficult to break, bend or cut through. (ii) Durability — steel lasts a long time even when exposed to weather conditions, making it a reliable long-term security solution.

39. Two ways to practice sustainable use of economic resources: (i) Reduce waste by measuring materials carefully before cutting ("measure twice, cut once") to avoid throwing away good pieces; (ii) Reuse old or broken items by finding new purposes for them rather than discarding them (e.g. repurposing old timber for smaller projects).

40. Function of the Backspace key: deletes the character immediately to the LEFT of the cursor (the most recently typed character).

41. Two ICT tools for sending the CSL project report to multiple peers: Email (allows sending to multiple recipients simultaneously); Google Docs/shared drive (share a link to the document with many people); WhatsApp group (for quick sharing); Google Classroom. (Any two valid ICT tools for mass sharing.)

42. Two ethical practices a business owner should uphold: (i) Fair pricing — charging honest, reasonable prices that reflect the value of goods without exploiting customers. (ii) Honest advertising — providing accurate information about the product's features, quality and price without misleading customers. (Also accept: correct weights and measures; timely delivery; proper storage and handling.)

43. Steps for setting a SMART financial goal to buy a professional camera: (i) Identify what he needs — determine the exact camera model and its specific price. (ii) Check his income sources — assess how much money he receives regularly (pocket money, earnings from chores). (iii) Plan his savings — decide how much to save regularly (e.g. Ksh 200/week). (iv) Set a deadline — calculate how many weeks/months it will take. (v) Ensure the goal is SMART: Specific (camera model and price), Measurable (Ksh 200/week), Achievable and Realistic (based on his income), Time-bound (e.g. 6 months).

44. Two safety rules in the workshop: (i) Always wear appropriate PPE (protective gear — goggles, gloves, apron) before beginning any practical work. (ii) Secure the workpiece in a vice or clamp before cutting or drilling — never hold it in your hand while working. (Also accept: store tools in their designated place after use; no running or playing in the workshop; clean the workspace after practical sessions.)

45. The abbreviation for diameter in technical drawing: Ø (the letter O with a diagonal slash through it — called phi or the diameter symbol).

46. SMART financial goal for Ksh 1,000 reward: "I will save Ksh 700 from my Ksh 1,000 reward to buy a new dictionary for my studies by the end of this week." Specific: new dictionary for studies. Measurable: Ksh 700 to be set aside (tracked against the Ksh 700 needed). Achievable: the dictionary costs Ksh 650–700, which is within the Ksh 700 saved. Realistic/Relevant: a dictionary directly supports academic improvement. Time-bound: by the end of this week. (Accept any valid SMART goal that uses all five criteria with specific amounts, actions and a clear deadline.)

KNEC Assessment Sample 3

SECTION A (30 MARKS)

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

SECTION B (50 MARKS)

31. [Practical activity — learner looks around classroom and identifies two metallic items with their specific metals:] Example 1: Window grills/bars — specific metal: steel/iron. Example 2: Desk frame/chair legs — specific metal: steel/iron. Example 3: Electrical wiring/plug prongs — specific metal: copper. Example 4: Coins — specific metal: aluminium or copper alloy. (Accept any two valid metallic items observed in the classroom with the correct metal identified.)
32. [From the image — shopping bags made from natural fibre/jute/sisal material:] Three properties that make them better than plastic bags: (i) Biodegradable — they decompose naturally without harming the environment (plastic persists for hundreds of years); (ii) Strong and durable — natural fibre bags carry heavy loads without tearing, lasting much longer; (iii) Reusable — they can be washed and used many times, reducing waste and saving money. (Also accept: made from renewable resources; eco-friendly; do not release toxic chemicals.)
33. Two reasons why learners must strictly observe safety rules and regulations in the Pre-Technical Studies workshop: (i) To prevent accidents and injuries — the workshop contains sharp tools, heavy machinery and electrical equipment; safety rules prevent cuts, burns and other injuries. (ii) To protect valuable equipment and materials — proper use and storage of tools and machines prevents damage, ensuring they remain functional and last longer.
34. [From the diagram — the marking-out tool shown is a divider (V-shaped tool with two sharp metal points):] Tool: Pair of dividers. Two specific tasks: (i) Marking out circles and arcs on metal or wood (place one point at the centre and swing the other around to scratch the circle/arc); (ii) Transferring measurements accurately from a steel rule to the workpiece without reading the measurement from the scale.
35. Natural non-metallic material: wooden block — wood comes directly from trees in nature; does not require chemical processing and is naturally available. Synthetic non-metallic material: plastic bottle — plastic is manufactured by humans through chemical processing of petrochemicals; it cannot be found in nature.
36. Three qualities of a good entrepreneur for the Chairperson of the Young Entrepreneurs Club: (i) Risk-taking — willing to take calculated risks and make bold decisions; (ii) Hardworking and resilient — committed to putting in effort and not giving up when faced with challenges; (iii) Innovative and creative — able to generate new ideas and find better ways to manage the club's activities and achieve financial goals.
37. Two benefits the local dairy factory brings to

the community: (i) Employment creation — the factory hires local workers as managers, production staff, drivers and cleaners, providing income for community members; (ii) Availability of dairy products — the factory produces milk and dairy products locally, making them more accessible and affordable.

38. [Practical activity — using a pencil and ruler, draw a dashed line to a length of 6 cm. A dashed line consists of equal short dashes separated by equal spaces (e.g. 3mm dash, 1mm gap, 3mm dash, etc.). Award marks for: correct length (6 cm); correct line type (dashes with gaps, not solid/continuous); neatness and consistency of the dashes.]
39. Three steps to free-hand sketch a rectangular block using the boxing method: (i) Lightly sketch a large rectangle/box on the paper to establish the overall width and height of the block — this serves as the outer boundary and ensures correct proportions. (ii) Mark the proportional divisions inside the box to show the block's faces and add light guide lines. (iii) Once the proportions look correct, darken the final outlines of the rectangular block with firmer, cleaner pencil strokes, then erase the light guide box lines.
40. Diligence: the ability of a computer to work continuously for long hours without losing concentration, efficiency or making mistakes due to fatigue — unlike humans who need rest. Versatility: the ability of a computer to perform many different types of tasks using different software applications (e.g. typing documents, designing graphics, playing music and browsing the internet all on the same machine).
41. Two ICT tools for collaborating with learners from a neighbouring school: Email (to send and receive the assignment document and messages); Google Docs (for jointly editing the same document online in real-time); WhatsApp (for quick messaging and sharing files); Zoom/Google Meet (for video discussions about the assignment). (Any two valid ICT collaboration tools.)
42. Three factors of production necessary to complete the new school library: (i) Land/ natural resources — the physical space where the library is built and materials like timber, sand, cement and ballast for construction; (ii) Capital — money needed to pay for materials, equipment and labour; (iii) Labour — workers (builders, plumbers, electricians, carpenters) who do the physical construction work. (Also accept: entrepreneurship/management — the person who plans and coordinates the project.)
43. Tool: Try-square (used to mark a line at a perfect 90° angle to the edge of the wood). One way to care for it: store it carefully in a toolbox so it is not dropped on the floor — dropping it can bend the blade, making it no longer exactly 90°, which means every piece of wood marked with it will be crooked.
44. Physical threat to computers in the school lab: a real-world danger that physically damages or removes the device or its data. Example: spilling water on a computer; theft of a computer. Online threat to computers in the school lab: a risk encountered while using the internet or digital platforms. Example: downloading a computer virus from an untrusted website; phishing emails.
45. SMART financial goal for a learner who wants to buy a school bag (Ksh 600) within three months: "I will save Ksh 200 every month for 3 months by setting aside money from my weekly pocket money in order to buy a new school bag worth Ksh 600 by the end of the school term." Specific: new school bag worth Ksh 600. Measurable: Ksh 200 per month (tracked monthly). Achievable: Ksh 200/month is realistic with regular pocket money. Realistic/Relevant: a school bag is a genuine need for a learner. Time-bound: within 3 months (by end of school term).
46. Two examples of unethical practices the school uniform trader might be engaging in: (i) Selling counterfeit/fake school uniforms as genuine originals — misleading customers about the quality of the product; (ii) Overcharging customers or using tampered scales to give less material — cheating customers on price or quantity. (Also accept: selling damaged or poor quality stock at full price; refusing to give receipts to hide true income; false advertising.)
47. Two physical properties of steel that make it suitable for tightening heavy bolts (steel spanner): (i) High strength and hardness — steel is very strong and tough, allowing the spanner to apply high torque force

without bending or breaking; (ii) Durability — steel does not wear down easily under repeated heavy use, making it long-lasting for mechanical work.

48. Three online threats to be aware of on a social networking site: (i) Cyberbullying — other users may send mean, threatening or embarrassing messages online; (ii) Impersonation/identity theft — strangers may create fake profiles pretending to be someone else to trick them into sharing personal information; (iii) Phishing and scams — they may receive fake messages or links designed to steal their passwords or personal data. (Also accept: exposure to inappropriate content; contact with dangerous strangers.)

49.

(a) Two sources where Halima can get business ideas: (i) Identifying a community problem/gap in the market — she notices that students need school supplies in her neighbourhood but have difficulty accessing them; (ii) Listening to customer needs — talking to students and parents to find out exactly what supplies they need and at what price. (Also accept: the media/internet — researching which supplies are most in demand; personal skills and interests.)

(b) Two entrepreneurial qualities Halima needs to succeed: (i) Hardworking and diligent — she must put in consistent effort to manage her stock, attract customers and keep the business running; (ii) Innovative and creative — finding ways to offer better prices, wider variety or more convenient service than competitors.

50. Specific: a financial goal is Specific when it is clear and exact about what you want to achieve — not vague. Example: "I want to save Ksh 500 to buy a scientific calculator" is specific; "I want to save money" is not. Time-bound: a goal is Time-bound when it has a clear deadline by which it must be achieved. Example: "I will save Ksh 500 by the end of next month" has a clear deadline. One example of a complete SMART financial goal: "I will save Ksh 200 every month for 3 months from my weekly pocket money in order to buy a new school bag worth Ksh 600 by the end of Term 2." (Accept any valid SMART goal that addresses both Specific and Time-bound criteria with a clear example.)

Social Studies

1 Personal Development

A. Self-Exploration

Practice Assessment

1. Personal ability refers to the unique skills, talents and qualities that individuals possess which help them achieve their goals and navigate different areas of life. Examples include: problem-solving, leadership, empathy, communication and computer skills.
2. Two possible reasons Carlos is having difficulty: (i) He may not be using the right strategy or seeking guidance/coaching; (ii) Chess may not align with his natural abilities or learning style. He should explore whether this is a genuine interest or assess whether he needs better instruction before giving up.
3. How to discover personal interests: Try out different activities and hobbies; reflect on what makes you happy or excited; notice what you do naturally in your free time; ask trusted adults (parents, teachers) for feedback; volunteer in different areas; observe what subjects you enjoy most in school. (Accept any valid methods.)
4. Writing stories reveals: creativity and language/communication ability; artistic/visual ability (drawing cartoons). These might shape her future as a writer, journalist, graphic novelist, animator, illustrator or graphic designer.
5. Two reasons why exploring strengths is essential: (i) Helps you set realistic and achievable goals aligned with your abilities, leading to greater success; (ii) Builds self-confidence and self-esteem by knowing what you are good at. (Also accept: helps choose appropriate career path; helps focus energy productively.)
6. Debating — someone with strong communication skills would be best suited to debating because it requires verbal expression, argumentation, quick thinking and persuasive communication.
7. Four values essential for a steady and reliable personality: Integrity (being honest and acting according to moral principles); Empathy (understanding and caring about others' feelings); Responsibility (being accountable for one's actions and duties); Self-discipline (exercising self-control and following rules); Compassion; Gratitude; Honesty. (Any four with explanations.)
8. Two personal values that might have guided their decisions: Integrity (making honest, moral decisions even when difficult); Responsibility (fulfilling duties and taking initiative); Self-confidence; Empathy; Courage. (Any two.)
9. a. One effect: The friendship may break down due to loss of trust — if David discovers his friend lies repeatedly, he will be unable to rely on or confide in him, damaging the relationship.
   b. Value to encourage: Honesty — being truthful in words and actions builds trust and strengthens friendships.
10. Amina demonstrates: Teamwork/cooperation; helpfulness; responsibility; care and concern for others; patience. (Accept any personal values her activities reveal.)
11. Integrity / Responsibility / Self-discipline (refusing to follow the crowd when pressured to do wrong requires integrity and self-discipline).
12. How to discover personal values: Reflect on experiences that made you feel proud or ashamed; observe the people you admire and identify what qualities you appreciate in them; think about what is most important to you in life; seek guidance from parents, teachers and mentors; read about inspirational people and their values.
13. How to manage emotions in day-to-day life:

a. Be aware of what you're feeling (recognise the emotion — anger, fear, sadness).
b. Pause and think before reacting to the situation.
c. Share how you're feeling calmly and respectfully.
d. Use breathing exercises, meditation or mindfulness to calm strong emotions.
e. Find solutions to the problem causing the emotions rather than focusing on the feeling.
f. Learn from past experiences and develop coping strategies.
g. Talk to a trusted friend, family member or counsellor if struggling.

B. Entrepreneurial Opportunities in Social Studies

Practice Assessment

1. Entrepreneurship involves starting and managing a project to make a profit or achieve a particular goal. It requires innovation, risk-taking and the ability to solve problems. In the context of Social Studies, entrepreneurship means identifying business opportunities related to history, culture, geography, law and social issues.
2. Six entrepreneurial opportunities in Social Studies: Tourism; culture and heritage management; project management and planning; law; journalism and media technology; political science; climatology; library management; geology; sociology and community development; cartography; museum curation. (Any six.)
3. a. Two character traits of people collecting historical items for a museum: Curiosity/ inquisitiveness (keen interest in history and the past); patience (carefully collecting and preserving items over time); attention to detail; cultural sensitivity; preservation awareness. (Any two.)
   b.Entrepreneurial opportunity they are setting: Museum and historical site management (or Heritage/Artefact Collection and Curation).
4. Two personality traits that made the mentors excel: Passion and dedication (deeply committed to their field); critical thinking and problem-solving ability; good communication skills; resilience (persevering through challenges); innovation and creativity; leadership. (Any two.)
5. [Group practical activity — learners create a poster. The poster should include various Social Studies entrepreneurial opportunities such as: Tourism, Law, Journalism, Museum curation, Geology, Climatology, etc. Teacher assesses creativity, accuracy and group collaboration.]
6. Three character traits Abdi (aspiring journalist) should embrace: Critical thinking (analysing information carefully and accurately); good writing and communication skills; adaptability (ability to work in fast-changing media environments); ethical integrity (reporting truthfully without bias); curiosity (always seeking new information); outgoing personality. (Any three.)
7. For political science, additional personality requirements: Analytical thinking (analysing political systems and data); good communication and debating skills; negotiation skills; resilience; leadership ability; understanding of social issues and history. (Any valid personality requirements.)
8. Personality requirements for each opportunity:
   Tourism and cultural heritage management: Problem-solving, organisation skills, enthusiasm, cultural sensitivity, communication skills.
   Museum and historical site operations: Attention to detail, patience, curiosity, research skills, preservation awareness.
   Geographer: Analytical skills, curiosity, physical stamina, attention to detail, research ability.
   Law: Analytical thinking, attentiveness, good communication skills, resilience, logical reasoning.
   Journalist/Reporter: Critical thinking, good writing skills, adaptability, ethical integrity, outgoing personality.
9. [Group practical activity — Cartographer personality and abilities: Attention to detail; mathematical and spatial skills; analytical thinking; curiosity about geography; ability to use technology and GIS software; patience and precision; research skills; ability to interpret and present data visually. Teacher to assess quality of presentation.]
10. Three reasons why it's important to match an entrepreneurial opportunity with interests and skills: (i) You are more likely to succeed in something you are passionate about and naturally talented in; (ii) Work becomes more enjoyable and fulfilling when it aligns with your interests, leading to greater productivity; (iii) Your natural skills give you a competitive advantage over others in that field. (Any three valid reasons.)

2 PEOPLE AND RELATIONSHIPS

A. Human Origin

Practice Assessment

1. Human origin refers to the study and understanding of how human beings came into existence. It involves different perspectives including traditional/mythical theories and religious/creation theories that explain where the first human beings came from and how they were created.
2. Four similarities between religious stories of human origin from different African communities:

a. Divine or supernatural creation — a supreme being/God is responsible for creating humans.
b. Creation of the first humans — all stories focus on the creation of specific first human beings who are viewed as ancestors.
c. Connection to nature — humans are often created from natural elements (earth, clay, mud).
d. Purposeful creation — humans are created for a specific purpose (to tend the earth, inhabit a land).
e. The supreme being provides for the first human beings.

(Any four.)

3. Possible reasons for common themes between traditional and religious stories: Both originated from similar human experiences and attempts to explain the unknown; both acknowledge a higher power or creator; human beings naturally seek to understand their origin; oral traditions and religious teachings have been shared across communities through trade, migration and interaction; all human societies share common existential questions about where they came from.
4. [Creative essay activity — learners write collaboratively on traditional and religious stories of human origin. Key themes to underline: divine/supernatural creation; the first human beings; connection to nature; purposeful creation; God/supreme being providing for humans. Teacher assesses collaboration, writing quality and accuracy of themes.]
5. [Practical activity — learner visits a religious centre and interviews an elder. They should record: the elder's name; the religious institution; the creation story as described; key elements of the story; how it compares to other accounts. Teacher to assess the quality of engagement and recording.]
6. [Design activity — poster illustrating shared themes between traditional and religious stories. Should include: divine creation; first human beings; natural materials used in creation; purpose of human beings; supreme being providing for humans. Teacher assesses creativity and accuracy.]
7. Traditional African communities created stories about human origin because: They sought to explain the mystery of where people came from; stories helped define community identity and belonging; oral stories preserved cultural heritage and values; they reinforced social order and the role of the supernatural in human life; stories helped explain suffering, life and death; they taught moral lessons and values to younger generations.
8. [Family/community activity — learner describes a traditional theory from their community. Accept any culturally valid traditional story of human origin, provided the learner can describe it accurately and explain its key elements.]
9. [Group research activity — learners identify communities with traditional stories about human origin. Examples: Agikuyu (Gikuyu and Mumbi), Bukusu (Mwambu and Sela), Nandi (from the knees of a giant), Luo, Kalenjin, Luhya, Maasai communities. Teacher assesses research quality and group participation.]
10. [Research and presentation activity using digital devices. Learners search for traditional stories from different communities and cultures worldwide. Accept any well-researched, accurately presented traditional creation stories.]
11. C (Human beings evolved from apes over millions of years — this is a common feature of the SCIENTIFIC evolution theory, NOT of traditional/religious stories. Common features of religious stories include divine creation,

creation of the first humans, connection to nature and purposeful creation.)

12. "Creation" as used in religious stories about human origin refers to the act by which a divine being (God/Allah/Supreme Being) brought the universe and all living things — including human beings — into existence, either from nothing (ex-nihilo) or from natural materials such as clay or dust.
13. Two common themes in religious stories about human origin:

(i) Human beings were created by a divine/ supreme being — all major religious stories involve a God or creator responsible for making humans.

(ii) Human beings are connected to nature — they are often created from natural materials such as clay, dust or the earth.

14. [Research/resource person activity using digital devices. Accept any well-researched religious stories about human origin from Christianity, Islam, Hinduism or traditional African religions.]
15. Religious stories about human origin influence beliefs and values by: providing a moral framework (humans are made in God's image and are therefore sacred); establishing the purpose of human life (to serve God and care for creation); shaping attitudes toward nature (humans are stewards of creation); defining family structures (marriage and family originate from God's design); influencing attitudes toward other human beings (all humans share a common origin and have equal dignity); guiding spiritual practices and rituals.

B. Early Civilisation

Practice Assessment

1. Ancient Egypt's legal systems influenced modern law and governance in several ways: ancient Egyptian pharaohs established some of the earliest known law codes; the concept of Maat (truth, justice and harmony) was the basis for Egyptian law, influencing modern concepts of justice and equality; hierarchical administrative structures of Egypt influenced how modern governments are organised; Egypt's centralised bureaucracy (with scribes, officials, viziers) is a model for modern public administration.
2. Three contributions of ancient civilisation to modern agricultural technology: Ancient Egyptians developed irrigation systems (canals, shadufs) that redirected Nile water to fields — modern irrigation draws from these principles; the Nile Valley civilisation developed crop rotation and planting techniques that improved yields, informing modern agricultural practices; the domestication of animals (cattle, donkeys) as draught animals for ploughing influenced modern mechanised farming; the development of the plough in ancient times transformed farming and is an ancestor of modern farm machinery. (Any three.)
3. It is important to study the contributions of early civilisation to the modern world because: it helps us understand the origins of modern systems (writing, mathematics, medicine, governance); it shows how past innovations shape current technology and society; it teaches us to value and preserve cultural heritage; it helps us learn from both successes and mistakes of the past; it promotes pride in African contributions to world civilisation; it helps us understand global trade, religion and cultural exchange. (Any valid reasons.)
4. Importance today of ancient Egypt's religion influencing art and architecture: Egyptian religious art (pyramids, temples, hieroglyphs, statues of gods) is studied and admired worldwide; it shows how spiritual beliefs drive monumental human achievement; modern architecture still draws inspiration from Egyptian designs (obelisks, columns); museums worldwide preserve Egyptian religious art, attracting tourists and contributing to economies; it demonstrates the powerful connection between culture, religion and artistic expression.
5. [Group essay activity. Key points to include: writing/hieroglyphics (literacy); mathematics and geometry; medicine and anatomy; architecture (pyramids, stone structures); trade networks; irrigation systems; political structures; Great Zimbabwe's contribution to trade; Kingdom of Kongo's crafts and culture. Teacher assesses group collaboration, essay quality and accuracy.]
6. Three commodities integral to Great Zimbabwe's trade network: Gold; copper; ivory.
7. a. The numbering shown appears to be

Egyptian/Roman/Arabic numerals used in ancient Egypt or Rome. From the context of ancient civilisations, this was used in: Ancient Egypt (hieroglyphic numerals).

b. The numbering system of ancient Egypt contributed to modern development by: laying the foundation for mathematics (geometry, arithmetic); enabling trade and commerce through record-keeping; influencing the development of modern numeral systems; being the basis for early engineering calculations used in building the pyramids.

8. Contribution of early civilisation to modern medicine: Ancient Egyptians developed knowledge of anatomy and surgery (they performed operations, set broken bones, and used herbal treatments); they created medical textbooks (the Ebers Papyrus and Edwin Smith Papyrus contain medical knowledge); they were among the first to understand the link between diet and health; their use of plants as medicine influenced modern pharmacology and herbal medicine.
9. Definitions:

a. Kingdoms: political units ruled by a king or queen, with centralised authority over a defined territory and population. Examples: Ancient Egypt, Great Zimbabwe, Kingdom of Kongo.

b. State: a sovereign political unit with defined territory, a permanent population, a government and the ability to enter into relations with other states.

c. Civilisation: the process by which a society or place reaches an advanced stage of social and cultural development and organisation, characterised by cities, writing, advanced agriculture and organised political structures.

10. Three examples of ancient kingdoms in Africa discussed: Ancient Egypt; Great Zimbabwe; Kingdom of Kongo. (Also accept: Nubia/Kush, Mali Empire, Songhai Empire, Benin Kingdom, Asante Kingdom, Ethiopian Empire.)
11. The River Nile affected the growth of Ancient Egypt by: providing water for irrigation (enabling agriculture in an otherwise desert region); its annual flooding deposited fertile silt that made the soil highly productive; it served as a means of transportation linking different parts of Egypt; it provided fish as a food source; it acted as a natural defensive barrier; its reliable water supply enabled the development of permanent settlements and cities (Memphis, Thebes).
12. Three factors contributing to the growth and success of Ancient Zimbabwe: Access to natural resources (gold and copper) used as trading commodities; strategic location on Indian Ocean trade routes connecting Southern Africa to Asia and the Middle East; impressive stone structures that were symbols of power and organisation; centralisation of power through a ruling elite; fertile land and water supply between the Zambezi and Limpopo rivers. (Any three.)
13. Major factor influencing the growth of Ancient Egypt: Geographical advantage — the River Nile, which provided water for irrigation, deposited fertile silt through annual flooding and served as a means of transportation. (Accept: "The River Nile" as the key factor.)
14. Four factors influencing the growth of the Kingdom of Kongo: Geographical location near the Congo River (access to fertile land and water); trade (dealing in ivory, copper and later, slaves); centralised leadership (strong central authority of the Manikongo maintaining political stability); cultural exchange with Portuguese traders (introducing new goods, Christian ideas and technologies). (Any four.)
15. Three reasons why access to gold was crucial for Great Zimbabwe: Gold was a highly valued commodity that attracted traders from as far as Asia and the Middle East, fuelling the economy; gold trade generated enormous wealth that supported the ruling elite and funded construction projects; control of gold resources gave Great Zimbabwe political and economic power over the region; gold was exchanged for other goods (cloth, pottery, glass beads) improving living standards. (Any three.)
16. [Group practical activity — learners use approved textbooks or wall maps to locate Great Zimbabwe (southern Africa, present-day Zimbabwe between Zambezi and Limpopo rivers), Ancient Egypt (northeastern Africa along the Nile) and the Kingdom of Kongo (central Africa near the Congo River, covering parts of modern-day Angola and DRC). Teacher assesses accuracy of identification and labelling.]
17. [Drawing/map activity — learner draws a

map of Africa and labels the three kingdoms in different colours. Teacher assesses accuracy of location, neatness and correct labelling.]

18. The Kingdom of Kongo — located in Central Africa, around the mouth of the Congo River.
19. Ancient Egypt was located to the north/northeast of Africa, along the River Nile.
20. Current countries where the kingdoms existed: Ancient Egypt →Egypt (and parts of Sudan/Nubia).
    The Great Kingdom of Kongo →Democratic Republic of Congo; Angola; Republic of Congo.
    The Kingdom of Zimbabwe →Zimbabwe (modern-day country named after the ancient kingdom).

C. Slavery and Servitude

Practice Assessment

1. [Practical map activity — learner uses an atlas to draw a map of East Africa showing countries that participated in the Indian Ocean slave trade as sources of enslaved Africans (Tanzania, Kenya, Mozambique) and routes to the Middle East, India and Southeast Asia.]
2. Two countries that served as entry points for slave trade in eastern Africa: Zanzibar (Tanzania); Mombasa (Kenya); Kilwa; Bagamoyo; Mozambique. (Any two.)
3. Three towns in Tanzania used as hubs for the Indian Ocean slave trade: Zanzibar; Kilwa; Bagamoyo; Ujiji; Tabora. (Any three.)
4. Five social injustices committed against Africans during the Indian Ocean slave trade: Africans were captured and deprived of their basic rights and freedoms; slaves were separated from their families, never to reunite; enslaved individuals endured brutal treatment including physical abuse and harsh working conditions; African traditions and identities were suppressed as slaves were forced to adapt to foreign cultures; Africans were treated as property that could be bought, sold or inherited. (Any five.)
5. [Debate activity — learners debate the injustices of the Indian Ocean slave trade. Teacher assesses quality of arguments, use of evidence and respectful engagement with opposing views. Key points: the trade was brutal and violated human dignity; some African communities participated willingly for economic gain; Africans gained some economic benefits but at enormous human cost; the long-term damage to African societies was severe.]
6. [Internet research activity — learner searches for trade routes used to transport African slaves via the Indian Ocean. Routes: from East African ports (Zanzibar, Kilwa, Mombasa) across the Indian Ocean to Arabia, Persia, India, the Persian Gulf and Southeast Asia.]
7. Slavery: a condition in which individuals are owned by others, deprived of personal freedom and forced to work without their consent or fair pay.
   Servitude: a system in which individuals are bound to work for others, often in conditions similar to slavery, with restricted freedom and little or no pay.
8. Domestic servitude — children working long hours at home is an example of domestic servitude (forced to perform household duties such as cooking, cleaning and childcare without fair pay or freedom).
9. Two forms of slavery commonly practised in traditional African societies:

(i) Debt bondage: Individuals were enslaved to repay debts. They worked for their creditor until the debt was considered paid off.

(ii) Domestic servitude: Enslaved individuals were used in households, carrying out duties such as cooking, cleaning and childcare.
(Also accept: war captives — prisoners of war forced to serve their captors; chattel slavery — enslaved individuals treated as property.)

10. Two key functions of slaves in domestic agricultural societies:

(i) Providing household labour — cooking, cleaning, childcare and other domestic duties.

(ii) Providing agricultural labour — working on farms and plantations to grow crops.

11. Chattel slavery: a form of slavery in which enslaved individuals are treated as personal property (chattel) that can be bought, sold, inherited or traded like any other commodity. They have no personal rights or freedoms and exist entirely at the disposal of their owner.
12. Four factors that influenced the development of the Indian Ocean slave trade: (i) Demand for labour — the Middle East and Asia needed labourers for agriculture, mining and domestic services; (ii) Wealth of coastal kingdoms — some African coastal communities participated

by selling captives to foreign traders in exchange for goods; (iii) Arab traders' influence — Arab traders had a significant presence in East Africa and facilitated transportation; (iv) Geographical advantage — the Indian Ocean provided a navigable route for transportation of enslaved Africans to distant lands. (Any four.)

13. Main participants of the Indian Ocean slave trade: Arab traders (who facilitated transportation and trade); some African coastal kingdoms (who captured and sold enslaved people); buyers/slave owners in the Arabian Peninsula, Persia, India and Southeast Asia; later, Portuguese and other European traders.
14. One likely reason for her ancestors' involvement: Some African coastal kingdoms and communities participated in the Indian Ocean slave trade in exchange for valuable goods (cloth, glassware, porcelain) from Arab and Asian traders. They may have been drawn by the economic benefits of selling prisoners of war or people captured from rival communities.
15. Demand for labour: The Middle East and parts of Asia (Arabia, Persia, India) needed workers for agriculture, domestic service and mining. This created a constant demand for enslaved people, making the slave trade profitable. African participation: Some African coastal kingdoms, seeking economic gain, captured people from the interior and sold them to Arab traders in exchange for goods, creating a supply chain that sustained the trade.
16. Two important reasons why the Indian Ocean slave trade had a lasting impact: (i) It disrupted African societies by depopulating communities and causing social instability, the effects of which are still felt today; (ii) It created large African diaspora communities in the Middle East and Asia whose descendants continue to influence the culture and society of those regions.

D. Developments in the Medium of Trade

Practice Assessment

1. Barter trade is the exchange of goods and services between two parties without the use of money. Both parties must have what the other wants (double coincidence of wants) and agree on the value of the exchange.
2. Barter trade (the direct exchange of goods without using money).
3. a. Money: a medium of exchange accepted by all parties as payment for goods and services; it has a standardised value recognised by a community or government.
   b. Currency trade: the exchange of goods and services using money as a medium of exchange; money acts as a standardised measure of value, making transactions easier and more efficient.
4. Two possible reasons for the difference: (i) The village may be a subsistence farming community where people grow their own food and trade surplus directly with neighbours, making barter practical; (ii) The village may lack access to formal banking systems or currency, making barter the only available form of exchange. The nearby city has a formal economy with currency infrastructure.
5. Barter trade characteristics: Exchange of goods and services without using money; value is subjective and based on negotiation; requires double coincidence of wants; limited to small, localised economies.
   Currency trade characteristics: Exchange uses money as a medium; standardised value assigned through money; universally accepted; facilitates large-scale trade and economic growth.
6. Four factors that led to the introduction of money in Africa: Barter became impractical due to the difficulty of finding exact matches for goods (double coincidence of wants); specialisation of skills requiring a standardised medium of exchange; contact with Asian, European and Middle Eastern traders who introduced the concept of money; access to precious metals (gold and silver) that could be minted into coins and used as early forms of currency. (Any four.)
7. Two reasons why barter became less efficient: (i) The double coincidence of wants was very difficult to achieve — you had to find someone who had exactly what you wanted AND wanted exactly what you had; (ii) Some goods (especially food) could spoil before being traded, making the exchange impractical.
8. A major factor: The practical limitations

of barter trade (particularly the double coincidence of wants problem) made large-scale trade impossible, creating the need for a standardised medium of exchange.

9. Two benefits of using currency over barter: (i) Money is universally accepted — merchants can buy from anyone without needing a perfect match of goods; (ii) Money provides a consistent, standardised measure of value for all goods and services, eliminating the need for lengthy negotiation over exchange rates.
10. Two impacts of currency on local trade: (i) Standard prices — money gives everything a clear value, so everyone knows exactly how much an item costs, creating price stability and transparency; (ii) Expanded markets — people can trade with distant communities using money (which is light and easy to carry), growing the local economy beyond the immediate neighbourhood.
11. Two reasons why currency is preferred in urban centres: (i) Urban centres have large, diverse markets with many products and services — money makes transactions fast and easy across a wide variety of goods; (ii) Urban areas have formal banking systems, wage employment and complex economic activities that require a standardised, portable medium of exchange.
12. Three uses of money in currency trade: Buying and selling goods and services; paying for labour (wages and salaries); paying taxes and government levies; saving for future use; lending and borrowing (credit and loans); paying for education (school fees); paying for healthcare; paying for transportation. (Any three.)
13. The introduction of coins in East African coastal cities led to increased trade with foreign merchants because: coins provided a universally recognised and portable store of value that foreign traders could accept as payment; they eliminated the need for bulky goods exchange; their standardised value built trust between local and foreign traders; they facilitated repeat trading relationships and larger-scale commerce across the Indian Ocean trade network.
14. Two challenges facing currency trade in Africa today: Currency fluctuation (the value of money can change rapidly, causing economic instability); inflation (prices rise while purchasing power falls); counterfeiting (fake currency undermining trade); limited banking access in rural areas; high transaction costs for international currency exchange.
15. Money has promoted peace and unity in the world by: creating economic interdependence between nations (countries that trade with each other have reason to maintain peaceful relations); providing a standardised basis for international agreements and contracts; enabling developing nations to participate in the global economy; funding international organisations (UN, World Bank) that promote peace; reducing competition over scarce resources by creating efficient markets.
16. [Role-play activity — learners demonstrate different uses of money in society: buying goods; paying school fees; saving; paying wages; loans. Teacher assesses creativity, accuracy and participation.]

E. Diversity and Interpersonal Relationships

Practice Assessment

1. Human diversity refers to the differences among people in terms of characteristics such as ethnicity, culture, gender, religion, age and abilities. It is what makes individuals and groups unique.
2. Two factors that could have led to this diversity: (i) Migration — people from different cultural backgrounds have moved to the area over time for work, education or trade; (ii) Intermarriage between people from different ethnic groups, bringing together diverse cultural backgrounds and traditions.
3. Desirable attributes: Kindness (friendly and generous); patience (calm and tolerant); honesty (truthful); responsibility (accountable); respectfulness (treating others with dignity); cooperation (working well with others).
   Undesirable attributes: Rudeness (disrespectful); dishonesty (lying, cheating); impatience (unable to tolerate delays); arrogance (excessive pride); selfishness (thinking only of oneself).
4. Desirable attributes: Empathy; Reliability; Honesty; Respectfulness; Patience.
   Undesirable attributes: Impulsiveness; Arrogance; Procrastination; Pessimism; Dishonesty.

5. Personal attributes are qualities or characteristics that define a person. Some are desirable (positive) for building healthy relationships, while others are undesirable (negative) and can harm relationships. Examples of desirable attributes: kindness, patience, honesty. Examples of undesirable: rudeness, arrogance, dishonesty.
6. Two important reasons why understanding personality attributes is crucial: (i) It helps you recognise how your behaviour affects others, enabling you to build healthier and more respectful relationships; (ii) In a diverse multicultural environment, understanding that people have different personality traits helps you appreciate differences and work together more effectively despite these differences.
7. Three benefits of having a personality like Jamila's (helpful and supportive): (i) She builds strong, trusting relationships with others because people know they can rely on her; (ii) She creates a positive and supportive atmosphere in the community that encourages cooperation; (iii) She is likely to be respected and valued as a leader or role model in her community.
8. [Research/group activity on empathy and assertiveness. Key notes on empathy: the ability to understand and share the feelings of another person; helps build meaningful relationships; reduces conflict by enabling compassionate responses. Key notes on assertiveness: the ability to express one's thoughts, feelings and needs directly and respectfully; helps protect personal boundaries; prevents being taken advantage of. Teacher assesses quality of research and presentation.]
9. [Role-play activity demonstrating effective communication and negotiation skills. Teacher assesses: clarity of communication, active listening, respectful engagement and ability to reach a mutually satisfactory solution.]
10. Human diversity is often higher in urban areas because: cities attract people from different regions, ethnicities and cultural backgrounds seeking employment, education and economic opportunities; urban areas have more immigration from rural areas and other countries; cities offer diverse economic and educational opportunities that draw a wide variety of people.
11. Linguistic diversity (the factor influencing human diversity where people speak various languages — this is the factor of LANGUAGE, which is one of the determinants of human diversity).
12. Four interpersonal skills crucial for positive interactions in a multicultural society: (i) Effective communication — clearly expressing ideas and listening carefully to others regardless of cultural differences; (ii) Empathy — understanding and valuing the feelings and perspectives of people from different backgrounds; (iii) Negotiation skills — finding mutually acceptable solutions to disagreements in a respectful way; (iv) Conflict resolution — managing and resolving misunderstandings and disputes peacefully. (Any four.)
13. Three major interpersonal skills: Effective communication; empathy; assertiveness; conflict resolution; negotiation skills; respect for differences. (Any three.)
14. Good strategy for Isaac to adapt quickly: Welcome Isaac warmly and show genuine interest in learning about his cultural background; introduce him to classmates and include him in activities; help him understand school rules and routines; be patient with differences in customs or language; show empathy and sensitivity to any challenges he faces adjusting to the new environment.
15. Five personality attributes that enhance self-awareness: Honesty (being truthful about one's strengths and weaknesses); reflectiveness (taking time to think about one's feelings and actions); openness (willingness to accept feedback about yourself); empathy (ability to see yourself through others' eyes); self-discipline (ability to recognise and control your impulses and emotions). (Any five valid attributes.)

F. Peaceful Coexistence

Practice Assessment

1. Peace in Social Studies refers to a state of harmony, tranquility and the absence of conflict or violence in a community or society. It involves the ability of individuals and groups to live together respectfully, resolve disputes non-violently and cooperate for the common good.
2. Peaceful coexistence refers to the ability

of individuals or groups in a community to live together harmoniously despite their differences in culture, religion, ethnicity, background and opinion.

3. Four qualities that enhance peaceful coexistence: (i) Respect — valuing others' opinions, rights and cultural practices without hostility; (ii) Tolerance — accepting people whose beliefs, practices or backgrounds differ from your own; (iii) Empathy — understanding and acknowledging others' feelings and perspectives; (iv) Open-mindedness — being willing to listen to and consider different viewpoints; (v) Dialogue — communicating honestly to resolve misunderstandings. (Any four.)
4. Two possible qualities of the individual who mediates conflicts: Patience (able to listen calmly to all parties without taking sides); empathy (genuinely understands the concerns and feelings of all parties); fairness; honesty; good communication skills; problem-solving ability. (Any two.)
5. Two reasons why a peaceful person is a valuable community member: (i) They help prevent and resolve conflicts, maintaining stability and harmony in the community; (ii) They create an environment where people feel safe, respected and valued, encouraging cooperation and development. (Any two.)
6. How learners can contribute to peaceful coexistence: Listen to and respect classmates with different opinions; stay calm during disagreements; speak out against bullying and discrimination; apologise when wrong and forgive others; seek help from teachers when conflicts cannot be resolved; celebrate diversity and learn from peers with different backgrounds.
7. Three factors contributing to peaceful coexistence: Respect for human rights; tolerance and respect for diversity; rule of law; dialogue and communication; social justice and equality; democratic governance; quality education; economic stability; conflict resolution mechanisms; shared values and cooperation. (Any three.)
8. Practising empathy contributes to peaceful coexistence because: it helps people understand the feelings and perspectives of others, reducing misunderstandings and hostility; when people genuinely understand why others behave or feel a certain way, they are less likely to react with anger or aggression; empathy makes it possible to find mutually acceptable solutions to conflicts.
9. Tolerance in peaceful coexistence: the willingness to accept and respect people whose opinions, beliefs, cultures, practices or backgrounds differ from your own, without trying to suppress, judge or harm them.
10. Two reasons why community engagement is important for peaceful coexistence: (i) It brings people together to work toward shared goals, building relationships across cultural and social divides; (ii) When community members actively participate in decision-making, they feel heard and valued, reducing frustration and the likelihood of conflict. (Any two.)
11. Active listening is important in resolving conflicts because: it ensures that each person involved feels genuinely heard and understood, which reduces defensive reactions; it helps identify the real underlying cause of the conflict rather than just the surface-level disagreement; when people feel truly listened to, they are more willing to compromise and work toward a peaceful solution.
12. Conflict resolution: the process of resolving a disagreement or dispute between two or more parties through peaceful means such as negotiation, mediation and dialogue, with the aim of reaching a fair and mutually acceptable solution.
13. Two effective strategies for Andrew and George: (i) Dialogue — they should calmly discuss their differing views about the project, each listening to the other's perspective without interrupting; (ii) Compromise — they should identify common ground and agree on a solution that incorporates both their ideas where possible, with each person being willing to give up something.
14. Four key steps in the peaceful conflict resolution process:

(i) Listen to each other — all parties listen carefully to understand each other's point of view.
(ii) Stay calm — control emotions; avoid shouting, insults or physical confrontation.
(iii) Discuss the problem openly — talk honestly about the issue to identify the real cause of conflict.
(iv) Seek a fair solution — both sides agree

on a solution that is fair and acceptable to everyone.

(v) Apologise and forgive — when a mistake is made, one apologises and the other forgives.

(vi) Seek help when necessary — involve a trusted mediator (teacher, parent, community leader). (Any four.)

15. a. One possible reason for the sports conflict: Disagreement over a referee's decision or rule interpretation; a player felt unfairly treated; competition and desire to win leading to heated emotions; miscommunication between team members.

b. Possible solution promoting teamwork: The team members should pause, calm down and discuss the disagreement respectfully; the team captain should listen to both sides and mediate; they should remind each other that the goal is teamwork and fun, not just winning; agree to abide by the referee's decision.

16. [Creative poem writing activity on the importance of peaceful coexistence in society. Teacher to assess creativity, relevance to the theme, structure and use of appropriate poetic devices.]

3 COMMUNITY SERVICE LEARNING

A. Community Service Learning

Practice Assessment

1. Community Service Learning (CSL) is a form of learning that involves participating in activities that help the community while gaining knowledge and skills. It links classroom learning with real-world community service to develop learners' skills and sense of civic responsibility.
2. a. Volunteering: freely offering time, skills and effort to benefit others in the community without expectation of payment.
   b. Civic responsibility: the duty of a citizen to participate in community and public life — for example, following laws, paying taxes, voting and contributing to community development.
   c. Collaboration: working together as a team, sharing ideas, skills and responsibilities to achieve a common goal.
3. The first step is to identify an issue/problem in the community that needs to be addressed (for example: unclean public spaces, lack of educational resources, helping vulnerable groups) and then verify it by gathering information and confirming its importance to the community.
4. It is important to design a solution before implementing the project because: planning ensures that the chosen solution is practical, effective and appropriate for the identified problem; it prevents wasting time and resources on an ineffective approach; it allows the team to agree on roles, resources and timelines before starting; a clear plan ensures everyone understands what to do and works together efficiently.
5. Two main things they needed to do during the planning process:

(i) Decide what needs to be done to solve the problem (brainstorm possible solutions and select the best one).

(ii) Assign roles and responsibilities to each group member and determine what resources are needed and set a timeline.

6. After completing a CSL project, Abdi and his friends should reflect on the experience — discuss what went well, what challenges they faced and how the project benefited the community — and then write a report that details the problem, the steps taken to solve it and the final outcome/results achieved.
7. The purpose of the very last stage (writing the report) in CSL is to document the project's problem, process, results and impact in a clear written format that can be shared with the community, school and stakeholders. It helps learners reflect on what they learned and enables future groups to build on the experience.
8. The process of Community Service Learning in correct order:
   1. Identify an issue/problem in the community and verify it.
   2. Create a plan (what needs to be done, who will be involved, resources needed, timeline).
   3. Brainstorm possible solutions to the identified problem.
   4. Implement the solution (put the plan into action; ensure everyone participates actively).
   5. Reflect on the project (discuss what went well, challenges and community impact).
   6. Write a report summarising the project, what was achieved and how the community benefited.
9. A "gap" in CSL refers to a problem, challenge or unmet need identified in the community that requires a practical solution. It is a situation where there is a difference between what currently exists and what is needed or ideal.
10. The correct practice regarding managing community projects to ensure success: Assign clear roles and responsibilities to each member; follow the agreed timeline strictly; communicate regularly to track progress; adapt the plan when challenges arise; ensure every team member participates actively in their assigned tasks.
11. A report in community service is a written document that summarises the CSL project — it includes the problem identified, the steps

taken to address it, the outcomes achieved and how the community benefited. It serves as a record of the project for the school and community.

12. Two benefits of housing repair community service: (i) Improves living conditions and safety for the families receiving assistance (a better shelter protects them from harsh weather and disease); (ii) Enhances the overall appearance and structural safety of the local environment, making the neighbourhood more habitable and pleasant for all residents.
13. B (Volunteering in a health clinic — this directly benefits the community and develops learners' skills, closely matching the goals of CSL: helping the community while gaining knowledge and skills).
14. Four reasons why CSL is essential for societal development: (i) It addresses real community issues (sanitation, lack of resources, social isolation) and helps solve them; (ii) It promotes teamwork, cooperation and civic responsibility among learners; (iii) It develops essential life skills (communication, leadership, problem-solving, project management); (iv) It creates long-term positive change in the community and builds stronger social bonds. (Any four.)
15. [Group discussion activity — learners discuss ways to show good citizenship through CSL. Examples: cleaning public spaces, helping elderly community members, planting trees, organising awareness campaigns, supporting orphanages or hospitals. Teacher assesses quality of discussion and depth of ideas.]
16. [Family activity — learner identifies a community gap with help of parent/guardian and creates a CSL plan. Teacher assesses: clarity of problem identification, feasibility of the plan, involvement of family, and reflection on expected outcomes.]
17. Learners learn problem-solving skills through CSL by: encountering real community challenges that require creative, practical solutions; being required to brainstorm and evaluate multiple approaches before selecting the best one; facing unexpected obstacles during implementation that require quick thinking and adaptation; reflecting on what worked and what didn't, building critical thinking skills for future challenges.
18. Five examples of gaps learners could choose for a CSL project: Unclean public spaces/littering; lack of clean water access; deforestation of water catchment areas; food insecurity/hunger among vulnerable groups; lack of educational materials in the community; poor sanitation facilities; elderly isolation; helping orphans; road safety issues. (Any five.)
19. [Research activity using digital devices — learners identify resources needed for their chosen CSL gap. Teacher assesses whether identified resources are relevant, practical and well-linked to the chosen gap/problem.]
20. [Group CSL activity — learners choose a gap affecting their school's neighbours and conduct the full CSL process. Teacher assesses: problem identification, planning, implementation, reflection and community impact.]
21. [Creative poster activity — learners design posters highlighting different community gaps needing CSL. Posters should clearly identify the gap, explain why it matters and suggest a possible CSL solution. Teacher assesses creativity, relevance and clarity.]
22. [Family/community CSL activity on deforestation of water catchment areas. Steps: identify the deforestation problem; plan a tree-planting campaign; gather seedlings and tools; plant trees in affected areas; document the project; write a report on the impact. Teacher assesses planning quality, engagement and report writing.]

4 NATURAL AND HISTORIC BUILT ENVIRONMENTS

A. Historical Information

Practice Assessment

1. Historical information refers to data, records and evidence from the past that help us understand how people lived, what events took place and how societies developed over time. It provides insights into past human activities, cultures, achievements and events.
2. [Television image — the image on TV appears to be a photograph or documentary. The source of historical information shown is a photograph/video/documentary — which is a visual/digital source of historical information capturing historical moments and events.]
3. Five sources of historical information: Oral traditions; written records; artefacts; photographs and videos; archives; digital sources (websites, e-books, online articles). (Any five.)
4. Written sources: recorded in print or text — examples include books, diaries, letters, newspapers, official documents, research reports.
   Unwritten sources: not recorded in print — examples include oral traditions (stories, legends), artefacts (tools, pottery, artwork), photographs, audio/video recordings, physical structures.
5. Electronic/digital sources of historical information: websites and online articles; e-books and digital textbooks; online video documentaries; social media archives; digital databases and online archives;Wikipedia and online encyclopedias. (Any valid electronic sources.)
6. Electronic sources store historical information digitally (as data on computers, servers or cloud systems) allowing it to be accessed by millions of people worldwide through the internet. Information is passed through sharing of links, downloads, online publications and social media. They allow real-time updating and archiving of events as they happen, making them efficient for preserving and distributing historical knowledge.
7. PRIMARY sources of historical information are original and first-hand, while SECONDARY sources are created by individuals who didn't experience the events or periods they are discussing.
8. Four examples of primary sources of historical information from your locality:
   (i) Personal diaries or journals written by individuals who witnessed events.
   (ii) Letters and manuscripts from the colonial or pre-colonial period.
   (iii) Oral testimonies from community elders who witnessed historical events.
   (iv) Artefacts (traditional tools, pottery, weapons, ornaments) preserved in the community.
   (v) Photographs taken during historical events. (Any four.)
9. a. Handwritten letter: This is a PRIMARY source — it is an original, first-hand account created at the time of the event by someone who had direct experience of it.
   b. Modern history textbook: This is a SECONDARY source — it is an interpretation or summary of primary sources created by a historian who was not present at the events being described.
10. C (A documentary about the world wars — a documentary is a secondary source because it is an interpretation and analysis created after the events, using primary sources like photographs, diaries and testimonies).
11. Primary sources: Autographs; letters; diaries. Secondary sources: Websites (often); research books; maps; textbooks.
12. Oral testimony/primary source — the neighbour's account of events he personally witnessed during Kenya's independence is a primary source (oral testimony) because it is a first-hand, direct account from someone who was present at the event.
13. a. Archive: a collection of historical documents, records and materials — such as official government records, letters, maps and photographs — that are preserved for future reference and research.
    b. Museum: an institution that collects, preserves, studies and displays artefacts,

artwork and historical objects for public education and cultural preservation.

14. B (Digitising documents for safekeeping — digitisation creates digital copies of delicate historical documents that can be stored safely and accessed without risk of further physical deterioration. This is the most effective preservation method.)
15. Photos should be stored in environments without high temperatures, humidity or excessive fluctuations because: high humidity promotes mould, mildew and bacterial growth that can destroy photographic materials; high temperatures cause the chemical compounds in photographs to degrade and fade; rapid temperature/humidity fluctuations cause the paper and emulsion to expand and contract repeatedly, leading to cracking, warping and deterioration of the image.
16. A monument preserves historical information by: standing as a permanent physical reminder of a significant person, event or period in history; allowing future generations to see, visit and learn about the history it commemorates; monuments often bear inscriptions that record dates, names and events; they create a physical connection to the past that written records alone cannot provide.
17. Two examples of historical buildings in Kenya that preserve historical information: Fort Jesus (Mombasa) — a 16th-century Portuguese fort now a UNESCO World Heritage site; the Nairobi Railway Museum; Lamu Old Town; Gede Ruins (Watamu); Shimba Hills historical sites; Kenya National Archives. (Any two valid examples.)
18. A. True (research of historical resources would help discover new sources and preserve older ones).
    B. False (museums CAN preserve and portray historical resources — that is their primary function).
    C. True (the government can and does fund preservation projects through ministries of culture, heritage and tourism).

B. Historical Development of Agriculture

Practice Assessment

1. Three regions where early agriculture was practiced: The Nile Valley (Egypt and Nubia); the Rift Valley of Eastern Africa (Ethiopia and Kenya); Great Lakes region of Central Africa. (Any three that the learners would have named.)
2. [Practical research activity using digital devices to locate regions of early African agriculture on a map. Key regions: Egypt/Nile Valley (northeastern Africa), Nubia (present-day Sudan), Rift Valley/Eastern Africa (Kenya, Ethiopia, Uganda). Teacher assesses accuracy and use of digital tools.]
3. [Group drawing activity — learners draw a map of Africa on paper and locate/shade the areas where early agriculture was practiced. Teacher assesses accuracy of location, neatness and correct labelling.]
4. Water sources benefiting early agriculture:
   Egypt → River Nile.
   Nubia →River Nile (upper reaches).
   Rift Valley of eastern Africa → Rift Valley lakes (Lake Turkana, Lake Victoria); seasonal rivers; rainfall.
5. Three correct answers on why the Nile Valley was important for early agriculture:

(i) The annual flooding of the Nile deposited rich, fertile silt on the floodplains, making the soil highly productive.
(ii) The Nile provided a reliable water supply for irrigation, enabling year-round farming in an otherwise arid region.
(iii) The Nile served as a transportation route connecting different agricultural regions and facilitating trade of surplus food.

6. The fertile region in Egypt where early agriculture was practiced: The Nile Delta and Nile Valley (the land along the banks of the River Nile, known as the "Black Land" or Kemet, named for the dark, fertile silt deposited by floods).
7. Four animals and crops during early agriculture in Egypt:
   Crops: Wheat; barley; flax; vegetables (onions, garlic, leeks); fruits (dates, figs, grapes).
   Animals: Cattle; goats; sheep; donkeys; geese. (Any four crops and animals combined.)
8. Five reasons why farming of crops was important to ancient Egypt:

(i) Provided a reliable, stable food supply for the large population.
(ii) Generated surplus food that could be traded with neighbouring civilisations (Libya, Nubia,

the Middle East), bringing wealth.

(iii) Enabled economic stability and growth, supporting the development of cities and monuments.

(iv) Supported specialisation — when food was abundant, people could pursue other crafts, trades and professions.

(v) Supported population growth by providing enough food to sustain large numbers of people.

(Any five.)

9. Four crops and animals in the Rift Valley:
Crops: Millet; sorghum; bananas; yams; (later) coffee.
Animals: Cattle; goats; sheep; donkeys. (Any four combined.)

10. Crops grown in Nubia (present-day Sudan/ Sahara region): Wheat; barley; palm trees (dates). [Note: Nubia cultivated similar crops to Egypt, adapted to the drier conditions of the upper Nile.]

11. Three crops grown in early African agriculture that are still grown today: Wheat; barley; millet; sorghum; bananas; yams; coffee; maize (introduced later but widely grown). (Any three.)

12. Three contributions of Nile Valley agriculture to world development:

(i) Development of writing (hieroglyphics) — the need to manage agricultural production and trade records led to the invention of writing.

(ii) Advancement of mathematics and geometry — agriculture required measurement of land and calculation of harvests, driving mathematical innovation.

(iii) Development of irrigation technology — the Egyptians created sophisticated irrigation systems (canals, shadufs) that influenced farming worldwide.

(iv) Trade networks — agricultural surplus enabled Egypt to become a central trading hub, connecting Africa, the Middle East and Europe.

(v) Social and political structures — surplus food enabled complex social hierarchies and centralised governments.

(Any three.)

13. The annual flooding of the Nile contributed to agriculture by depositing rich, nutrient-dense silt (fertile soil) on the surrounding floodplains. This made the land exceptionally productive for growing crops. The flood also provided water that saturated the soil, enabling irrigation even in the dry season. Farmers used the predictable flood pattern to plan their planting and harvesting seasons.

14. Possible answers on the effects of Nile Valley agriculture on trade:
• Surplus agricultural products (wheat, barley, flax) were exported to neighbouring regions, making Egypt a wealthy trading nation.
• Egypt's agricultural wealth attracted merchants from Nubia, the Middle East and Mediterranean regions who exchanged goods for Egyptian grain.
• Trade in agricultural products led to the development of markets, ports and trade routes that stimulated economic growth.
• Agricultural trade generated revenue that funded Egypt's construction projects (pyramids, temples) and military.

15. Three animals used as transport in early agriculture:

(i) Donkeys — used to carry heavy loads of crops, tools and goods from farm to market and between different settlements.

(ii) Camels — used in the desert regions of North Africa (Nubia) to transport goods across long distances with limited water.

(iii) Cattle/oxen — used to pull ploughs and transport heavy agricultural products to markets.

(Any three.)

C. Maps and Mapwork

Practice Assessment

1. The imaginary lines that help calculate time are LONGITUDES (meridians). Specifically, the Prime Meridian (0°) is the reference point. Each 15° of longitude represents one hour of time difference.
2. Teacher's response on why we have different time zones in Africa: The Earth is spherical and rotates on its axis every 24 hours. As it rotates, different parts of the Earth face the sun at different times, creating day and night. Africa spans approximately 68° of longitude (from 17°W to 51°E), so different parts of Africa experience different times of day. Every 15° of longitude equals one hour of time difference, resulting in different time zones across the continent.
3. Time calculation for Baghdad (45°E) when it is noon (12:00) in Bomba (75°E):
   Step 1: Difference in degrees = 75° − 45° = 30°
   Step 2: Multiply by 4 minutes = 30 × 4 = 120 minutes = 2 hours.
   Step 3: Baghdad is WEST of Bomba, so SUBTRACT 2 hours from 12:00 noon.
   Step 4: 12:00 noon − 2 hours = 10:00 AM.
   Answer: The local time in Baghdad is 10:00 AM.
4. Time calculation for Yaoundé (15°E) when Accra (0°) is 8:00 AM:
   Step 1: Difference = 15° − 0° = 15°
   Step 2: 15 × 4 = 60 minutes = 1 hour.
   Step 3: Yaoundé is EAST of Accra, so ADD 1 hour to 8:00 AM.
   Step 4: 8:00 AM + 1 hour = 9:00 AM.
   Answer: The local time in Yaoundé is 9:00 AM.
5. Time calculation for longitude 70°W when time at 0° is noon (12:00):
   Step 1: Difference = 70° − 0° = 70°
   Step 2: 70 × 4 = 280 minutes = 4 hours 40 minutes.
   Step 3: Longitude 70°W is WEST of Prime Meridian, so SUBTRACT 4 hours 40 minutes from noon.
   Step 4: 12:00 − 4:40 = 7:20 AM.
   Answer: The local time at longitude 70°W is 7:20 AM.
6. There are 180 degrees to the east of the Prime Meridian (from 0° to 180°E).
7. Angola is to the SOUTH of the equator, while Mauritania is to the WEST of the Prime Meridian (and to the north of the equator).
8. [Group map drawing activity — learners draw a map of Africa showing all 54 countries with the Equator and Prime Meridian indicated. Teacher assesses accuracy of country placement, correct labelling, neatness and inclusion of the key reference lines.]
9. Three countries bigger than Kenya with their locations: Democratic Republic of Congo (DRC) — central Africa; Sudan — northeastern Africa; Libya — northern Africa; Algeria — northern Africa; South Africa — southern Africa; Ethiopia — northeastern Africa. (Any three valid countries larger than Kenya with correct locations.)
10. Islands found in Indian Ocean waters: Madagascar; Zanzibar; Comoros; Seychelles; Réunion; Mauritius; Maldives (outside Africa). (Any valid Indian Ocean islands.)
11. From the map image (Q11):

i. 70°N, 70°W → Letter A (or the letter located at approximately 70 degrees north latitude and 70 degrees west longitude on the grid — teacher to verify from the specific map provided).

ii. 75°N, 105°W → Letter B (or the letter at 75°N, 105°W — teacher to verify from the map).

[Teacher must verify these answers against the actual coordinate grid shown in the exam paper.]

12. Answers on whether statements are TRUE or FALSE:

A. Africa is located to the south of Europe. → TRUE.

B. Africa is a continent. → TRUE.

C. Africa is the largest continent in the world. → FALSE (Africa is the second-largest continent after Asia).

D. Africa has 50 sovereign countries. → FALSE (Africa has 54 recognised sovereign countries).

13. Africa lies between latitudes 37 degrees NORTH and 35 degrees SOUTH of the equator, and longitude 17 degrees WEST and 51 degrees EAST of the Greenwich Meridian.
14. Five countries found in the far west of Africa: Mauritania; Senegal; Gambia; Guinea-Bissau; Guinea; Sierra Leone; Liberia; Côte d'Ivoire (Ivory Coast); Cape Verde. (Any five from the western coastal nations.)

15. Three water bodies that border Africa: Mediterranean Sea (to the north); Indian Ocean (to the east); Atlantic Ocean (to the west); Red Sea (to the northeast); Southern Ocean (to the south). (Any three.)

D. Earth and the Solar System

Practice Assessment

1. The solar system is made up of the Sun and the eight planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune) along with their moons, asteroids, comets and other celestial bodies that orbit the Sun. It is also called a planetary system.
2. Two theories on the origin of the Earth: (i) The Passing Star theory — a star passed very close to the Sun, causing gases to be pulled away, which cooled and formed the planets; (ii) The Nebula Cloud theory (Nebular Hypothesis) — the solar system formed from a giant rotating cloud of gas and dust (Nebula) that condensed under gravity to form the Sun and planets.
3. [Family/community activity — learner describes the origin of the Earth according to their community's traditional story. Accept any valid community creation or origin narrative that explains how the Earth was formed, along with an explanation of its key elements.]
4. The text is explaining the NEBULA CLOUD THEORY (Nebular Hypothesis) — it describes the solar system beginning as a large cloud of gas and dust (mostly hydrogen and helium) that, over millions of years, condensed under gravity to form the Sun and planets including Earth.
5. It is important to understand the origin of the solar system because: it helps explain the formation of Earth and why it is the only known planet to support life; it helps scientists predict future changes to our solar system; it promotes curiosity and scientific thinking; it provides a foundation for space exploration and technology; it helps us appreciate the vastness and complexity of the universe.
6. [Group presentation activity on the Passing Star Theory. Key points: a star passed very close to the Sun; gravitational forces pulled hot gases away from the Sun; these gases cooled and condensed to form the planets; the planets settled into orbits around the Sun. Teacher assesses quality of presentation, accuracy and participation.]
7. Rotation of the Earth refers to the spinning of the Earth on its own axis (an imaginary line through its centre from the North Pole to the South Pole), completing one full rotation every 24 hours. This rotation causes day and night.
8. Two effects of the Earth's rotation: (i) Causes day and night — the side of Earth facing the Sun experiences daytime while the opposite side experiences night; (ii) Determines time zones — as Earth rotates, different longitudes face the Sun at different times, creating time differences across the world.
9. Revolution of the Earth refers to the movement of the Earth in its elliptical orbit around the Sun, taking approximately 365.25 days (one year) to complete one full orbit.
   During revolution: The Earth's tilted axis causes different parts of the Earth to receive different amounts of sunlight at different times of year, creating the four seasons (spring, summer, autumn and winter). The Northern Hemisphere experiences summer when tilted toward the Sun and winter when tilted away.
10. Two effects of the revolution of the Earth on human activities: (i) Agriculture — farmers plan planting and harvesting seasons according to seasonal changes caused by Earth's revolution (rainy/dry season farming in Africa); (ii) Cultural and leisure activities — clothing choices, festivals, holidays and recreational activities vary with the seasons (warm clothes in winter, light clothes in summer, seasonal sports).
11. Orbit in the solar system refers to the curved path that a planet or other celestial body follows as it travels around the Sun (or as a moon travels around a planet). Earth's orbit is elliptical (slightly oval-shaped), taking about 365.25 days to complete one full orbit around the Sun.
12. [Group drawing activity — learners draw the solar system on a manila paper, labelling the Sun, the 8 planets in order (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), and identifying Earth. Teacher assesses accuracy, neatness and correct labelling.]
13. [Map/diagram of the solar system — teacher

to assess based on the specific image shown. Typical solar system diagram shows the Sun at the centre with the 8 planets in their orbital positions.]

14. From the solar system diagram, the planets identified as:

a. Biggest planet: Jupiter.
b. Planet with a ring around it: Saturn.
c. Closest planet near the Sun: Mercury.
d. Farthest planet from the Sun: Neptune.

15. Lucia would explain the location of the Earth: Earth is the third planet from the Sun, following Mercury and Venus. It is located at a distance of approximately 150 million kilometres from the Sun, in the "habitable zone" — the region that allows water to exist in liquid form and supports life.
16. Size and shape of the Earth: Size — Earth is the fifth-largest planet in the solar system with a diameter of about 12,742 kilometres. Shape — Earth is not a perfect sphere; it is an oblate spheroid (slightly flattened at the poles and bulging at the equator due to its rotation).
17. Three pieces of evidence that the Earth is spherical:

(i) Ships disappearing hull-first over the horizon — if the Earth were flat, we would see the entire ship disappearing at once.
(ii) The circular shadow Earth casts on the Moon during a lunar eclipse is always circular, indicating a spherical shape.
(iii) Photographs from space show the Earth as a sphere.
(iv) Circumnavigation — ships and aircraft can travel in one direction and eventually return to their starting point.
(v) The way stars appear at different angles depending on your latitude.
(Any three.)

18. Earth takes about 365.25 days (approximately 365 days or one year) to complete one orbit around the Sun.
19. Labelling the internal structure diagram:

a. The innermost layer is called: Inner Core.
b. The outermost layer is called: Crust.
c. The middle layer is called: Mantle.

20. The CRUST is the part of the internal structure of the Earth that supports life and is home to living things. It is the outermost layer where humans, animals, plants and other organisms live.
21. [Practical activity — learners use locally available materials to model the Earth's internal structure using different colours: outer layer (crust) = hard thin material; middle layer (mantle) = thicker layer; core = innermost centre. Teacher assesses creativity, accuracy of layers and use of different colours.]
22. Other names for the Earth's internal layers:
Core → Also called: nucleus; inner core (solid) and outer core (liquid).
Mantle → Also called: asthenosphere (upper mantle); mesosphere (lower mantle).
Crust → Also called: lithosphere (rigid outer shell including crust and upper mantle).
23. [Poster design activity on the effects of Earth's rotation on human activities. Poster should show: day/night cycle, time zones, wind patterns, effect on daily activities. Teacher assesses creativity, accuracy and relevance.]

E. Weather

Practice Assessment

1. The possible cause of the dried-up crops related to weather: High temperature/drought — extreme heat causes rapid evaporation of soil moisture and water, depriving crops of the water they need to grow. Prolonged high temperatures without rainfall (drought) leads to wilting and death of crops.
2. Three impacts of weather on agriculture in your locality: (i) Rainfall determines when farmers can plant crops and the yield they can expect — good rainfall promotes healthy crop growth while too little (drought) leads to crop failure; (ii) Temperature affects the types of crops that can be grown — some crops need warm temperatures, others cool; (iii) Flooding from excessive rainfall can damage crops, destroy farmland and wash away fertile topsoil. (Any three valid impacts.)
3. Two important reasons for using weather forecasts to plan community activities: (i) Forecasts allow community organisers to choose appropriate dates for outdoor events (market days, sports events, outdoor meetings) when weather will be favourable; (ii) Forecasts help communities prepare for potential weather hazards (flooding, storms, drought), allowing timely preventive action to protect lives and property.
4. Effects of weather conditions on road

transport and the type of weather:
Reduced visibility → Fog/mist (also accept: heavy rain, sandstorms).
Flooding → Heavy rainfall (torrential rain).
Extreme heat → Hot, dry weather (high temperatures).
Slippery roads → Rain or ice (wet/icy weather conditions).

5. Possible effects of unusually heavy rainfall on the human environment: flooding of roads, homes and farmlands; washing away of fertile topsoil (soil erosion); destruction of crops leading to food shortages; contamination of water sources; damage to infrastructure (roads, bridges); spread of waterborne diseases (cholera, typhoid); displacement of people from flooded areas.
6. We can predict the change in weather conditions by: using weather instruments (thermometer, barometer, rain gauge, anemometer) to measure current conditions; using historical weather data to identify patterns; using satellite imagery and weather maps to track weather systems; listening to official weather forecasts from the Meteorological Department; observing natural signs (behaviour of animals, cloud formations, wind direction changes).
7. Five factors to consider when selecting a site for a weather station:

(i) Open space — away from buildings, trees or structures that might block wind or cast shadows.
(ii) Elevation — at a standard height above the ground to avoid temperature and wind fluctuations near the surface.
(iii) Good drainage — to prevent flooding that could damage equipment or give inaccurate readings.
(iv) Protection from interference — away from areas where human activities (playgrounds, car parks) could affect measurements.
(v) Away from artificial heat sources — not near factories, paved areas or buildings that artificially raise temperature.
(Any five.)

8. B (Placing the anemometer in an open area — to get accurate wind speed readings, the anemometer must be placed in an open area free from obstructions that would block or distort the wind. Holding it manually, measuring with a thermometer, or attaching to a tree would all give inaccurate readings.)
9. Improvised materials for a wind vane: cardboard (shaped like an arrow); a straw or thin stick (as the arm); a pencil (as the central pivot); a pin or needle (to attach the arrow to the pencil so it can spin freely); a base/stand (cup filled with sand or clay). (Any valid locally available materials.)
10. Allan was making a RAIN GAUGE — the materials (plastic bottle, ruler, masking tape, paper, pencil, clean pebbles and water) are used to construct a simple improvised rain gauge to measure the amount of rainfall.
11. Three instruments found in a weather station: Thermometer (measures temperature); rain gauge (measures rainfall amount); anemometer (measures wind speed); wind vane (shows wind direction); barometer (measures air pressure); hygrometer (measures humidity); windsock (shows wind direction and speed). (Any three.)
12. Two locally available materials for a wind sock: A piece of fabric or plastic bag (forms the sock body); a pole or stick (to mount it); rope or string (to tie it to the pole); tape or staples (to secure the opening). (Any two materials.)
13. Weather refers to the state of the atmosphere at a specific place and time — it is the day-to-day conditions of temperature, rainfall, wind, humidity and air pressure. Climate refers to the average weather conditions of a place over a long period (usually 30+ years). Weather changes daily; climate is long-term and relatively stable.
14. Weather elements shown (teacher to verify against the specific images):

A → Temperature (thermometer showing heat level)
B → Rainfall/Rain gauge (instrument measuring precipitation)
C → Wind (anemometer or wind vane showing wind)
D → Humidity (hygrometer measuring moisture in air)
[Teacher must verify the specific images shown in the examination paper.]

15. a. Humidity: the amount of moisture (water vapour) in the atmosphere, usually expressed as a percentage. High humidity makes the air feel warmer and more uncomfortable; very high humidity may lead to rainfall.

b. Temperature: the degree of heat or cold in the atmosphere at a specific place and time, measured in degrees Celsius (°C). It affects how we dress, what activities we do and which crops can grow.

16. Air pressure affects the weather by: high air pressure (anticyclone) generally brings calm, clear and dry weather as air sinks and warms; low air pressure (depression/cyclone) causes unsettled weather including clouds, wind, rain and storms as air rises and cools. A falling barometer reading indicates an approaching storm or rain, while a rising reading indicates improving weather.
17. [Practical activity — learner prepares a worksheet recording daily weather observations for one week. Teacher assesses accuracy of measurements, consistency of recording and ability to identify the most frequently occurring weather element.]]

F. Fieldwork

Practice Assessment

1. Fieldwork is the process of observing and collecting data about people, cultures and the natural environment outside the classroom setting. It involves going to the actual location to gather first-hand information through observation, interviews, surveys and other data collection methods.
2. Three types of fieldwork: (i) Field excursion — visiting an area near or far from school to observe geographical phenomena and discuss them later in class; (ii) Field research — systematic problem-solving by experts using scientific methods of collecting, recording and analysing data; (iii) Field study — a study conducted within a neighbourhood where one specific theme is pursued (e.g., "A study of a local farm").
3. Two data collection methods for investigating farming's impact on soil: (i) Observation — directly examining the soil in the area to note changes in colour, texture, compaction or erosion; (ii) Questionnaires — surveying local farmers about their farming practices, crop yields and any changes they have noticed in soil quality over time. (Also accept: interviews with farmers; soil sampling.)
4. Four methods of data collection in fieldwork:
(i) Surveys and questionnaires — collecting data from many people using structured questions.
(ii) Interviews — direct conversations with individuals to gather detailed information.
(iii) Observations — directly watching and noting what is happening in the environment or community.
(iv) Focus group discussions — bringing a group of people together to discuss a specific topic.
(v) Photography/video recording — visually capturing phenomena for later analysis.
(Any four.)
5. Two reasons for using diverse data collection methods: (i) Different methods capture different types of information — some phenomena are better observed while others need to be reported by participants; (ii) Using multiple methods increases the reliability and accuracy of data by cross-checking information from different sources (triangulation). (Accept any two valid reasons.)
6. An interview is a direct, personal or telephone conversation between an interviewer and an interviewee in which the interviewer asks questions in order to gather detailed information, opinions and explanations from the interviewee about a specific topic.
7. [Practical activity — learner conducts an interview with a traffic officer about road safety. Teacher assesses: appropriate question design, respectful conduct, accurate recording of responses and quality of information gathered.]
8. [Data analysis activity — learner uses mean, median and mode to process fieldwork data collected. Teacher assesses: correct calculation of the chosen analysis method, clear presentation of working and accurate interpretation of results.]
9. Analysis in processing data during fieldwork refers to the process of organising, interpreting and making sense of the collected data to extract useful information, identify patterns, draw conclusions and answer the research question or problem being investigated.
10. Four methods of analysing data: Mean (average value of a dataset); Median (middle value in an ordered dataset); Mode (most frequently occurring value); Charts and graphs (bar charts, pie charts, line graphs for visual

representation). (Any four.)

11. The officer used the MEAN (average) method — "on average, two accidents per week" is the mean calculated by adding up total accidents and dividing by the number of weeks.
12. How to use mode as a method of analysing data: Identify the value that appears most frequently in the dataset. Arrange all the data values in order, then count how often each value appears. The value with the highest frequency is the mode. Example: if road accident data shows [1, 2, 2, 3, 2, 4], the mode is 2 (appears 3 times). If no value repeats, there is no mode. If two values tie for frequency, there are two modes (bimodal).
13. From the diagram (likely a bar chart or frequency graph):

a. Method used to analyse data: Bar graph/chart (visual representation showing frequency of different activities).

b. Most loved activity at home: [Teacher to identify the tallest bar on the chart — the activity with the highest frequency is the most loved.] Accept: whichever activity shows the highest value on the graph.

14. Two strategies to adapt to heavy rainfall disrupting data collection: (i) Seek shelter and wait for the rain to subside before continuing — reschedule time-sensitive observations for when conditions improve; (ii) Use the time sheltering to conduct indoor activities like processing already-collected data, reviewing notes or conducting interviews in sheltered locations. (Also accept: bring raincoats and continue in light rain; plan fieldwork during dry season.)
15. Five common challenges during fieldwork: (i) Unfavourable weather conditions (rain, extreme heat); (ii) Difficulty accessing remote or restricted locations; (iii) Lack of cooperation from participants; (iv) Time constraints (takes longer than planned); (v) Language barriers; (vi) Safety risks in unfamiliar environments; (vii) Financial constraints (transport, materials); (viii) Inadequate equipment. (Any five.)
16. B (Using multiple data collection methods — using a combination of surveys, interviews, observations and focus groups ensures that data is comprehensive, reliable and accurate. Relying solely on personal observations introduces bias and limits the scope of information collected.)
17. One possible effect of non-cooperation on the project: The group would be unable to collect sufficient data for their research, resulting in incomplete findings. The project may also suffer from poor teamwork and low-quality outcomes because some members are not contributing their share of the work.
18. Learners can ensure their safety during fieldwork by: always going with a group rather than alone; informing parents, teachers or guardians of the fieldwork location and schedule; carrying a first aid kit; following safety instructions from the supervising teacher; avoiding potentially dangerous areas; carrying a mobile phone for emergency contact; dressing appropriately for the environment (sunscreen, appropriate footwear, hats); avoiding touching unknown plants, animals or substances.
19. Three measures when encountering unexpected challenges during fieldwork:

(i) Stay calm and assess the situation carefully before deciding on the best course of action.

(ii) Consult with the supervising teacher or group leader and adapt the plan as needed.

(iii) Document the challenge and how it was resolved for inclusion in the final report, as this is a valuable part of the learning experience.

20. [Group discussion activity on demonstrating responsibility when facing fieldwork challenges. Key points: staying calm, communicating openly with the group, making ethical decisions about how to respond, being honest in documenting challenges and solutions, and prioritising safety. Teacher assesses quality of discussion and depth of understanding.]

5 POLITICAL DEVELOPMENT AND GOVERNANCE

A. Political Development in Africa

Practice Assessment

1. The Scramble for Africa refers to the rush and competition among European powers to claim and colonise large parts of Africa during the late 19th century. It was a period when European nations raced to acquire African territories for their economic, political and strategic benefits.
2. A (Trade and economic gain — the primary motive was to acquire raw materials, markets for manufactured goods, areas for investment and cheap labour from African colonies.)
3. Seven major colonial masters: Britain; France; Belgium; Germany; Portugal; Italy; Spain.
4. Five factors that led to the presence of Europeans in Africa: (i) Need for markets for manufactured goods; (ii) Need for raw materials to feed European industries; (iii) Areas to invest surplus capital; (iv) Need for agricultural land; (v) Need for cheap labour; (vi) Speculation about mineral availability; (vii) Rise of nationalism (proving national prestige); (viii) Political competition among European powers. (Any five.)
5. The development of Europe influenced the scramble because: the Industrial Revolution created a huge demand for raw materials (iron, cotton, rubber) and new markets for manufactured goods; European countries competed with each other for economic and political superiority; advances in technology (steamships, railways, medicine like quinine for malaria) made exploration and conquest of Africa feasible; surplus capital in European banks needed new investment opportunities.
6. Four European groups that came to Africa before colonialists: Explorers (e.g., David Livingstone, Mungo Park — mapping Africa); Missionaries (e.g., Ludwig Krapf — spreading Christianity and establishing schools); Traders (engaging in commerce with African communities); Humanitarians (campaigning against the slave trade). (Any four.)
7. [Group map activity — learners draw the map of Africa and colour differently the colonies of different colonial masters. Teacher assesses accuracy of colonial boundaries, correct assignment of colonies to colonial powers and neatness.]
8. Four colonies of Portugal: Angola; Mozambique; Guinea-Bissau; Cape Verde; São Tomé and Príncipe; Equatorial Guinea (formerly Spanish but also occupied). (Any four Portuguese colonies.)
9. Belgium had only one colony: the Democratic Republic of Congo (formerly Belgian Congo/ Congo Free State) — under King Leopold II.
10. [Group research activity — learners identify and write British colonies on a manila paper. British colonies: Kenya; Uganda; Sudan; Egypt; Nigeria; South Africa; Ghana; Zambia; Zimbabwe; Malawi; Tanzania (Tanganyika); Sierra Leone; Gambia; Somalia (British Somaliland); Botswana; Lesotho; Swaziland (Eswatini). Teacher assesses accuracy and completeness.]
11. Two long-term impacts of the Scramble for Africa on the continent: (i) Creation of artificial boundaries — European powers divided Africa without regard for ethnic or cultural boundaries, creating artificial nation-states that brought hostile communities together and split related communities, causing conflict that persists today; (ii) Economic underdevelopment — colonial economies focused on extracting raw materials for export rather than developing African industries, creating economic dependency that continues to affect African nations. (Any two.)
12. [Family/parent activity — learner discusses why many African countries speak the language of their colonial masters. Answer: Colonial powers imposed their languages in schools, government and trade; local languages were suppressed; European languages became the medium of education and official communication; even after independence, the colonial language remained as a common language among diverse ethnic groups,

facilitating national unity and international communication.]

13. Teacher's answer on why European powers met in Berlin: The Scramble for Africa had created tension and competition among European powers as they raced to claim African territories. To avoid armed conflict between European nations over African territory, they agreed to meet at the Berlin Conference (1884-1885) organised by Germany's Chancellor Otto von Bismarck. The conference established rules for how Africa should be divided in an orderly way, preventing war between European powers.
14. The Berlin Conference contributed to the partition of Africa by:

(i) Establishing the principle of "effective occupation" — requiring European powers to demonstrate actual physical presence and control in any claimed territory.
(ii) Creating spheres of influence — requiring powers to notify each other of territorial claims, preventing double claims.
(iii) Establishing rules for claiming African territory peacefully, effectively dividing Africa among the European powers between 1884 and the early 1900s.
(iv) Recognising King Leopold's claim to the Congo Free State as a private possession.
(v) Leaving major African rivers open for navigation by all powers.

15. France — colonised the majority of West African countries (Algeria, Tunisia, Senegal, Ivory Coast, Mali, Burkina Faso, Madagascar, Morocco and others).
16. Three recommendations/conclusions of the Berlin Conference:

(i) Creation of spheres of influence — any European power occupying part of Africa had to notify others to avoid conflicting claims.
(ii) Effective occupation — any territorial claim must be backed by actual physical presence and administration.
(iii) Free navigation on Rivers Zambezi, Congo and Niger for all European powers.
(iv) Each European power had to stamp out the slave trade in their territory and encourage legitimate trade.
(v) King Leopold II was recognised as sovereign ruler of the Congo Free State.
(Any three.)

17. Colonial masters of the countries:
Mozambique → Portugal.
Ghana → Britain.
D.R.C → Belgium.
Ivory Coast → France.
Madagascar → France.
18. [Research activity using digital devices to identify other African colonies and their colonial masters. Teacher assesses accuracy and completeness of research.]

B. The Constitution of Kenya

Practice Assessment

1. The new constitution of Kenya (2010) established a devolved system of government called COUNTIES (County Governments) — creating 47 county governments alongside the national government.
2. Three importance of the Constitution of Kenya:

(i) Foundation of governance — establishes the framework for government, outlining the roles and responsibilities of the executive, legislative and judicial branches.
(ii) Protection of rights — enshrines fundamental rights and freedoms for all citizens.
(iii) Rule of law — promotes equal application of laws; no one is above the law.
(iv) Social justice — addresses inequalities and promotes equal opportunities for all citizens.
(v) Devolved governance — creates county governments for local development and participation.
(Any three.)

3. Arms of government and their heads:

A. Judiciary → Chief Justice (Head of the Supreme Court).
B. Executive → The President of the Republic of Kenya.
C. Legislature → The Speaker of the National Assembly (and the Speaker of the Senate).

4. Devolution as used in the Constitution of Kenya refers to the transfer of authority, resources and decision-making power from the national government to county governments. It enables local communities to manage their own development and governance through elected county governments, promoting equity and local participation.
5. Upholding the constitution means respecting, following and defending the Constitution as

the supreme law of the land — ensuring that all actions, laws and decisions by citizens and government officials conform to the provisions of the Constitution.

6. Three decision-making processes that citizens are involved in through public participation: Constitutional amendment processes (public hearings and referendums); county budget planning (public participation in allocating county resources); legislative process (public participation in law-making through public hearings in Parliament and county assemblies); election of leaders (voting in general elections). (Any three.)
7. The role of the Judiciary in protecting the Constitution: To interpret the Constitution and laws of Kenya; to rule on whether laws passed by Parliament or actions by the government conform to the Constitution; to protect citizens' rights by striking down unconstitutional laws; to ensure justice is administered fairly and impartially; to guard against abuse of power by all arms of government.
8. Promoting devolution contributes to social cohesion because: it brings government services (healthcare, roads, education) closer to the people in their counties; it ensures that local communities have a voice in decisions affecting their lives; it promotes equitable distribution of national resources across all regions; it reduces the dominance of Nairobi and promotes regional development, reducing regional inequalities that can cause resentment and conflict.
9. Four ways of upholding and protecting the Constitution of Kenya:

(i) Civic education — promoting awareness of constitutional rights and responsibilities among citizens.
(ii) Community engagement — encouraging active participation in governance and decision-making.
(iii) Respect for the rule of law — encouraging adherence to laws and ensuring enforcement without bias.
(iv) Promoting tolerance — fostering a culture of tolerance and respect for diversity.
(v) Accountability mechanisms — establishing systems for holding public officials accountable.
(vi) National unity — recognising and respecting Kenya's diversity within the framework of one nation.

(Any four.)

10. The purpose of the Bill of Rights in the Constitution of Kenya is to protect the fundamental rights and freedoms of every Kenyan citizen — including rights to life, equality, freedom of expression, education, health and fair treatment before the law — ensuring that no person or authority can unlawfully violate these rights.
11. Upholding and protecting the constitution is important because: it maintains rule of law and prevents abuse of power; it protects the rights and freedoms of all citizens; it ensures stable, predictable governance; it promotes national unity and social cohesion; it provides a legal framework for resolving disputes and conflicts; it ensures government accountability to the people.
12. National values are the core principles and ideals that guide the conduct of citizens and government in Kenya, as stated in the Constitution. They include: patriotism; democracy and participation; social justice; integrity; transparency and accountability; rule of law; respect for human rights; unity and cohesion.
13. Four national values in the Constitution: Patriotism; democracy and participation; social justice; integrity; transparency and accountability; rule of law; respect for human rights; unity and cohesion. (Any four.)
14. The national value demonstrated by publishing the audit report: Transparency and accountability — the county government publicly disclosed its financial expenditure, enabling citizens to see how their taxes were being used.
15. The national value demonstrated by electing leaders: Democracy and participation — citizens exercised their democratic right to vote and choose their leaders through a free and fair election.
16. Patriotism is love and devotion to one's country — it is demonstrated by: respecting national symbols (flag, national anthem); participating in national events; working for the development and welfare of Kenya; obeying laws and paying taxes; being proud of one's Kenyan identity and contributing positively to society.
17. The constitution of a country is the supreme

law of the land — a set of fundamental rules and principles that establish how the government is organised, how it operates and what powers it has, while also protecting the rights and freedoms of citizens. All other laws must conform to the constitution.

18. The new constitution of Kenya came into operation on 27th August 2010 (when it was officially promulgated/signed into law).
19. Promulgation of the constitution refers to the official formal process by which a new constitution is signed, enacted and declared to be in force as the supreme law of the land. In Kenya, the constitution was promulgated on 27th August 2010 at Uhuru Park, Nairobi, by President Mwai Kibaki.
20. The Legislature (Parliament) is responsible for amending the constitution in Kenya. Constitutional amendments must pass through both the National Assembly and the Senate with specific majority thresholds; some amendments also require a referendum (public vote).

C. Human Rights

Practice Assessment

1. Wambua displays the wrong characteristic. "Expensive" is not a characteristic of human rights — human rights are universal, inalienable, indivisible, interdependent and non-discriminatory, but they are NOT expensive or costly. Rights belong to everyone regardless of economic status.
2. Three characteristics of human rights: Universal (apply to all people everywhere without exception); Inalienable (cannot be taken away); Indivisible (interconnected — denial of one affects others); Interdependent; Equal and non-discriminatory. (Any three.)
3. a. Basic: Human rights are basic/inherent — they are not granted by governments but are naturally possessed by every human being from birth by virtue of their humanity.
   b. Shared: Human rights are shared by all people everywhere, regardless of their nationality, culture, religion, gender, age or any other characteristic.
4. That human rights are "alienable" means they can be given up or taken away — but this is INCORRECT. Human rights are INALIENABLE — they cannot be taken away or given up, except in very specific situations (such as during lawful criminal proceedings) and only according to due process of law.
5. [Poster-making activity on characteristics of human rights. Poster should include: Universal; Inalienable; Indivisible; Interdependent; Equal and non-discriminatory; Inherent/Basic. Teacher assesses accuracy, clarity and creativity.]
6. Equity refers to fairness and justice in the way people are treated. It recognises that people may need different levels of support or treatment to achieve the same outcome, because they start from different circumstances. It means giving people what they need to be fairly treated, not necessarily giving everyone the same thing.
7. Non-discrimination / Equality before the law (the practice of treating people, companies or countries the same as others to be fair is called NON-DISCRIMINATION or EQUALITY — treating all people equally under the law without prejudice based on race, gender, religion, disability, etc.).
8. [Charts A and B on equality and discrimination — teacher to match based on specific images shown. Typical representation: Chart A = Equality (everyone receives the same treatment, shown as equal boxes); Chart B = Equity (everyone receives what they need based on their circumstances, shown as different-sized supports). Teacher should verify from the actual charts displayed.]
9. Three ways to promote equity and non-discrimination: (i) Creating posters, essays or campaigns educating others on the importance of fair treatment; (ii) Participating in community projects that support marginalised groups; (iii) Speaking out against discrimination or unfair treatment in school or community; (iv) Advocating for policies that promote equity. (Any three.)
10. Four importance of equity and non-discrimination in fostering solidarity: (i) Builds trust — when people are treated fairly, they trust the system and each other; (ii) Promotes unity — when no group is marginalised, all members feel they belong to the community; (iii) Reduces conflict — discrimination and inequality are major causes of social tension and conflict; (iv) Enables development — when everyone has equal access to opportunities,

more people can contribute to economic and social development. (Any four.)

11. Human rights are those rights which are inherent in our nature as human beings, without which we cannot live with dignity. They are the basic entitlements that every person possesses simply by being human — including the right to life, freedom, equality and security.
12. Three categories of human rights: (i) Civil and political rights; (ii) Economic, social and cultural rights; (iii) Solidarity rights (also called collective rights).
13. Classifications of human rights from the descriptions:

A. Rights that protect individuals' freedom from infringement by governments, social organisations and private individuals → Civil and political rights.
B. Rights that deal with how to keep our surroundings clean and healthy → Solidarity/ Environmental rights.
C. Rights that deal with how we relate with others, our way of life and how we generate and distribute our wealth → Economic, social and cultural rights.

14. Four social, economic and cultural rights: (i) Right to education; (ii) Right to work and fair wages; (iii) Right to health care and social security; (iv) Right to participate in cultural life; (v) Right to an adequate standard of living (food, shelter, clothing). (Any four.)
15. Classification of rights:

A. Right to asylum → Civil and political rights.
B. Right to privacy → Civil and political rights.
C. Right to nationality → Civil and political rights.

16. Classification table:
    Economic, social and cultural: (a) Right to education; (c) Right to communication; (f) Right to access information; (g) Right to own property.
    Civil and political: (d) Right to meet with others; (e) Right to liberty and security.
    Solidarity: (b) Right to peace; (h) Right to self-determination.

D. African Diasporas

Practice Assessment

1. A diaspora refers to the community of people who have moved or been dispersed from their original homeland and settled in other parts of the world, together with their descendants. The African diaspora refers to the community of Africans and people of African descent who live outside the African continent.
2. Four factors that contributed to the presence of African diasporas across the world: (i) Transatlantic slave trade — millions of Africans were forcibly taken to the Americas and other regions; (ii) Colonialism — European colonisation led to the movement of Africans within and outside Africa as labour; (iii) Poverty and unemployment — many Africans migrated to seek better job opportunities; (iv) Globalisation — economic networks made movement of people easier; (v) Conflict and war — civil wars and political instability drove people to seek refuge; (vi) Political tensions — fleeing oppressive regimes; (vii) Education — seeking higher education abroad; (viii) Family reunification. (Any four.)
3. [Research activity using digital devices on factors responsible for African diasporas in Brazil, France and the southern states of the USA. Brazil: result of the Transatlantic slave trade — Brazil received the largest number of enslaved Africans; France: West and North Africans migrated during the colonial period for work and education; Southern USA: Africans were brought as slaves to work on plantations. Teacher assesses accuracy and quality of research.]
4. a. Good education: Many Africans seek higher education opportunities in countries with advanced universities (USA, UK, France, Canada). After completing their studies, some settle permanently, contributing to African diaspora communities in those countries.
    b. Industries: The growth of industries in developed countries created demand for labour. Some Africans were brought as slave labour (historically); more recently, voluntary migration to work in industries has contributed to diaspora communities. Additionally, some African industrialists establish businesses abroad.
5. a. Refugee: A person who has been forced to leave their country to escape war, persecution, natural disaster or other threats to their life or safety, and who has been given protection in another country.
    b. Migration: The movement of people from

one place to another, either within a country (internal migration) or across international borders (international migration), for economic, social, political or environmental reasons.

6. Two ways to promote collaboration between continental Africans and African diasporas: (i) Create platforms (meetings, conferences, online networks) where continental Africans and diaspora members can share ideas, skills and experiences; (ii) Encourage diaspora investment in African businesses and development projects through incentives and bilateral agreements. (Any two.)
7. Four ways diasporas help in the political development of Africa:

(i) Advocacy — diaspora communities advocate for human rights and democracy in their home countries and raise awareness on global platforms.

(ii) Financial support — remittances sent home can significantly contribute to local economies, fostering development.

(iii) Skill transfer — members bring back skills, knowledge and experiences from abroad that aid political and economic development.

(iv) Cultural exchange — the diaspora contributes to cultural exchange, introducing diverse perspectives and ideas into African political discourse.

(Any four.)

8. Three ways to promote African unity in society: (i) Support Pan-African organisations and initiatives that work toward African unity; (ii) Celebrate African culture, history and heritage to build pride and shared identity; (iii) Encourage collaboration between African nations on trade, education and governance. (Any three.)
9. Three main countries inhabited by African diasporas by 1960: United States of America (USA); Brazil; France. (Also accept: United Kingdom, Caribbean nations.)
10. From the world map with X, Y, Z labelled:

X = USA/United States of America (North America — large African American population due to slavery).

Y = France (Europe — West and North Africans migrated during the colonial period).

Z = Brazil (South America — largest population of African descent outside Africa, result of slave trade).

[Teacher must verify against the specific map shown in the examination paper.]

11. The North American country that experienced large migration of Africans during the Great Migration (approximately 1916-1970): The United States of America (USA) — millions of African Americans migrated from the southern states to northern cities seeking better opportunities and escaping racial segregation.
12. France — African diaspora communities played an influential role in French arts, particularly in music (jazz, Afrobeat), literature (Négritude movement — Léopold Sédar Senghor, Aimé Césaire) and visual arts.
13. The earliest African diaspora in the first generation to migrate from Africa: The enslaved Africans forcibly taken across the Atlantic during the Transatlantic Slave Trade (from the 15th to 19th centuries) represent the earliest and largest first-generation African diaspora.

E. Citizenship

Practice Assessment

1. Global interconnectedness refers to the way countries, economies and peoples around the world are linked and dependent on each other through trade, communication, technology, culture and political systems, so that events in one country can affect others.
2. Interdependence (two or more countries influencing and relying on each other for goods, services, information, security and development is known as interdependence).
3. The Ministry of Foreign Affairs (and International Trade) — this ministry handles Kenya's relationships with other countries, including trade agreements, diplomatic relations, international treaties and participation in international organisations.
4. Global citizenship refers to the belief and awareness that one belongs not only to a local or national community but also to a broader world community. A global citizen understands and exercises rights and responsibilities at a global level, caring about issues that affect people worldwide such as climate change, human rights and poverty.
5. China helped Kenya in the construction of the Standard Gauge Railway (SGR) — providing

funding, technology and labour through a bilateral agreement between Kenya and China.

6. Four reasons why countries are interconnected and interdependent today: (i) Trade — countries export and import goods, creating economic dependency; (ii) Cultural exchange — migration and communication allow sharing of ideas and traditions; (iii) Global challenges — problems like climate change, terrorism and pandemics require international cooperation; (iv) Technology — the internet and digital communication connect people and businesses worldwide instantly; (v) International organisations (UN, WTO, African Union) coordinate global cooperation. (Any four.)
7. Globalisation refers to the process by which businesses, cultures, ideas, people and governments of different countries interact and integrate more closely through trade, communication, technology and movement of people. It makes the world more connected and interdependent.
8. Four aspects that promote globalisation in the community: Trade and commerce between countries; digital technology and the internet; international travel and migration; multinational corporations investing in different countries; international media (television, social media); education and cultural exchange programmes. (Any four.)
9. Three positive effects of globalisation: (i) Spread of technology and innovation — many countries remain connected, so knowledge and technological advances travel quickly; (ii) Lower costs for products — companies can find lower-cost production methods globally; (iii) Higher standards of living — developing nations experience improved living standards through globalisation. (Any three.)
10. Four negative effects of globalisation: (i) Loss of cultural identity — local cultures may be eroded by dominant foreign cultures; (ii) Job insecurity — cheap imports undercut local industries, causing unemployment; (iii) Price instability — global market price changes affect local economies; (iv) Currency fluctuation — dependency on global markets makes local currencies vulnerable; (v) Terrorism — globalisation has also facilitated spread of extremist ideologies; (vi) Exploitation of poor countries by rich countries. (Any four.)
11. Three ways poor countries are exploited through globalisation: (i) Multinational corporations from wealthy countries exploit cheap labour and natural resources without adequate compensation; (ii) Rich countries use trade agreements that favour their own economies at the expense of developing nations; (iii) Poor countries are forced into economic dependency on wealthy nations through debt and unfair trade terms; (iv) Tax avoidance by multinational corporations deprives poor countries of tax revenue.
12. Four qualities of a global citizen: (i) Understands others and has empathy; (ii) Acts fairly in choices and decisions; (iii) Believes all people are equal; (iv) Accepts differences and does not react with hostility; (v) Willing to help and cooperate with others; (vi) Open to changing views when proved wrong; (vii) Curious and wants to learn about the world. (Any four.)
13. C (Grace — "Nepotism" is not a quality of a global citizen; it means favouring relatives or friends regardless of merit, which is actually an UNDESIRABLE quality that contradicts the global citizen values of fairness and equality.)
14. A sense of acceptance, inclusion and identity for a member of a certain group is called BELONGING (or sense of community/social cohesion). Accept: solidarity.
15. Empathy is important for a global citizen because: it enables understanding of the experiences, feelings and perspectives of people from different cultural, social and economic backgrounds; it helps break down stereotypes and prejudice; empathetic global citizens are more likely to take action on global issues like poverty, discrimination and climate change because they can genuinely connect with how these issues affect others; it promotes peaceful and respectful relationships across cultural boundaries.
16. a. Empathy: the ability to understand and share the feelings and perspectives of another person — to "feel what they feel" and respond with compassion and understanding.
    b. Cross-culture: the interaction, exchange and sharing of ideas, traditions and practices between people from different cultural backgrounds. It involves learning about and appreciating cultural differences.

c. Civic skills: the knowledge, skills and dispositions needed to participate effectively in civic and community life — including the ability to vote, understand government, advocate for rights and engage in community decision-making.

ASSESSMENT TEST

Assessment Test 1

1. Entrepreneurial opportunities matching personalities:

a. Brave → Law (requires courage, assertiveness and confidence in challenging situations).

b. Critical thinking → Journalism and media technology (requires analysing information carefully and accurately).

c. Culturally sensitive → Tourism (requires appreciation and respect for different cultures).

2. Three uses of the Nile River in ancient Egypt: (i) Provided water for irrigation enabling farming in an otherwise desert region; (ii) Annual flooding deposited rich fertile silt making the soil highly productive for agriculture; (iii) Served as a major transportation route connecting different parts of Egypt and facilitating trade with other regions.

3. The main symbol of power and organisation in the Great Zimbabwe kingdom was its impressive stone structures (the Great Enclosure and surrounding stone walls built without mortar), which demonstrated the ability to organise and manage large-scale construction projects.

4. Weather elements and instruments:
Temperature → Thermometer.
Rainfall → Rain gauge.
Wind → Anemometer (for speed) / Wind vane (for direction).

5. Thermometers should be stored in a Stevenson Screen — a white-painted, louvered wooden box raised above the ground at a standard height. This protects the thermometer from direct sunlight, rain and wind while allowing free air circulation for accurate temperature readings.

6. Significance of weather to pilots: Affects visibility (fog, clouds, rain reduce visibility, making navigation dangerous); wind speed and direction affect flight paths and fuel consumption; thunderstorms and turbulence create dangerous flying conditions; icing at high altitudes can damage aircraft; weather systems determine whether flights can safely take off and land.

7. Four electronic sources of information: Websites; e-books (digital textbooks); online articles; social media platforms; digital archives; online video documentaries; online encyclopedias (Wikipedia); podcasts; e-newspapers. (Any four.)

8. Written sources of information: recorded in print — books, diaries, letters, newspapers, official government documents, research reports, manuscripts.
Unwritten sources of information: not recorded in print — oral traditions (stories, legends), artefacts (tools, pottery, artwork), photographs, audio/video recordings, physical structures and monuments.

9. Three areas where African slaves were taken during the Indian Ocean slave trade: Arabian Peninsula (modern-day Yemen, Oman, Saudi Arabia); Persia (modern-day Iran, Iraq); India; Southeast Asia (Sri Lanka, Indonesia, islands like Madagascar). (Any three.)

10. Three advantages of currency trade compared to barter: (i) Currency is universally accepted, eliminating the need to find someone who wants exactly what you have (no double coincidence of wants); (ii) Money provides a standardised, consistent measure of value for all goods and services; (iii) Currency is easy to carry and store, enabling trade across long distances with distant communities. (Any three.)

11. [Map question — identify country marked T. Teacher to verify from the specific map in the examination paper. From context of the assessment, the map likely shows Africa with various countries labelled. Accept the correct country identified from the specific map provided.]

12. The Prime Meridian (also called the Greenwich Meridian or 0° meridian) is the imaginary line marked 0 degrees.

13. Servitude is a system in which individuals are bound to work for others, often in conditions similar to slavery, with restricted personal freedom and little or no pay. Unlike slavery, servitude sometimes allowed for temporary or limited arrangements.

14. Three factors that led to the introduction of money in Africa: (i) Barter became impractical due to the double coincidence of wants problem; (ii) Contact with Asian, European and

Middle Eastern traders who introduced the concept of money through trade routes like the Trans-Saharan trade; (iii) Africa's access to precious metals (gold and silver) that could be minted into coins and serve as early currency. (Any three.)

15. A personal attribute is a quality or characteristic that defines a person — it can be either positive/desirable (kindness, patience, honesty) or negative/undesirable (rudeness, arrogance, dishonesty).
16. Desirable: kindness, patience, respectfulness, honesty.
    Undesirable: rudeness, dishonesty, impatience.
17. A healthy relationship is one built on mutual respect, trust, understanding and open communication, where both parties feel valued, safe and supported.
18. Three factors needed for peaceful coexistence: Respect for human rights; tolerance and respect for diversity; rule of law; open dialogue and communication; social justice and equality; democratic governance; quality education; economic stability; conflict resolution mechanisms. (Any three.)
19. a. Humidity: the amount of moisture (water vapour) in the atmosphere, expressed as a percentage. High humidity makes the air feel warmer and may lead to rainfall.
    b. Air pressure: the force exerted by the weight of air on the Earth's surface, measured using a barometer. High pressure brings calm, clear weather; low pressure brings storms and rain.
20. Four ways of preserving information: Digitisation (scanning and creating digital copies); physical preservation in museums and libraries; conservation techniques (controlled humidity and temperature storage); online archives; audio-visual recordings of oral traditions; government-funded preservation projects. (Any four.)
21. Three uses of maps: Finding directions and navigating routes; locating places and features; studying physical and human features; planning journeys; understanding political boundaries; measuring distances; studying climate and weather patterns; military and urban planning. (Any three.)
22. The continent that borders Africa to the North: EUROPE (separated from Africa by the Mediterranean Sea).
23. Water bodies neighbouring Africa to the South: The Southern Ocean; the Atlantic Ocean (to the southwest); the Indian Ocean (to the southeast). (Any valid water bodies to the south of Africa.)
24. [Atlas/digital device activity — locate Mauritania (northwest Africa, bordering Morocco, Algeria, Mali, Senegal and the Atlantic Ocean) and Eswatini (southern Africa, small landlocked country surrounded by South Africa and Mozambique). Teacher assesses accuracy of identification and description.]
25. Three groups of Europeans who came to Africa before colonialists and their work:

(i) Explorers (e.g., David Livingstone, Mungo Park) — came to map and explore the African interior, opening routes for later colonisation.
(ii) Missionaries (e.g., Ludwig Krapf, David Livingstone) — came to spread Christianity, establish schools and hospitals and teach literacy.
(iii) Traders — came for commercial purposes, exchanging manufactured goods for African products (ivory, gold, spices, slaves).

26. Three islands in Africa that Rotich might have named: Madagascar; Zanzibar; Comoros; Seychelles; Cape Verde; São Tomé and Príncipe; Réunion; Mauritius. (Any three.)
27. The main reason why Europeans scrambled for Africa: Economic gain — European nations needed raw materials for their growing industries, markets for their manufactured goods, areas to invest surplus capital, agricultural land and cheap labour from African colonies.
28. Possible answer from the teacher on why Europeans met in Berlin: As European powers raced to claim African territories, they faced the risk of armed conflict with each other over disputed claims. Chancellor Otto von Bismarck of Germany organised the Berlin Conference (1884-1885) to establish agreed rules for the orderly division of Africa among European powers, preventing war between them over African territories.
29. Three main resolutions at the Berlin Conference: (i) Creation of spheres of influence — any European power occupying any part of Africa had to notify other powers to avoid conflicting claims; (ii) Effective occupation — any territorial claim must be backed by actual physical presence and administration; (iii) Free navigation on Rivers Zambezi, Congo and

Niger for all European powers. (Any three from the conference resolutions.)

30. Five importance of the constitution: (i) Foundation of governance — establishes the framework for government branches and their roles; (ii) Protection of rights — enshrines fundamental rights and freedoms; (iii) Rule of law — promotes equal application of laws; (iv) Social justice — addresses inequalities; (v) National unity — fosters unity by recognising diversity; (vi) Devolved governance — creates county governments; (vii) Framework for development — provides legal basis for socio-economic development. (Any five.)

Assessment Test 2

1. Three feelings caused by anger: Frustration (feeling blocked from achieving a goal); irritability (a tendency to snap at others); resentment (bitterness toward the source of anger); aggression; hostility; anxiety; sadness; hurt. (Any three.)
2. Three effects of stress: Reduced concentration and poor academic performance; headaches or body pain; anxiety or depression; weakened immune system; sleep disturbances; mood swings; social withdrawal; loss of appetite; high blood pressure. (Any three.)
3. Three causes of conflict in society: Competition for scarce resources (land, water, jobs); misunderstandings and poor communication; cultural and religious differences; injustice and inequality; political differences and power struggles; boundary disputes; jealousy; revenge. (Any three.)
4. Three importance of sources of information: (i) Help trace the evolution of societies from ancient times to the present; (ii) Help us learn from past mistakes (wars, injustice) and successes (technological achievements); (iii) Preserve the identity and culture of communities; (iv) Guide government and policymakers in decision-making; (v) Provide evidence for research, education and dispute resolution. (Any three.)
5. Matching sources with categories:
   Written → Dissertation (a formal written research document).
   Unwritten → Archaeology (physical remains, artefacts — not written).
   Electronic → Films (video recordings — electronic/digital media).
6. Africa borders the MEDITERRANEAN SEA to the North, separating it from Europe.
7. Four countries of South Africa (southern Africa region): South Africa; Zimbabwe; Mozambique; Zambia; Botswana; Namibia; Madagascar; Lesotho; Eswatini; Malawi; Tanzania. (Any four from southern Africa — or if the question refers only to the country Republic of South Africa, the answer is simply "South Africa.")
8. [Group activity on religious creation theories. All major religious creation stories (Christian, Islamic, Hindu, traditional African) describe a supreme being who is the all-powerful, eternal creator responsible for bringing the universe and all living things into existence. The supreme being is all-knowing and the source of all life. Teacher assesses quality of discussion and accuracy of information.]
9. Three craft works done by the people of the Kingdom of Kongo: Sculpture (carved wooden figures); weaving (textiles and baskets); metalwork (iron and copper smithing for tools and ornaments).
10. A "gap" in Community Service Learning is another name for a PROBLEM — a challenge, need or unmet situation identified in the community that requires a practical CSL solution.
11. Three skills learnt from the CSL water shortage project: Communication skills (presenting findings, collaborating with community members); teamwork/collaboration (working together toward a shared goal); problem-solving (identifying the water shortage problem and designing a practical solution); leadership; project management; research skills; critical thinking. (Any three.)
12. Two importance of CSL to the community: (i) Addresses real community problems and improves living conditions for everyone in the area; (ii) Promotes civic responsibility and builds stronger social bonds between learners and community members. (Any two.)
13. Modern countries where Rift Valley region agriculture was practised: Ethiopia and Kenya. (The Eastern African Rift Valley spans multiple modern countries; also accept Uganda, Tanzania, Rwanda.)
14. Three animals kept in Nubia: Cattle; camels; goats.
15. The basin irrigation system used in Egypt: A method where the land along the Nile was divided into large basins (areas enclosed by earthen embankments/dikes). During the annual Nile flood, water was directed into these basins. The water was held for weeks until the soil absorbed the moisture and the silt settled. After the flood waters receded, the basins were drained and crops were planted in the fertile, moist soil. This allowed farming

in a predictable, organised way.

16. A sketch map is a simple, rough, hand-drawn map that shows the basic features of an area without precise measurements or accurate scale. It provides a quick overview of a location and is used to show relative positions of features rather than exact distances.
17. Saturn — the planet with a ring around it.
18. Key materials to construct a wind sock: A piece of fabric or plastic bag (forms the sock body); a pole or stick (to mount it); rope or string (to tie the sock to the pole); tape or staples. (Any key materials identified.)
19. Field research is a systematic, scientific method of problem-solving done by researchers/experts in which scientific methods of collecting, recording and analysing data are used to investigate a specific issue or phenomenon in the actual environment where it occurs.
20. Two challenges learners might encounter during a field study in Mombasa: (i) Hot and humid weather making data collection uncomfortable and tiring; (ii) Some residents near tourist sites may be unwilling to participate in interviews; (iii) Traffic congestion making transport to different sites slow; (iv) Language barrier — some residents may speak Swahili or local dialects; (v) Crowded tourist sites making data collection difficult. (Any two.)
21. Two possible solutions to their problems:
    For hot weather: Schedule fieldwork during the cooler morning hours; carry water and wear appropriate protective clothing (hats, sunscreen).
    For non-cooperation: Approach participants respectfully, explain the educational purpose and obtain consent before collecting data.
22. What can be done to improve the museum structure: Modernise the building with better lighting and ventilation; add interactive digital displays and educational exhibits; implement digital preservation/cataloguing systems; improve physical security; make it accessible to people with disabilities (ramps, Braille labels); expand storage facilities with climate control; restore and conserve damaged artefacts; digitise the collection. (Any valid improvements.)
23. One colony for each country:

a. Belgium → Democratic Republic of Congo (Belgian Congo/Congo Free State).
b. Spanish → Equatorial Guinea (also: Western Sahara).
c. Portuguese → Angola (also: Mozambique, Guinea-Bissau, Cape Verde, São Tomé).

24. Two European countries with many colonies in Africa: Britain (Kenya, Uganda, Sudan, Egypt, Nigeria, South Africa, Ghana, Zambia, Zimbabwe, Malawi and many more); France (Algeria, Tunisia, Senegal, Ivory Coast, Mali, Burkina Faso, Madagascar, Morocco and many more).
25. Despite the majority of African countries being colonised, ETHIOPIA and LIBERIA were not colonised. Ethiopia defeated the Italian invasion at the Battle of Adwa (1896); Liberia was founded by freed American slaves and maintained its independence.
26. a. Social cohesion: the state of unity, solidarity and harmonious coexistence among members of a society despite differences in culture, religion, ethnicity and background.
    b. Social justice: the fair and equitable distribution of resources, rights and opportunities in society, ensuring all individuals can live with dignity regardless of their background or characteristics.
27. Two ways the government promotes equity in schools: (i) Providing learning materials in Braille and sign language for learners with disabilities, ensuring inclusive education; (ii) Offering bursaries and scholarships to disadvantaged learners from poor families; (iii) Establishing special needs schools and units; (iv) Providing school feeding programmes for hungry learners; (v) Training teachers in inclusive education approaches. (Any two.)
28. Three qualities of a good citizen today: Obedience to the law; respect for others' rights; participation in civic activities (voting, community service, attending public meetings); paying taxes honestly; patriotism (love and commitment to one's country); integrity and honesty in all dealings; respect for national symbols. (Any three.)
29. [Research activity using a digital device to find negative effects of globalisation on the nation. Key negative effects: loss of cultural identity; job insecurity; currency fluctuation; price instability; terrorism; exploitation of developing countries; overdependence on foreign goods; environmental degradation.

Teacher assesses quality of research and relevance of findings.]

30. Ways of contributing to the well-being of the international community while maintaining rootedness in Kenya: Offer social support (aid, volunteering, donation) to countries facing disasters; enhance social trust through cooperation with international organisations; support members of the international community living harmoniously; foster civic engagement at global forums; empower all members to participate in global democracy; preserve and promote Kenyan culture while engaging globally; participate in international peacekeeping and development efforts; contribute to global environmental sustainability while protecting Kenya's environment. (Any valid ways.)

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

SECTION A (20 MARKS)

1. B
2. B
3. C
4. B
5. A
6. B
7. B
8. B
9. C
10. B
11. C
12. B
13. C
14. C
15. B
16. C
17. B
18. A
19. B
20. C

SECTION B (80 MARKS)

21. Five negative emotions that need to be managed: Anger; fear; sadness; jealousy; anxiety; hatred; envy; frustration; stress; depression; grief; shame. (Any five.)
22. Five methods of data collection used in fieldwork: (i) Surveys and questionnaires; (ii) Interviews (direct or telephone conversations); (iii) Observations (watching and recording); (iv) Focus group discussions (group conversations on a topic); (v) Photography and video recording; (vi) Document analysis. (Any five.)
23. Four factors that led to the introduction of money in Africa: (i) Barter became impractical due to the double coincidence of wants problem; (ii) Contact with traders from Asia, Europe and the Middle East who introduced the concept of money through trade routes; (iii) Africa's access to precious metals (gold and silver) that could be minted into early coins; (iv) Specialisation of skills — as people developed specific trades, they needed a standardised medium of exchange; (v) Need for a practical solution for large-scale commercial transactions. (Any four.)
24. Three qualities of a global citizen: (i) Understands others and has empathy for people from different backgrounds; (ii) Acts fairly in choices, decisions and words; (iii) Believes all people are equal regardless of race, gender or background; (iv) Accepts differences and does not react with hostility; (v) Willing to help and cooperate with others; (vi) Curious and wants to learn about the world. (Any three.)
25. (a) Two elements of weather: Temperature; rainfall; wind; humidity; air pressure. (Any two.)
    (b) Two locally available materials for constructing a windsock back at school: A piece of fabric or plastic bag; a pole or stick; rope or string; tape. (Any two.)
    (c) Three reasons why weather is significant to human activities:
    (i) Agriculture — farmers rely on weather conditions (rainfall, temperature) to decide when to plant and harvest crops; good rainfall promotes healthy crops while drought leads to food shortages.
    (ii) Health — extreme weather conditions affect human health; very cold weather can cause hypothermia, while hot weather causes dehydration and heatstroke; heavy rain increases risk of waterborne diseases.
    (iii) Transportation — rain makes roads slippery and causes flooding; fog reduces visibility for drivers; storms cause flight delays; weather affects maritime navigation.
    (iv) Tourism — good weather encourages outdoor activities like hiking and sightseeing, boosting the tourism industry; poor weather forces cancellations.
    (Any three.)
26. (a) Four factors that contributed to the presence of African diasporas across the world:
    (i) Transatlantic slave trade — millions of Africans were forcibly taken to the Americas and other regions as slaves from the 16th to 19th centuries.
    (ii) Colonialism — European colonisation led to movement of Africans within and outside Africa as labour.
    (iii) Poverty and unemployment — many Africans migrated voluntarily to seek better job opportunities and improve living conditions.

(iv) Conflict and war — civil wars and political instability drove Africans to seek refuge in other countries.
(v) Globalisation — economic networks created pathways for easier movement of people across borders.
(vi) Education — many individuals sought higher education opportunities abroad.
(Any four.)
(b) Two roles of the diaspora in the political development of Africa:
(i) Advocacy — diaspora communities advocate for human rights and democracy in their home countries; they raise awareness about issues affecting Africa on global platforms and lobby foreign governments to support African causes.
(ii) Financial support (remittances) — money sent home by diaspora members contributes significantly to local economies, funding development projects and supporting political stability.
(iii) Skill transfer — diaspora members bring back skills, knowledge and experiences that aid political, social and economic development in Africa.
(Any two.)

27 Five crops grown in ancient Egypt during early agriculture: Wheat; barley; flax; vegetables (onions, garlic, leeks); fruits (dates, figs, grapes, pomegranates). (Any five.)

28 Five reasons for the importance of the Constitution of Kenya: (i) Foundation of governance — establishes the framework for government branches and their roles; (ii) Protection of rights — enshrines fundamental rights and freedoms for all citizens; (iii) Rule of law — promotes equal application of laws; no one is above the law; (iv) Social justice — addresses inequalities and promotes equal opportunities; (v) Devolved governance — creates 47 county governments for local development; (vi) National unity — fosters unity by recognising and respecting Kenya's diversity; (vii) Framework for socio-economic development. (Any five.)

29. Five ways in which sources of historical information have been preserved over the years: (i) Physical preservation in museums and libraries — artefacts and documents stored, catalogued and protected from damage; (ii) Conservation techniques — using controlled humidity, temperature and protective cases to slow deterioration; (iii) Digitisation — scanning and creating digital copies of historical documents and images for permanent storage; (iv) Online archives — making historical records accessible worldwide through digital platforms; (v) Audio-visual recordings — oral traditions and testimonies recorded and archived for future generations; (vi) Government funding for preservation projects. (Any five.)

30. [Wasingo Area map questions — from the map image:]
(a) Direction of Chiro town from Mpaka market: WEST (Chiro town is located to the west/left side of the map, while Mpaka market is to the east/right side; the compass arrow shows N at the top-left, confirming directions).
(b) Two economic activities in the northern and south-western parts:
Northern part: Forestry/Logging (dense forest symbols in the northern area).
South western part: Manufacturing/Factory (Masaba Factory is visible in the south-west); Cattle keeping (CC/cattle dip symbol visible in the area).
[Teacher to verify exact activities based on the specific map symbols visible in the northern and south-western regions.]
(c) The main form of transport used in Wasingo area is ROAD TRANSPORT (a tarmac road runs through the area as the primary transportation route, connecting major settlements like Chiro Town, Mpaka Market and Nguru Market).
(d) Two social amenities found in the area: School (P/School symbol); Church (church symbol); Post Office (P.O. symbol); Chief's Camp (CC). [Teacher to confirm from specific map symbols — accept any two social amenities visible on the Wasingo map.]
(e) Two types of climates found in this area: (i) Forest/Equatorial climate (in the northern forested area — dense vegetation suggests high rainfall and warm, humid conditions); (ii) Savanna/Grassland climate (in the southern area where grassland symbols are shown — suggesting seasonal rainfall and a drier season). [Teacher to verify based on vegetation zones visible on the map.]

31. Eight characteristics of human rights: (i)

Universal — apply to all people everywhere without exception; (ii) Inalienable — cannot be taken away except through due process; (iii) Indivisible — interconnected; denial of one affects others; (iv) Interdependent — each right is related to others; (v) Equal and non-discriminatory — apply to all without discrimination; (vi) Inherent/Basic — possessed from birth by virtue of being human; (vii) Legally protected — recognised and protected by international and national law; (viii) Unconditional — apply regardless of who you are or where you live. (Any eight.)

32. [Africa map — from the image showing Africa with kingdoms labelled A, C and D:]
(a) A = Ancient Egypt (labelled in the northeastern area of Africa, along the Nile River in modern-day Egypt).
C = Kingdom of Kongo (labelled in central-western Africa, near the Congo River, covering parts of modern-day Angola and DRC).
D = Great Zimbabwe (labelled in southern Africa, in present-day Zimbabwe between the Zambezi and Limpopo rivers).
(b) Main factor that facilitated early agriculture in region A (Ancient Egypt/Nile Valley): The River Nile — its annual flooding deposited rich, fertile silt on the floodplains, making the soil highly productive for agriculture. The Nile also provided a reliable water source for irrigation throughout the year.
(c) Two areas where early agriculture was practiced in region D (Great Zimbabwe/ southern Africa): The Zambezi River valley; the Limpopo River valley; the plateau areas of modern-day Zimbabwe; areas near the Rift Valley (if considering eastern Africa broadly). [Teacher to accept any two valid agricultural areas in the southern African region shown on the map.]

33. Five steps involved in carrying out a CSL project: 1. Identify an issue/problem in the community and verify its importance (gather information to confirm the problem exists and matters to the community). 2. Create a plan — decide: (i) what needs to be done; (ii) who will be involved; (iii) what resources are needed; (iv) a timeline for completing tasks. 3. Brainstorm possible solutions to the identified problem and select the most practical and effective one. 4. Implement the solution — put the plan into action, ensuring everyone participates actively in their assigned tasks. 5. Reflect and report — discuss what went well, what challenges were faced and how the community benefited; write a report summarising the project and its outcomes.

KNEC Assessment Sample 2

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21. Five personal values for a steady personality: Integrity; empathy; responsibility; compassion; self-discipline; gratitude; honesty; respect; loyalty; perseverance; patience; humility. (Any five.)
22. Three interpersonal skills that promote healthy interactions: Effective communication (clearly expressing ideas and listening carefully); empathy (understanding others' feelings and perspectives); negotiation skills (finding mutually acceptable solutions); assertiveness (expressing oneself confidently and respectfully); conflict resolution (managing and resolving disputes peacefully). (Any three.)
23. Three forms of servitude in traditional African societies: (i) Debt bondage — individuals enslaved to repay debts, working for their creditor until the debt was paid off; (ii) Domestic servitude — enslaved individuals used in households performing cooking, cleaning and childcare duties; (iii) Pawnship — a person was temporarily given to another as security for a debt or obligation; (iv) War captives — prisoners of war forced to serve their captors. (Any three.)
24. Three ways of preserving historical information: (i) Digitisation — scanning historical documents, photographs and audio-visual materials to create permanent digital copies stored on computers or cloud systems; (ii) Physical preservation in museums and libraries — artefacts and documents are stored in controlled environments, catalogued and protected from damage; (iii) Conservation techniques — using appropriate chemicals, controlled humidity and temperature, and protective cases to slow the deterioration of historical materials. (Any three.)
25. (a) Four European groups that came to Africa during the scramble: Britain; France; Germany; Belgium; Portugal; Italy; Spain. (Any four.)
    (b) Four areas taken up by Britain during the partition: Kenya; Uganda; Sudan; Egypt; Nigeria; South Africa; Ghana (Gold Coast); Zambia (Northern Rhodesia); Zimbabwe (Southern Rhodesia); Malawi (Nyasaland); Tanzania (Tanganyika); Sierra Leone; Gambia. (Any four.)
    (c) Three terms of the Berlin Conference of 1884-1885 regarding the partitioning of Africa:
    (i) Creation of spheres of influence — any European power occupying any part of Africa had to notify other powers to avoid conflicting claims; this prevented direct confrontations between European nations.
    (ii) Effective occupation — any claim of African territory had to be accompanied by actual physical presence and administration, not just a declaration; this required colonial powers to establish control.
    (iii) Free navigation — the Congo, Niger and Zambezi Rivers were declared free for navigation by all European powers, facilitating trade and movement in the interior.
    (iv) Abolition of slavery — each colonial power was required to stamp out the slave trade in their territory and encourage legitimate trade.
    (v) Sovereignty of the Congo — King Leopold II of Belgium was recognised as the sovereign ruler of the Congo Free State.
    (Any three.)
26. (a) Four ways citizens can uphold and protect the Constitution of Kenya for social cohesion:
    (i) Civic education — promoting awareness

of constitutional rights and responsibilities among citizens through schools, media and community programmes.

(ii) Community engagement — encouraging active participation in governance, public meetings and decision-making processes.

(iii) Respect for the rule of law — adhering to laws and regulations, ensuring they are enforced without bias or discrimination.

(iv) Promoting tolerance — fostering a culture of respect for Kenya's diversity (ethnic, religious, regional) to reduce conflict and promote peace.

(v) Accountability — supporting mechanisms that hold public officials responsible for their actions and decisions.

(Any four.)

(b) Two national values in the Constitution of Kenya and how they apply:

(i) Patriotism: Love and devotion to Kenya. Applied by: participating in national celebrations; respecting national symbols (flag, anthem); working for Kenya's development; obeying laws and paying taxes; being proud of Kenyan identity.

(ii) Integrity: Maintaining honesty and ethical conduct. Applied by: being honest in school and business dealings; refusing to engage in corruption or bribery; making decisions based on moral principles.

(iii) Democracy and participation: Engaging in democratic processes. Applied by: voting in elections; attending community meetings; participating in public participation forums.

(iv) Social justice: Ensuring fairness. Applied by: standing up against discrimination; advocating for equal opportunities for all members of society.

(Any two with explanations.)

27. Five effects of the Earth's rotation on human activities: (i) Creates a cycle of day and night — people organise their activities around this cycle (work, school and farming during daylight; rest at night); (ii) Determines time zones — different parts of the world experience different times, enabling international coordination of business and travel; (iii) Affects wind patterns — Earth's rotation causes the Coriolis effect, influencing wind direction and ocean currents, which affect climate; (iv) Affects ocean tides — rotation interacts with gravitational forces to influence tidal patterns, affecting coastal fishing and navigation; (v) Navigation — sailors and pilots use the direction of Earth's rotation to navigate. (Any five.)

28. Five positive features associated with the continent of Africa: (i) Africa is the second-largest continent, covering approximately 30.37 million square kilometres; (ii) Africa has 54 recognised sovereign countries — the most of any continent; (iii) Africa is extraordinarily rich in natural resources (minerals — gold, diamonds, oil; forests; rivers; fertile land); (iv) Africa has tremendous biodiversity — home to the world's richest wildlife including the "Big Five"; (v) Africa has diverse cultures, languages (over 2,000) and ethnic groups, making it the most culturally diverse continent; (vi) Africa has some of the world's most impressive ancient civilisations (Egypt, Great Zimbabwe, Kongo); (vii) Africa has the youngest population in the world — a valuable human resource for development. (Any five.)

29. Five factors that led to the growth of the Great Zimbabwe ancient kingdom: (i) Access to natural resources — rich deposits of gold and copper that became important trading commodities; (ii) Strategic location on the Indian Ocean trade routes, connecting Southern Africa to Asia, the Middle East and other parts of Africa; (iii) Architectural innovation — impressive stone structures (built without mortar) were symbols of power, organisation and advanced engineering; (iv) Centralisation of power — a powerful ruling elite that controlled trade, resources and governance provided stability; (v) Fertile land and water supply — located between the Zambezi and Limpopo rivers, supporting agriculture and food security. (Any five.)

30. [Kanze Area map questions — from the map image:]

(a) A person travelling along the tarmac road from Coffee Estate towards the CD (Cattle Dip): The direction is EAST (the Coffee Estate is on the western/left side of the map, and the CD/Cattle Dip is on the upper-right/eastern side; travelling from Coffee Estate toward CD means moving in an easterly direction).

(b) Evidence that residents of Kanze observe religious practices: The presence of a CHURCH (church symbol visible on the map near the shops/murram road area in the western part of the map).

(c) Main economic activity in the North-Western part of the map: COFFEE FARMING (the Coffee Estate with coffee plant symbols is prominently located in the north-western area of the map).

(d) The highest point of the map: The GAME RESERVE area in the north-eastern part is likely the highest point — evidence: game reserves are typically located on higher, elevated ground away from settlements; the terrain rises toward the eastern side where the Game Reserve and Police Station are located.

31. Eight challenges learners are likely to encounter during fieldwork: (i) Unfavourable weather conditions (rain, extreme heat, flooding) disrupting data collection; (ii) Difficulty accessing remote or restricted locations; (iii) Lack of cooperation from participants who refuse to answer questions; (iv) Time constraints — fieldwork takes longer than expected; (v) Language barriers — difficulty communicating with participants who speak different languages; (vi) Safety risks in unfamiliar environments; (vii) Financial constraints (transport costs, purchasing materials); (viii) Inadequate or broken equipment; (ix) Ethical issues (obtaining informed consent); (x) Difficulty in finding relevant data or respondents. (Any eight.)
32. [Earth and Solar System diagram — layers labelled W (outer), X (upper inner), Y (middle), Z (innermost):]

(a) Layer of Earth marked X: MANTLE (the thick layer of semi-solid rock below the crust, approximately 2,900 km thick).

(b) Two characteristics of layer W (Crust):

(i) It is the outermost and thinnest layer of the Earth (varies from about 5 km under oceans to 70 km under continents).

(ii) It is composed of solid rock and is the layer where all living organisms exist.

(iii) It is divided into tectonic plates that move slowly over the mantle.

(Any two.)

(c) Two theories that explain the origin of the Earth: (i) The Passing Star theory — a star passed very close to the Sun, and gravitational forces pulled hot gases from the Sun that later cooled and condensed to form the planets; (ii) The Nebula Cloud theory (Nebular Hypothesis) — the solar system formed from a giant rotating cloud of gas and dust (Nebula) that condensed under gravity to form the Sun and planets including Earth.

33. Five positive effects of globalisation that the proposing side argued: (i) Spread of technology and innovation — countries remain connected, so knowledge and technological advances travel quickly to all nations; (ii) Lower costs for products — companies can find lower-cost production methods globally, benefiting consumers with cheaper goods; (iii) Higher standards of living — developing nations experience improved living standards through access to global markets and investment; (iv) Access to new markets — businesses gain new customers and diverse revenue streams across the world; (v) Access to new talent — companies can find specialised skills not available locally; (vi) Cultural exchange — sharing of ideas, traditions, music and art enriches societies. (Any five.)
34. Five reasons highlighting the importance of carrying out a CSL project in the community: (i) Addresses real community issues (sanitation, lack of resources, social isolation, deforestation) and helps solve them practically; (ii) Promotes teamwork, cooperation and civic responsibility among learners; (iii) Develops essential life skills — communication, leadership, project management, problem-solving and critical thinking; (iv) Creates a sense of belonging and civic awareness, motivating learners to contribute positively to their community; (v) Builds stronger social bonds within the community between learners and community members; (vi) Promotes long-term positive change in the community; (vii) Allows learners to apply classroom knowledge to real-world situations. (Any five.)

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21. Five entrepreneurial opportunities in Social Studies: Tourism; culture and heritage management; museum and historical site operations; journalism and media technology; law; political science; climatology/meteorology; geology; sociology and community development; library management; cartography/geographical mapping; environmental management. (Any five.)
22. Three methods of irrigation used during early agriculture in Ancient Egypt: (i) Basin irrigation — Nile floodwaters were directed into enclosed basins (areas bounded by earthen embankments); the water was retained to saturate the soil, then drained before planting; (ii) Canal irrigation — digging channels/canals to direct Nile water to fields further from the river, extending the area under cultivation; (iii) Shaduf — a counterbalanced lever device used to lift water from the Nile and pour it into channels leading to fields, enabling small-scale year-round irrigation.
23. Three common aspects found in traditional African stories of human origin: (i) Divine or supernatural creation — a supreme being, god or supernatural force is responsible for creating human beings; (ii) Creation of the first humans — all stories focus on specific first human beings who are viewed as the ancestors of all people in that community; (iii) Connection to nature — humans are often created from natural materials such as clay, mud, earth or plants; (iv) Purposeful creation — humans are created for a specific purpose such as to tend the earth, inhabit a specific land or care for creation. (Any three.)
24. Three ways learners can promote human dignity for a just and peaceful world: (i) Protection of human rights — respecting and safeguarding fundamental rights such as the right to life, freedom and equality; (ii) Speaking out against discrimination — actively opposing unfair treatment based on race, gender, religion or disability in school and community; (iii) Education and awareness — creating campaigns, posters or essays to educate others on the importance of treating everyone with dignity and fairness; (iv) Participating in community projects that support marginalised groups; (v) Treating everyone with respect and empathy regardless of their background. (Any three.)
25. Four factors that led to the scramble and partition of Africa by European powers: (i) Need for markets — the Industrial Revolution created a need for new markets to sell European manufactured goods; European countries looked to Africa as a potential consumer market; (ii) Need for raw materials — European industries required cotton, rubber, ivory, minerals and other raw materials that were abundant in Africa; (iii) Political competition and nationalism — European nations competed with each other for power and prestige; acquiring colonies was seen as proof of national greatness and power; (iv) Need for investment areas — European banks had surplus capital that needed new investment opportunities; Africa offered vast land, natural resources and cheap labour; (v) Need for cheap labour — European plantation and mining operations needed large numbers of workers; (vi) Speculation about mineral wealth — rumours and discoveries of gold, diamonds and other minerals in Africa attracted European interest. (Any four with explanations.)
26. Five ways learners can promote peaceful coexistence in school: (i) Listen respectfully to classmates with different opinions without interrupting or dismissing their views; (ii) Stay calm during disagreements — control

emotions and avoid shouting, insults or physical confrontation; (iii) Discuss problems openly and honestly to identify the real cause of conflicts; (iv) Seek fair solutions that are acceptable to everyone — be willing to compromise; (v) Apologise when wrong and forgive classmates to restore good relationships; (vi) Seek help from a trusted adult (teacher, counsellor) when conflicts cannot be resolved; (vii) Celebrate and respect the diversity of classmates (different cultures, religions, languages). (Any five.)

27. Time calculation for Longitude 60° East when it is 9:00 AM at Greenwich Meridian (0°): Step 1: Find the difference in degrees: 60° − 0° = 60°. Step 2: Multiply by 4 minutes (time per degree): 60 × 4 = 240 minutes. Step 3: Convert minutes to hours: 240 ÷ 60 = 4 hours. Step 4: Since Longitude 60°E is EAST of the Prime Meridian, ADD 4 hours to 9:00 AM. Step 5: 9:00 AM + 4 hours = 1:00 PM (13:00 hours). Answer: The time at Longitude 60° East is 1:00 PM.
28. [Pomo Area map questions — from the map image:]
    (a) General direction of Pomo school from Zima school: NORTH (Pomo school is located at the top-left/upper area of the map, while Zima school is at the bottom/lower area — so Pomo school is NORTH of Zima school).
    (b) Two social amenities provided to the residents of Pomo area: School (Pomo school and Zima school are shown on the map); Mosque (mosque symbol visible on the map). (Teacher to verify from specific map symbols — accept any two social amenities visible.)
    (c) Three economic activities in Pomo Area (citing evidence from the map):

(i) Diatomite mining — DM (Diatomite Mining) symbols are visible on the map.
(ii) Cotton growing — CC (Cotton) symbols are visible in the central and eastern parts of the map.
(iii) Maize farming — MM (Maize) symbols are visible on the map.
(iv) Posho milling — PM (Posho Mill) symbols are visible, indicating processing of grain.

(Any three, with evidence cited from map symbols.)
(d) Type of climate in the North-Eastern part of the map: Semi-arid/dry climate. Evidence: The North-Eastern area shows SCRUB vegetation symbols (scrubland), which grows in areas with low and unreliable rainfall — indicating a dry, semi-arid climate with limited vegetation and insufficient rainfall for dense forest growth.
(e) Approximate straight-line distance of the tarmac road from the Northern edge of the map to the bridge: Using the map scale provided, the distance is approximately 4–6 km. [Teacher to calculate accurately using the specific scale bar on the exam map. Award marks for correct reading of scale and showing working.]

29. Five careers related to weather and climate that a Social Studies learner can pursue: (i) Climatologist — studies long-term climate patterns and climate change; (ii) Meteorologist — forecasts weather using scientific instruments and data; (iii) Agricultural extension officer — advises farmers on weather patterns and climate-appropriate farming; (iv) Pilot/aviation professional — requires deep understanding of weather for flight safety; (v) Marine navigator — uses knowledge of weather and ocean conditions for sea travel; (vi) Environmental scientist — studies the impact of climate change on ecosystems; (vii) Disaster management officer — prepares communities for weather-related disasters (floods, droughts); (viii) Geographer. (Any five.)
30. Four characteristics of the Earth's Core: (i) The outer core is composed of liquid iron and nickel (it is in a molten/fluid state due to extreme heat); (ii) The inner core is solid iron and nickel (despite higher temperatures, the intense pressure keeps it solid); (iii) The core is extremely hot — temperatures in the inner core reach up to 5,000°C; (iv) The outer core is responsible for generating Earth's magnetic field (convection currents in the liquid outer core create the magnetosphere that protects Earth from solar radiation); (v) The core is the densest and heaviest part of the Earth. (Any four.)
31. Five characteristics of human rights: (i) Universal — apply to all people everywhere without exception, regardless of nationality, race, gender, religion or other characteristics; (ii) Inalienable — cannot be taken away or given up voluntarily, except through due

process in specific legal circumstances; (iii) Indivisible — human rights are interconnected; denial of one right often negatively affects the enjoyment of other rights; (iv) Interdependent — each human right is related to others; fulfilment of one often depends on the realisation of others; (v) Equal and non-discriminatory — all individuals are entitled to their rights without discrimination of any kind. (Any five.)

32. Five negative effects of globalisation at the national level: (i) Loss of cultural identity — local cultures, languages and traditional values may be eroded by dominant foreign cultures spread through media and trade; (ii) Job insecurity — cheap imports from countries with lower production costs undercut local industries, causing factory closures and unemployment; (iii) Currency fluctuation — overdependence on global trade makes local currencies vulnerable to international market changes; (iv) Price instability — global commodity price changes (oil, food) directly affect local prices, causing economic uncertainty; (v) Terrorism — globalisation has also facilitated the spread of extremist ideologies and terrorist networks across borders; (vi) Environmental degradation — increased industrial production for global markets accelerates environmental destruction. (Any five.)
33. Two roles of the African diaspora in the political development of Africa: (i) Advocacy — diaspora communities advocate for human rights, democracy and good governance in their home countries; they raise awareness about political issues affecting Africa on international platforms and lobby foreign governments and international organisations to support African political development and human rights; (ii) Financial contributions (remittances) — money sent home by diaspora members funds local economic development, education and healthcare, creating the economic stability that supports political development. (iii) Skill transfer — diaspora members return home with professional skills, governance knowledge and international perspectives that contribute to political reform and modernisation of African institutions. (Any two.)
34. Five qualities of a global citizen: (i) Understands other people and has empathy for them — genuinely cares about people from different backgrounds and cultures; (ii) Acts fairly in choices, decisions and words — makes ethical, just decisions in all interactions; (iii) Believes all people are equal — does not think any group is superior or inferior based on race, gender, religion or nationality; (iv) Accepts differences and does not react with hostility to people who are different; (v) Willing to help and cooperate with others — actively contributes to global well-being through volunteering, advocacy and collaboration; (vi) Open to changing views when presented with evidence — intellectually humble and curious; (vii) Protects the environment and advocates for sustainability. (Any five.)
35. Five reasons explaining the importance of the Constitution of Kenya: (i) Foundation of governance — establishes the framework for all three branches of government (executive, legislative and judiciary) and defines their roles, powers and limitations; (ii) Protection of rights — enshrines the Bill of Rights, guaranteeing fundamental rights and freedoms for every Kenyan citizen; (iii) Rule of law — establishes that all people and institutions (including the government) are subject to and accountable to the law; (iv) Social justice — promotes equality of opportunity and aims to address historical inequalities through affirmative action and equitable resource distribution; (v) Devolved governance — creates the framework for county governments to decentralise power and bring services closer to the people; (vi) National unity — recognises and celebrates Kenya's diversity while promoting one Kenyan identity; (vii) Framework for development — provides the legal basis for planning and implementing socio-economic development programmes. (Any five.)
36. Six steps of a CSL project in their correct order: 1. Identify an issue/problem in the community (for the waste disposal project: identify areas with poor waste disposal, verify the extent of the problem). 2. Create a plan — decide what needs to be done (e.g., waste collection and disposal); who will be involved; what resources are needed (bins, gloves, sacks); and a timeline. 3. Brainstorm possible solutions (e.g., community clean-up,

waste bins installation, recycling programme, awareness campaign on proper disposal). 4. Implement the solution — put the plan into action; ensure all members participate actively in their assigned roles. 5. Reflect on the project — discuss as a group what went well, what challenges were encountered and how the community benefited from the waste disposal project. 6. Write a report — document the problem, the steps taken, the outcome achieved and how the community benefited from improved waste disposal.

Christian Religious Education

1 OVERVIEW OF CHRISTIAN RELIGIOUS EDUCATION

A. Importance of Studying CRE

1. Christian Religious Education (CRE) involves the study of religious beliefs and practices of Christians. It is a learning area that focuses on God and how He reveals Himself to human beings, exploring how human beings depend on God and how God intervenes to save them.
2. Five ways God reveals Himself to us: through the Bible/Scripture; through creation; through Jesus Christ; through prayer; through the Holy Spirit; through other people; through miracles; through religious experiences. (Any five.)
3. Three importance of learning CRE: (i) provides answers to life's mysteries (origin of mankind, life after death); (ii) enables learners to develop vivid awareness of God; (iii) serves as a career foundation (law, theology); (iv) instils respect, protection and conservation of God's creation; (v) promotes human dignity; (vi) equips learners with life skills like critical thinking; (vii) promotes national development. (Any three.)
4. a. True — Studying CRE can help learners develop future careers (law, theology, teaching).
   b. False — Studying CRE does not instil fear; it provides guidance, wisdom and love for God.
   c. False — CRE is beneficial to all individuals, not just those who are saved.
   d. True — Studying CRE helps learners appreciate their own religion and other religions.
5. Three other religions: Islam; Hinduism; Buddhism; Judaism; Sikhism; Traditional African Religion. (Any three.)
6. Respect (Joshua learned to respect others and stopped using abusive language; also accept: Honesty, Self-discipline, Responsibility).
7. Three ways CRE helped change the friend's behaviour: helped them become more respectful toward others; instilled honesty and truthfulness; taught them to forgive others; helped them develop self-discipline; taught them to care for others; helped them resolve conflicts peacefully. (Any three.)
8. Intervention to help Elizabeth: Talk to her parents about the importance of education for her future; report the case to school authorities or the Children's Department/ government child protection officer; encourage Elizabeth to seek help from community leaders; educate the parents that education is not against God's will and that God values wisdom and knowledge.
9. Three ways studying CRE has helped change learners' behaviour: helped learners become more honest and truthful; reduced bullying and disrespect; encouraged sharing and care for those in need; helped learners resolve conflicts peacefully; developed a sense of responsibility and accountability. (Any three.)
10. How CRE helps in relating well with others: teaches values like love, respect and humility; teaches forgiveness and peaceful conflict resolution; instils self-discipline that prevents harmful behaviour; promotes understanding and empathy; encourages teamwork and cooperation. (Any valid points.)
11. Three values acquired through learning CRE: Honesty; Respect; Integrity; Love; Responsibility; Humility; Patience; Generosity; Self-discipline; Unity. (Any three.)
12. Values for living harmoniously: Humility; Respect; Hard work; Discipline; Honesty; Integrity; Responsibility; Unity; Love; Patience; Forgiveness; Self-control. (Accept any valid list of values.)
13. Generosity and Love (the learner gave something they owned to a needy classmate, demonstrating generosity and love; also accept: Sharing, Charity).
14. Four values from the puzzle: Honesty; Integrity; Patience; Love; Respect; Generosity. (Any four found in the word puzzle.)

2 CREATION

A. Accounts of Creation

1. One responsibility given to man in the second account: To cultivate and guard/tend the Garden of Eden; to name all animals and birds; to eat from any tree except the tree of knowledge of good and evil. (Accept any one.)
2. Day 1: Day, light and darkness.
   Day 2: Sky (the dome/firmament).
   Day 3: Earth (land, plants and water bodies).
   Day 4: Heavenly bodies (sun, moon and stars).
   Day 5: Sea creatures and birds.
   Day 6: Land creatures and man.
   Day 7: God rested and made the day holy (the Sabbath).
3. One point: Man was created from dust/soil, and God breathed life into his nostrils; man was placed in the Garden of Eden; a woman was created from Adam's rib as his companion and helper; God gave man the responsibility to tend and care for the Garden. (Accept any one.)
4. The second creation account (Genesis 2:4b-25) — man was created first in this account.
5. "You may eat from any tree in the garden, except the tree that gives knowledge of what is good and what is bad. You must not eat the fruit of that tree; if you do, you will die the same day." (Genesis 2:16-17)
6. a. In the SECOND account of creation, man is made out of dust, while in the FIRST account of creation, creation is out of nothing (ex-nihilo).
   b. In the FIRST account of creation, everything that God created is good, while in the SECOND account of creation, this is not mentioned.
   c. The creation of the sky, light and heavenly bodies are included in the FIRST account of creation but are omitted in the SECOND account.
7. B (The question says "In both accounts, God rested after creating the world" — God resting is mentioned only in the first account, not the second. This statement is therefore NOT true as a difference, making B the odd one out.)
8. Two similarities between the two Biblical accounts:
   (i) In both accounts, God is the sole creator.
   (ii) In both accounts, God created male and female.
   (iii) In both accounts, human beings are special and given dominion over creation.
   (iv) In both accounts, God provides for human beings.
   (Any two.)
9. Biblical accounts vs African stories of creation — differences:
   Biblical: God is eternal and the sole creator; creation out of nothing; specific time sequence (6 days); man made from dust and God's breath; marriage instituted by God; human beings given dominion.
   African stories: Creation varies by culture; may involve ancestral spirits or powerful beings; no specific time sequence; human beings may be created from animals or other objects; marriage customs vary by community.
   (Accept any valid contrasting differences.)
10. Five attributes of God from the creation stories: Omnipotent (all-powerful); orderly and perfect; omnipresent; transcendent (above creation); sustainer and provider; sole creator; moral; loving; spirit; everlasting and self-existent; source of goodness; holy; a worker. (Any five.)

B. Stewardship over Creation

1. Four ways to protect animals, fish and birds: construct proper shelters for domestic animals; fence farms to prevent conflicts; provide adequate food and clean water; protect from illegal hunting or cruelty; provide treatment when sick; establish game reserves; support or lobby for protective laws; educate the community. (Any four.)
2. Two Biblical teachings on responsibilities over animals, fish and birds:
   Genesis 2:15-20: to name all animals and birds; to tend and protect creation; to ensure living creatures are cared for, and their needs are

met.
James 3:7: to tame and manage creation wisely; to recognise that all creation is under God's authority and human beings are entrusted to steward it responsibly.

3. A steward is someone who manages property or resources on behalf of others; a person entrusted with the care of what belongs to God.
4. Two responsibilities over plants: to be stewards of the Garden of Eden; to use plants responsibly for food; to cultivate, nurture and protect plants; to care for God's creation so plants thrive. (Any two.)
5. Three ways plants contribute to economic growth: Cash crops (coffee, tea, sugarcane) are grown and sold for income; food crops provide food and surplus can be sold; fruit plants provide nutrition and surplus can be sold; timber from trees is used for building and furniture; plants provide oil, medicine, animal feed. (Any three.)
6. Advice to the friend: God gave human beings the responsibility to care for all animals (Genesis 2:15-20); poor care of animals is against God's commandments; he should provide adequate food, clean water and shelter; seek veterinary care if the puppies are sick; treat animals with love and kindness as part of good stewardship.
7. Christians become God's co-creators/stewards when they use their abilities and talents to take care of God's creation.
8. Advice to people killing animals in the forest: Killing animals is wrong and against the law (the Kenyan Constitution protects animals from violence); it disrupts the ecosystem and food chain and can lead to extinction; they should promote conservation; report illegal hunting to wildlife authorities; they should support game reserves and national parks.
9. Three points on the importance of good stewardship over animals, fish and birds: They provide food, clothing and income; some animals provide manure for farming; animals are companions and help in work; their products support industries (dairy, wool, leather, fishing); birds and animals help in pollination and dispersal of plants, supporting the food chain. (Any three.)
10. Two values of responsibility guiding Christians in caring for God's creation: Responsibility; love for God's creation; obedience to God's commands; care and compassion for living creatures; respect for life. (Any two.)
11. Three ways Christians can reduce conflicts between humans and wild animals: Fence farms effectively; establish game reserves and national parks; educate communities on coexisting with wildlife; support laws protecting animal habitats; create buffer zones between human settlements and wildlife areas; use early warning systems. (Any three.)
12. Three reasons why Christians take care of animals, fish and birds: To obey God's command; to preserve God's living creatures; to set a good example; to prevent extinction; to maintain animals as food sources; to continue the responsibility of being co-creators with God; to reduce conflicts; to comply with the Kenyan Constitution. (Any three.)

C. Responsibilities over Plants

1. Three services Christians provide in the community: planting trees; providing food to the needy; visiting the sick; running schools and hospitals; providing clean water; teaching about environmental conservation; donating to the poor. (Any three valid community services.)
2. As a Christian, to reduce conflicts between human beings and wild animals: create buffer zones between farmland and wildlife habitats; fence farms with strong barriers; use noise or light systems to deter wild animals; report incidents to wildlife authorities; support community conservation efforts.
3. How Christians can take care of plants: planting tree seedlings every rainy season; watering plants during the dry season; weeding around crops and gardens; pruning trees; mulching crops; avoiding cutting trees carelessly; replacing cut trees by planting new ones. (Any valid methods.)
4. Two plants used for medicinal purposes: Aloe vera; Neem; Eucalyptus; Ginger; Garlic; Moringa; Tulsi (Holy Basil). (Any two valid medicinal plants.)
5. Two values learnt through caring for plants: Responsibility; stewardship; love for God's creation; diligence; patience; respect for life. (Any two.)
6. Two activities to care for plants: planting tree seedlings; watering plants; weeding; pruning;

mulching; replacing cut trees with new ones. (Any two.)

7. Advice to Tulaga village: Cutting trees causes environmental problems (soil erosion, drought, loss of biodiversity); they should plant new trees for every tree cut; adopt sustainable farming practices; seek guidance from local conservation organisations; obey government regulations on tree-cutting; understand the Biblical responsibility to care for plants (Genesis 2:15).
8. Two points about Biblical responsibility over plants:
   God provided all kinds of grain and fruits as food for human beings (Genesis 1:29).
   Human beings are given the Garden of Eden to cultivate and guard it (Genesis 2:15).
   God makes grass for cattle and plants for human beings to use (Psalm 104:14).
   (Any two.)
9. God gave human beings responsibility over plants — to be stewards of the Garden of Eden; to use plants responsibly for food; to cultivate, nurture and protect plants.

Two ways Christians can care for plants today: plant trees regularly; avoid deforestation; practise sustainable farming; water and weed gardens; establish tree nurseries; support reforestation programmes.

10. Two consequences of carelessly cutting trees: Soil erosion (loss of fertile topsoil); drought (trees attract rainfall); flooding; loss of biodiversity; destruction of wildlife habitats; reduced food production; climate change. (Any two.)
    Two ways Christians can promote responsible use of plants: plant new trees to replace those cut; educate the community on the importance of trees; practise sustainable land use; support government conservation programs; obey laws on environmental conservation.

D. Use of Natural Resources

1. Two examples of natural resources: soil; air; forests; minerals; rocks/stones; mountains; the sun; water (rivers, lakes); wild and domestic animals; plants. (Any two.)
2. Advice to people near the forest who kill animals: Killing animals is illegal and harmful to the ecosystem; establish game reserves and sanctuaries for wildlife; report poachers to wildlife authorities; educate the community on the importance of wildlife conservation; fence farms to prevent conflicts with animals; support laws that protect wildlife.
3. Five examples of natural resources: soil; air; forests; water (rivers, lakes); minerals; rocks and stones; mountains; the sun; wild and domestic animals; plants. (Any five.)
4. God gave human beings the following responsibilities over His creation: to cultivate and take care of the earth (Genesis 2:15); to name the animals (Genesis 2:19-20); to have dominion over all living creatures (Genesis 1:28); to use natural resources wisely and sustainably.
5. Benefits of natural resources: air is essential for life; soil provides nutrients for plant growth; sunlight provides warmth and Vitamin D; wildlife attracts tourists; minerals provide raw materials for industries; forests attract rainfall and purify air; water is essential for survival; natural fuels provide energy. (Accept any valid benefits.)
6. Four ways people misuse natural resources: deforestation (cutting trees without replanting); garbage dumping; overgrazing (keeping too many animals, destroying vegetation); soil erosion (poor farming); bush and waste burning (air pollution); water pollution; overfishing; unregulated mining. (Any four.)
7. Four effects of misusing natural resources: soil degradation; deforestation; damage to the ecosystem; water shortage; air and water pollution; loss of biodiversity; climate change; reduced food production; natural disasters (floods, droughts). (Any four.)
8. Four values guiding responsible use of natural resources: Responsibility; stewardship; love and care for God's creation; honesty; discipline; diligence; respect for God's creation. (Any four.)
9. Advice to Ukame village: Stop cutting down trees carelessly; plant new trees to replace those cut; use alternative energy (solar, biogas) to reduce dependence on wood fuel; practise sustainable land use; follow Genesis 2:15 — cultivate and guard the land; seek guidance from government forestry officials on reforestation.
10. a. Wild animals were created on Day Six (along with other land creatures and human beings).
    b. Forests/plants were created on Day Three (along with land and water bodies).

3 THE BIBLE

A. Functions of the Bible

1. Four importance of the Bible: The Bible is used when taking oaths in courts of law; used in schools and colleges for learning; used in churches for preaching and teaching; used in homes for personal devotion and prayer; used in hospitals for prayer; used during state functions and swearing-in ceremonies; used before travelling for prayer for journey mercies. (Any four.)
2. a. Holistic growth refers to the complete, balanced development of a person in all areas of life — spiritual, moral, social, emotional, physical and mental.

b. i. Spiritual growth: the Bible nurtures spiritual development through reading and meditating on God's Word, prayer and worship.

ii. Moral growth: the Bible teaches the difference between right and wrong and guides believers to obey authority and avoid sin.

3. Emotional growth (managing emotions such as joy, love, happiness, anger, fear and jealousy through the teachings of the Bible).
4. Two ways to apply Jesus Christ's teachings on prayer and fasting: Pray before meals; pray during church gatherings; fast to purify oneself before prayer; pray with the family before bed; pray when facing temptation; fast to resist temptation. (Any two.)
5. Three occasions when the Bible is used: In courts of law (oath-taking); in schools and colleges; in churches; in hospitals; in homes; during state functions; before travelling; in crusades and public rallies. (Any three.)
6. Three examples of services inspired by God's Word: Helping the needy (visiting orphans, providing food/clothing); donating to disaster victims; supporting refugees; conducting crusades; offering guidance and counselling; caring for the sick; caring for the environment. (Any three.)
7. The Bible is the inspired word of God — a collection of 66 books (39 in the Old Testament and 27 in the New Testament) written by various authors under the inspiration of the Holy Spirit, containing God's revelation to human beings.
8. Two values learnt from the functions of the Bible: Honesty/truthfulness; respect; love; responsibility; faith; obedience to God; compassion; justice. (Any two.)
9. Three places where the Bible is used: Courts of law; schools and colleges; churches; hospitals; homes; state functions; crusades and public rallies. (Any three.)
10. Three ways the Bible is different from other books: It is inspired by God (God-breathed); it is living and active and has power to transform lives (Hebrews 4:12); it discerns thoughts and intentions of the heart; it has been translated into more languages than any other book; it has survived for thousands of years; it provides guidance for all aspects of life. (Any three.)

B. Divisions of the Bible

1. Authors of Old Testament books:
   Genesis →Moses.
   Judges →Samuel.
   Psalms →David.
   Ecclesiastes →Solomon.
2. Revelation (the only Prophetic book in the New Testament, also called the Apocalypse of John).
3. Classification of Prophetic books:
   a. Jeremiah →MAJOR Prophetic book.
   b. Zephaniah →MINOR Prophetic book.
   c. Daniel →MAJOR Prophetic book.
   d. Micah →MINOR Prophetic book.
4. Qualities of a learner leader: God-fearing; honest; humble; responsible; hardworking; good decision-maker; team player; respectful; courageous; a good role model; innovative; caring and empathetic. (Accept any valid leadership qualities.)
5. Ways Christians serve God and fellow human beings: Visiting and helping orphans; providing food, clothing and shelter to the needy; supporting refugees; participating in crusades; offering guidance and counselling; caring for the sick; caring for the environment; donating to disaster relief; teaching Sunday school. (Any valid services.)

6. Advice to the new learner: The Bible is the living Word of God (Hebrews 4:12); it provides guidance for everyday life; it teaches values still relevant today (love, honesty, respect, forgiveness); it is the foundation of Christian faith and moral teaching; many countries use the Bible in their legal and educational systems; the Bible contains wisdom that has guided humanity for thousands of years.
7. From 2 Timothy 3:16-17: All Scripture is inspired by God; the Bible is useful for teaching what is true; it rebukes and corrects wrongdoing; it trains believers in righteousness; it equips God's people for every good work.
8. Subdivisions of the Old Testament: Torah/ Pentateuch/Law (5 books); Historical books (12 books); Poetic/Wisdom books (5 books); Prophetic books — Major (5 books) and Minor (12 books).
9. Revelation is also known as the Apocalypse of John (meaning "the revelation given to John").
10. Authors:
    Mark →John Mark.
    Ephesians →St Paul.
    Revelation →John.
    James →James (the brother of Jesus).

C. Bible Translations

1. Four Kenyan language Bible translations: Kikuyu (1951); Kikamba (1956); Dholuo (1963); Kimeru (1964); Kalenjin (1969); Pokomo (2005); Rendille (2018). (Any four.)
2. Three benefits of translating the Bible into local languages:

Social benefits: encouraged literacy and formal education; increased number of Africans in church leadership; enabled active participation in church activities; promoted unity; helped Africans rediscover their culture; led to African independent churches.

Economic benefits: created employment (translators, copy typists, secretaries); stimulated growth of bookshops and printing presses; improved standards of living; boosted money circulation through Bible sales.

(Any three from both categories.)

3. Two social effects: Encouraged literacy and formal education; increased Africans in church leadership; enabled church participation; promoted unity; helped Africans rediscover culture; strengthened local languages. (Any two.)

Two economic effects: Created employment (translators, typists, secretaries, booksellers); stimulated growth of bookshops and printing presses; improved standards of living; boosted money circulation; facilitated establishment of Bible societies. (Any two.)

4. Four Bible versions: Good News Bible; Revised Standard Version (RSV); New International Version (NIV); The African Bible; New King James Version (NKJV); New Living Translation (NLT); King James Bible (KJV); The Jerusalem Bible; The Gideon International Bible. (Any four.)
5. Three challenges faced by Bible translators: Difficulty finding exact equivalent words in local languages for Biblical terms; insufficient funds; language diversity (many languages/ dialects); maintaining accuracy of original meaning; resistance from some communities; lack of trained translators for all languages. (Any three.)
6. The Pokomo Bible was translated in 2005.
7. Translation refers to the process of converting written or spoken information from one language into another.
8. Septuagint: the translation of the Old Testament from Hebrew into Greek in the 3rd century BCE (Before Christ Era), named after the seventy scholars who worked on it.
9. Three societies involved in Bible translation work: Bible Society of Kenya (BSK); Wycliffe Bible Translators; United Bible Societies (UBS); Summer Institute of Linguistics (SIL); Africa Bible Commentary Society. (Any three.)
10. Two points supporting Bible translation today: Many languages still lack a complete Bible translation; existing translations may need updating to reflect modern language usage; communities with translated Bibles show higher church growth and literacy rates; the Word of God should be accessible to all people regardless of language. (Any two.)

D. Leadership in Israel — Moses

1. Three points on how God prepared Moses for leadership: Moses saw Hebrews being oppressed — awareness of suffering and need for deliverance; God appeared in the burning bush, calling Moses to lead; God promised

to be with Moses, giving confidence; Moses' doubt taught him that leadership depends on God not personal strength; Moses was raised in Pharaoh's palace; Moses lived with the Midianites, developing humility and pastoral skills. (Any three.)

2. Three roles of Moses during the Exodus: Encouraging the Israelites not to be afraid; assuring people that God would fight for them; guiding the Israelites through the crossing of the Red Sea; responding to the needs of the people (providing water); praying to God for help; delegating leadership responsibilities to capable men; teaching God's commands; preparing Joshua to succeed him; warning about consequences of disobedience; mediating between God and the Israelites. (Any three.)
3. Three advantages of choosing good leaders: Good leaders promote peace, love and unity; ensure the development of communities; make wise decisions benefiting everyone; provide direction and guidance; protect the rights of people; represent the needs of the people to relevant authorities. (Any three.)
4. Three leadership qualities of Moses: Humility; courage; empathy; prayerfulness; obedience; mentorship; honesty; faithfulness; God-fearing; decisiveness; responsibility. (Any three.)
5. Resolution as class secretary: Listen to the complaints and address concerns; encourage those refusing by explaining the importance of the project; assign specific roles based on abilities; lead by example through hard work; report persistent cases to the teacher; promote teamwork and mutual support.
6. Three values Moses portrayed during the Exodus: Humility; courage; empathy; prayerfulness; obedience; faithfulness; responsibility; dedication; selflessness. (Any three.)
7. Two ways to apply leadership qualities from Moses in daily life: Lead by example — show others how to behave through your actions; pray for guidance before making decisions; show empathy and concern for others' needs; delegate tasks to capable people; mentor others for future leadership; obey instructions given by authority. (Any two.)
8. Moses was taking care of the flock of his father-in-law, JETHRO (also called Reuel).
9. Three characteristics of a good leader: God-fearing; ready to serve; hardworking; a good decision-maker; gentle; respectful; honest; humble; loyal; loving; peaceful; a good role model; possesses integrity; courageous; empathetic. (Any three.)
10. A leader is a person who influences, guides and inspires others toward a common goal or vision, taking responsibility for the welfare of the group or community they lead.

4 THE EARLY LIFE OF JESUS CHRIST

A. Prophecies about the Messiah

1. a. A prophet is a person who communicates God's message to His people; a messenger of God inspired by the Holy Spirit to declare God's word and predict future events.
   b. A prophecy is a message or prediction of what will happen in the future, declared by a prophet inspired by the Spirit of God.
2. Three titles Isaiah gave to Jesus: Wonderful Counsellor; Mighty God; Eternal Father; Prince of Peace. (Any three from Isaiah 9:6.)
3. The prophecy was fulfilled when God sent an angel to a young man named Joseph, who was engaged to MARY, the mother of Jesus Christ. Joseph came from the lineage of KING DAVID.
4. Two ways the prophecies were fulfilled:
   (i) Jesus Christ was born of a virgin, conceived through the power of the Holy Spirit as prophesied by Isaiah.
   (ii) Joseph came from the lineage of King David, fulfilling the prophecy about the Messiah's lineage.
   (iii) Jesus was named Immanuel (God is with us) as prophesied by Isaiah.
   (iv) Jesus was given the name meaning Saviour, fulfilling Jeremiah's prophecy of 'The Lord Our Salvation'.
   (Any two.)
5. Two titles and their meanings (any two from Isaiah 9:6):
   • Wonderful Counsellor: Jesus gives perfect divine wisdom and extraordinary guidance.
   • Mighty God: Jesus is God Himself, all-powerful and all-knowing.
   • Eternal Father: Jesus is the source of eternal life; the Father of eternity, forever caring for His people.
   • Prince of Peace: Jesus brings lasting peace between God and humanity.
6. Prophet Jeremiah called the prophesied Messiah "The Lord is our righteousness" (also acceptable: "The Lord Our Salvation").
7. Three roles played by prophets: Communicating God's message to His people; condemning evils and injustices in society; giving hope and encouragement to people; anointing kings; teaching people the ways of God. (Any three.)
8. Three characteristics of the prophesied King according to Isaiah: The Kingdom would be powerful and continue to grow; it would always be at peace; the King would rule with justice and righteousness; the Kingdom would last forever; He would be called Wonderful Counsellor, Mighty God, Eternal Father, Prince of Peace. (Any three.)
9. Three characteristics from Jeremiah's prophecy: The Messiah would be a righteous King from the house of David; He would execute justice and righteousness in the land; He would guarantee security and safety; He would be called 'The Lord is our righteousness'; He would bring salvation upon Judah; He would reign as a King; He would rule wisely. (Any three.)
10. a. Messiah: from the Hebrew word "Meshiach" meaning "the Anointed One" — the chosen Saviour promised by God to redeem His people.
    b. Emmanuel: means "God is with us" — a name given to the Messiah in Isaiah's prophecy, indicating God would be present with His people through the coming Saviour.
    c. Lord Our Salvation: the name given to the Messiah by Prophet Jeremiah, indicating the coming Messiah would bring salvation and righteousness to His people.

B. John the Baptist — A Precursor to the Messiah

1. Three groups John the Baptist addressed: the crowd (general people); the tax collectors; the soldiers.
2. Three values to avoid evils condemned by John the Baptist: Courage; kindness; honesty; social justice; creative thinking; critical thinking; decision-making; self-esteem; assertiveness. (Any three.)
3. Message to each group:

Tax collectors: Do not collect more than what is required of you (be honest in your work, do not extort).

Soldiers: Do not extort money, do not accuse anyone falsely, and be content with your pay. Crowd: Share with those who have less — whoever has two shirts must give one to the man who has none; whoever has food must share it; repent your sins.

4. Evils John the Baptist might condemn in Kenya today: Corruption; false accusations in courts; sexual immorality; selfishness and greed; abuse of power; discrimination; exploitation of the poor; dishonesty in business; drug and alcohol abuse; cyberbullying; oppression of the weak. (Any valid evils present in today's society.)
5. John the Baptist's food was locusts and wild honey.
6. Two reasons Zechariah did not believe the message: He and his wife Elizabeth were both old (beyond childbearing age); Elizabeth had been barren (unable to conceive) throughout their marriage.
7. Meanings of the names:
   a. John: "God is gracious."
   b. Elizabeth: "God has sworn."
   c. Zechariah: "God has remembered."
8. Four roles John the Baptist would have: He would be great before the Lord; he would not drink wine or strong drink; he would be filled with the Holy Spirit from birth; he would turn many Israelites back to God; he would prepare the way for the Lord; he would go in the spirit and power of Elijah; he would turn the hearts of parents towards their children. (Any four.)
9. Zechariah's punishment: He was struck dumb (unable to speak) until the baby was born, because he doubted the Angel's message.
10. Three ways the birth of John the Baptist relates to the coming of Jesus Christ: John baptised with water while Jesus would baptise with the Holy Spirit and fire; John prepared the way for Jesus by preaching repentance; John recognised Jesus as the promised Messiah and "Lamb of God who takes away the sin of the world"; John declared that Jesus was greater than himself; John introduced Jesus Christ as the Messiah. (Any three.)
11. Four ways Christians apply John the Baptist's message today: Sharing what they have with those in need; repenting their sins to God; being honest in their actions and obeying the laws; not taking what belongs to others by force; not accusing others falsely; being content with what they earn. (Any four.)

C. The Birth and Childhood of Jesus Christ

1. Order of events (first to last):
   1. God sent Angel Gabriel to Mary in Nazareth (Annunciation).
   2. Mary accepted God's will ("I am the Lord's servant").
   3. Mary and Joseph travelled to Bethlehem for the census.
   4. Jesus was born and laid in a manger (no room in the inn).
   5. An Angel appeared to shepherds with the good news.
   6. Shepherds visited baby Jesus and spread the news.
   7. Mary and Joseph took Jesus to the temple for dedication (Simeon and Anna).
   8. The Holy Family fled to Egypt (escape from King Herod).
   9. Return to Nazareth.
   10. Jesus at the temple with elders at age 12.
   [Award marks for any logical ordering consistent with the Gospel account.]
2. The prophecy was fulfilled when God sent an Angel to MARY, the mother of Jesus Christ. Joseph came from the lineage of KING DAVID.
3. Three lessons from the boy Jesus at the temple: Jesus knew His identity and mission even at age 12 ("I must be in my Father's house"); parents should teach children to prioritise God; young people should eagerly seek knowledge and wisdom (Jesus listened and asked questions); God's work is the highest priority; Jesus was obedient and went home with His parents afterward. (Any three.)
4. Jesus was born of a virgin, conceived through the power of the Holy Spirit as prophesied by Prophet ISAIAH.
5. a. Two people they met at the temple: Simeon (a righteous, God-fearing man guided by the Holy Spirit) and Anna (an 84-year-old prophetess who prayed and fasted in the temple).
   b. Why Jesus was taken to the temple: in obedience to the Law of Moses, which required dedication of the firstborn son to the Lord; Mary and Joseph also went to offer a sacrifice of doves or young pigeons as required by the law.
6. Values learnt from the birth and childhood

of Jesus: Responsibility (parents should raise children in a Godly way); Obedience (obeying parents as Jesus obeyed His parents); Respect (respecting those around Him); Love (love and care for children as Mary and Joseph showed). (Any valid values from the textbook.)

7. Two things Simeon said about Jesus:
   (i) Jesus was chosen by God for the salvation and destruction of many in Israel.
   (ii) Many people would speak against Him.
   (iii) His mother (Mary) would face great sorrow/suffering.
   (iv) Jesus was the light for revelation to the Gentiles and glory for Israel.
   (Any two.)
8. From Isaiah 9:6: "A SON is born to us! A SON is given to us! And he will be our RULER." (Accept: Wonderful Counsellor, Mighty God, Eternal Father, Prince of Peace — whichever fits the blank in context.)
9. The Angel of the Lord / Angel Gabriel said these words to the shepherds: "Don't be afraid! I am here with good news for you, which will bring great joy to all the people."
10. Three descriptions the Angel gave Mary about the unborn child:
    (i) He would be great.
    (ii) He would be called the Son of the Most High.
    (iii) He would be given the throne of His father David.
    (iv) His kingdom would last forever.
    (v) He would be conceived through the power of the Holy Spirit.
    (Any three from Luke 1:26-38.)
11. Jesus Christ was dedicated at the temple in JERUSALEM.

5 THE CHURCH

A. Selected Forms of Worship

1. a. Worship: the act of showing love, respect and honour to God through prayer, praise, obeying and dedicating oneself to God, recognising His greatness, holiness and authority.
   b. Prayer: talking to God, asking for help or expressing gratitude for blessings received.
   c. Fasting: abstaining from food or drink to purify oneself before God; a spiritual discipline to focus on God.
2. a. Strategies to encourage participation: Explain the importance of church activities in spiritual growth; make activities more engaging and relevant; involve members in planning and leading; show the value of fellowship; pray for and with them.
   b. Barriers preventing young people: Lack of interest or motivation; peer pressure; busy schedules; feeling unwelcome or judged; negative past experiences; preference for social media and entertainment; poor relationship with church-going parents.
3. What to tell your friend about prayer: Prayer helps Christians to be like Jesus Christ and reveals God's heart and mind; it enables an intimate relationship with God; prayer is an act of obedience to God; God does answer prayers — Jesus promises "Ask and it will be given to you" (Matthew 7:7); prayer provides peace, guidance and strength; many Bible testimonies show God answering prayers (Hannah, Daniel, Elijah). God answers according to His will and timing.
4. Four forms of worship: Music; singing; dancing; fasting; prayer; reading the Bible; praising God; thanksgiving. (Any four.)
5. Reasons Mwongeli wants to fast: To purify herself before God; to draw closer to God; to resist temptation; to pray for a specific need; in obedience to God's call to fast; to prepare for a spiritual task or decision; in solidarity with those who are suffering. (Any valid reasons.)
6. The Lord's Prayer (Matthew 6:9-13).
7. Strategies to attract young people to church: Organise youth-friendly activities (sports, music, drama); create mentorship programmes; use technology and social media to share the Gospel; establish youth groups and leadership opportunities; make worship services relevant to young people; offer guidance and counselling. (Any valid strategies.)
8. Lessons from Psalms 150:1-5: Christians should praise God for His greatness and the mighty things He has done; all kinds of musical instruments can be used in worship; dancing is an acceptable form of worship; worship should be joyful and enthusiastic; God deserves praise in all places. (Any valid lessons.)
9. Three values learnt from Christian worship: Gratitude (thankfulness to God); reverence (respect for God's holiness); humility (recognising God's greatness); faith; love for God; obedience; perseverance in prayer. (Any three.)
10. Two obstacles to regular prayer and how to overcome them:
    Obstacle 1: Busy schedule/lack of time — Solution: Set aside a specific time each day for prayer; make prayer a priority.
    Obstacle 2: Lack of focus/wandering thoughts — Solution: Find a quiet place; write down prayer requests to stay focused; begin with thanksgiving.
    (Also accept: doubt, feeling unworthy, with appropriate solutions.)

B. The Role of the Church in Education and Health

1. The first missionary to come to Kenya was Johann Ludwig Krapf (also accept: Dr Johann Ludwig Krapf).
2. The early mission schools were simple buildings with no doors or windows, commonly known as pole and mud schools (also accept: veranda schools).
3. Three roles of the church: Introduced formal education by establishing schools; taught Africans literacy and numeracy; encouraged local communities to send their children to school; translated the Bible into local languages; taught vocational skills; developed textbooks and learning materials; provided

bursaries; established hospitals and clinics; employed health workers; provided chaplaincy services; trained medical personnel. (Any three.)

4. a. Education: the process of acquiring knowledge, skills, attitudes and values through institutions of learning and life experiences.

b. Health: the state of being free from illness or injury; the state of complete physical, social, mental and spiritual well-being.

5. Barriers preventing young people from participating in church activities: peer pressure; busy schedules; lack of interest; negative experiences; preference for entertainment/ social media; feeling unwelcome; cultural interference; parental discouragement. (Any valid barriers.)
6. Four values demonstrated by early missionaries: Love; compassion; sacrifice; dedication; humility; social justice; responsibility; selflessness; perseverance; diligence. (Any four.)
7. Three challenges the church faces today: Cultural interference (some cultures don't support formal education or medical services); political interference; cults and religious groups (discourage followers from education and healthcare); lack of parental support; insufficient funds; shortage of trained personnel; negative attitudes toward education and healthcare; poor infrastructure. (Any three.)
8. Two points on the role of the church in health: Employment of health workers; establishment of clinics and hospitals for the needy; provision of chaplaincy services to the sick; training medical personnel (nurses, midwives, doctors); provision of medical equipment and medicine; preaching the Gospel to patients. (Any two.)
9. Contributions of the church to education: Introduced formal education; taught literacy and numeracy; encouraged school attendance; translated the Bible into local languages; taught vocational skills; developed textbooks; provided bursaries; established schools, colleges and universities; promoted spiritual and moral development of learners; provided trained workers for church and government. (Any valid points.)
10. Three reasons for establishing schools in Kenya: To spread the Good News of Jesus Christ (evangelisation); to teach Christian Religious Education; to teach people how to read, write, numeracy and technical skills (masonry, agriculture, hygiene, carpentry).

6 CHRISTIAN LIVING TODAY

A. Human Sexuality

1. Characteristics of healthy relationships: Based on trust for one another; each person respects and values the other; honest and open communication; ability to control anger and resolve conflicts peacefully; having self-confidence and self-respect; being a positive role model; practising self-control and making responsible choices. (Any valid characteristics.)
2. Two life skills to maintain healthy relationships: Assertiveness; problem solving; controlling sexual desires; thinking positively; making responsible decisions; communicating honestly and respectfully; avoiding sexual immorality. (Any two.)
3. As a Christian facing this pressure: Firmly and respectfully say NO (using assertiveness); explain that sex before marriage is against God's Word (1 Corinthians 6:18); inform a trusted adult (teacher, parent); pray for strength to resist temptation; avoid spending time alone with this person; maintain self-respect and self-control; find supportive friends who encourage Godly living.
4. Changes during adolescence (fill in table):
   Physical: Growth of hair under armpits and pubic area; enlargement of reproductive organs; breast development (girls); menstruation begins (girls); girls' hips widen; boys' voice grows deeper; boys grow hair on face and body; boys experience wet dreams.
   Emotional: Mood changes (confusion, anger, fear); feelings of sadness or anxiety.
   Mental: Feelings of uncertainty about the future; desire for independence; forming friendships with opposite sex; experiencing sexual feelings; feeling conscious about appearance.
5. Six values that guide good morals: Self-control; gentleness; truthfulness; holiness and purity; honesty and integrity; honourable behaviour; self-discipline; respect for oneself and others. (Any six from the textbook values list.)
6. Three ways to avoid temptations: Pray to God for strength to resist sexual temptations; make a firm decision to always do the right thing; keep good and supportive friends who encourage Godly living; engage in productive leisure activities; avoid situations or places that may lead to temptation; follow the guidance of the Holy Spirit. (Any three.)
7. Three reasons for not engaging in sex before marriage: Sex before marriage is a sin against God; it decreases one's chance of getting married; risk of contracting sexually transmitted diseases (HIV/AIDS); it distracts from education, personal growth and career development; it can result in unwanted pregnancy; it can damage reputation and self-esteem. (Any three.)
8. Five consequences of sex before marriage: Sex before marriage is a sin; decreases the chance of getting married; risk of contracting STDs including HIV/AIDS; distraction from education, personal growth and career development; unwanted pregnancy; damaged reputation; emotional trauma; rejection by family and community; financial difficulties; depression and loss of self-esteem. (Any five.)
9. Sexual temptation: the desire or urge to engage in sexual activity that is contrary to God's will; giving in to sexual temptation can lead to sexual immorality.
10. Two life skills Kiprotich may have included: Assertiveness (firmly saying no to unhealthy pressure); problem solving (finding ways to deal with relationship challenges); decision-making; critical thinking; coping with emotions; effective communication; self-awareness; self-esteem. (Any two.)

B. Christian Marriage and Family

1. Two teachings from Genesis 2:23-24:
   Marriage was ordained by God.
   A man shall leave his father and mother and be united with his wife.
   The two shall become one flesh (marriage is a union between a man and woman).
   Marriage is between one man and one woman.
   (Any two.)
2. "God is the centre of stable families" means:

When God is at the centre of a marriage, all decisions are guided by His Word; the family lives according to God's commandments of love, respect, honesty and faithfulness; with God at the centre, couples face challenges through prayer and faith; God's presence brings peace, unity and stability to the family.

3. What to tell your friend: Marriage is ordained by God and is a beautiful institution when founded on love, faith and mutual respect; challenges can be overcome through prayer, communication, forgiveness and commitment; the Bible teaches that with God at the centre, a marriage can be stable and fulfilling; seek guidance from church leaders and Christian counsellors.
4. Eliud's response: A family is a special group made up of parents and their children; it is the basic social unit of a society usually founded on marriage.
5. According to Exodus 20:12, children who respect and honour their parents will receive long life — God will give them long lives.
6. a. Marriage: a union between a man and a woman who decide to have a lasting relationship, ordained by God.
   b. Two types of families in Kenya: nuclear family; single-parent family; extended family; step-family; grandparent-headed family; child-headed family. (Any two.)
7. Life skills for stable families: Responsible decision-making; effective communication; conflict resolution; empathy; assertiveness; problem-solving; self-control; planning and financial management. (Any valid life skills.)
8. Three points from Reverend Jeremiah's talk: God intends marriages and families to be based on love and companionship; God wants children raised in peaceful and harmonious families; marriages should be founded on mutual respect; without peace and harmony, marriages break up easily; children should grow up in a nurturing environment; children learn how to treat others from how they are raised. (Any three.)
9. Three possible causes of divorce: Infidelity/unfaithfulness; lack of communication; financial problems; domestic violence and abuse; drug and alcohol addiction; interference from in-laws; unrealistic expectations; lack of commitment; irreconcilable differences; loss of respect. (Any three.)
10. Two ways Christian parents can raise children to promote strong, stable families: Teach children to respect and honour their parents (Exodus 20:12); bring them up with Christian discipline and teachings (Ephesians 6:4); pray with and for them; set a good example through Godly living; provide emotional support; teach conflict resolution; read the Bible and attend church together. (Any two.)

C. Alcohol, Drugs and Substance Use

1. Three dangers of alcohol: Poor health (damage to brain, liver and other organs); reduced concentration at school affecting academic performance; school dropouts; vulnerability to risky behaviour (sexual activities); aggression and criminal behaviour; family conflicts; poverty and low living standards. (Any three.)
2. Drug and substance use refers to the consumption of alcohol, drugs and other controlled substances that alter some functions of the body. Abuse is the harmful or inappropriate use of these substances, leading to addiction and negative effects on health, relationships and society.
3. Makali practised assertiveness (confidently saying no to negative peer pressure) and decision-making (making responsible choices about his health and behaviour).
4. Reasons people abuse alcohol, drugs and substances: Idleness; stress or frustration (family problems, poor academic performance); excess money; financial difficulties; adult influence; peer pressure; easy availability; media influence (advertising); parental neglect; weak moral guidance. (Any valid reasons.)
5. Four drugs abused by youth: Tobacco (cigarettes/snuff); Khat (miraa); Glue sniffing; Cocaine; Morphine; Cannabis sativa (marijuana/bhang); Heroine; Muguka. (Any four.)
6. Three effects on the individual: Poor health (damage to brain, liver, organs); reduced concentration at school; school dropouts; vulnerability to risky behaviour; aggression and crime; legal problems. (Any three.)

Three effects on the family: Misuse of family resources (money spent on substances instead of essentials); financial strain; family conflicts; poverty; separation or divorce; juvenile delinquency among children. (Any three.)

7. From Proverbs 20:1: "Wine makes you mean, beer makes you rowdy — a staggering drunk is not much fun." Drinking too much makes one foolish; alcohol makes one lose self-control and act irresponsibly; Christians should avoid excessive drinking.
8. Three values and skills James should practise: Obedience (follow parental guidance); respect (respect himself and others); responsibility; diligence; perseverance; patience; assertiveness (say no to peer pressure); decision-making; self-awareness; self-esteem. (Any three combining values and skills.)
9. As a Christian when a classmate offers bhang: Firmly say no (assertively refuse); remind them that bhang is an illegal substance that harms the brain and body; explain that your body is the temple of God (1 Corinthians 3:17) and should not be defiled; report the incident to a teacher or trusted adult; encourage your classmate to make responsible choices; avoid situations where drugs are offered.
10. Bhang is Cannabis sativa (marijuana), a psychoactive drug obtained from the plant known as Indian hemp. Alternative name: marijuana (also accept: weed, herb, ganja, cannabis).

D. Gambling

1. Why gambling is wrong: It is based on chance and usually leads to financial losses; it can cause debt and financial ruin; it creates addiction; it violates Biblical teachings (Proverbs 13:11 — wealth easily gained is easily lost); it can lead to criminal behaviour (stealing to fund gambling); it causes depression, low self-esteem and family breakdown; it encourages a "get-rich-quick" mentality rather than honest hard work.
2. Advice to Otieno: Gambling is addictive and usually leads to financial loss; it can ruin academic performance and future; the Bible teaches that wealth should be gained through honest work (Proverbs 13:11); find more productive ways to use your time after school; seek guidance from a trusted adult or school counsellor; join a sports club or productive activity to replace betting; pray for strength to overcome the habit.
3. Gambling means taking part in any game or activity in which one risks losing money or a valuable item to win more money.
4. Two ways Christians and the government help young people overcome gambling: Establishment of recovery and rehabilitation centres; provision of psychosocial support; guidance and counselling services; spiritual support through Bible reading and prayer; medical help for mental and emotional disorders; family therapy; awareness creation through school curricula. (Any two.)
5. Three types of gambling: Commercial gambling (lotteries, number games); sports betting (horse betting, poker, card games); electronic gambling (slot machines); online gambling (mobile apps and websites). (Any three.)
6. Three points from Reverend Mbiuki about Biblical teachings on addiction: Wealth easily acquired is also easily lost (Proverbs 13:11); honest and diligent people are blessed by God while those in a hurry to get rich may face ruin; the love of money is the root of many evils (1 Timothy 6:10); wealth should be acquired through honest work; God is displeased with those who destroy their lives through greed and gambling. (Any three.)
7. Three reasons people gamble: Desperation to get money easily; curiosity; desire to experience the thrill of winning; urge to become a successful gambler; using gambling to cope with stress; drug or alcohol addiction; influence of social media (betting company advertisements); negative influence from adults. (Any three.)
8. Three strategies to overcome gambling: Focus on what is important in life; set new goals to overcome the urge; find healthier activities to replace gambling; remind yourself that gambling leads to losses; keep a journal of experiences and successes; be thankful to God; join a support group; live free from anxiety and stress; maintain healthy relationships; use leisure time productively. (Any three.)
9. Three skills and values to avoid gambling: Self-awareness; assertiveness; decision-making; integrity; responsibility; critical thinking; love; respect. (Any three.)
10. Four points on living free from gambling: Focus on honest and diligent work; invest leisure time in productive activities (sports, arts, education); set clear financial goals for saving and investment; seek spiritual guidance

from the church; build strong family and social relationships based on love; understand that gambling leads to loss, debt and family breakdown. (Any four valid points.)

E. Social Media

1. Three negative effects of spending too much time on social media: Exposure to cyberbullying and online harassment; distraction from studies affecting academic performance; exposure to inappropriate content; addiction to social media reducing real-world social skills; emotional distress from comparison with others; sleep deprivation; financial loss from online scams. (Any three.)
2. Three dangers of chatting or meeting online strangers: Physical dangers (kidnapping, sexual assault or murder); encouraging antisocial behaviours (cyberbullying); recruitment to criminal groups (terrorism); emotional distress; exposure to alcohol, drugs and substances; persuasion to drop out of school; exposure to age-inappropriate content. (Any three.)
3. Three skills to apply when using social media: Assertiveness (being firm when saying no to strangers or negative influences); critical thinking (analysing content before posting or sharing); empathy (considering other people's feelings before sharing information). (Any three valid skills.)
4. Three ways of using social media responsibly: Protect personal information; think before you post or comment; use strong passwords and two-factor authentication; respect others' privacy; avoid interacting with strangers online; report abusive or harmful content; limit screen time; verify information before sharing; use social media positively to build healthy relationships. (Any three.)
5. a. Three ways social media is misused today: Cyberbullying (sending threatening messages); stalking (repeatedly monitoring someone to harass them); spending too much time online; perpetuating criminal activities (kidnapping, fraud); trolling (leaving abusive comments); clout chasing (seeking popularity through immoral content); spreading fake news; gossip; impersonation; pornography. (Any three.)

b. Three dangers of chatting or meeting online strangers: Kidnapping, sexual assault or murder; encouraging antisocial behaviours; recruitment to criminal groups; emotional distress; exposure to drugs and substances; persuasion to drop out of school; exposure to age-inappropriate content. (Any three.)

6. a. Cyberbullying: using digital devices, the internet or online platforms to hurt, embarrass, threaten or intimidate another person — for example, sending mean messages or sharing embarrassing content without permission.

b. Stalking: repeatedly monitoring someone online to harass or invade their privacy.

7. Four social media platforms: Instagram; WhatsApp; X (formerly Twitter); TikTok; Facebook; Snapchat; Messenger; Telegram; YouTube. (Any four.)
8. Three values to apply when using social media: Love (show care and kindness online); respect (honour the privacy and feelings of others); humility (be modest); responsibility (use social media wisely); integrity (be honest and truthful). (Any three.)
9. A social media platform is a channel through which individuals and groups create and share information on the internet.
10. Two benefits of using social media responsibly: Can be used to spread the Gospel and share encouraging content; enables communication with friends and family; provides access to educational resources; helps build healthy online communities; can be used to report and stop injustice or abuse; supports business marketing. (Any two.)

ASSESSMENT TEST SAMPLES

ASSESSMENT TEST 1

1. Natural resources are materials found in the universe that can be used to meet the needs of people. They are created by God and are essential for sustaining life and supporting human activities.
2. a. Two examples of plants: maize, bananas, cassava, coffee, tea, oranges, mangoes, neem, aloe vera. (Any two.)
   b. Two ways of taking care of plants: plant tree seedlings every rainy season; water plants during the dry season; weed around crops; prune trees; mulch crops; avoid cutting trees carelessly; replace cut trees. (Any two.)
3. Generosity / Love / Sharing (the learner gave something they owned to someone in need; accept any of these values).
4. Three ways CRE has changed Kamunge's behaviour: helped him to be more honest; made him more respectful of others; helped him be more responsible in his actions; developed self-discipline; encouraged him to forgive others; motivated him to work hard; taught him to care for those in need; helped him resolve conflicts peacefully. (Any three.)
5. Ways Christians apply Jesus Christ's teachings on prayer and fasting: Praying before meals; praying during crusades or church gatherings; praying with the family before going to bed; fasting to prepare and purify oneself before prayer; praying in church and at home fellowships with others; fasting to resist temptation from the devil.
6. The Bible contains 66 books. 39 books are in the Old Testament and 27 in the New Testament.
7. Three Poetic books: Job; Psalms; Proverbs; Ecclesiastes; Song of Solomon. (Any three.)
8. Revelation is also called the Apocalypse of John (or: Apocalypse).
9. Four leadership qualities of Moses: Humility (seeking guidance before decisions; accepting advice from Jethro); courage (leading through difficult situations); empathy (identifying with the problems of the people); prayerfulness (praying when facing difficulties); obedience (following God's instructions faithfully); mentorship (preparing Joshua for future leadership). (Any four.)
10. Four ways Christians can apply John the Baptist's message: Share what they have with those in need; repent of their sins to God; be honest in their actions and obey the laws; do not take what belongs to others by force; do not accuse others falsely; be content with what they earn. (Any four.)
11. Four changes experienced by adolescent boys: Growth of hair under armpits and in the pubic area; enlargement of the reproductive organs; the voice grows deeper; growth of hair on the face, chest and other parts of the body; boys experience wet dreams; mood changes; desire for independence and personal identity. (Any four.)
12. Five forms of worship: Music; singing; dancing; fasting; prayer; Bible reading; praise; thanksgiving; giving. (Any five.)
13. Five factors that have hindered church mission work in health and education: Cultural interference; political interference; cults and religious groups; lack of parental support; insufficient funds or limited resources; shortage of trained personnel; negative attitude toward education and healthcare; poor infrastructure. (Any five.)
14. Three ways to use social media responsibly: Protect personal information; think before you post or comment; use strong passwords and two-factor authentication; respect others' privacy; avoid interacting with online strangers; report abusive content; limit screen time; verify information before sharing; use social media positively. (Any three.)
15. Lessons from John the Baptist's message that Kioko can share with his parents:
    To the crowd: Share what you have with those who have less; repent of your sins and prepare your heart to receive God.
    To tax collectors: Be honest and do not collect more than is required.
    To soldiers: Do not extort money, accuse others falsely, or use your position for personal gain; be content with your pay.
16. Three ways families are affected by alcohol, drugs and substance use: Misuse of family resources (money spent on substances instead of essential needs); financial strain;

family conflicts caused by neglect, abuse or violence; poverty and low living standards; separation or divorce; juvenile delinquency among children. (Any three.)

17. The Gospel books (also called the Gospels) describe the life and ministry of Jesus Christ.
18. Advice about gambling: Gambling usually leads to financial loss rather than gain; the Bible teaches that wealth easily gained is also easily lost (Proverbs 13:11); gambling can lead to debt and addiction that is very hard to break; the love of money is the root of all evils (1 Timothy 6:10); it is better to seek other legitimate means of raising school fees (seeking bursaries, family help). Do not gamble the money, as you are likely to lose it and be in a worse situation.
19. Two points on Biblical teachings on addictions:
    (i) Addictions can prevent someone from entering the Kingdom of God (1 Corinthians 6:10).
    (ii) Our bodies are temples of the Holy Spirit and should not be defiled with substances (1 Corinthians 3:17).
    (iii) Getting drunk destroys a person (Ephesians 5:18).
    (Any two.)
20. Human sexuality refers not only to the physical sexual characteristics of male and female but also to the overall personal development of girls and boys as they grow toward manhood and womanhood.
21. Two consequences of engaging in sex before marriage: Sex before marriage is a sin; it decreases one's chance of getting married; risk of contracting sexually transmitted diseases (HIV/AIDS); distraction from education, personal growth and career development; unwanted pregnancy; emotional trauma; damaged reputation. (Any two.)
22. The first account of creation (Genesis 1:1-31, 2:1-4A):
    Day 1: Day, light and darkness.
    Day 2: Sky (the dome/firmament).
    Day 3: Earth (land, plants and water bodies).
    Day 4: Heavenly bodies (sun, moon and stars).
    Day 5: Sea creatures and birds.
    Day 6: Land creatures and man.
    Day 7: God rested and made the day holy (Sabbath).
23. According to Luke 1:26-38, the Angel told Mary that she would bear a son named Jesus; He would be great and called the Son of the Most High; He would be given the throne of David; His kingdom would last forever; He would be conceived through the power of the Holy Spirit.
24. God chose MOSES to lead His people (the Israelites).
25. Zechariah was burning incense at the altar — performing his priestly duty of burning incense in the temple when the Angel of the Lord appeared to him.
26. ELIZABETH, Mary's relative, could not have children because SHE WAS BARREN (unable to conceive; she and Zechariah were both old/beyond childbearing age).
27. Two things Simeon said about Jesus Christ:
    (i) Jesus was chosen by God for the salvation and destruction of many in Israel.
    (ii) Many people would speak against Him.
    (iii) His mother (Mary) would face great sorrow/suffering.
    (iv) Jesus was the light for revelation to the Gentiles and glory for Israel.
    (Any two.)

ASSESSMENT TEST SAMPLES

ASSESSMENT TEST 2

1. Values acquired through studying CRE: Humility; respect; hard work; discipline; honesty; integrity; responsibility; unity; love; patience; forgiveness; self-control; generosity. (Accept any valid values from the textbook.)
2. Three skills young people need for stable families: Responsible decision-making; effective communication; conflict resolution; empathy; assertiveness; problem-solving; self-control; planning and financial management. (Any three.)
3. Two teachings from 1 Corinthians 6:9, 18:
   (i) Christians should avoid sexual immorality because the sexually immoral will not inherit the Kingdom of God.
   (ii) Christians should flee from sexual sin.
   (iii) Sexual immorality affects one's own body (unlike other sins).
   (iv) Our bodies are temples of the Holy Spirit and should be used to glorify God.
   (Any two.)
4. Two points about unhealthy relationships: Characterised by dishonesty, jealousy and attempts to control the other person; disloyalty and attempts to ruin the other person's reputation; refusing to take responsibility for one's actions; making the other person feel guilty; manipulating the other person; speaking badly behind their back; lack of self-control. (Any two.)
5. Husbands should love their wives just like CHRIST loved the Church (Ephesians 5:23).
6. One way to protect animals, fish and birds: Construct proper shelters for domestic animals; fence farms effectively; provide adequate food and clean water; protect from illegal hunting or cruelty; provide treatment when sick; establish game reserves, national parks and sanctuaries; support laws that safeguard animals. (Any one.)
7. Three ways God prepared Moses for leadership: Moses saw the Hebrews being oppressed — awareness of suffering and need for deliverance; God appeared in the burning bush, calling him to lead; God promised to be with Moses, giving him confidence to speak to Pharaoh; though Moses doubted, God's support taught him that leadership depends on God; Moses was raised in Pharaoh's palace; Moses lived with the Midianites, developing humility and pastoral skills. (Any three.)
8. Virtues young people should learn before marriage: Honesty; respect; self-control; gentleness; truthfulness; holiness and purity; honourable behaviour; self-discipline; integrity; faithfulness. (Accept any valid virtues.)
9. Life skills for stable families: Assertiveness; decision-making; conflict resolution; effective communication; empathy; problem-solving; self-awareness; critical thinking; financial planning. (Any valid life skills.)
10. Advice to a friend in an unhealthy relationship: Recognise the warning signs of an unhealthy relationship (jealousy, control, dishonesty); communicate openly about the problems; set clear boundaries and insist on mutual respect; seek guidance from a trusted adult, counsellor or church leader; pray for wisdom and strength; if abusive or harmful, seek help and remove yourself from the relationship; remember your worth and dignity as a child of God.
11. Responsibilities of children to their families (Psalms 127:3-5): Children are a gift from God and a blessing; they should respect and honour their parents; they offer protection to parents; they should be taught right from wrong by their parents; children should look to Christ for their salvation.
12. Four safe methods to protect farms from wild animals and birds: Fence farms with strong barriers or electric fences; use noise or light systems to deter wild animals; use scarecrows to keep birds away; plant crops animals dislike around the perimeter; deploy trained guard dogs; contact wildlife authorities for assistance; use beehive fences against elephants. (Any four.)
13. Two ways Kerrie can use his maize to enhance economic growth: Sell surplus maize at local markets to earn income; process maize into flour for sale (value-added income); use maize stalks to feed animals; sell maize to schools or institutions in bulk; barter maize for other needed goods and services. (Any two.)
14. Two responsibilities over animals, fish and

birds: To cultivate and guard the Garden of Eden (Genesis 2:15); to name all the animals and birds (Genesis 2:19-20); to ensure that living creatures are cared for and their needs are met; to tame and manage creation wisely (James 3:7). (Any two.)

15. Three importance of trees in society: Trees provide food (fruits); trees offer shade and shelter for people and birds; trees provide fresh air; some trees are grown for trade (coffee, tea); trees provide wood for building and construction; trees are water catchment areas and sources of rivers; trees attract rainfall; trees provide habitat for wildlife. (Any three.)
16. Four major prophetic books: Isaiah; Jeremiah; Lamentations; Ezekiel; Daniel. (The five major prophetic books — accept any four.)
17. Three values Christians learn from the birth of Jesus Christ: Responsibility (parents should raise children in a Godly way); Obedience (obeying parents as Jesus obeyed His parents); Respect (respecting others as Jesus respected those around Him); Love (love and care for children as Mary and Joseph showed). (Any three.)
18. Three benefits of wild animals: They attract tourists who bring income; they provide food (meat) to human beings; some provide manure for farming; animals are companions and help in work; their products support industries (leather, wool, fishing). (Any three.)
19. Three leadership qualities from Moses: Humility; courage; empathy; prayerfulness; obedience; mentorship; honesty; faithfulness; God-fearing. (Any three.)
20. Two prophecies from Isaiah about Jesus Christ:
    (i) Isaiah 9:6-7: A child would be born called Wonderful Counsellor, Mighty God, Eternal Father, Prince of Peace; He would reign on David's throne with justice and righteousness forever.
    (ii) Isaiah 7:13-14: A young woman would conceive and bear a son named Immanuel (God is with us).
    (Any two from Isaiah's prophecies.)
21. Three events during the annunciation:
    (i) God sent Angel Gabriel to Mary in Nazareth.
    (ii) The Angel greeted Mary, "Peace be with you! The Lord is with you."
    (iii) Mary was deeply troubled by the greeting.
    (iv) The Angel delivered God's message that she would bear a son named Jesus.
    (v) Mary wondered how this could happen since she was a virgin.
    (vi) The Angel explained she would conceive through the power of the Holy Spirit.
    (vii) The Angel mentioned that her relative Elizabeth was six months pregnant.
    (viii) Mary submitted to God's will.
    (Any three.)
22. Three types of families in Kenya: Nuclear family; single-parent family; extended family; step-family; grandparent-headed family; child-headed family. (Any three.)
23. According to Proverbs 30:5-6, God keeps every promise He makes. He is like a SHIELD for all who seek His protection.
24. The woman was created in the second account as a companion and helper for Adam; Adam was lonely (no suitable helper was found among the animals); the woman was created from Adam's rib to be his partner and companion; the woman's creation established the institution of marriage.
25. Differences between the first and second accounts of creation:
    • In the first account, man is created last; in the second, man is created first.
    • Marriage in the first account is for procreation; in the second, it is for companionship.
    • The first account presents creation over six specific days; the second has no specific days.
    • In the second account, man is made from dust, and God breathes life; the first is creation out of nothing.
    • The Garden of Eden is planted by God in the second account; not mentioned in the first.
    (Any valid differences.)
26. Three commonly abused drugs in Kenya: Tobacco (cigarettes); Khat (miraa); Cannabis sativa (bhang/marijuana); Cocaine; Morphine; Heroine; Glue (sniffing); Muguka. (Any three.)
27. Three reasons for translating the Bible into local languages: To enable the Word of God to reach more people; to train local people in leadership and ministry skills; to facilitate the growth and expansion of the church; to make Christianity relevant to local cultures; to allow local people to read the Bible in their own language; to encourage development and enrichment of local languages. (Any three.)

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

(a) Four consequences of the fall of man to the serpent:
(i) The serpent was cursed above all cattle and every beast of the field.
(ii) The serpent would crawl on its belly and eat dust all the days of its life.
(iii) God put enmity between the serpent and the woman.
(iv) There would be enmity between the serpent's offspring and the woman's offspring.
(v) The woman's offspring would crush the serpent's head; the serpent would bruise the heel of the offspring.
(Any four.)

b) Four ways Grade Seven learners can care for God's creation in the school environment:
(i) Plant trees and maintain the school garden.
(ii) Dispose of waste properly in the school compound.
(iii) Avoid cutting trees or plants carelessly.
(iv) Protect animals and birds in the school environment.
(v) Use water responsibly and avoid wastage.
(vi) Educate fellow learners on environmental conservation.

22.

(a) Four reasons the Bible is important in a Christian's life today:
(i) The Bible is the inspired Word of God and guides daily life.
(ii) It is useful for teaching what is true (2 Timothy 3:16).
(iii) It rebukes and corrects wrongdoing.
(iv) It trains believers in righteousness.
(v) It equips God's people for every good work.
(vi) The Word of God is living, active and has power to transform lives (Hebrews 4:12).
(Any four.)

(b) Four poetic books in the Old Testament: Job; Psalms; Proverbs; Ecclesiastes; Song of Solomon. (Any four — there are five total; award marks for any four correctly listed.)

23.

(a) Four excuses Moses gave to God during his call:
(i) "Who am I to go to Pharaoh and bring the Israelites out of Egypt?" (Exodus 3:11) — doubt about his identity/worth.
(ii) "What if they do not believe me or listen to me?" (Exodus 4:1) — fear of rejection.
(iii) "I have never been eloquent; I am slow in speech and tongue." (Exodus 4:10) — claimed poor speaking ability.
(iv) "Oh Lord, please send someone else." (Exodus 4:13) — outright request to be excused.

(b) Four qualities of Moses that leaders in Kenya today should emulate:
(i) Humility: seeking God's guidance before making decisions and accepting advice from others (Jethro).
(ii) Courage: leading the people through difficult situations (crossing the Red Sea, facing Pharaoh).
(iii) Empathy: identifying with the problems of the people and seeking solutions.
(iv) Prayerfulness: praying to God when facing difficulties in leadership.
(v) Obedience: faithfully following God's instructions.
(vi) Mentorship: preparing others for future leadership roles (preparing Joshua).

24.

(a) Four obligations of the Israelites during the covenant at Mt Sinai:
(i) To worship God alone — have no other gods before Him.
(ii) To not make or worship idols.
(iii) To not take the name of the Lord in vain.
(iv) To keep the Sabbath day holy.
(v) To honour their fathers and mothers.
(vi) To obey all the commandments God gave to Moses and remain faithful to the covenant.
(Any four.)

(b) Four ways the Ten Commandments promote harmony in society:
(i) They promote respect for God and authority (honouring parents, no idolatry).
(ii) They protect human life (You shall not murder).
(iii) They promote faithfulness in marriage (You shall not commit adultery).
(iv) They protect property rights (You shall not steal).
(v) They promote honesty and justice (You shall not give false testimony).
(vi) They prevent greed and envy (You shall not covet what belongs to others).
(Any four.)

25.

(a) Four leadership qualities of King David:
(i) Faith and trust in God — David relied on God in all situations; described as "a man after God's own heart."
(ii) Courage — killed Goliath the giant; protected his sheep from a lion and a bear.
(iii) Humility — accepted rebuke from Nathan and repented sincerely of his sins.
(iv) Mercy — showed mercy to Saul's descendants (Mephibosheth).
(v) Musical talent used in service to God — composed and sang Psalms.
(vi) Strategic leadership — unified the kingdom and brought the Ark of the Covenant to Jerusalem.
(Any four.)

(b) Four failures of King Saul as the first king of Israel:
(i) He disobeyed God by sparing King Agag and the best livestock after the war with the Amalekites.
(ii) He offered a burnt sacrifice himself instead of waiting for Samuel, usurping the priestly role.
(iii) He became jealous of David and tried to kill him repeatedly after the people praised David more than him.
(iv) He consulted a witch/medium at Endor, which was forbidden by God.
(v) He lacked faith and was overcome by fear, acting impulsively.
(vi) He failed to destroy the Amalekites completely as God commanded.

26.

(a) Four things the Shepherds did after seeing the baby Jesus Christ:
(i) They went quickly to find Mary, Joseph and the baby lying in a manger.
(ii) They shared what the Angel had told them about the baby.
(iii) All who heard it were surprised at what the Shepherds said.
(iv) They returned glorifying and praising God for everything they had seen and heard.

(b) Four lessons Christians learn from the Shepherds' response to the birth of Jesus Christ:
(i) Obedience — the Shepherds immediately obeyed the Angel's instruction and went to find Jesus.
(ii) Boldness in sharing the Good News — they told everyone what the Angel had said about Jesus.
(iii) Praise and worship — they returned glorifying and praising God.
(iv) Joy in accepting the Gospel — they received the good news with exceedingly great joy.
(v) Humility — common shepherds (the lowest social class) were chosen to receive the news.

27.

(a) Three gifts presented by the Wise Men to baby Jesus Christ:
(i) Gold (symbolising royalty/kingship).
(ii) Frankincense (symbolising divinity/priesthood).
(iii) Myrrh (symbolising suffering, death and mortality).

(b) Five reasons the birth of Jesus Christ was referred to as "Good News":
(i) Jesus came as the Saviour of the world, to save people from their sins.
(ii) He brought peace between God and human beings.
(iii) He fulfilled the long-awaited Old Testament prophecies about the Messiah.

(iv) He brought hope and eternal life to all who believe in Him.
(v) He was the Messiah the Jews had been waiting for — the Lamb of God who takes away the sin of the world.
(vi) He brought great joy to the world as announced by the Angel.
(vii) He was the light of the world, coming to dispel spiritual darkness.
(Any five.)

28.

(a) Four reasons for marriage in the Christian context:
(i) Marriage was ordained by God — God instituted marriage in the Garden of Eden.
(ii) For companionship — "it is not good for man to be alone" (Genesis 2:18).
(iii) For procreation — to bear and raise children according to God's plan.
(iv) For mutual support and help — God made a suitable helper for man.
(v) For sexual fulfilment within a holy covenant.
(vi) To glorify God through a Godly union.
(Any four.)

(b) Four challenges modern families face in Kenya today:
(i) Financial difficulties and poverty.
(ii) Breakdown of communication between family members.
(iii) Infidelity and unfaithfulness.
(iv) Drug and alcohol abuse by family members.
(v) Cultural interference (extended family conflicts).
(vi) Influence of social media disrupting family time.
(vii) Domestic violence and abuse.
(viii) Unemployment leading to stress and conflict.
(Any four.)

29.

(a) Four positive ways a learner can use social media for education:
(i) Searching for educational resources (YouTube tutorials, online libraries).
(ii) Participating in educational groups and forums (WhatsApp, Telegram, Facebook).
(iii) Sharing educational content with classmates.
(iv) Connecting with teachers and peers for collaborative learning.
(v) Accessing online courses and digital textbooks.
(vi) Watching educational videos (science experiments, historical documentaries).
(Any four.)

(b) Four dangers of spending too much time on social media:
(i) Addiction to social media leading to neglect of studies.
(ii) Exposure to cyberbullying and harassment.
(iii) Exposure to age-inappropriate content (violence, pornography).
(iv) Loss of real-world social skills and face-to-face relationships.
(v) Sleep deprivation from excessive screen time.
(vi) Vulnerability to online scams and fraud.
(vii) Distorted view of reality through comparison with others' online personas.
(Any four.)

30.

(a) Four petitions in the Lord's Prayer (Matthew 6:9-13):
(i) "Hallowed be your name" — prayer for God's name to be honoured.
(ii) "Your kingdom come, your will be done" — prayer for God's reign and will on earth.
(iii) "Give us this day our daily bread" — prayer for physical needs and provision.
(iv) "Forgive us our sins, as we forgive those who sin against us" — prayer for forgiveness.
(v) "Lead us not into temptation, but deliver us from evil" — prayer for protection from evil.
(Any four.)

(b) Four reasons it is important for Grade Seven learners to live a prayerful life:
(i) Prayer helps Christians to be like Jesus Christ.
(ii) It enables an intimate relationship with God.
(iii) Prayer is an act of obedience to God (1 Thessalonians 5:17 — "pray without ceasing").
(iv) Prayer provides strength to face daily challenges and temptations.
(v) Prayer brings peace of mind and guidance from God.
(vi) Prayer is how we express gratitude and thanksgiving to God for His blessings.
(Any four.)

KNEC Assessment Sample 2

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

(a) Four unique features of the second creation account (Genesis 2):
(i) Man was created first, from the dust of the ground.
(ii) God breathed life into man's nostrils.
(iii) God planted the Garden of Eden for man.
(iv) A woman was created from man's rib as his companion.
(v) No specific sequence of days is mentioned.
(vi) Marriage is for companionship (not procreation as in the first account).
(vii) The tree of life and tree of knowledge of good and evil are featured.
(viii) Man was given specific responsibility to name all the animals.
(Any four.)

(b) Four ways a learner can demonstrate "subdue the earth" responsibly:
(i) Plant trees to maintain environmental balance.
(ii) Practise proper waste disposal to avoid pollution.
(iii) Avoid overgrazing that destroys vegetation.
(iv) Use water resources carefully to prevent wastage.
(v) Support reforestation projects in the community.
(vi) Avoid deforestation and illegal logging.
(Any four.)

22.

(a) Four reasons why the Bible is a Holy book:
(i) It is inspired by God — all Scripture is God-breathed (2 Timothy 3:16).
(ii) It is the Word of God, revealed to prophets and apostles under the inspiration of the Holy Spirit.
(iii) It contains God's holy laws, commands and moral standards.
(iv) It reveals the holiness of God and calls believers to be holy as God is holy.
(v) It has endured for thousands of years, and its truths remain relevant.
(vi) It contains prophecies fulfilled with perfect accuracy.
(Any four.)

(b) Four languages in which the Bible was originally written or early translations made:
(i) Hebrew (original language of the Old Testament).
(ii) Aramaic (some portions of Daniel and Ezra in the Old Testament).
(iii) Greek (original language of the New Testament; also the Septuagint translation of OT).
(iv) Latin (the Vulgate — early translation by Jerome in the 4th century).

23.

(a) Four instructions God gave Moses at the Red Sea:
(i) "Do not be afraid; stand your ground and see what the Lord will do to save you."
(ii) "Tell the Israelites to move forward."
(iii) "Raise your walking stick and hold it out over the sea."
(iv) "I will split the sea so that my people can walk through on dry ground."
(Accept any four valid instructions God gave Moses at the Red Sea from Exodus 14.)

(b) Four challenges the Israelites faced in the wilderness:
(i) Thirst — bitter water at Marah; lack of clean water (Exodus 15:22-25).

(ii) Hunger — lack of food; they complained about having nothing to eat (God provided manna and quail).
(iii) Attack by the Amalekites.
(iv) Complaints and grumbling against Moses.
(v) The people's desire to return to Egypt.
(vi) Worship of the golden calf while Moses was on Mount Sinai.
(vii) Difficulty managing and judging the large number of people (Jethro advised delegation).
(Any four.)

24.

(a) Four commandments describing our relationship with other people:
(i) Honour your father and your mother (5th commandment).
(ii) You shall not murder (6th commandment).
(iii) You shall not commit adultery (7th commandment).
(iv) You shall not steal (8th commandment).
(v) You shall not give false testimony against your neighbour (9th commandment).
(vi) You shall not covet your neighbour's house or wife (10th commandment).
(Any four from the commandments about relationships with others.)

(b) Four ways a learner can be a "covenant-keeper" in school:
(i) Keep promises made to teachers and peers.
(ii) Obey school rules and regulations faithfully.
(iii) Be honest in all academic work (no cheating or plagiarism).
(iv) Respect other learners and staff.
(v) Fulfil assigned responsibilities and duties diligently.
(vi) Maintain integrity in all interactions.
(Any four.)

25.

(a) Four ways David used his musical talent in the service of God and the King:
(i) He played the harp to soothe Saul when the evil spirit troubled him.
(ii) He composed and sang Psalms to praise and worship God.
(iii) He wrote songs celebrating God's victories and expressing devotion.
(iv) He used music in worship during the bringing of the Ark of the Covenant to Jerusalem.
(v) He led Israel in song and praise before the Lord.
(Any four.)

(b) Four instances where King Saul's leadership failed the test of obedience:
(i) He offered a burnt sacrifice himself at Gilgal instead of waiting for Samuel.
(ii) He disobeyed God's command by sparing King Agag and the best livestock of the Amalekites.
(iii) He became jealous of David and tried to kill him (turning personal insecurity into violence).
(iv) He consulted a medium/witch at Endor (forbidden by God's law).

26.

(a) Four signs showing Jesus was born in a humble state:
(i) His parents were ordinary people — a carpenter (Joseph) and a young woman (Mary).
(ii) He was born in a stable/manger because there was no room in the inn.
(iii) He was wrapped in ordinary cloths and laid in a manger (feeding trough for animals).
(iv) His birth was announced to shepherds — the lowest social class — not to royalty or rulers.
(v) His family made an offering of two doves or pigeons (the offering of the poor) for His dedication.
(Any four.)

(b) Four ways the birth of Jesus brought joy to those who visited Him:
(i) The Shepherds: rejoiced and praised God, glorifying Him for what they had heard and seen.
(ii) The Wise Men: rejoiced with exceedingly great joy when they found the baby Jesus.
(iii) Simeon: took Jesus in his arms and gave thanks to God, saying he could now die in peace.
(iv) Anna the prophetess: gave thanks to God and spoke about Jesus to all waiting for deliverance.
(v) Mary and Joseph: were amazed at what Simeon said about Jesus.
(Any four.)

27.

(a) Four evil plans King Herod had for baby Jesus:
(i) He was troubled by the birth of Jesus and feared a threat to his throne.
(ii) He gathered all the chief priests and scribes to find out where the Messiah would be born.
(iii) He secretly summoned the Wise Men to

get information on the exact time of the star's appearance.
(iv) He asked the Wise Men to report back to him the location of the baby (pretending to want to worship Him but actually planning to kill Him).
(v) He ordered the massacre of all baby boys in Bethlehem aged two years and under.

(b) Four ways the childhood of Jesus in Nazareth was similar to a typical child today:
(i) He grew up in a family with parents (Mary and Joseph) who cared for Him.
(ii) He attended religious festivals with His family (the Passover).
(iii) He grew in wisdom and stature (physical and mental development).
(iv) He had relationships with relatives and the community.
(v) He attended the temple for learning and religious education.
(vi) He was obedient to His parents.
(Any four.)

28.

(a) Four qualities of a good marriage partner according to Christian teachings:
(i) God-fearing and faithful to God.
(ii) Honest and trustworthy.
(iii) Loving, caring and respectful.
(iv) Faithful and committed to the relationship.
(v) Responsible and hardworking.
(vi) Humble and willing to serve.
(Any four.)

(b) Four effects of divorce or family breakups on children:
(i) Emotional trauma, depression and anxiety.
(ii) Low self-esteem and sense of rejection.
(iii) Poor academic performance due to emotional distress.
(iv) Exposure to unhealthy behaviours (substance abuse, crime).
(v) Difficulty forming healthy relationships in future.
(vi) Financial hardship and poverty.
(vii) Juvenile delinquency and antisocial behaviour.
(Any four.)

29.

(a) Four ways to maintain a "clean digital footprint" on social media:
(i) Think carefully before posting — everything posted online leaves a permanent record.
(ii) Avoid posting or sharing inappropriate, immoral or harmful content.
(iii) Use privacy settings to control who sees your posts and personal information.
(iv) Do not engage in cyberbullying or trolling online.
(v) Keep passwords secure and regularly updated.
(vi) Report and avoid offensive online interactions.
(Any four.)

(b) Four ways a church can use social media to spread the Gospel:
(i) Live-streaming church services on YouTube, Facebook or Instagram.
(ii) Posting daily Bible verses and devotional messages on WhatsApp or Telegram groups.
(iii) Creating Christian content (sermons, testimonies, worship music) on YouTube.
(iv) Using social media to announce church events, crusades and community outreach programmes.
(v) Providing online counselling and prayer support through church social media accounts.
(vi) Sharing news of church activities and mission work on Facebook and Instagram.
(Any four.)

30.

(a) Four things Christians are asking for in "Give us this day our daily bread":
(i) Physical provision — food, clothing and shelter for our daily needs.
(ii) Financial provision — enough to meet daily expenses.
(iii) Good health to live and work productively.
(iv) Spiritual nourishment — the Word of God (spiritual bread for the soul).
(Accept any four valid aspects of what Christians ask for in this petition.)

(b) Four factors that may prevent a Grade Seven learner from praying effectively:
(i) Lack of time or poor time management.
(ii) Distractions (social media, TV, mobile phones).
(iii) Doubting that God hears or answers prayers.
(iv) Unconfessed sin that creates a barrier between the person and God.
(v) Lack of focus — wandering thoughts during prayer.
(vi) Peer pressure to abandon prayer habits.
(vii) Noise and lack of a quiet place for prayer.
(Any four.)

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 3

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

(a) Four reasons King David is considered a great king despite his mistakes:
(i) He had great faith and trust in God — described as "a man after God's own heart."
(ii) He united all the twelve tribes of Israel under one kingdom.
(iii) He brought the Ark of the Covenant to Jerusalem, making it the religious capital.
(iv) He was victorious in many battles, establishing Israel as a powerful nation.
(v) He expressed genuine repentance when he sinned and was forgiven by God.
(vi) He used his musical talents to worship God through the Psalms.
(vii) He showed mercy to his enemies (e.g., Mephibosheth).
(viii) He prepared materials and plans for the Temple.
(Any four.)

(b) Four ways modern leaders can demonstrate "servant leadership" as shown by King David:
(i) Prioritise the welfare and needs of the people over personal gain.
(ii) Be willing to accept and act on constructive advice from advisers.
(iii) Acknowledge and repent of mistakes rather than covering them up.
(iv) Use their gifts and resources to serve the community.
(v) Build and unite people of diverse backgrounds toward a common goal.
(vi) Be present and accessible to those they lead.
(Any four.)

22.

(a) Four reasons a Grade Seven learner should avoid drugs:
(i) Drugs damage the brain, liver and other organs.
(ii) They reduce concentration, leading to poor academic performance.
(iii) They can cause school dropout.
(iv) They increase vulnerability to risky behaviour (sexual activities, crime).
(v) Drugs are illegal, and their use can lead to arrest and imprisonment.
(vi) They destroy family relationships and cause financial hardship.
(vii) The Bible teaches that our bodies are temples of the Holy Spirit and should not be defiled.
(viii) Drug use prevents a person from entering the Kingdom of God (1 Corinthians 6:10).
(Any four.)

(b) Four ways the church can support youth struggling with drug addiction:
(i) Establish recovery and rehabilitation centres.
(ii) Provide psychosocial support and counselling services.
(iii) Offer spiritual support through Bible study and prayer.
(iv) Provide medical help for mental and emotional disorders resulting from addiction.
(v) Conduct family therapy to support the family of the affected person.
(vi) Create awareness programmes in schools and communities on the dangers of drugs.
(vii) Mentor and befriend young people to provide alternative positive social support.
(Any four.)

23.

(a) Order of creation from Day 4 to Day 6:
Day 4: Heavenly bodies (sun, moon and stars).

Day 5: Sea creatures and birds.
Day 6: Land creatures and man (human beings).

(b) Five lessons Christians learn about God from the creation stories:
(i) God is all-powerful (omnipotent) — He created everything through His word.
(ii) God is orderly — He created the universe in a systematic and organised manner.
(iii) God is the provider — He created everything necessary to meet human needs.
(iv) God is the sole creator — He is the only source of all creation.
(v) God is loving — He created beautiful things and declared them good.
(vi) God is moral — He established the difference between good and evil.
(vii) God is everlasting and self-existent — He existed before creation.
(viii) Leisure and rest are God's design — He instituted the Sabbath.
(ix) Human beings are special to God — created in His image and given dominion.
(Any five.)

24.

(a) Four ways a Christian should respond to a website spreading hate speech using the Bible:
(i) Do not engage with or share the content, as this would spread the false message further.
(ii) Report the website to the relevant platform authorities for promoting hate speech.
(iii) Seek guidance from a trusted pastor, teacher or Bible scholar for the correct interpretation.
(iv) Pray for those spreading false and harmful messages.
(v) Share positive, accurate Biblical content on social media to counter the hate speech.
(vi) Alert other Christians to be aware and avoid the website.
(Any four.)

(b) Four positive digital skills a learner can acquire for CRE projects:
(i) Research skills — using the internet to find reliable Christian resources and Bible study materials.
(ii) Content creation — creating presentations, posters or videos on Biblical themes.
(iii) Digital communication — using email or messaging platforms to collaborate on group projects.
(iv) Critical thinking online — evaluating the credibility of religious websites and online content.
(v) Video editing — creating educational CRE content for sharing.
(vi) Data management — organising notes, resources and assignments digitally.
(Any four.)

25.

(a) Four ways God protected baby Jesus from King Herod:
(i) God warned the Wise Men in a dream not to return to Herod, so they took a different route home.
(ii) God sent an Angel to Joseph in a dream, warning him to flee to Egypt with Mary and Jesus.
(iii) The family escaped to Egypt before Herod could execute his plan to kill the baby.
(iv) God ensured that the massacre of innocents did not harm Jesus, who was safely in Egypt.
(v) God later informed Joseph through an Angel when it was safe to return from Egypt (after Herod's death).

(b) Four ways children can honour their parents as taught in the Ten Commandments:
(i) Obeying their parents' instructions and guidance.
(ii) Respecting their parents in speech and conduct.
(iii) Being honest and transparent with their parents.
(iv) Caring for their parents, especially in old age.
(v) Praying for their parents.
(vi) Making their parents proud through good behaviour and academic performance.
(vii) Being grateful for what their parents provide.
(Any four.)

26.

(a) Four ways man has misused dominion over animals in Kenya today:
(i) Illegal poaching and killing of endangered wildlife.
(ii) Deforestation, which destroys animal habitats.
(iii) Overgrazing that strips the land and leaves animals without food.
(iv) Cruelty to domestic animals (neglect, overwork, abandonment).
(v) Pollution of water bodies that kills fish and

other aquatic life.
(vi) Human settlement encroaching into wildlife habitats.
(Any four.)

(b) Four ways of restoring the environment according to the Bible:
(i) Plant new trees to replace those that have been cut (Genesis 2:15 — cultivate and guard).
(ii) Give the land a period of rest from cultivation (Exodus 23:10-11).
(iii) Avoid cutting down fruit trees unnecessarily (Deuteronomy 20:19).
(iv) Properly dispose of waste to prevent pollution.
(v) Conserve water sources.
(vi) Practise sustainable farming.
(Any four.)

27.

(a) Four factors that make the 66 books of the Bible one single book:
(i) One single author (God), who inspired all the writers through the Holy Spirit.
(ii) One central theme — God's plan of salvation for humanity through Jesus Christ.
(iii) One continuous story from creation (Genesis) to the end times (Revelation).
(iv) Consistent moral and spiritual teachings throughout all 66 books.
(v) The New Testament fulfils and completes the Old Testament prophecies.
(vi) One focus — glorifying God and revealing His nature and will.
(Any four.)

(b) Four major prophets in the Old Testament:
(i) Isaiah.
(ii) Jeremiah.
(iii) Ezekiel.
(iv) Daniel.
(Note: Lamentations is also attributed to Jeremiah. The standard four major prophets are Isaiah, Jeremiah, Ezekiel and Daniel.)

28.

(a) The first four commandments (man's duties to God):
1. You shall have no other gods before me — worship God alone.
2. You shall not make or worship idols — do not bow down to images.
3. You shall not take the name of the Lord your God in vain — use God's name with reverence.
4. Remember the Sabbath day and keep it holy — rest and worship on the seventh day.

(b) Four reasons why the Israelites needed a written covenant:
(i) To serve as a permanent, unchangeable record of God's promises and requirements.
(ii) To prevent future generations from claiming ignorance of God's laws.
(iii) To provide a clear standard for judging right and wrong in society.
(iv) To distinguish Israel from surrounding nations who worshipped other gods.
(v) To serve as a guide for governance and national laws.
(vi) To remind the Israelites of their special relationship with God.
(Any four.)

29.

(a) Four types of prayer a Christian can offer to God:
(i) Praise/adoration — honouring and worshipping God for who He is.
(ii) Thanksgiving — thanking God for His blessings and goodness.
(iii) Confession/repentance — acknowledging sins and asking for forgiveness.
(iv) Intercession — praying on behalf of others (family, community, nation).
(v) Petition/supplication — asking God for personal needs and requests.
(Any four.)

(b) Four things to pray for regarding school:
(i) Wisdom and understanding for all learners in their studies.
(ii) Health and well-being of teachers, staff and learners.
(iii) Peace and harmony among learners and staff.
(iv) Success in examinations and academic achievements.
(v) Wise decision-making by the school administration.
(vi) Safety and protection throughout the school day.
(Any four.)

30.

(a) Four negative effects of gambling on the family:
(i) Loss of family wealth, property and possessions due to gambling debts.
(ii) Family conflicts and tensions caused by financial strain.
(iii) Emotional problems — shame, anger and distrust among family members.

(iv) Physical and emotional abuse of spouse and children.
(v) Families struggling to pay bills due to money wasted on gambling.
(vi) Health problems (depression, ulcers, headaches) among family members.
(vii) Breakdown of family relationships or divorce.
(Any four.)

(b) Four Christian values that can help a family remain united during difficult times:
(i) Love — showing care and concern for all family members even in hardship.
(ii) Forgiveness — letting go of grudges and settling disputes peacefully.
(iii) Patience — handling conflicts and challenges calmly.
(iv) Respect — treating each member with dignity.
(v) Honesty — being truthful and transparent with one another.
(vi) Faithfulness — remaining loyal and committed to the family unit.
(vii) Self-discipline — controlling emotions and behaviour for the good of the family.
(viii) Unity — working together harmoniously to overcome challenges.
(Any four.)

Islamic Religious Education

1

QUR'AN

A. Ulumul Qur'an

Practical Assessment

1. (Any 2)
   - To guide mankind to the right path.
   - To provide comprehensive guidance for all aspects of life.
   - To outline the purpose of human existence.
   - To clarify the messages of the previous scriptures.
   - To remind and warn of God's power, mercy and judgement.
   - To give knowledge of Paradise and Hell.
   - To narrate stories of the previous prophets.
2. The stories of the previous prophets provide valuable spiritual lessons and act as a source of inspiration — offering lessons on faith, perseverance and trust in God.
3.
   - Stage 1: From Lauhul Mahfudh to Baitul Izza — this happened in one night (Lailatul Qadr).
   - Stage 2: From Baitul Izza to the earth (to Prophet Muhammad S.A.W.) — took 23 years.
4. 23 years (13 years in Makkah + 10 years in Madina).
5. (Any 1)
   - To make memorisation of the Qur'an easier for the believers.
   - To allow room for spiritual development among the believers.
   - To strengthen the Prophet (S.A.W.)'s heart and the believers.
   - To serve as a miracle and challenge to the Quraysh.
   - To serve the purpose of gradual legislation.
6. Angel Jibril (A.S.)
7. It is a source of blessings and reward / it serves as a source of spiritual healing, bringing peace of mind.
8. He was frightened/afraid. He returned home trembling and sought reassurance from his wife Khadija.
9. By following its teachings (such as honesty, prayer, respect for others) and avoiding its prohibitions (such as lying and stealing) / by reciting and memorising its verses.
10.
   - To meditate and think about his Creator.
   - To run away from the evils of the Quraysh.

B. Surah Ad-Dhuha (Q93:1-11) and Surah Al-Balad (Q90:1-20)

1. Makkah
2. Because the sunrise comes with many benefits — light, Vitamin D, food production for plants, and evaporation.
3. Because many bad things and evils take place in the darkness; we should be wary of it.
4. Almost three years.
5. Twenty (20) verses.
6. Because his actions in this world will have consequences in the Hereafter/Afterlife — he will be held accountable.
7. By using them wisely / by helping those in need / by proclaiming Allah (S.W.T.)'s favours / by not being ungrateful.
8. (All 3)
   - He found him an orphan and gave him shelter.
   - He found him lost/perplexed and gave him guidance (the Qur'an and Islam).
   - He found him poor and made him rich.
9. The care given by his grandfather Abdul Mutalib and his uncle Abu Talib, who looked after him after both his parents passed away.
10. Surah Ad-Dhuha (Q93:9)

B. Surah Ad-Dhuha

Practical Assessment

1. Makkah
2. Because the sunrise comes with many benefits — light, Vitamin D, food production for plants, and evaporation.
3. Because many bad things and evils take place in the darkness; we should be wary of it.
4. Almost three years.
5. Twenty (20) verses.
6. Because his actions in this world will have consequences in the Hereafter/Afterlife — he will be held accountable.

7. By using them wisely / by helping those in need / by proclaiming Allah (S.W.T.)'s favours / by not being ungrateful.
8. (All 3)
    - He found him an orphan and gave him shelter.
    - He found him lost/perplexed and gave him guidance (the Qur'an and Islam).
    - He found him poor and made him rich.
9. The care given by his grandfather Abdul Mutalib and his uncle Abu Talib, who looked after him after both his parents passed away.
10. Surah Ad-Dhuha (Q93:9)

2

HADITH

A. Ulum al-Hadith

Practical Assessment

1. Hadith (Sunnah)
2. Hadith Qudsy
3. Qaul / Fiil / Taqrir / Sifat
4. Hadith Nabawy (they are many in number).
5. He should study the Hadith of the Prophet (S.A.W.), as Hadith explains the verses of the Qur'an.
6. (Any 2)
   - It must be in Arabic.
   - It must not contradict the Qur'an.
   - It must be logical and appealing to reason.
   - It must not promise large rewards for small deeds.
   - It must not contain future prophecies with exact dates.
7. a. Isnad (chain of narrators) b. Matn (text/ subject matter)
8. Hadith Qudsy and Hadith Nabawy.

9a. Isnad (chain of narrators).

9b. Person C (the one closest to the Prophet in the chain).

10. Cleanliness / 'Islam is cleanliness.'

B. Selected Hadith (Intention and Choice of Friends)

1. (Any 3)
   - Honesty/truthfulness.
   - God-fearing/pious.
   - Good character/righteousness.
2. Rahma might also become a rumour monger — bad friends have a negative influence on character.
3. A musk seller — one who sells perfume.
4. Allah (S.W.T.) / performing acts of worship.
5. Visit his friend in hospital.
6. From her (bad) friends — friends influence each other's behaviour.
7. The friends he keeps.
8. A good friend influences you positively, encourages good deeds and guides you towards righteousness.
9. She was rewarded as if she had performed Hajj — Allah (S.W.T.) rewards sincere intentions even when the intended action is not fully realised.
10. (Any 3) — Honest/truthful / God-fearing/ pious / Good character / Supportive in times of difficulty.

3

PILLARS OF IMAN

A. Significance of Tawheed

Practical Assessment

1. The Oneness of Allah (S.W.T.) / belief in one God.
2. Shirk
3. Allah (S.W.T.)
4. Three types.
5. Shirk / idol worship.
6. Tawheed Al-Uluhiyyah
7. (Any 3) — Patience / Humility / Gratitude.
8. (Any 1)
   - It is the first and most fundamental pillar of both Iman and Islam.
   - It distances mankind from worshipping other than Allah (S.W.T.).
   - It gives man tranquility and peace of mind.
   - It removes pride and fear from mankind.
   - It purifies the soul and inculcates righteous behaviour.
9. (Any 2-3 from significance list)
   - It distances man from worshipping idols.
   - It gives man tranquility and peace of mind.
   - It removes pride from mankind.
   - It purifies the soul.
   - It makes a believer to be satisfied with what he/she has.
10. Because it is the first pillar of Iman / believing in one God is the foundation of the entire Islamic faith.

B. Shirk

Practical Assessment

1. Shirk Al-Akbar (manifested as abandoning obligatory acts like Swalah) / Shirk At-Twa'a (obeying worldly demands at the expense of Allah's command).
2. Shirk
3. Shirk (it is a grave sin that may not be forgiven by Allah S.W.T.).
4. (Any 2)
   - Their dua will not be answered by Allah (S.W.T.).
   - They will be punished in this world and the Hereafter.
   - They will be distant from Paradise and closer to Hellfire.
   - It will lower their dignity and cause disgrace and poverty.
5. Shirk Al-Asghar (showing off / Riyyah).
6. (Any 1) — Performing all acts of worship solely for the sake of Allah / Maintaining sincere intentions / Obeying Allah more than any other authority.
7. Shirk Al-Khafii (not being satisfied/content with what Allah has decreed).
8. Shirk Al-Khafii is a type of shirk where one is not satisfied with what Allah (S.W.T.) has decreed for him/her. It is so hidden/minute that one may not even realise it.
9. Shirk Al-Mahabah (loving yourself and others more than you love Allah S.W.T.).
10. Shirk Ad-Dua (supplicating to/dedicating the slaughter to other than Allah S.W.T.).

4

DEVOTIONAL ACTS

A. Swalah

Practical Assessment

1. Swalatul Tahajud (the night prayer / Qiyam Layl).
2. Dhuha (also known as Swalatul Ishraq).
3. Two rakaats (each rakaat has two Qiyam and two Rukuu).
4. Qasr (shortening of prayer during travel).
5. Jam'u Taqdim (the later prayer brought forward to be performed with the preceding prayer at its time).
6. Swalatul Kusuf (solar eclipse) and Swalatul Khusuf (lunar eclipse).
7. Swalatul Janaza (it is Fardh Kifaya).
8. Qabliyah (Sunnah prayer performed before a Fardh prayer).
9. Swalatul Kusuf wal-Khusuf (eclipse prayer — it has two Rukuu in every Rakaat).
10. Jam'u Taqdim is combining two prayers where the later prayer is brought forward to be performed together with the preceding prayer at the time of the preceding prayer (e.g.,Asr brought forward to be prayed with Dhuhr at Dhuhr time).

B. Zakat

Practical Assessment

1. Zakat (the third pillar of Islam).
2. The rich (Zakat is a duty of the rich to the poor).
3. Zakatul Fitr.
4. (Any 1 from exempted list) — Household furniture / Private residential house / Personal clothes / Weapons / Books not for sale / Money below Nisab.
5. Zakat cleanses the soul against greed and ego, thus helping in the fight against corruption by encouraging giving and generosity.
6. When they are for sale (books not for sale are exempted from Zakat).
7. By the amount of wealth she possesses — the normal rate is 2.5% of annual savings.
8. Nisab is the minimum threshold of wealth a Muslim must possess before Zakat becomes obligatory.
9. Zakatul Fitr (it purifies one's fast).
10. Zakatul Maal (its eight categories of recipients are mentioned in the Qur'an).

C. Saum

Practical Assessment

1. Saum/Fasting (the fourth pillar of Islam).
2. She will observe the fast of Kaffara (as a penalty for intentionally breaking the fast without a valid reason).
3. (Any 1) — Mondays and Thursdays / The 9th and 10th of Muharram (Ashura) / Ayyamul Baidh (13th, 14th, 15th of every lunar month) / Fast of Arafat.
4. Nadhir (the fast of vow).
5. The month of Ramadhan.
6. Twenty-nine or thirty days.
7. Any 2)
   - It promotes sympathy for the poor.
   - It improves the health of a person as it reduces the amount of fats in the body.
   - It creates a strong sense of discipline.
   - It trains a person to acquire Taqwa.
8. (Any 3) — Fardh / Qadhaa / Kaffara / Sunnah / Nadhir.
9. Sitat mina al-shawwal (six days of fasting in the month of Shawwal after Ramadhan).

5

AKHLAQ (MORAL TEACHINGS)

A. Dimensions of Morality in Islam

Practical Assessment

1. Bad deeds / vices / prohibited actions that Islam forbids.
2. (Any 2) — Gambling / Stealing / Taking alcohol / Backbiting / Lying.
3. (Any 2) — Performing daily prayers / Fasting / Paying Zakat.
4. a. The Holy Qur'an b. The Sunnah of the Prophet (S.A.W.).
5. Any 1)
   - To achieve divine pleasure by aligning actions with Allah's will.
   - To cultivate a strong moral conscience.
   - To build a just and peaceful society.
6. Ijma and Qiyas (from the effort of Muslim scholars).
7. (Any 2) — Honesty (Sidq) / Patience / Kindness (Ihsan) / Forgiveness / Humility / Respect / Sincerity.
8. It is rewarded by Allah (S.W.T.) / it purifies the soul / it promotes righteousness and a peaceful society.
9. Ibaadah means worship — acts of obedience and devotion to Allah (S.W.T.).
10. (Any 3) — Truthfulness / Honesty / Generosity / Patience / Humility / Kindness / Forgiveness / Respect.

B. Virtues in Islam (Truthfulness and Forgiveness)

Practical Assessment

1. She should forgive her friends and move on — forgiveness is a virtue in Islam; the Prophet (S.A.W.) forgave even those who harmed him.
2. (Any 1)
   - It purifies the heart from resentment, bitterness and hatred.
   - It enables a Muslim to emulate the divine attributes of Allah (S.W.T.).
   - It strengthens relationships between people.
   - It is rewarded by Allah (S.W.T.).
3. Sidq
4. She should not share the secret — guarding secrets is an act of truthfulness and trustworthiness.
5. (Any 2) — Apologising sincerely / Extending acts of kindness / Admitting wrongdoing / Not dwelling on the past / Expressing genuine remorse.
6. Truthfulness (Sidq)
7. Allah (S.W.T.) will reward them / they will draw closer to each other and to Allah (S.W.T.).
8. Forgive others (since Allah S.W.T. forgives our sins, we should also forgive others).
9. (Any 1) — It is a virtue rewarded by Allah (S.W.T.) / it fosters harmonious co-existence / it is a path to righteousness / it purifies the soul.
10. 'Say the truth even if it is bitter.'

C. Drug Abuse

Practical Assessment

1. Advise him to seek help at a rehabilitation centre / seek guidance and counselling / seek medical treatment.
2. (Any 3) — Bhang / Cocaine / Alcohol / Heroin / Khat / Tobacco / Brown sugar / Mandrax.
3. (Any 1)
   - Drugs alter the functioning of the body and mind.
   - Drug abuse leads to abandonment of acts of worship (swalah, fasting).
   - One who uses drugs is cursed according to the Prophet (S.A.W.).
4. Using the pulpit during Friday prayers to talk about drugs and their effects on society.
5. a. Swalah (daily prayer) b. Fasting (Saum).
6. (Any 1) — Family history / Poor parental monitoring / Peer pressure / Idleness.
7. Advise Zuhura to stop the friendship immediately and choose better, God-fearing friends.
8. (Any 2)
   - It encourages laziness which may lead to poverty.
   - It is a wastage of money and other resources.
   - It leads to family break-ups.

- It may cause brain damage and loss of memory.

9. (Any 2) — Peer pressure / Idleness / Family history of drug abuse / Poor parental monitoring.
10. (Any 3)
    - Avoiding temptation and peer pressure.
    - Empowering the youth economically.
    - Engaging the youth in community service activities.
    - Providing treatment and rehabilitation for the addicted.

6 MUAMALAT (SOCIAL RELATIONS)

A. Marriage

Practical Assessment

1. Adultery and fornication (Zina).
2. Her full brother (the next Walii after the father in order of priority).
3. She should seek her husband's permission first before observing the Sunnah fast.
4. It was not valid (the minimum witnesses required are two males, or one male and two females — one female alone is insufficient).
5. Because Islam prohibits homosexuality / it cannot lead to legitimate procreation / marriage must be between people of the opposite gender.
6. a. Shelter/house b. Food c. Clothing.
7. Any 2)
   - Warda was not given an opportunity to give her consent — forced marriages are invalid in Islam.
   - Warda has not attained maturity — she is still a Grade Seven learner and therefore too young for marriage.
8. Two — either two males or one male and two females.
9. (Any relevant conditions)
   - Consent of the bride and groom.
   - Consent from the Walii (guardian).
   - Payment of dowry.
   - Two witnesses present.
   - The couple must have attained maturity.
   - The couple must be of sound mind.
   - Marriage must be between people of the opposite gender.
10. She should have sought her husband's permission / tried other means of communication before leaving the matrimonial home without permission.

B. Trade and Finance in Islam

Practical Assessment

1. In a halal/legitimate way — on basic needs, education, Zakat, Sadaqah and lawful investment.
2. Haram (working in an establishment that sells alcohol is haram in Islam).
3. (Any 3) — Stealing / Gambling / Usury (Riba) / Bribery and corruption / Fraud/Conning / Hoarding / Prostitution.
4. His prayers will not be accepted by Allah (S.W.T.) / he will lack blessings (barkah) / he may be punished in the Hereafter.
5. (Any 2) — Fulfilling basic needs of his family / Paying Zakat / Giving Sadaqah / Investing in education / Contributing to community welfare.
6. (Any 1)
   - Earning halal income is a way to seek Allah (S.W.T.)'s pleasure and blessings.
   - Muslims will be accountable in the Hereafter for how they earned their wealth.
   - Halal earning purifies one's actions and worship.
7. (Any 2) — Earning through lawful trade / Farming / Lawful employment / Inheritance from close relatives.
8. (Any 3) — Zakat / Sadaqah / Gifts.
9. Halal = what is permitted/allowed in Islam. Haram = what is prohibited/not allowed in Islam.
10. (Any 2)
    - It may lead to a lack of blessings (barkah) from Allah (S.W.T.).
    - It hinders the acceptance of prayers by Allah (S.W.T.).
    - It may result in punishment in the Hereafter.
    - It erodes trust in society and creates distrust.

C. Contemporary Issues

Practical Assessment

1. Human Immunodeficiency Virus.
2. (Any 2) — Right to education / Right to choose a spouse / Right to own property / Right to receive dowry / Right to work and earn money / Right to inheritance / Right to worship / Right to dignity and protection.
3. (Any 2)
   - Sexual intercourse with an HIV positive person.

- Sharing sharp piercing objects (needles, syringes).
- Blood transfusion with unscreened blood.
- Mother-to-child transmission (during pregnancy, childbirth or breastfeeding).

4. COVID-19 / Coronavirus disease.
5. (Any 2)
   - Isolate/quarantine the infected person to avoid spreading it.
   - Wash hands frequently with soap and water.
   - Wear a mask in crowded or poorly ventilated spaces.
   - Maintain physical distance from others.
   - Get vaccinated.
6. (Any 3) — Right to work and earn her own money / Right to own property / Right to inheritance / Access to Zakat and Sadaqah.
7. Habits i, ii and iv (wearing a mask, washing hands, avoiding crowded places). Habit iii (abstaining from sexual relations) protects against HIV/AIDS, not COVID-19.
8. Women should be treated with respect, kindness, dignity and equality — their rights must be upheld and they must be protected from harm.
9. (Any 2)
   - Cost of medication and medical care.
   - Lack of money for a balanced diet/food.
   - Emotional and psychological distress.
10. By creating public awareness through posters / sharing factual information on risks / encouraging people to avoid risky behaviours.
11. To save lives / to prevent accidents / to preserve human life which is a command of Allah (S.W.T.) / it promotes responsibility on the road.

7

ISLAMIC HERITAGE AND CIVILISATION

A. Reforms Introduced by Prophet Muhammad (S.A.W.)

Practical Assessment

1.a. The poor b. The widows c. The orphans.

2. (Any 3)
   - Right to education.
   - Right to life (abolishment of female infanticide).
   - Right to own property and inheritance.
   - Right to economic empowerment.

3. He consulted with his companions (practised Shura/consultation) before making important decisions.

4. Because usury was a form of exploitation of the poor by the rich; hoarding caused suffering by keeping essential goods away from those who needed them.

5. The Madina Constitution.

6. The Aws and the Khazraj.

7. They should be united.

8. (Any 1)
   - The reforms improved fairness for both the buyer and the seller.
   - Through acts of charity (Zakat), the needy were able to improve their economic status.
   - The reforms reduced exploitation from usury, hoarding and Ghush.

9. (Any relevant lessons)
   - We should treat all individuals with respect regardless of status.
   - We should treat others fairly and justly.
   - It is our duty to protect the weaker members of society.
   - Muslims should always be united.
   - We should prioritise community needs over personal gains.

10. Justly and fairly — with respect, brotherhood and equality, regardless of status or background.

Assessment Test 1

1. (Any 2)
   - To guide mankind to the right path.
   - To provide comprehensive guidance for all aspects of life.
   - To outline the purpose of human existence.
   - To clarify the messages of the previous scriptures.
   - To give knowledge of Paradise and Hell.
   - To narrate stories of the previous prophets.
2. (Any 1) — It serves as a comprehensive guide for all aspects of life / It is a source of spiritual healing / It is a source of blessings and reward / It is the primary source of Islamic Shariah.
3. One night (Lailatul Qadr).
4. Surah Ad-Dhuha (Q93:3).
5. Hadith Qaul
6. Tawheed
7. Shirk Ad-Dua
8. Two people (minimum number for congregational prayer).
9. (Any 2)
   - Forgiveness of sins.
   - Protection from the devil.
   - Increase in one's spiritual rank.
   - Acceptance of Dua (supplication).
   - Increased reward in the Hereafter.
10. Four rakaats (Dhuhr shortened to 2 + Asr shortened to 2 = 4 rakaats total at Jam'u Taqdim).
11. Qadhaa
12. Forgiving her enemies (forgiveness = Maarufat; stealing = Munkaraat).
13. (Any 1) — To safeguard against adultery and fornication / To achieve legitimate procreation / It is a Sunnah of the Prophet (S.A.W.).
14. (Any 2) — Construction of schools / Educating orphans and needy children / Building hospitals / Drilling boreholes / Paying Zakat or giving Sadaqah.
15. (Any 1 social reform) — He advocated for the rights of orphans, widows and the poor / He emphasised equality and justice / He improved the status of women / He condemned female infanticide.
16. The Holy Qur'an (it narrates the stories of the prophets of Allah S.W.T.).
17. a. Spiritual knowledge b. Secular knowledge.
18. To read/recite ('Iqra!' = 'Read!').
19. Allah (S.W.T.) made him marry Khadija bint Khuwailid, who was a very wealthy woman, thus transforming his life from poverty to richness.
20. Hadith Sifat
21. (Any 2)
    - It distances mankind from worshipping other than Allah (S.W.T.).
    - It gives man tranquility and peace of mind.
    - It increases Taqwa.
    - It removes pride and fear from mankind.
    - It purifies the soul.
22. Shirk Al-Mahabah
23. (Any 2) — Jumu'ah prayers / Eid prayers / Taraweh prayers / Janaza prayers / All daily prayers.
24. Dhuha (also known as Swalatul Ishraq).
25. Jam'u Taqdim (the later prayer brought forward to be prayed with the preceding one at its time).
26. (Any 2) — Mondays and Thursdays / 9th and 10th of Muharram (Ashura) / Ayyamul Baidh (13th, 14th, 15th of every month) / Fast of Arafat / Sitat mina al-shawwal.
27. Lying to people (Munkaraat) — searching for knowledge is Maarufat.
28. (Any 2)
    - Both parties must give their consent.
    - There must be witnesses.
    - Consent of the Walii (guardian).
    - The couple must have attained maturity.
    - The couple must be of sound mind.
29. (Any 2) — Lawful trading / Farming / Lawful employment.
30. (Any 1 religious reform) — He established the core Islamic belief in one God (Tawheed), rejecting polytheism / He emphasised the Qur'an as the word of God / He established the foundation for Islamic law.

Assessment Test 2

1.
   - Stage 1: From Lauhul Mahfudh to Baitul Izza (one night — Lailatul Qadr).
   - Stage 2: From Baitul Izza to the earth, to Prophet Muhammad (S.A.W.) — took 23 years.
2. The previous books were sent to specific groups/nations while the Qur'an was revealed for the whole of mankind.
3. Five verses (first five verses of Surah Al-Alaq).
4.
   - Not to oppress/mistreat the orphan.
   - Not to drive away the beggar.
5. (Any 2)
   - It must be in Arabic.
   - It must not contradict the Qur'an.
   - It must be logical and appealing to reason.
   - It must not promise large rewards for small deeds.
   - It must not contain future prophecies with exact dates.
6. (Any 1) — Having a firm conviction in the Shahada / Performing acts of worship solely for Allah / Rejecting shirk / Obeying Allah's commands / Enjoining good and forbidding evil.
7. Shirk Al-Khafii (not being content/satisfied with what Allah has provided — implying gratitude to the neighbour rather than Allah).
8. Swalatul Taraweh (performed only during the month of Ramadhan).
9. She should perform Tahiyyatul Masjid (two rakaats) upon re-entering the mosque before sitting.
10. Swalatul Janaza (the funeral prayer — it has no Rukuu or Sujud).
11. (Any 2)
   - It creates a strong sense of discipline.
   - It brings a person near to Allah (S.W.T.).
   - It promotes sympathy for the poor.
   - It trains a person to acquire Taqwa.
   - It is a pillar of Islam and a command of Allah (S.W.T.).
12. (Any 1) — It fosters harmonious co-existence / It is a path to righteousness / It is a commandment of Allah hence rewarded / It discourages dishonesty and falsehood.
13. Her paternal uncle (father's brother) — since father, full brother and half-brother have all died, the next Walii in order is the paternal uncle.
14. (Any 2) — Stealing / Gambling / Usury (Riba) / Bribery and corruption / Fraud/Conning / Hoarding.
15. (Any 2) — Muslims / Jews / Pagans (all three groups were party to the Madina Constitution).
16. (Any 2)
   - The journey should be at least 80 km (50 miles) long.
   - The traveller must have the intention to shorten the prayers from the beginning of the journey.
   - The journey should be for a legitimate purpose (work, education or business).
   - The traveller must not intend to stay in one place for more than ten days.
17. 13th, 14th and 15th of every lunar month (Ayyamul Baidh — the white days).
18. (Any 2) — Brain damage / Wastage of money / Family break-ups / Loss of dignity and respect / Leading to other vices such as stealing / Disease.
19. (Any 2)
   - He should be obeyed by his wife as long as it doesn't lead to disobedience of Allah.
   - His conjugal rights should be satisfied by his wife.
   - His house and children should be taken care of.
   - His property and honour should be guarded.
   - Right to be respected.
20. (Any 2) — Right to education / Right to choose a spouse / Right to own property / Right to receive dowry / Right to work and earn her own money / Right to inheritance / Right to worship / Right to dignity and protection.
21. (Any 1) — The reforms brought unity among Muslims with one leader / People of different tribes came together as brothers and sisters / Brought fairness and justice / Made Madina a strong and organised city.
22. (Any 1 difference) — Zakatul Maal is paid anytime of the year when due; Zakatul Fitr is

paid only before Eid ul-Fitr. / Zakatul Maal is paid by mature persons; Zakatul Fitr is paid by everybody including children.

23. The month of Ramadhan.
24. (Any 2) — Avoiding temptation and peer pressure / Seeking help for mental illness / Keeping a well-balanced life / Joining a rehabilitation programme / Seeking guidance and counselling.
25. (Any 2)
    - Right to be treated well and honourably.
    - Right to basic needs (food, clothing and shelter).
    - Right to be taught religion and acts of worship.
    - Right to be respected.
    - Right to participate in family discussions.
26. (Any 2) — Get vaccinated / Wash hands regularly / Wear a mask / Maintain physical distance / Stay at home when sick / Isolate and seek treatment.
27. (Any 1) — Treat all individuals with respect regardless of status / Treat others fairly and justly / Protect the weaker members of society (orphans, widows, poor) / Muslims should be united to realise development / Seek knowledge.
28. Swalatul Janaza
29. (Any 2)
    - They demonstrate love for the Prophet Muhammad (S.A.W.).
    - They show obedience and devotion to Allah (S.W.T.).
    - They bring additional rewards and blessings.
    - They compensate for shortcomings in obligatory prayers.
    - They strengthen Iman and deepen connection with Allah (S.W.T.).
30. (Any 2)
    - It affords Muslims an opportunity to meet and cement brotherhood.
    - It enables Muslims to learn from each other how to perform prayers correctly.
    - It promotes discipline and concentration.
    - The reward for Jamaa prayer is 27 times more than praying alone.

KNEC ASSESSMENT SAMPLE 1

Section A

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

Section B

21.

- To guide mankind to the right path.
- To provide comprehensive guidance for all aspects of life.
- To outline the purpose of human existence.
- To clarify the messages of the previous scriptures.
- To address specific situations encountered by the Prophet and companions.
- To lay the foundation for a new community based on faith and justice.
- To serve as a reminder and warning of God's power, mercy and judgement.
- To unite different religious groups.
- To fulfill the promise of Allah (S.W.T.) made in previous books.
- To give knowledge of the hidden world — Paradise and Hell.
- To narrate the stories of the previous prophets.

22.

- Stage 1: From Lauhul Mahfudh (the preserved tablet) to Baitul Izza (the lowest heaven). This happened in one night known as Lailatul Qadr (The Night of Power).
- Stage 2: From Baitul Izza to the earth (to Prophet Muhammad S.A.W.). This stage took 23 years — 13 years in Makkah and 10 years in Madina. Angel Jibril (A.S.) facilitated both stages.

23.

- He found him an orphan and gave him shelter — through his grandfather Abdul Mutalib and uncle Abu Talib.
- He found him lost/perplexed and gave him guidance — the Qur'an and Islam.
- He found him poor and made him rich — by arranging his marriage to Khadija bint Khuwailid, a wealthy woman.

24.

- Life is filled with hardships and difficulties; man has to toil and work hard.
- Allah (S.W.T.) has given us the ability to choose between good and evil — we are accountable for our choices.
- Human beings should strive for good deeds, especially helping others.
- We should be grateful for Allah's blessings and use them wisely.
- Our actions in this life will have consequences in the Hereafter.
- Real believers face life challenges with patience and compassion.

(Any 4 – 1 mark each)

25.

- Hadith Qaul — words/sayings of the Prophet (S.A.W.) to his companions.
- Hadith Fiil — actions/deeds of the Prophet (S.A.W.) carried out in front of the companions.
- Hadith Taqrir — silent approval of the Prophet (S.A.W.); when companions acted in his presence and he remained silent.
- Hadith Sifat — the physical appearance/ attributes of the Prophet (S.A.W.).

26.

- Hadith Qudsy: The meaning is from Allah (S.W.T.) while the specific words are from the Prophet (S.A.W.). It deals with matters of faith and morals.
- Hadith Nabawy: Both the meaning and wording are from the Prophet (S.A.W.).

It deals with various matters of religion including halal, haram and Shariah.

27.
- It distances mankind from worshipping other than Allah (S.W.T.).
- It gives man tranquility and peace of mind.
- It increases Taqwa (consciousness of Allah).
- It removes pride and fear from mankind.
- It purifies the soul and inculcates righteous behaviour.

(Any 3 – 1 mark each)

28.
- Having a firm conviction in the Shahada without doubt or hypocrisy.
- Rejecting shirk in all its forms.
- Performing acts of worship solely for the sake of Allah (S.W.T.).
- Obeying the commands of Allah (S.W.T.).
- Enjoining good and forbidding evil.
- Avoiding forbidden acts that contradict Tawheed.

(Any 4 – 1 mark each)

29.
- All the five daily prayers.
- Jumu'ah (Friday) prayers.
- Eid prayers.
- Taraweh prayers.
- Janaza (funeral) prayers.
- Most prayers performed on special occasions.

30.
- Forgiveness of sins.
- Protection from the devil.
- Increase in one's spiritual rank.
- Acceptance of Dua (supplication).
- Increased reward in the Hereafter.
- Deepens connection with Allah (S.W.T.).
- Provides a sense of inner peace and contentment.

31.
- Zakatul Maal is paid anytime of the year when due; Zakatul Fitr is paid only before Eid ul-Fitr.
- Zakatul Maal is paid by mature/adult persons; Zakatul Fitr is paid by everybody including children.
- The value of Zakatul Maal depends on the amount of wealth saved (2.5%); Zakatul Fitr is 2.5 kg of staple food per person in the family.
- Zakatul Maal requires the wealth to be in the owner's possession for one lunar year; Zakatul Fitr does not require this.
- Zakatul Maal is paid on certain identified items; Zakatul Fitr is paid on the staple food of the area.

32.
- Fardh — compulsory fast during the month of Ramadhan.
- Qadhaa — fast to make up for days missed during Ramadhan.
- Kaffara — fast as a penalty for intentionally breaking the fast.
- Sunnah — voluntary fasts on various occasions.
- Nadhir — fast of vow.

(Any 4 – 1 mark each)

33.
- Right to be treated well and honourably.
- Right to basic needs — food, clothing and shelter.
- Right to be taught religion and acts of worship.
- Right to have her private matters kept confidential.
- Right to be respected and not be corrected harshly.

(Any 2 – 1 mark each)

34.
- Sexual intercourse with an HIV positive person.
- Sharing of sharp piercing objects such as needles and syringes.
- Blood transfusion with unscreened blood.
- Mother-to-child transmission (during pregnancy, childbirth or breastfeeding).

(Any 3 – 1 mark each)

35.
- He banned usury/Riba (interest) in business and commercial activities.
- He promoted charity (Zakat and Sadaqah) as a way of uplifting the less fortunate.
- He established guidelines for fair trade and economic transactions.
- He abolished hoarding of goods.
- He prohibited Ghush (mixing good and bad quality goods).

(Any 2 – 1 mark each)

KNEC ASSESSMENT SAMPLE 2

Section A

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

Section B

21.
- It emphasises honesty, truthfulness and integrity in all dealings.
- It promotes compassion, patience and humility as core virtues.
- It guides Muslims to fulfil promises and obligations towards others.

22.
- It commands Muslims to stand up for justice even in challenging situations (Q4:135).
- It prohibits oppression, exploitation and dishonesty in dealings.
- It establishes the rights of the poor, orphans and widows, ensuring they are not neglected.
- It promotes the principle of equality before God regardless of social status.
- It is the primary source of Islamic Shariah which provides a framework for just governance.

23.
- It clearly distinguishes between Halal (permissible) and Haram (prohibited), guiding Muslims on what actions are morally acceptable.
- It provides stories of the prophets and their moral struggles, offering practical lessons on righteous conduct in difficult situations.

24.
- It defines the rights and responsibilities of husbands, wives and children clearly.
- It emphasises respect, kindness and mercy between family members.
- It prohibits actions that destroy families such as adultery and dishonesty.
- It prescribes fair rules for marriage, divorce and inheritance.
- It teaches parents to raise children with Islamic values and moral guidance.

25.
- It teaches that man is a trustee (Khalifah) of the earth and must not cause corruption/destruction in it.
- It prohibits wastefulness (Israf) — Muslims are commanded to use resources moderately and not extravagantly.

26.
- The Prophet (S.A.W.) commanded Muslims to honour and respect the elderly, teaching that showing reverence to the old is a sign of glorifying Allah.
- The Sunnah of the Prophet demonstrates practical respect for elders — he would rise when elders entered and give them precedence.

27.
- The Hadith 'Actions are judged by intentions' reminds students to act honestly — not to cheat or copy in exams, since Allah knows their true intentions.
- The Hadith comparing a good companion to a musk seller encourages students to keep honest friends who discourage cheating.

28.
- It brings inner peace and contentment, knowing that everything that happens is by Allah's will and wisdom.
- It prevents despair — a Muslim understands that difficulties are a test from Allah and trusts in His plan for a

better outcome.
- It promotes Tawakkul (reliance on Allah) alongside personal effort.
- It generates moral and spiritual strength in situations of despair and hopelessness.

29.
- A Muslim makes choices aligned with Allah's commands — avoiding haram actions and pursuing halal ones.
- The awareness that Allah sees all actions (Taqwa) encourages honesty, integrity and responsibility in daily life.
- A Muslim seeks Allah's pleasure in every decision, from business dealings to personal relationships.
- It promotes gratitude — a Muslim acknowledges Allah's blessings and avoids ingratitude or arrogance.

30.
- Swalah must be performed at fixed times throughout the day, teaching time management and consistency.
- Congregational prayer requires followers to align their movements with the Imam, promoting obedience and discipline.

31.
- Distribution of Zakat transfers wealth from the rich to the poor, helping to alleviate poverty directly.
- Zakat recipients can use funds to invest in income-generating activities, creating economic independence.
- It reduces the gap between the rich and the poor, promoting a more balanced and just society.
- It helps in the creation of jobs and employment opportunities.
- It eliminates crimes like theft by ensuring the basic needs of the poor are met.

32.
- Forgiveness removes resentment and bitterness, restoring harmony and goodwill among classmates.
- It strengthens trust and cooperation, creating a more positive classroom environment.
- It encourages dialogue and reconciliation instead of prolonged conflict.
- It reflects Islamic values of mercy and compassion, inspiring others to do the same.
- It allows broken friendships to be rebuilt, promoting unity.

33.
- A humble leader listens to others and values their opinions through Shura (consultation).
- Humility prevents arrogance — a leader does not abuse power or exploit followers.
- It promotes fairness and justice — a humble leader treats all people equally regardless of status.
- The Prophet (S.A.W.) is the best example — he consulted his companions and lived simply despite being a leader.
- It encourages accountability — a humble leader admits mistakes and works to correct them.

34
- Islam prohibits Riba (usury/interest) — all financial transactions must be free from exploitation.
- Islam requires accurate weighing and measuring of goods, forbidding any form of cheating or fraud.

35.
- Islam prohibits bribery and corruption — accepting or giving bribes is haram.
- The principle of Halal earnings encourages transparency and integrity in business.
- Islamic accountability (knowing one will answer to Allah in the Hereafter) discourages corrupt practices.
- Zakat and Sadaqah reduce the greed and ego that drive corruption.

36.
- It marked the beginning of the Islamic calendar (Hijri calendar).
- It enabled the Prophet (S.A.W.) to establish the first Islamic state in Madina.
- It united the Muhajiroon (migrants) and the Ansar (helpers) in brotherhood.
- It led to the development of the Madina Constitution — the first written constitution governing a diverse society.
- It gave Muslims a safe environment to practice and spread Islam freely.

37.
- Leaders should practise Shura (consultation) — the Prophet always consulted his companions on important matters.
- Leadership is about service — the Prophet prioritised the needs of his community over personal gains.

KNEC ASSESSMENT SAMPLE 3

Section A

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

Section B

21.a.

- To guide mankind to the right path.
- To provide comprehensive guidance for all aspects of life.
- To outline the purpose of human existence.
- To clarify the messages of the previous scriptures.
- To serve as a reminder and warning of God's power, mercy and judgement.
- To give knowledge of Paradise and Hell.
- To narrate stories of the previous prophets.

(Any 5 – 1 mark each)

21.b.

- Al-Kitab (The Book)
- Al-Furqan (The Criterion)
- Al-Dhikr (The Reminder)
- Al-Huda (The Guide)
- Al-Nur (The Light)
- Al-Shifa (The Healer/Cure)

(Any 5 – 1 mark each)

22.a.

- The Prophet (S.A.W.) used to go to cave Hirah on Mount Jabal al-Nur near Makkah for meditation.
- During one visit, Angel Jibril appeared and commanded him to 'Read/Recite!'
- The Prophet replied he did not know how to read. The angel squeezed him tightly and commanded him three times.
- The first five verses of Surah Al-Alaq were then revealed.
- The Prophet returned home trembling and frightened.
- His wife Khadija and her cousin Waraqah helped him understand the significance of the revelation.
- This event marked the beginning of his prophethood (Baath).

(Any 5 – 1 mark each)

22.b.

- It is the literal word of Allah (S.W.T.) — the primary source of Islamic guidance.
- It ensures the purity and accuracy of Allah's message for all generations.
- It serves as a comprehensive guide for all aspects of life — moral, spiritual and social.
- It is a source of spiritual healing and brings peace of mind.
- It is a source of blessings and reward for those who recite and memorise it.
- It is the primary source of Islamic Shariah — providing guidance on legal and social matters.

(Any 5 – 1 mark each)

23.a.

- Hadith Qaul — words/sayings of the Prophet (S.A.W.).
- Hadith Fiil — actions/deeds of the Prophet (S.A.W.) carried out in front of companions.
- Hadith Taqrir — silent approval of the Prophet (S.A.W.) when companions acted in his presence without objection.
- Hadith Sifat — the physical appearance/ attributes of the Prophet (S.A.W.).

23.b.

- It is the second source of Islamic Shariah after the Qur'an — it governs Muslim legal and religious matters.
- It explains the verses of the Qur'an, making its teachings practical and applicable.
- It affirms the position of Prophet

Muhammad (S.A.W.) as the exemplary model for Muslims.
- It is a source of Islamic morals, guiding Muslims on how to conduct themselves in daily life.
- It gives detailed guidance on how to perform acts of worship correctly (swalah, saum, Hajj etc.).

(Any 5 – 1 mark each)

24.
- Having a firm conviction in the Shahada without doubt or hypocrisy.
- Rejecting all forms of shirk.
- Performing acts of worship solely for the sake of Allah (S.W.T.).
- Obeying the commands of Allah (S.W.T.).
- Enjoining good and forbidding evil.
- Cultivating positive character traits — patience, gratitude and humility.

(Any 5 – 1 mark each)

25.
- Worshipping beings other than Allah (S.W.T.) — idols, saints, the moon etc.
- Supplicating/praying to other beings instead of Allah (Shirk Ad-Dua).
- Showing off/Riyyah — performing good deeds for fame instead of for Allah (Shirk Al-Asghar).
- Not being satisfied with what Allah has decreed (Shirk Al-Khafii).
- Believing/consulting witchdoctors, soothsayers or palm readers.
- Dedicating sacrifices/slaughter to other than Allah.
- Loving a creature as one should love Allah (Shirk Al-Mahabah).

(Any 5 – 1 mark each)

26.a.
- Forgiveness of sins.
- Protection from the devil.
- Increase in one's spiritual rank.
- Acceptance of Dua (supplication).
- Increased reward in the Hereafter.
- Deepens connection with Allah (S.W.T.).
- Provides a sense of inner peace and contentment.

(Any 5 – 1 mark each)

26.b.
- Swalatul Janaza (funeral prayer).
- Swalatul Musafir (traveller's prayer).
- Swalatul Kusuf (solar eclipse prayer).
- Swalatul Khusuf (lunar eclipse prayer).
- Swalatul Istisqaa (rain prayer).
- Swalatul Eid (Eid prayer).

(Any 5 – 1 mark each)

27.
- Zakatul Maal is paid anytime of the year when due; Zakatul Fitr is paid only before Eid ul-Fitr.
- Zakatul Maal is paid by adult/mature persons only; Zakatul Fitr is paid by everybody including children.
- The value of Zakatul Maal is 2.5% of annual savings; Zakatul Fitr is 2.5 kg of staple food per person.
- Zakatul Maal requires the wealth to be held for one lunar year; Zakatul Fitr has no such requirement.
- Zakatul Maal is paid on specific identified items; Zakatul Fitr is paid on the staple food of the area.

(Any 3 – 2 marks each = 6 marks)

28.
- Achieving divine pleasure — aligning actions with Allah (S.W.T.)'s will.
- Cultivating a strong moral conscience through self-reflection and remembrance of Allah.
- Promoting virtues — compassion, justice, honesty and trustworthiness.
- Building a just and peaceful society by encouraging Muslims to stand up for justice.
- Purifying the soul and developing strong moral character.

29.a.
- It lowers one's dignity and respect in the community.
- It may cause brain damage and loss of memory.
- It is a wastage of money and resources.
- It can lead to family break-ups.
- It may lead to other vices such as stealing and prostitution.
- It results in wastage of time.

(Any 5 – 1 mark each)

29.b.
- Fulfilling the basic needs of oneself and family — food, clothing, shelter, healthcare.
- Providing for dependents including children, parents and other relatives.
- Investing in one's education and that of children.
- Paying Zakat to those who are eligible.

- Giving Sadaqah to the poor and needy.
- Contributing to community welfare such as schools, hospitals and boreholes.
- Spending modestly — avoiding extravagance while not being miserly.

(Any 5 – 1 mark each)

30.a.

- Right to perform acts of worship and earn equal rewards as men.
- Right to acquire knowledge.
- Right to choose a spouse — she cannot be forced to marry.
- Right to own property.
- Right to receive dowry during marriage.
- Right to freedom of expression within Islamic boundaries.
- Right to dignity and protection from harm.
- Right to inheritance from both parents and husband.
- Right to work and earn her own money.

(Any 5 – 1 mark each)

30.b.

- He banned usury/Riba (interest) in business and commercial activities.
- He promoted charity (Zakat and Sadaqah) to uplift the less fortunate.
- He established guidelines for fair trade and economic transactions.
- He abolished hoarding of goods which caused suffering to people.
- He prohibited Ghush (mixing good and bad quality goods to deceive buyers).
- He established proper manners of selling and buying to protect both seller and buyer.
- He laid the foundation for Baitul Maal — a central treasury for collecting and distributing Zakat.

(Any 5 – 1 mark each)

Creative Arts & Sports

ANSWERS

A. Introduction to Creative Arts and Sports

1. Visual Arts, Music and Dance, Drama and Film and Sports.
2. a.Visual arts contribute to cultural expression by showcasing different perspectives and traditions.

b. Music enhances emotional expression by conveying feelings and moods through sound.

3. The collage demonstrates how Creative Arts and Sports can intersect and complement each other, showing the diversity of activities that inspire creativity and physical activity.
4. Drama and Film can entertain audiences with compelling stories and characters.
   They also educate and inspire, teaching valuable lessons or highlighting social issues.
5. Themes: "Celebrating Diversity Through Art and Athletics" or "Unity in Diversity: Expressing Through Arts and Sports".
6. In visual arts performances, attire may focus more on representing the theme or style of the performance rather than physical comfort.
7. Collaboration means working together towards a common goal. Actors and stage crew collaborate in a play to create a seamless performance. In sports, players collaborate to strategise and win games.
8. In drama, audience engagement might involve emotional reactions like laughter or tears.
   In football, audience engagement could be cheering, chanting or reacting to goals and plays.
9. Creativity and originality of the performance and execution of skills or techniques.
10. In drama, attire can establish characters' roles and time periods, aiding in the portrayal of the story.
    In sports, attire signifies team identity and can influence player confidence and performance.
11. Theater: Teamwork is seen in actors working together to deliver lines, cues, and emotions.
    Basketball: Teamwork involves passing, defending and coordinated plays to score points as a unified unit.
12. Visual Arts: Creating art using visual mediums like drawing, painting and sculpture.
    Music and Dance: Performing music through instruments or voice and expressing emotions through movement.
    Drama and Film: Acting out stories on stage or screen, using dialogue, costumes and sets.
    Sports: Physical activities involving competition and skill, such as basketball, soccer or swimming.
13. Visual Arts: Paintings, sculptures or sketches of landscapes or portraits.
    Music and Dance: Pictures of musicians playing instruments or dancers performing.
    Drama and Film: Movie posters, theatre stage sets, or actors in dramatic scenes.
    Sports: Photos of athletes in action, sports equipment like basketballs or soccer balls.

B. Components of Creative Arts and Sports

1. a) Character: Who the story is about for example, Hare and Hyena.
   b) Setting: Where and when the story takes place for example the forest, in school or hospital.
   c) Plot: The events in the story for example Hyena's quest to defeat eat the hare.
   d) Theme: The central message or lesson for example, friendship and betrayal.
2. Rhythm: The pattern of beats for example fast or slow tempo.
   Pitch: How high or low a sound is for example, high-pitched violin, low-pitched drum.
3. Stippling (using dots), crosshatching (using lines)
4. Strength, coordination
5. Contrast: Using opposite colours to create impact (e.g., black and white)
   Harmony: Blending colours to create a pleasing composition (e.g., analogous colours)
6. a) Squats, lunges, pushups
   b) Squats: Contribute to leg strength and overall lower body coordination.
   c) Lunges: Enhances leg strength, balance and coordination.

d) Push-ups: Develops upper body and core strength, as well as coordination.

7. Art exhibits balance unity for a cohesive theme with variety for diverse artistic styles, creating an engaging display.
8. Athletes use coordinated movement and teamwork to execute strategic plans for success.
9. A:Semibreve
   B: Crotchet
   C: Quaver
   D: Minim
10. Patterns of movement create visual interest by forming dynamic shapes and sequences, enhancing the aesthetics of dance performances. They can convey themes or emotions through repetition, variation, and rhythm.
11. a) Treble clef
    b) Middle C

A. Drawing and Painting

1. Balance is the distribution of visual weight in an artwork. The three types are symmetrical balance, asymmetrical balance and radial balance.
2. Artists achieve balance by balancing dark tones with light tones, large shapes with smaller shapes, positive space with negative space and strong lines with softer lines.
3. Tone and value refer to how light or dark a colour or shading is. They make forms look three dimensional by showing highlights and shadows.
4. Light source direction shows where to place highlights, dark shading and the cast shadow. It makes the ball look round and placed on a surface.
5. Colour temperature tells whether a colour feels warm or cool. Warm colours are red, orange and yellow. Cool colours are blue, green and violet.
6. Progression is when warm colours appear to come forward and make objects look nearer. Recession is when cool colours appear to move backward and make objects look farther. Warm colours are used in the foreground while cool colours are used in the background to create depth.
7. Mat mounting is placing artwork on a mounting board with a neat border to protect and present it well. The steps are measuring and cutting the board, creating a clean border, fixing the artwork neatly and keeping the edges straight and clean.

B. Rhythm

1. The students could consider varying the note values and rests used in their pattern. By mixing different note values, such as combining crotchets with pairs of quavers and minims, the pattern gains rhythmic diversity and becomes more interesting to perform and hear.
2. a) The time signature determines how many beats are contained in each bar and which note value receives one beat. This shapes the overall feel and metre of the composition. For example, a time signature of 2/4 gives the piece a march-like feel with two strong beats per bar, while other time signatures create different rhythmic characters and moods.
   b) Repetition creates a sense of familiarity and unity within a rhythmic composition. When a rhythmic idea is repeated, it becomes recognisable to the listener and gives the pattern a feeling of structure and cohesion. It also makes the pattern easier to memorise and perform consistently.
3. A lack of variation would make the composition sound monotonous and repetitive, which could cause the audience to lose interest. Without rhythmic diversity, the piece lacks contrast and excitement, making it difficult for the band to express different moods or energy levels throughout the performance. It may also make the piece feel unfinished or unimaginative.
4. The four factors are the time signature, repetition of note values and rests, variation of note values and rests, and body movements used to feel and express the rhythm.
5. Her friend was exercising rhythm, specifically the sense of a regular beat and the feel of note durations through physical action.
6. First, performing rhythmic warm-ups helps musicians develop a stronger internal sense of pulse and timing, which improves their accuracy when performing pieces together. Second, rhythmic warm-ups prepare the body and mind for musical activity, improving focus and coordination before the main practice session begins.
7.
   - Start with a clear time signature - know

your beats per bar
- Mix note values: combine crotchets, quavers and minims for variety
- Use rests - silence is part of the music too!
- Repeat a favourite rhythm to create unity, then change it to add surprise
- Clap and recite your pattern using French rhythm names: Taa, Taa-aa, Ta-te
- Let your body feel the rhythm - tap your foot, nod your head!

8. Experimenting with different combinations of note values and rests is the appropriate approach, as it develops creativity, musical understanding and original composition skills.
9. When a composer relies too heavily on repeating the same rhythmic idea, the composition loses its sense of development and interest. The listener quickly becomes accustomed to the pattern and may find it dull or predictable. Excessive repetition prevents the composer from exploring different rhythmic combinations, dynamic contrasts and expressive possibilities. It also limits the composer's growth, as they do not challenge themselves to think creatively or solve new musical problems. Ultimately, the piece fails to communicate a full range of emotions or ideas.
10. The first factor is the time signature, which determines the number of beats per bar and guides the overall rhythmic structure. The second factor is the variation of note values and rests, which adds interest and prevents monotony. The third factor is repetition, which provides unity and makes the pattern recognisable and cohesive.
11. For a crotchet beat pattern, clapping on every beat is appropriate. The regular clapping mirrors the steady pulse and helps performers internalise the metre, making the beat feel natural and grounded. For a quaver pattern, light toe-tapping or alternating knee pats work well, as the quicker movement reflects the shorter note values and keeps the body energised. For a minim, a slow arm swing from side to side complements the longer duration and encourages breath control and relaxed movement. Together, these movements engage the whole body, improve coordination between hearing and physical response, and prepare performers for musical performance in a dynamic and enjoyable way.
13. Write the French rhythm names in the following notes.

Note	French Name
Semibreve	taa-aa-aa-aa
Minim	taa-aa
Crotchet	taa
Pair of Quavers	ta-te

14. Part A is the treble clef.
Part B is Middle C (written on the ledger line below the treble staff).
Middle C marks the boundary between the treble staff and the bass staff. It is written on a short ledger line just below the treble staff and serves as a reference point for identifying pitches, helping musicians understand where notes sit in relation to each other across both staves.
15. In 2/4 time, there are 2 beats per bar, with the crotchet receiving one beat. The style of the composition shown is a monotone rhythmic pattern, where all notes are written on a single pitch and the focus is entirely on rhythm rather than melody.
16. *(Practical staff notation task and answers may vary per learner:)*
17. Write the French names of the notes below and clap them as you recite the French names.

Note	**Rest**
Semibreve	Semibreve rest (thick block hanging below a line)
Minim	Minim rest (thick block sitting top of a line)
Crotchet	Crotchet rest (zigzag symbol)
Quaver	Quaver rest (7-like symbol)

19. Compose a rhythm in 2/4 time signature and include rests in the composition.

(Practical notation task and answers may vary per learner:)

Rests must be counted silently and given their full value during performance.

C. Javeling and Sculpture

1. Weight distribution
Finishing
2. Grip
3. a) The length of a javelin affects its flight

trajectory by influencing its stability and how it interacts with air resistance.
b) Safety measures in carving are crucial to prevent injuries, such as wearing protective gear and using tools properly.

4. Craftsmanship ensures the javelin's balance, aerodynamics, and overall performance.
5. Improved speed and momentum, better positioning for the throw
6. a) carry
   b) approach run
   c) cross over
   d) release
   e) follow through.
7. Teacher to assess the learner's work. Learners to Illustrate proper grip, safety gear, carving techniques and phases of carving.
8. a) sanding
   b) texturing
   c) varnishing
9. Prevents accidents and injuries, ensures a safe and productive carving environment
10. Carry: Holding the javelin correctly for balance and momentum.
    Approach Run: The sprinting phase to build speed and set up for the throw.
11. Carry: Sets up grip and initial momentum
    Approach Run: Builds speed and momentum
    Cross Over: Transitions to throwing position
    Release: Proper technique for flight
    Follow-through: Completes the throw, maintaining balance and power
12. Improves grip for better control, affects aerodynamics, enhancing flight stability.
13. General shape: Sleek and aerodynamic
    Length: Typically, around 2.6 meters
    Thickness: Varies, but typically thin for speed
    Weight: Around 800 grams for men, 600 grams for women
14. Select suitable wood, sketch the desired shape and dimensions, cut out the basic shape, use tools to refine the shape and add grip, sand for smoothness and apply varnish for protection.
    B- the teacher will assess your performance.
15. Carry: Sets up grip and momentum
    Approach Run: Builds speed
    Cross Over: Transition to throwing position
    Release: Technique for flight
    Follow-through: Maintains balance and power
16. Grip: Proper placement for control
    Stance: Balanced and stable
    Body Positioning: Aligns for optimal release and follow-through
17. Correct labelling of the javelin according to the parts.
18. A) Wooden dowel, carving knives, wood asps, sandpaper
    B) Wood dowel: Provides the body of the javelin
    Vice: Holds javelin in place for sanding
    Wood rasp: Shapes and smooths wood
    Sandpaper: Refines surfaces
    Knife: Detailed carving
    C) Steel, carbon fibre handle, wood, aluminium.

D. Melody

1. A good melody is singable and flows smoothly without awkward jumps. It has an identifiable shape or contour, such as ascending, descending or undulating movement. It is symmetrical, with balanced phrases that give a sense of completeness. It typically starts on the notes d (doh/C), m (mi/E), or s (sol/G), which belong to the tonic chord and provide a strong, stable opening. It ends on d (C) to create a feeling of resolution and completion. It also features leaps of a third, such as C to E, which add melodic interest while remaining pleasing to the ear.
2. A singable, smooth melody is easy for listeners to remember because it feels natural to the voice and does not strain the memory with unexpected leaps. A clear contour whether rising, falling or arching gives the melody a sense of direction that the listener can follow emotionally, feeling a sense of growth, tension or release. Symmetry creates a satisfying balance, like a question being answered, which makes the melody feel complete and emotionally resolved. Starting on a strong tonic note grounds the melody in a recognisable home base, giving the listener a sense of security, while ending on d provides the resolution that completes the emotional journey. Together, these qualities make a melody both memorable and capable of conveying genuine emotion.
3. *(Practical notation task and answers may vary per learner)*
4. *(Performance task - written guidance:)*
   Before performing, look through the melody to identify the time signature, key and any

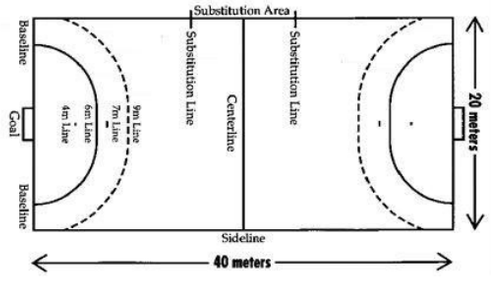
repeated patterns. Set a steady beat by tapping the foot. Sing using sol-fa names first (d, r, m, f, s, l, t) to internalise the pitches, then perform on the recorder using correct fingering, blowing gently and tonguing each note with "tu." Keep a consistent tempo throughout and do not stop even if a mistake is made. Gradually increase speed once the melody feels comfortable at a slower pace.

5. Curwen hand signs involve specific hand shapes and positions for each sol-fa syllable. For d (doh), the fist is held with fingers pointing sideways. For r (re), the hand is angled upward. For m (mi), the hand is held flat and horizontal. For f (fa), the hand points downward at an angle. For s (sol), the hand is open and flat, palm facing down. For l (la), the hand curves gently downward. For t (ti), the finger points upward. These hand signs can be combined with gentle swaying to feel the pulse, nodding to mark the beat, and stepping in place to reinforce the rhythm, all of which help to internalise pitch and metre simultaneously.
6. When critiquing a peer's melody, first assess whether it is singable by checking if the intervals are smooth and comfortable to perform without awkward jumps. Next, examine the shape or contour - does it have a clear direction, such as rising and then falling, or is it aimless? Consider whether the phrases are symmetrical, giving a sense of balance between the opening and closing of the melody. Finally, check the tonal centre by confirming that the melody begins on d, m or s and ends on d (C), which anchors it firmly in C major and gives a sense of completion. Constructive feedback should acknowledge what the composer did well before suggesting specific improvements.
7. *(Practical notation task - written description:)*
   G major uses the notes G, A, B, C, D, E, F#, G. In sol-fa: d=G, r=A, m=B, f=C, s=D, l=E, t=F#. Write the treble clef, the key signature with one sharp (F#) and a 2/4 time signature.
8. *(Diagram-based task - written description of expected responses:)*
   A melody whose notes rise progressively from left to right has an ascending shape. A melody whose notes descend from a high point to a lower one has a descending shape. A melody that rises and then falls back down forms an arch shape. A melody that moves up and down with no clear overall direction is described as having an undulating shape.
9. *(Practical task — written guidance:)*
   Begin with the treble clef, followed by the key signature (for C major, no sharps or flats), then the time signature (2/4). Draw four bars separated by barlines and a final double barline at the end. Ensure each bar contains exactly 2 crotchet beats using any combination of suitable note values. Start on d, m or s and end the final bar on d. Include varied note values across the bars for rhythmic interest.
9. In an interview with a music composer, students posed the following questions. Provide the likely responses:
   a. How does starting and ending a melody on specific notes contribute to its overall character?
   Starting on a strong tonic note such as d, m or s gives the melody a stable and confident opening that immediately establishes the key and creates a sense of home for the listener. Ending on d provides resolution - a feeling that the melody has journeyed and returned safely. This gives the melody a complete and satisfying character, much like a story that has a clear beginning and a fitting conclusion.
   b. Can you explain the significance of symmetry in melodic composition?
   Symmetry in melody means that phrases are balanced, often with a question phrase answered by a response phrase of similar length. This creates a sense of proportion and completeness, making the melody feel logical and pleasing. Symmetrical melodies are easier to remember because they meet the listener's expectations and provide a satisfying sense of resolution after tension.
10. The first element is the key signature. In C major there are no sharps or flats, so all notes used must be the natural notes C, D, E, F, G, A, B and C. The second element is the time signature. In 2/4 time each bar must contain exactly two crotchet beats, so note values must be carefully chosen and arranged to fill each bar correctly. The third element is the contour or shape of the melody, which should have a clear direction - rising, falling or arching - to give the melody a sense of purpose and expression. The fourth element is the starting and ending note. The melody

should begin on d, m or s and conclude on d (C) to create a strong, resolved feeling that is firmly rooted in the key of C major.

11. One effective strategy is to practise reading and performing simple, short melodic patterns in C major regularly, beginning at a slow tempo and gradually increasing speed as confidence grows. Learners should first scan the melody before performing it, identifying the time signature, any repeated patterns and the overall shape. Using sol-fa names while singing encourages the learner to associate the notation with the pitch they hear internally, which strengthens the connection between reading and performing. Regular exposure to new, unseen material trains the eye and the musical ear to process notation quickly and accurately.
12. First, performing melodies regularly develops a stronger sense of pitch accuracy and intonation, as the performer learns to match written notation to the sounds produced by the voice or instrument. Second, performance practice builds confidence and musical expression, allowing the performer to communicate the melody's character - its shape, dynamics and mood - with greater skill and assurance.
13. D (doh/C) is the most suitable note to both start and end a melody in C major, as it is the tonic of the scale and provides the strongest sense of home, stability and resolution.
14. Contour refers to the overall shape or direction of a melody as it moves through a series of pitches. It describes whether a melody moves upward (ascending), downward (descending), remains on the same level (static) or moves in a combination of directions such as an arch shape (rising then falling) or an undulating pattern (moving up and down alternately). A well-defined contour gives a melody a clear identity and makes it easier for listeners to follow and remember.
15. In melodic composition, a question phrase is an opening melodic idea that creates a sense of expectation or incompleteness, often ending on a note other than the tonic, such as s (sol). The answer phrase responds to this opening idea and provides resolution, typically ending on d (doh), which gives the listener a sense of completion. Together, the two phrases form a balanced unit, much like a spoken question followed by its reply.
16. The question phrase generates musical tension because it ends on an unresolved note, leaving the listener waiting for a conclusion. This feeling of expectation keeps the listener engaged and drawn forward into the music. The answer phrase then releases this tension by resolving to the tonic, providing a satisfying conclusion that fulfils the listener's expectation. This interplay between tension and resolution is one of the most powerful tools in melodic composition, giving music its emotional shape and forward momentum.

E. Handball

1. Causes of Difficulty: Lack of ball control, improper hand placement.
   Drills: Cone dribbling, zig-zag dribbling, speed dribbling.
2. Continuous ball control while moving, essential for advancing and manoeuvring on the court.
3. Safety: Reduces risk of injuries
   Performance: Enhances gameplay effectiveness and skill development
4. (Hints: Passing accuracy under pressure, dribbling through defenders, successful jump shots.)
5. Importance: Promotes fair play and equal opportunities for skill development.
   Strategies: Gender-neutral training, mixed-gender teams.
6. Causes: Poor hand-eye coordination, lack of focus.
   Strategies: Passing drills with targets, hand-eye coordination exercises.
7. Side Pass: Parallel to the court, quick transfer to a nearby player.
   Flick Pass: Quick, wrist-flicked pass, often used for short distances or surprise plays.
8. Side pass, flick pass, jump pass
9. Drill focusing on proper form and accuracy for jump shots.
10. 

11. high dribbling skill
    low dribbling skill
    Passing accuracy drill
    Shooting accuracy drill

F. Descant Recorder

1. The position of the notes on the staff - this determines the pitch of each note and is fundamental to reading and performing the melody correctly.
2. The key signature appears at the beginning of each line of music on the staff and indicates which notes are to be played as sharps or flats throughout the piece. It tells the performer the key in which the piece is written. For example, a key signature with no sharps or flats indicates C major, while one sharp (F#) indicates G major. The key signature helps the performer understand the tonal centre of the music and apply the correct pitches consistently without having to mark each individual note.
3. False. The key signature of C major has no sharps and no flats.
4. Two beats per measure, each beat is a quarter note (crotchet). The top number (2) tells the performer there are two beats in each bar, and the bottom number (4) indicates that the crotchet (quarter note) receives one beat.
5. *(Practical drawing task)*
6. *(Performance task)*
7. The first factor is the key signature, which indicates the key of the piece and tells the performer which notes carry sharps or flats throughout. The second factor is the time signature, which tells the performer how many beats are in each bar and which note value receives one beat, shaping the overall rhythmic feel. The third factor is dynamics, which are markings such as p (soft) and f (loud) that guide how the volume should change during the performance to add expression. Additional factors include tempo markings, which indicate the speed of the piece (such as Allegro for fast or Adagio for slow), and articulation marks such as staccato (short and detached) or legato (smooth and connected), which shape how individual notes are played.
8. False. A time signature tells you how many beats are in each measure and which note value receives one beat. It does not indicate the total number of measures in the piece.
9. *(Practical notation task)*
10. *(Group practical task)*
11. Four quavers fit into one measure of 2/4 time, because each quaver is worth half a beat and there are 2 beats per bar (2 ÷ ½ = 4).
12. Dynamics refer to the volume or loudness of the music at any given moment. They are indicated by symbols such as p (piano/soft), f (forte/loud) and mf (mezzo-forte/moderately loud), and they shape the expressive character of a performance by indicating where the music should be quieter or louder.
    Tempo refers to the speed at which the music is performed. It is indicated by terms such as Allegro (fast), Moderato (moderate) or Adagio (slow), and it determines the overall pace and energy of the piece. While dynamics affect how loudly music is played, tempo affects how quickly or slowly it moves.
13. The natural notes in the C major scale are C, D, E, F, G, A, B and C.
14. Breath control is important when playing the descant recorder because the quality and consistency of the breath directly affects the tone produced. Too much air pressure causes the note to squeak or overblow, while too little produces a weak, airy sound. Controlled, steady breathing allows the player to sustain notes evenly, manage dynamics accurately and play longer phrases without interruption. One exercise to improve breath control is slow, controlled breathing practice. The learner inhales deeply for four counts, holds the breath for four counts, and then releases it slowly and evenly for eight counts. This exercise strengthens awareness of breath flow and teaches the learner to control the steady stream of air needed for consistent recorder playing.
15. To play B on the descant recorder, the player places the thumb of the left hand over the thumb hole on the back of the recorder. The left index finger covers the first hole on the front. All other holes are left open. The player then blows gently and steadily into the mouthpiece while tonguing the note with "tu." B is one of the first notes learned on the recorder and serves as a foundational pitch for beginners because it requires only

two points of coverage - the thumb hole and the first finger hole.

G. Storytelling and animation

1. It uses pitch tone and volume to show characters feelings and mood. This makes the story lively and interesting.
2. Facial expressions, gestures and posture show actions and emotions clearly. This helps the audience understand the story better.
3. Songs add emotion, rhythm and meaning. They make the story more enjoyable and memorable.
4. It keeps the audience active and interested. It also makes them feel part of the story.
5. Give the character clear traits, a background and reasons for acting. This makes the character believable and relatable.
6. It helps the audience follow events clearly. It gives the story a proper beginning, middle and end.
7. Storytelling helps pass messages in a simple and creative way. It teaches values and raises awareness on social issues.
8. They prepare the body and voice for performance. They improve breathing clear speech and movement.
9. It improves memory and confidence. It also helps with smooth delivery.
10. They make movement look smooth and natural. They also make the action easy to follow.
11. It keeps images from jumping. This makes the animation smooth.
12. Gather materials draw pictures in order to make small changes, arrange pages correctly and bind them securely.

H. Football

1. Trapping using the chest
2. Trapping: Controlling the ball's speed and direction upon receiving.
   Dribbling: Moving the ball with short, precise touches to evade opponents.
3. Atmospheric perspective in a football painting can make distant elements (like the far end of the field) appear lighter and less detailed. This creates depth by mimicking how objects become less distinct as they move away, enhancing realism.
4. a) Warm colours (reds, oranges) create intensity and proximity, making foreground elements feel closer and more vibrant.
   b) Cool colours (blues, purples) create distance and depth, making background elements recede visually.
5. Nyambura can show players in action with: Dynamic poses like kicking, running, or diving. Expressive gestures of celebration, determination or focus.
6. Foot Trap: Controlling the ball with the foot. Thigh Trap: Using the thigh to stop and control the ball.
   Chest Trap: Cushioning and controlling the ball with the chest.
7. Better ball control during matches.
   Ability to manoeuvre around opponents more effectively.
8. Focus on chest positioning.
   Soften the impact by leaning back slightly upon contact.
   Practice controlling the ball's bounce.
9. Foot trap
10. Enhances teamwork: Players learn to support and pass to each other.
    Improves communication: Players communicate on positioning and passes.
    Overall skill development: Players learn from each other's techniques.
11. A) Atmospheric perspective: Objects appear less detailed and lighter as they recede into the distance.
    B) This technique creates depth by making distant elements fade, like players at the far end of the field.
12. Maintain possession: Retain control of the ball under pressure.
    Create opportunities: Dribbling allows players to advance and create scoring chances.
13. Inside Dribble: Moving the ball with the inside edge of the foot.
    Outside Dribble: Manoeuvring the ball using the outside edge of the foot.
14. Look for instances where players effectively receive and control the ball (trapping) and manoeuvre past opponents (dribbling).
    Discuss how these skills influenced plays and the game's outcome.
15. Incorporating atmospheric perspective
16. Outside dribble
17. White drawing paper is used as the working surface. Bright wax crayons are used to

colour the paper. Black paint or black ink is used to cover the coloured surface. A toothpick stick or blunt needle is used to scratch out the design and reveal the colours underneath.

18. Gather wax from old candles or beeswax and melt it in hot water using indirect heat. Add pigment and stir until the colour mixes well. Pour the coloured wax into moulds. Leave it to cool and harden then remove and cut into suitable sizes.
19. First choose a theme and gather reference images. Cover the paper fully with bright crayons. Add patterns and strong colour all over the surface. Cover the coloured paper with black paint or black ink and allow it to dry. Lightly trace the composition on the black surface. Use a toothpick or other blunt tool to scratch out the design and reveal the bright colours underneath.

I. Kenyan Folk Song

1. "Kanyoni Kanja" originates from the Kikuyu community. "Ohangla" originates from the Luo community. "Chakacha" originates from the Swahili (coastal) community.
2. Kenyan folk songs commonly include lyrics that reflect the cultural stories, history, values and beliefs of the community from which they originate. The rhythm is often lively, syncopated and closely tied to body movement and dance. Instruments used include percussion instruments such as drums (for example the isikuti or the Luo tende), string instruments such as the nyatiti or litungu, and wind instruments alongside rattles and handclapping. Folk songs also typically feature a call-and-response structure, traditional language or dialect, and vocal delivery that conveys emotion and cultural identity.
3. "Nyatiti" is performed during harvest festivals, serving the purpose of celebrating the community's agricultural success and expressing gratitude. "Isukuti" is performed during wedding ceremonies, with the purpose of honouring the occasion, bringing joy and marking the transition of the individuals into married life. "Dodo" is performed during storytelling sessions, with the purpose of entertaining, educating and passing cultural knowledge and values from one generation to the next.
4. *(Teacher-supervised practical task)*
5. Costumes contribute by reflecting the traditional attire of the community, helping the audience identify the cultural origin of the performance and creating a visually authentic representation of the community's identity. Props enhance the storytelling and visual appeal by representing objects, characters or settings relevant to the song, making the narrative more vivid and engaging. Make-up emphasises cultural features, character portrayal and symbolic identity, helping performers adopt the appearance appropriate to the occasion or role they are representing. Ornaments such as traditional jewellery and adornments reinforce cultural significance, add visual richness and demonstrate the craftsmanship and symbolic meaning embedded in the community's traditions.
6. *(Teacher-supervised practical task)*
7. Voice projection ensures that the performance is clearly audible to all audience members, maintaining their engagement and allowing them to follow the lyrics and melody. Phrasing conveys the narrative flow of the song by organising the lyrics into meaningful units, allowing pauses and emphasis to communicate the song's story naturally. Tempo sets the pace and energy of the performance - a faster tempo conveys excitement or celebration, while a slower tempo reflects solemnity or lament. Expression adds depth and emotion to the performance by allowing the performer to communicate the inner meaning of the song through vocal dynamics, tone and feeling, making the audience genuinely connect with the message.
8. *(Teacher-supervised practical task)*
9. Common movements include swinging of the arms in time with the beat, stomping of feet to mark the rhythm, clapping to reinforce the pulse, and dancing steps that reflect the cultural style of the community. The nyatiti is a traditional Luo string instrument plucked to produce melody and rhythm. The isikuti drum, used among the Luhya community, provides strong percussive accompaniment. Rattles and leg bells add rhythmic texture. These instruments enhance the rhythm and mood of the performance and reinforce its cultural authenticity
10. Synopsis: "Isukuti" - A Luhya Wedding Song

"Isukuti" is a traditional folk song and dance of the Luhya community of western Kenya. It takes its name from the isikuti drum, a double-headed drum that provides the driving rhythmic foundation of the performance. The song is traditionally performed during wedding celebrations and other joyful occasions such as the return of a loved one or community gatherings. The performance brings together singers, drummers, dancers and community members in a collective expression of joy, unity and cultural pride. The lyrics celebrate love, new beginnings and the coming together of families. The dance involves energetic footwork, ululation and participation from the broader community. Isukuti was recognised by UNESCO as an Intangible Cultural Heritage in 2014, affirming its deep cultural significance to the Luhya people and to Kenya as a whole.

11. *(Teacher-supervised task)*
12. Traditional Kenyan instruments such as the nyatiti, isikuti drum, rattles and litungu are deeply embedded in the cultural identity of their respective communities. When incorporated into a folk song performance, they produce the distinctive sounds and rhythmic patterns that are immediately recognisable to members of that community, creating an immediate sense of cultural belonging and authenticity. They support the vocal performance by providing rhythmic structure, harmonic texture and dynamic variation that enrich the overall sound. They also carry historical and ceremonial significance - many instruments have been used for generations in specific rituals and occasions, so their presence connects the performance to a living cultural tradition. For audiences unfamiliar with the community, these instruments provide an authentic window into the musical heritage and emotional world of that culture.
13. Costumes are the most immediately visible marker of cultural identity in a folk song performance. Traditional attire, such as the shúkà cloth of the Maasai, the beaded jewellery of the Samburu or the colourful kanga of the Swahili community, instantly communicates the community from which the performance originates. They signal to the audience what cultural world they are entering and create visual consistency with the song's message and occasion.
Props such as shields, gourds, walking sticks or farm tools add narrative and symbolic depth to the performance. They represent objects that are meaningful within the community's daily life or ceremonial practice, making abstract themes concrete and visually engaging.
Make-up, including traditional face paint, symbolic markings or ceremonial adornments, deepens the performer's transformation into a cultural representative. It can denote age, role, spiritual significance or occasion, adding layers of meaning that complement the lyrics and movement of the song. Together, these elements create a holistic performance that speaks not only through sound but through sight, reinforcing the community's identity and the song's purpose in a memorable and powerful way.
14. In many Kenyan communities, gender plays a significant role in the performance of folk songs. Certain songs are traditionally assigned to specific genders based on cultural norms, the occasion and the social roles of men and women within the community. Among the Maasai, for example, men perform warrior songs such as the "Olaranyani" chant, which celebrates strength, bravery and community protection. Women perform songs associated with blessings, marriage and domestic life. Among the Kikuyu, initiation songs for young men and women are distinct and separate, each reflecting the roles and responsibilities the initiates are entering.
However, communal celebration songs and work songs often involve the whole community regardless of gender, with men and women participating together in call-and-response structures. Gender influences not only who performs but also the vocal style, movement, costume and message of the song, as these are shaped by the social roles and expectations of each gender within the community's cultural framework.
15. Folk songs serve as one of the most powerful forms of oral tradition because they combine memorable melody, rhythm and repetition with meaningful content, making historical information easier to retain and transmit across generations. Before written records

were widespread, communities relied on songs to preserve accounts of important events, such as battles, migrations, harvests or the deeds of ancestors. These stories were encoded into lyrics that could be sung and remembered by every member of the community, ensuring that knowledge survived even without documentation.

Beyond preserving history, folk songs reinforce community identity by expressing shared values, beliefs, languages and ways of life. When a community gathers to sing together, the shared experience of a common song affirms their collective belonging and strengthens social bonds. Songs that use the community's own language or dialect are particularly powerful in maintaining linguistic and cultural identity, especially in the face of external cultural pressures. In this way, folk songs are not only entertainment but living cultural archives that keep a community's past alive and its identity strong.

16. a. Gestures and movements translate the words and emotions of a folk song into a visual language that the audience can see and feel, not just hear. A performer who uses expansive arm gestures to describe flight, or stamps their feet to convey determination, makes the song's imagery and emotion tangible. Movements that are culturally specific such as the warrior's jump of the Maasai or the graceful arm movements of Coastal dance carry community-specific meaning that deepens the audience's understanding of the song's context and themes. In call-and-response songs, movements can also coordinate group participation, encouraging audience members to mirror the performers and become part of the shared experience.

b. Maintaining authenticity in movement is essential because the movements in folk song performances have evolved within specific communities over generations and carry cultural meaning that cannot be replicated by generic or improvised gestures. When a performer learns and uses the authentic movements of a community's tradition, they honour that tradition and communicate its values with integrity. Authentic movement also ensures that the performance remains a genuine cultural expression rather than a superficial imitation, which is particularly important when performing before audiences from that community or in educational and cultural contexts. Preserving authentic movements helps safeguard intangible cultural heritage and ensures that younger generations can learn the true form of their traditions.

17. Njeri should begin by researching and fully understanding the meaning, origin and cultural context of the song so that her performance reflects genuine knowledge and respect for the tradition. She should then memorise the lyrics and melody thoroughly to ensure a smooth, confident delivery. Next, she should work on emotional interpretation, practising how to convey the feelings embedded in the song through her voice and expression. Vocal warm-ups should be included in each rehearsal session to prepare the voice and ensure clarity and correct pitch. She should rehearse repeatedly, seeking feedback from a teacher or trusted peer to identify areas for improvement. Finally, she should practise her stage presence by rehearsing in front of a mirror or small audience to build confidence and refine her gestures and facial expressions.

b. Njeri should ensure that her voice is projected clearly and consistently so that every member of the audience can hear the song without strain. She should breathe deeply and steadily to maintain this projection throughout. At the same time, she should vary the volume and intensity of her singing in response to the song's emotional content — singing more softly during tender or reflective moments and with greater power during celebratory or climactic sections. This variation in dynamics keeps the audience engaged and conveys the emotional shape of the song. Maintaining a genuine emotional connection to the lyrics will help her voice naturally reflect the appropriate dynamics in each moment.

c. Njeri should use hand gestures that naturally emphasise key words or images in the lyrics, such as spreading her arms to suggest openness or bringing her hands to her heart to convey emotion. Her facial expressions should actively reflect the mood of each section - a gentle smile

during joyful passages and a more serious expression during solemn moments. She can incorporate gentle swaying or natural body movement that matches the rhythm of the song, creating a sense of fluidity and connection between the music and her physical presence. Maintaining eye contact with different members of the audience will help her create a personal, engaging connection. She should rehearse all gestures and movements alongside the singing to ensure they feel natural and integrated rather than separate or mechanical.

18. The factors are community of origin, occasion, purpose, participants and messages/themes.
B. Discuss the role of traditional instruments in accompanying the song and setting the mood for the occasion.
Traditional instruments do far more than provide a rhythmic background - they shape the entire mood and atmosphere of a folk song performance. The isikuti drum creates an energetic, driving pulse that signals celebration and collective joy, making it ideal for wedding performances. The nyatiti, with its resonant string sound, evokes introspection and emotion, making it well-suited to songs of lament or storytelling. Rattles and leg bells add texture and movement to the rhythm, reinforcing the connection between music and dance. By matching the instrument to the occasion, performers communicate to the audience what kind of event they are participating in even before the first word is sung. The instruments also help the singers and dancers maintain a consistent tempo and feel, supporting a coordinated, unified performance that reflects the community's identity and values.

19. Peter should identify the emotional arc of the song - understanding where it is calm, where it builds in intensity and where it reaches its peak. He should practise adjusting his vocal tone to match these moments: using a deeper, fuller tone for powerful, assertive sections and a lighter, softer tone for more reflective passages. Voice modulation - varying the pitch, pace and volume will help him communicate changes in mood dynamically. For the Maasai tradition, which values strong, resonant chanting, Peter should focus on projecting his voice firmly while maintaining cultural authenticity in his vocal style. Practising in front of others and recording himself can help him hear whether his modulation is achieving the intended emotional effect.

20. Jane's synopsis should include the background of the song, covering its origins within the Kalenjin community and the historical or social context in which it developed. She should describe the purpose of the song whether it is performed during a ritual such as initiation, a celebration such as a harvest, or a social occasion. She should identify the participants, including whether it is traditionally performed by a specific age group, gender or social category within the community, and describe their respective roles in the performance. She should also outline the key themes or messages of the song and note the instruments and performance style typically associated with it. If the song has specific movements, costumes or props, these should also be mentioned as they contribute to the overall meaning and presentation of the performance.

21. Rhythmic patterns provide the shared framework that allows all members of a group performance to move, sing and play in unison. When everyone follows the same underlying beat, their actions become coordinated and visually cohesive, creating the impression of a unified and disciplined group. Consistent rhythmic patterns also help singers remember where they are in the structure of the song, signalling when to repeat, when to transition and when to stop. Tempo determines the energy and pace of the performance — a faster tempo generates excitement and physical vigour in the movements, while a slower tempo allows for more deliberate, expressive gestures. For group performances, it is essential that all participants internalise the same tempo from the start, as even a small inconsistency can cause the movements and singing to fall out of alignment, undermining the overall quality and cultural impact of the performance.

23. The costume items visible in a traditional Kenyan folk song performance typically include animal skin garments, which reflect the community's connection to nature and traditional ways of life; beads in various

colours, which carry cultural significance and denote identity, status and occasion; cowrie shells, which are traditionally associated with prosperity, fertility and beauty in many Kenyan communities; and body painting, which adds symbolic markings that communicate the performer's role, community affiliation and the occasion being celebrated.

J. Indigenous Kenyan Craft-Beadwork

1. Beadwork is important because it preserves culture, shows identity, marks status and supports unity and income generation.
2. Maasai and Samburu.
3. Paper beads and bottle cap beads.
4. Seeds, stones, bones and dried inedible fruits.
5. Size helps the beads fit well and look uniform. Shape affects the final design. Colour helps create patterns and cultural meaning.
6. Strong thread makes the jewellery durable and safe to wear.
7. Black, red, green and white. They represent patriotism, unity and national identity.
8. One-way technique.
9. Criss-cross technique. It makes the jewellery stronger and more decorative.
10. Necklaces are used in ceremonies to show status. Bracelets are worn for beauty and identity.
11. The bead colours show the Kenyan flag while the patriotic song expresses love and loyalty to the country. Together they strengthen unity and national pride.

K. Swimming

1. a) Pencil dive
   b) Ensure proper depth of water for diving.
   Check for obstacles in the diving area.
   Perform the dive only after proper instruction and supervision.
2. Flutter kicks, Arm action
3. Add markers for boundaries, proper equipment placement, and availing a standby swimming pool safety officer.
4. Showcase milestones in backstroke technique development, and allow for visual understanding of skill progression.
5. Flutter Kicks: Continuous kicks for propulsion.
   Arm Action: Alternating circular arm movements.
   Breathing: Timed inhalation with arm strokes, head back position.
6. Correct technique prevents injury and ensures water entry.
   Body Alignment: Straight body, arms extended, feet together.
7. Increased enjoyment and engagement.
   Skill development in a fun and interactive environment.
   Improvement in coordination, endurance, and swimming techniques.
8. Backstroke Arms Only Drill.
   Backstroke with Flutter Kick Drill.
9. Feet first
10. To propel the swimmer forward
11. Backstroke
12. Increased water confidence
13. Stand at the edge of the pool.
    Keep arms extended in front.
    Bend at the hips and knees.
    Push off with feet, keeping the body straight.
    Enter water smoothly with feet first.
14. Focus on head position (looking up).
    Practise body rotation for smoother strokes.
    Use a kickboard for support while working on balance.
15. Arm movement: Alternating circular motions.
    Coordination with Flutter Kicks: Arms and legs work in sync.
    Breathing: Timed with arm movements, head remains back.
16. Flutter kicks provide continuous thrust.
    Helps maintain thrust and stability while swimming on the back.
    Allows for consistent forward movement without interruption.

L. Kenyan Indigenous games - rope games

1. The learner needs to improve rhythm, timing, coordination and concentration. Jumping successfully requires synchronising body movement with the rope's motion. The song helps players maintain correct timing because its steady beat guides when to jump and land. Listening carefully to the rhythm enables the learner to predict the rope's movement and avoid stepping on it.
2. Crossing arms and spinning while jumping require balance, agility, muscular endurance

and advanced coordination. The player must control their upper and lower body movements at the same time. Strong leg muscles support continuous jumping, while flexible shoulders and good timing help maintain rhythm without interrupting the rope's motion.

3. Rope holders should maintain a consistent height and speed unless changes are agreed upon. They should avoid unfair actions such as deliberately lowering or twisting the rope to cause a player to fail. Fairness is maintained by following agreed rules, treating all players equally and repeating a turn if interference caused the fall.
4. The parallel rope game builds courage by encouraging learners to overcome fear and attempt new challenges. It improves agility through quick footwork and fast decision-making while moving between ropes. The learner can gain confidence by starting slowly, practising with supportive peers, observing others first, and gradually increasing speed as skills improve.
5. Fairness ensures that all players have equal opportunities to participate and succeed. Swinging the rope at different speeds for different learners creates inequality and discourages teamwork. Consistent swinging promotes trust, cooperation and sportsmanship, as players feel respected and supported by the group.
6. In indigenous rope games, learners are expected to show respect, patience and encouragement toward others. Even after elimination, players should remain supportive and cheer for teammates. A positive attitude strengthens unity, builds social skills and promotes enjoyment within the community.
7. Rhythm and teamwork are essential in tug of war because the team must pull together at the same time to generate maximum force. Pulling at different times weakens the overall effort and reduces coordination. The team can improve by communicating clearly, agreeing on a pulling rhythm, and following the lead of a captain to ensure synchronised movement.
8. Proper body positioning increases stability and strength during tug of war. Leaning back lowers the centre of gravity, making it harder for the opposing team to pull players forward. Digging feet firmly into the ground improves grip and balance. Using body weight effectively allows the team to generate more pulling force and maintain control during the match.

A. Analysis of Creative Arts and Sports

1. Drums,clapping
2.
   a. A solo singer (the caller) sings a line or phrase
   b. The rest of the group (the chorus/ responders) sings a reply or refrain
   c. The leader's call and the group's response alternate throughout the song .
3.
   a. They make the performance look authentic/realistic.
   b. They help to tell the story or convey the theme of the song.
   c. They add visual appeal/beauty to the performance.
   d. They help identify the specific culture or community being represented.
4.
   a. Singers / Chorus / Performers
   b. Instrumentalists / Musicians (e.g., drummers)
   c. Dancers
   d. Lead singer / Soloist (Caller)
   e. Audience
5.
   a. Children should respect their elders. / The importance of respecting elders.
6.
   a. Beginning / Introduction
   b. Middle / Body
   c. End / Conclusion
7. State two ways a storyteller can use their voice to make a story interesting. (2 marks)
   a. By changing the pitch (speaking in a high or low voice).
   b. By changing the volume (speaking loudly or softly).
   c. By changing the pace/speed of talking.
   d. By using different voices/accents for different characters.
   e. By pausing for effect.
8.
   a. Collecting/gathering the work/artifacts.
   b. Selecting the best pieces to include.
   c. Arranging/Organising the work (e.g., chronologically or by theme).

d. Reviewing/Reflecting on the work.
e. Presenting/Compiling the work in a folder or book.

9.
a. Example 1: The Maasai wear red shukas and beadwork, while the Kikuyu might wear attire made from bark cloth and animal skins.
b. Example 2: In some coastal communities, performers wear less restrictive, flowing clothes like 'kanga' and 'khanga', while in some pastoralist communities, they may wear more animal skins and beads.

10.
a. It motivates performers/athletes to work harder and improve.
b. It builds confidence and self-esteem in the performers/athletes.
c. It encourages creativity and talent development.
d. It promotes unity and social cohesion among participants and the audience.

Model Paper 1

1.

Note Name	Duration
Semibreve	4 beats
Minim	2 beats
Crotchet	1 beat
Pair of Quavers	1 beat (½ each)

2. Singability ensures the melody is easy to vocalise and memorise, making it accessible and enjoyable for performers and listeners. An identifiable shape or contour provides a clear musical arc that listeners can follow, giving the melody direction and emotional impact.
3. Breath control: Maintaining a steady, controlled airflow produces a consistent and even tone throughout the performance.
   Fingering: Correctly covering and uncovering the holes on the recorder produces the correct pitches and clean note transitions.
   Tonguing: Using the tongue (for example, saying tu or du) at the start of each note ensures clear articulation and separation of notes.
   Posture: Holding the recorder and the body correctly supports proper airflow, reduces fatigue, and improves overall control.
4. Background of the song's origin, including the community and region it comes from. The purpose of the song is whether it is used for ritual, celebration, mourning, or another occasion. Participants, including the age groups, gender roles, or community members involved in the performance. Messages or themes, covering the key ideas or values the song communicates.
5. Fingering affects pitch by controlling which holes on the recorder are covered or uncovered. Covering more holes lengthens the air column inside the recorder, producing lower pitches, while uncovering holes shortens the air column and raises the pitch. Fingering also affects articulation by enabling smooth transitions between notes or creating clear separation when combined with the tonguing technique.
6. Volume: Loudness conveys strong emotions such as anger, excitement, or urgency. Softness suggests intimacy, sadness, or vulnerability.
   Tone: A high pitch can convey excitement or fear, while a low pitch conveys seriousness or authority. The quality of tone, whether smooth, rough, or breathy, adds depth to a character.
   Pace: Speaking quickly creates a sense of urgency or excitement. Speaking slowly allows thoughtful or emotional moments to land with greater impact. Deliberate pauses emphasise key words and build suspense.
7. Choreographers use varied movements such as contrasting fast and slow sequences, high and low levels, and different body gestures to keep performances dynamic and engaging. Repeating patterns of movement create structure and rhythm that give audiences visual anchors within the performance. Together, movement variety and patterning combine to produce performances that are visually compelling and emotionally expressive.
8. It enables clear communication of musical ideas between composers, arrangers, and performers, ensuring that a piece is performed as intended. It facilitates collaboration with other musicians by providing a shared written language that all trained musicians can read and interpret.
9. Accurate pitch: the notes produced are in tune with the standard musical scale and blend correctly with other instruments.
   Resonance: the recorder produces a clear, full,

and balanced sound when played correctly, without squeaking or airy tones.

10.
   a) The use of gestures, facial expressions, and physical movement conveys emotions, character traits, and actions in ways that words alone cannot. Body language helps the audience visualise the story and connect with the characters more deeply.
   b) Inviting the audience to respond, repeat phrases, or participate in the narrative makes storytelling interactive and engaging. It creates a shared experience, deepens the audience's investment in the story, and brings the performance to life.

11. The approach run builds speed and momentum before the throw. This momentum increases the force that can be applied during release. A greater force results in a longer throwing distance.
12. Stepping forward with the non-dominant foot allows proper transfer of body weight and helps generate power. Angling the tip upward helps the javelin achieve proper flight and an effective projection angle. Correct technique during release also ensures the throw is legal and controlled.
13. Ensuring the landing area is clear prevents injuries to other learners. Waiting for the teacher's or official's signal controls when the throw takes place. These measures reduce accidents and maintain safety and order.
14. A jump pass is performed by jumping into the air and releasing the ball while airborne. This allows the ball to travel over or around defenders. It is especially effective against tall defenders.
15. A player is allowed a maximum of three steps or three seconds before passing or attempting to score. Exceeding this limit results in a penalty or loss of possession. This rule promotes fairness and the continuous flow of the game.
16. Gently withdrawing the foot reduces the speed of the ball. Cushioning absorbs the impact when the ball makes contact. This keeps the ball close and under control.
17. Relaxing the thigh muscles helps absorb the impact of the ball. Slightly lowering the thigh cushions the ball on contact. This allows the ball to drop under control to the feet.
18. Keeping the ball low makes it harder for the goalkeeper to reach. It reduces the chance of the ball going over the crossbar. A low and fast shot increases the chances of scoring.
19. Entering feet first protects the head and neck from injury. It is safer in shallow or unknown depth water. It reduces the risk of serious injury compared to diving head-first.
20. Pulling in rhythm combines the strength of all team members. Coordinated effort helps maintain balance and stability. Working together increases the total pulling force and improves the chances of winning.
21. a) It determines the speed of the animation.
    b) It influences the frequency of images.
    c) It drives the narrative and character development.
    d) It determines the materials and tools used.
22. Criss-cross string technique.
23. Ensuring durability of the print.
    Colorfastness to prevent fading.
24. i. Sketch the descant recorder.
    ii. Transfer the sketch onto stencil material.
    iii. Cut out the stencil.
    iv. Use the stencil to print the motif on fabric.
25. a. To create a coherent storyline
    b. To increase the speed of animation
    c. To decrease the frequency of images
    d. To adjust the brightness of the images
26. Glitter for added sparkle and texture or fabric scraps for colourful patterns and depth.
27. Elements of Visual Arts, Music and physical fitness intersect and complement each other in a collaborative project by engaging creativity, rhythm, and physical movement to create a holistic experience.
28. a. General shape,
    b. Length,
    c. Thickness and
    d. Weight
29.
    a. Functions: Creative arts and sports both entertain, educate and express ideas but in different ways.
    b. Execution: While creative arts focus on creation and expression, sports emphasise physical performance and skill.
    c. Visual Elements: Both domains use visuals to communicate; in Creative Arts,

it is the artwork itself, while in Sports, it is the movements and strategies.

30. a. Body Language: Conveys emotions, actions and character traits.

b. Audience Involvement: This makes storytelling interactive and engaging by inviting responses and participation.