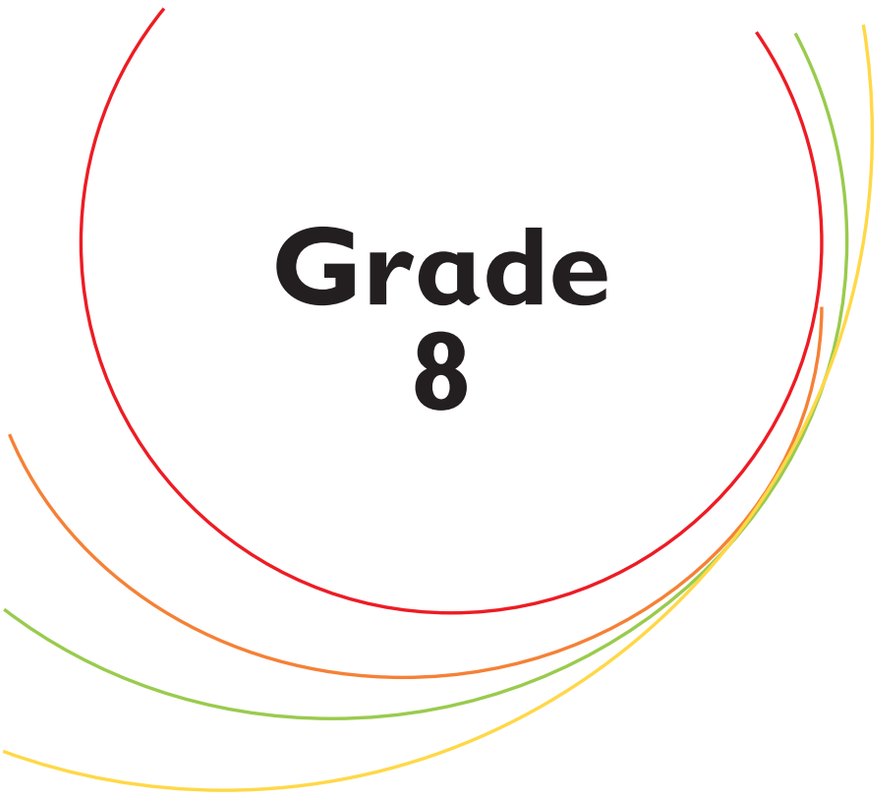
Premier Combined Answer Book



Mathematics Grade 8 • • •

Premier Combined Practice Book Grade 8

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Mathematics

1

Numbers

A. Integers

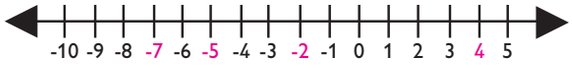
Identifying integers

1. a. 0
   b. −10
   c. +12
2. a. +24°C
   b. −8°C
3. +14
4.

	Description	Integer
a.	5 steps forward	+5
b.	6 steps backwards	−6
c.	10 m deep pit latrine	−10
d.	A balloon on a ceiling 2 m from the floor	+2
e.	12 m below sea level	−12

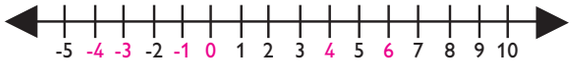
Representing integers on a number line

1.



Note: 7 m below sea level = -7
2 m deep = -2

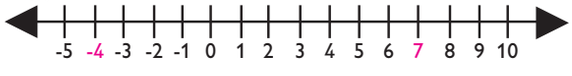
2.



3.

a. Mokua moved 7 steps to the right → +7
Samantha moved 4 steps to the left → -4

b.



Operations of addition and subtraction of integers

1. a. 1
   b. −5
   c. 2
   d. 2
   e. 5
2. a. −3
   b. 1
   c. 8
   d. 4
3. 6 m
4. −8°C

Subtraction of integers

1. a. 6
   b. 2
   c. 2
   d. −8
2. a. −3
   b. −15
   c. −3
   d. −17
   e. 8
3. a. 7 m
   b. 17 m
4. 2 m
5. 25 m deep

B. Fractions

Reciprocal of fractions

1. a. $\frac{7}{22}$
   b. $\frac{17}{11} = 1\frac{6}{11}$
   c. $\frac{13}{6} = 2\frac{1}{6}$
   d. $\frac{9}{5} = 1\frac{4}{5}$
   e. $\frac{5}{27}$
2. $\frac{4}{9}$
3. $\frac{8}{5} = 1\frac{3}{5}$
4. $\frac{15}{7} = 2\frac{1}{7}$

Combined operations on fractions

1. a. $\frac{3}{8}$
   b. $\frac{1}{6}$
   c. $4\frac{271}{204}$
   d. $\frac{5}{6}$
   e. $1\frac{1}{6}$
   f. $3\frac{7}{13}$
   g. 7
   h. 12
   i. 36

2. 2 family members
3. a. $24\frac{4}{9}$ km
   b. 5 km
4. 42 learners
5. $\frac{1}{8}$
6. a. $\frac{5}{9}$
   b. $\frac{4}{9}$
7. $\frac{11}{60}$
8. a. 4 counters
   b. 3 counters
   c. 5 counters
9. a. sh 600
   b. sh. 200
10. 12 000 people

C. Decimals

Converting fractions to decimals

1. a. 0.04
   b. 0.004
   c. 0.9
   d. 0.048
   e. 2.06
   f. 0.0008
2. a. 0.35
   b. 0.625
   c. 0.25
   d. 0.6
   e. 0.75
   f. 0.8
3. a. 1.3125
   b. 3.75
   c. 2.25
   d. 4.5
   e. 4.64
   f. 5.4
4. a. 0.5
   b. 0.5
5. 0.66

Identifying recurring decimals

1. a. 0.44444....
   b. 0.8
   c. 0.6
   d. 0.83333333…
   e. 0.41666666…
   f. 0.272727….
2. a, d, e and f.
3.

Fraction	Decimal
$\frac{5}{9}$	0.5555….
$\frac{6}{9}$	0.6666….
$\frac{11}{9}$	1.2222….
$\frac{5}{18}$	0.27777….
$\frac{10}{11}$	0.909090….

4. $\frac{20}{9}$, $\frac{35}{9}$ and $\frac{11}{36}$
5. $\frac{20}{9} = 2.\dot{2}$
   $\frac{35}{9} = 3.\dot{8}$
   $\frac{11}{36} = 0.30\dot{5}$

Converting recurring decimals into fractions

1. a. $\frac{4}{9}$
   b. $\frac{13}{22}$
   c. $\frac{2}{3}$
   d. $\frac{4}{11}$
   e. $\frac{1}{6}$
   f. $\frac{8}{9}$
   g. $\frac{13}{99}$
2. $\frac{5}{6}$

Rounding off decimal numbers to a required number of decimal places

1. a. 4.251
   b. 6.99
   c. 0.685
   d. 2.4
   e. 7.51
2. a. 8.41
   b. 6.246
   c. 0.1
   d. 0.002
   e. 0.64
3. a. 4.48 km
   b. 4.477 km
   c. 4.4768 km

Expressing numbers to a required significant figure

1. a. 5.732
   b. 0.046
   c. 602.08
   d. 9000

e. 6200

2. a. 1
   b. 4
   c. 5
   d. 3
   e. 2
   f. 2

3.

	1 s.f	2 s.f	3 s.f
a. 35.07	40	35	35.1
b. 103.92	100	100	104
c. 0.4763	0.5	0.48	0.476
d. 400.08	400	400	400
e. 0.08065	0.08	0.081	0.0807

Expressing numbers in standard form

1. a. 2.431×100
   b. 4.693×10^{-2}
   c. 3.49432×10^{2}
   d. 8.9×10^{1}
   e. 1.763×10^{3}
   f. 9.8×10^{-3}
   g. 1.5×10^{1}
   h. 7.05×10^{2}
   i. 4.1×10^{-1}
   j. 6.66×10^{-2}
2. 2.5×103 m^2
3. 290 and 0.00165

Combined operations on decimals

1. a. 26.65
   b. 13.118
   c. 89.30
   d. 10.49
2. a. 135
   b. 8
   c. 1375.48
   d. 0.65
3. a. 2.94
   b. 4
   c. 7.5
4. a. 1.32
   b. 20.64
   c. 8.6
5. Ksh 420.60
6. Ksh 687.60
7. 5.1 kg of rice and 6.275 kg of beans

Applying decimals to real life situations

1. Ksh 992.44
2. 15.7 kg
3. 28.15 km
4. Ksh 474.94
5. 27.25 litres

D. Squares and Square Roots of Numbers

Squares of numbers from tables

1. a. 49
   b. 2500
   c. 4096
   d. 29,930
   e. 7,150,000
   f. 36288576
2. a. 0.0004494
   b. 0.0011628
   c. 0.0018662
   d. 0.0002062
   e. 0.1849
   f. 0.054756
3. 196 m^2
4. 0.321489
5. 0.0058553
6. 256 m^2
7. a. 4761
   b. 4761 tiles

Square roots of numbers from tables

1. a. 8.485
   b. 2.449
   c. 25.14
   d. 37.75
   e. 50.20
   f. 46.18
2. a. 2.375
   b. 2.121
   c. 0.2165
   d. 2.978
   e. 0.3713
   f. 0.08570
3. 8.854 cm
4. 25 cm
5. 46.56 m
6. 0.8522 m

Square and square roots of numbers using a calculator

1. a. 576
   b. 12.25
   c. 14.142
   d. 6.841
   e. 0.2135
   f. 0.5694
2. a. 11.0889
   b. 34.9281
   c. 7.29
   d. 2.846

E. Rates, Ratio, Proportions and Percentages

Identifying rates

1. a. 2 minutes
   b. 2 minutes per question
2. 10 litres per minute
3. The statements representing rates are a, e and f.
4. Ksh 60 per loaf
5. 100 km/h
6. Ksh 50 per hour
7. 7 words per minute
8. 0.167 m/s
9. a. Ksh 3,600
   b. Ksh 10,800

Expressing fractions as ratios

1. a. 4:5
   b. 19:23
   c. 3:7
   d. 11:15
   e. 12:25
   f. 7:8
   g. 3:2
   h. 9:11
   i. 3:4
2. 3:5
3. 4:5

Comparing ratios

1. a. 1:2
   b. 4:5
   c. 3:4
   d. 3:4
2. a. 3:8
   b. 1:2
   c. 3:5
   d. 1:4
3. 4:9
4. 7:8

Dividing quantities in given ratios

1. a. 6 ha
   b. 9 ha
2. a. 30 kg
   b. 50 kg
3. Ksh 40 and Ksh 60
4. Kim got 8 exercise books and Rita got 16 exercise books.
5. 40 boys and 16 girls

Working out ratios

1. a. 1:4
   b. 9:19
   c. 3:2
   d. 4:3
   e. 4:5:9
   f. 3:2
2. a. 5:4
   b. 4:9
   c. 5:9

Increase and decrease of quantities using ratios

1. a and b
2. 49 kg
3. 4 hours
4. 180 bags
5. 8 meters
6. 56 apples
7. 60 storybooks
8. 484 learners
9. 44 hours
10. 600 stores

Percentage change in quantities

1. 20%
2. 10%
3. Ksh 1,200
4. 375 oranges
5. 25%
6. 420 mobile phones
7. 10%
8. 50%
9. Ksh 2,500
10. Ksh 920

Identifying direct and indirect proportions

1. a. The cost increases
   b. 2:5
   c. Direct proportion
2. a. 60 days
   b. 2:1
   c. Indirect proportion

Working out direct and indirect proportions

1. a. Ksh 150
   b. Ksh 450
2. a. 1.25 hours (1 hour 15 minutes)
   b. 33 blocks
3. 35 days
4. 7.5 hours
5. 20 litres
6. a. 1.5 days
   b. 1 day
7. 6 days
8. a. 80 days
   b. 16 days
9. a. 120 km/h
   b. 48 km/h
10. 3 hours

2

Algebra

A. Algebraic Expression

Factorising algebraic expressions

1. a. Like terms
   b. Unlike terms
   c. Like terms
   d. Unlike terms
2. a. $2(x + y)$
   b. $3b (a - c)$
   c. $10y$
   d. $5y (3 + x)$
   e. $6 (2k - 1)$
3. a. $5 (a + 2b)$
   b. $5 (b + ac)$
   c. $3x (y+1)$

Simplifying algebraic expressions

1. a. $\frac{32x + 5y}{40}$
   b. $\frac{5m - 4n}{10}$
   c. $\frac{2}{5}t + \frac{1}{2}s$
   d. $\frac{7y + 18}{12}$
2. $\frac{8m}{15} + \frac{y}{5}$
3. a. $\frac{x + 2}{3y + 4}$
   b. $\frac{m + n}{p + s}$
   c. $\frac{r}{m}$
4. $\frac{9m + 18}{20}$

Evaluating algebraic expressions by substitution

1. a. 26
   b. $\frac{19}{3}$
   c. 1
   d. -3
   e. $\frac{113}{30} = 3\frac{23}{30}$
2. a. 5
   b. $\frac{4}{5}$
   c. 1
   d. 7
3. 2
4. 5

B. Linear Equations

Forming linear equations in two unknowns

1. $m + y = 20; m = y + 2$
2. $2b + 3g = 50$
3. $y - 4 = 2(x - 4)$ and $x + y = 76$
4. $w + 2z = 46$
5. $j + 2y = 750$

Solving linear equations in two unknowns by substitution method

1. a. $y = 4, k = 3$
   b. $a = 6, b = 1$
   c. $a = \frac{35}{9}, b = 1\frac{13}{15}$
   d. $x = 2, y = 3$
2. a. $x = 10 - y$
   b. $x = y + 2$
   c. $x = \frac{6 - 5y}{2}$
   d. $x = 8 - y$
   e. $x = \frac{4 - y}{2}$
3. Practice book = Ksh 200, Storybook = Ksh 200

Solving linear equations in two unknowns by elimination method

1. a. $x = 2, y = 3$
   b. $a = 1, b = 1$
   c. $u = 12, v = 13$
   d. $x = 1, y = 2$
   e. $x = 1, y = 2$
2. a. $k = \frac{17}{16}, y = \frac{7}{8}$
   b. $w = 2, v = 2$
   c. $x = 2, y = \frac{1}{2}$
   d. $m = \frac{37}{7}, n = -\frac{26}{7}$

Applying linear equations

1. a. Ksh 3
   b. Ksh 4
2. Handball = 4 learners,Volleyball = 10 learners
3. a. 70 kg
   b. 90 kg
4. a. Ksh 1,100
   b. Ksh 450
   c. Ksh 1,550
5. a. Equations: $2x + 3y = 13$ and $x + y = 5$
   b. $4x + 6y = 18$

3

Measurements

A. Circles

Circumference of circles

1. a. 46.2 m
   b. 11 cm
   c. 8.8 cm
   d. 15.4 cm
2. 704 m
3. 880 m
4. 22 m
5. 5 m

Length of an arc

1. a. 44 cm
   b. 14.67 m
   c. 49.5 m
   d. 27.5 m
2. 55 m
3. 39.25 cm
4. 33 cm
5. 22 m

Perimeter of a sector of a circle

1. a. 50 m
   b. 36 cm
   c. 47 m
   d. 108 cm
2. 131.88 m
3. a. 32.56 m
   b. 147.36 cm
   c. 136.52 cm
   d. 30.38 cm
4. 96.39 cm
5. 86.67 m

B. Area

Area of a circle

1. a. 1,386 cm^2
   b. 154 cm^2
   c. 55.44 cm^2
   d. 308 cm^2
2. 616 cm^2
3. 226.08 m^2
4. Ksh 550
5. 346.5 m^2

Area of a sector of a circle

1. a. 496.22 cm^2
   b. 32.08 cm^2
   c. 110.69 cm^2
   d. 32.08 cm^2
2. 12.32 m^2
3. 478.68 cm^2
4. 3.5 m
5. 123.09 cm^2

Surface area of cubes and cuboids

1. a. 600 cm^2
   b. 376 cm^2
   c. 720 cm^2
   d. 384 cm^2
2. a. 4,400 cm^2
   b. 125 cm^2
   c. 1,025 cm^2
   d. 980 cm^2
3. 401 m^2
4. 260 m^2
5. 1,734 cm^2
6. a. 280 cm^2
   b. 30 cm^2

Surface area of cylinders

1. 1,188 cm^2
2. a. 1,188 cm^2
   b. 1,936 cm^2
   c. 517 m^2
   d. 1,628 m^2
3. 924 m^2
4. 1,256.64 m^2
5. 517 cm^2

Surface area of a triangular prism

1. a. 152 cm^2
   b. 1,588 cm2
   c. 2,992 cm^2
   d. 2590 cm^2
   e. 1720 cm^2

2. 7,200 cm^2
3. 408 cm^2

Area of irregular shapes using square grids

1. a. 20 cm^2
   b. $45\frac{1}{2}$ cm^2
   c. 44 cm^2
   d. 6 cm^2
2. 41 cm^2

C. Money

Identifying interest and principal

1. a. Ksh 50,000
   b. Ksh 5,000
2. a. Ksh 200,000
   b. Ksh 45,000
3. a. Ksh 50,000
   b. Ksh 25,000
   c. Ksh 60,000
   d. Ksh 20,000
   e. Bank A
   f. Bank A, because it yielded a higher return on the principal over the same period.

Simple interest

1. Ksh 36,000
2. Ksh 5,000
3. 10% p.a
4. a. Ksh 37,500
   b. Ksh 287,500
5. Ksh 750
6. Ksh 210,000
7. a. 10% p.a
   b. Ksh 450
   c. Ksh 29,000
   d. 1 year

Compound interest

1. a. Ksh 10,000
   b. Ksh 210,000
   c. Ksh 10,500
   d. Ksh 220,500
2. a. Ksh 165,500
   b. Ksh 665,500
   c. Ksh 65,500
3. a. Ksh 24,960
   b. Ksh 174,960
4. Ksh 48,591.36
5. Ksh 115,500

Appreciation and depreciation

1. Ksh 464,640
2. Ksh 87,480
3. Ksh 1,728,000
4. a. Ksh 130
   b. Ksh 156
   c. Ksh 140.40
5. Ksh 665.50
6. Ksh 640,000
7. Ksh 1,157,625

Appreciation and depreciation

1. Ksh 500
2 Ksh 500
3. a. Ksh 28,500
   b. Ksh 7,500
4. a. Ksh 32,000
   b. Ksh 8,000
   c. 133.33%
5. a. Ksh 18,900
   b. Ksh 29,250
   c. Evarlyne paid more by Ksh 10,350
6. a. Ksh 28,800
   b. Ksh 4,800
7. Ksh 2,000

4

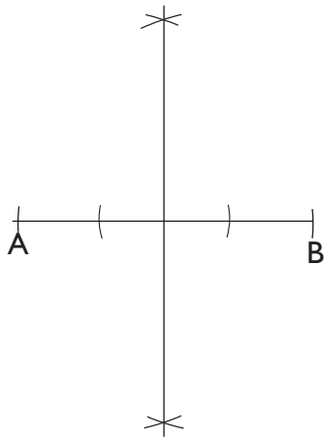
Geometry

A. Geometrical Constructions

Constructing parallel and perpendicular lines

1.

a.



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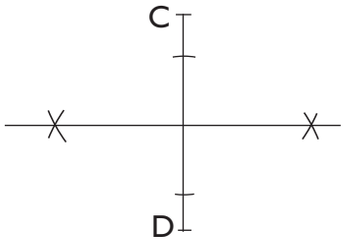

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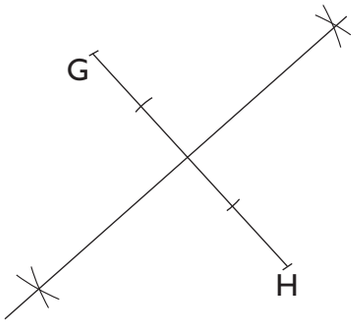

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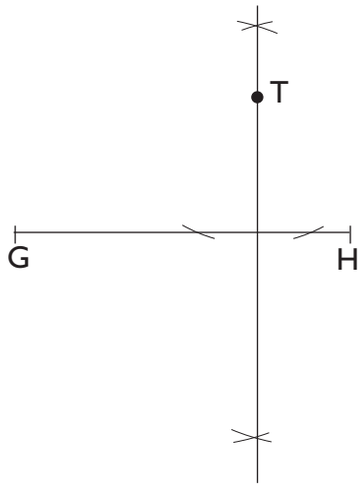
a.



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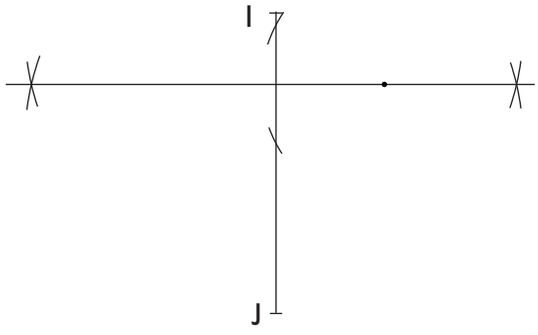

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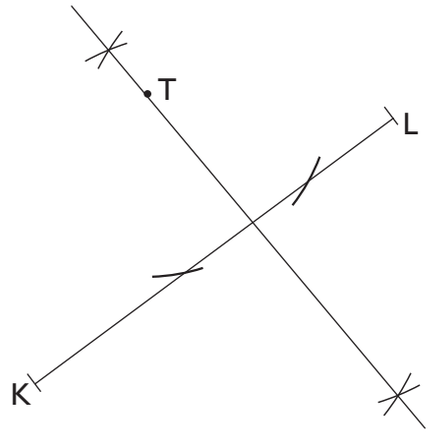
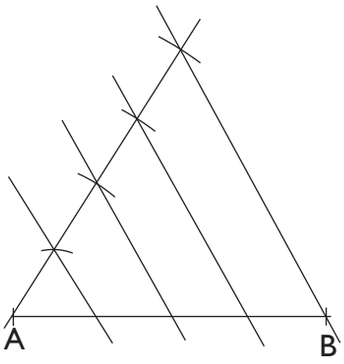


Dividing a line proportionally

1.

a.



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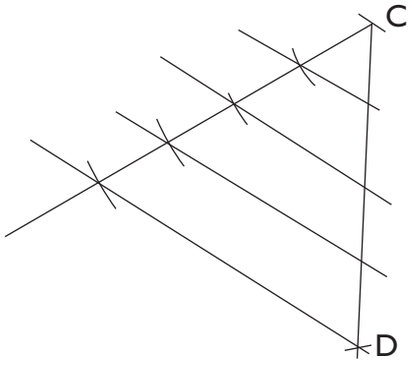

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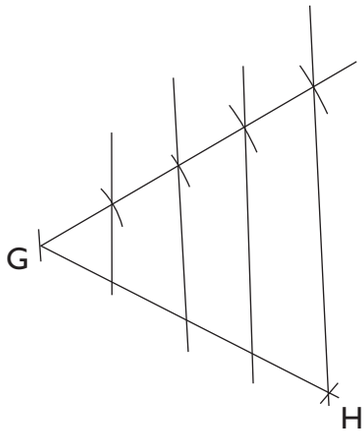

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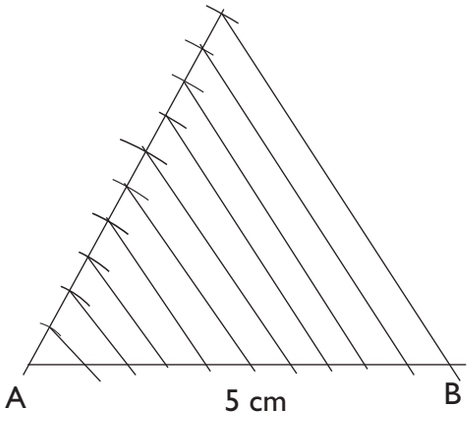

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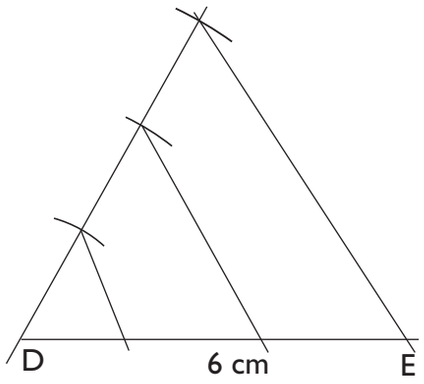

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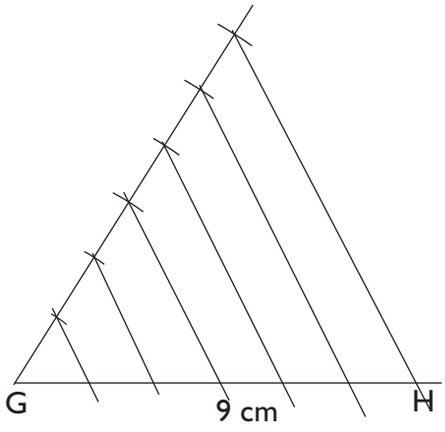
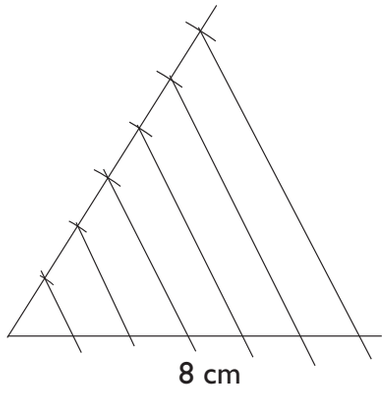


5.



Identifying angle properties of polygons

1.

a. 180°
b. 360°
c. 540°
d. 720°

2.

a. 6 sides
b. 60°
c. Hexagon

3.

a. 4 sides
b. 90°

4. 6 sides

5.

a. P = 120°

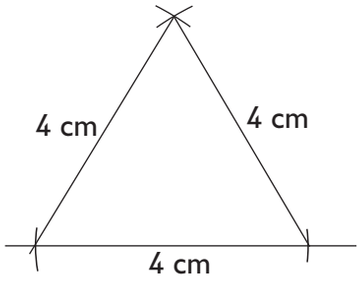
b. k = 105°
m = 55°

c. x = 36°
5x = 180°3
X = 108°
2x = 72°

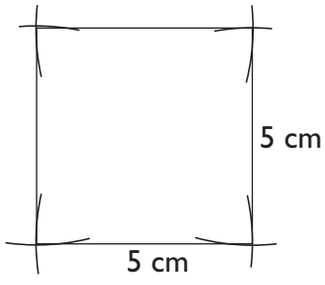
Constructing regular polygons

1.

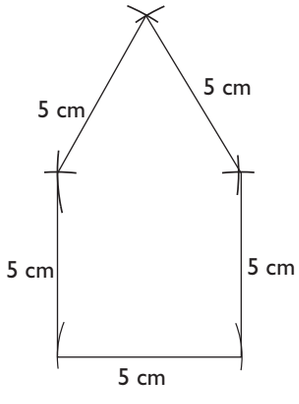
a.



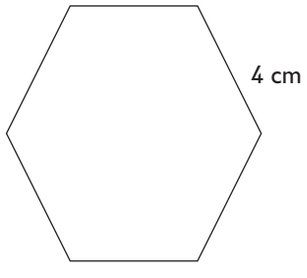
b.



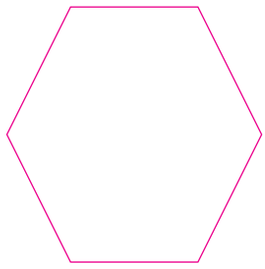
c.



d.



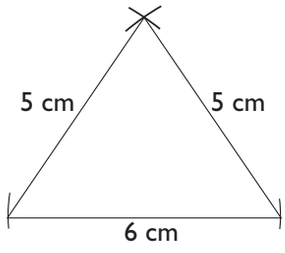
2.



Radius / side = 3 cm
Sum of ngles = 720°

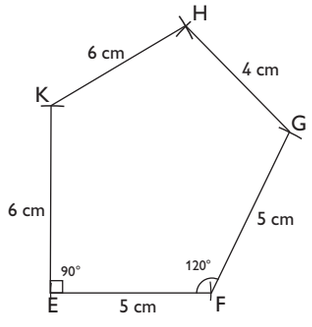
Constructing irregular polygons

1.

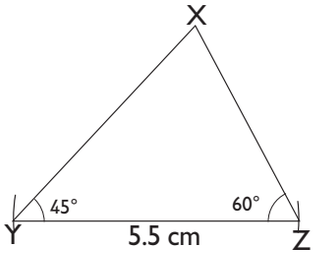


CAB = 53°

2.

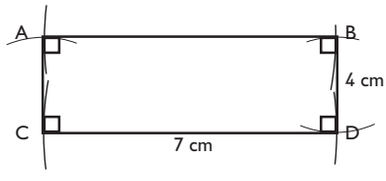


3.

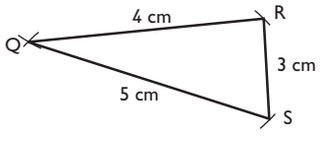


4.

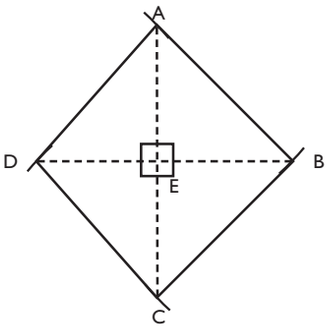
a.



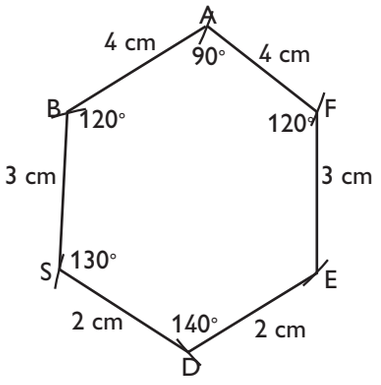
b.



c.



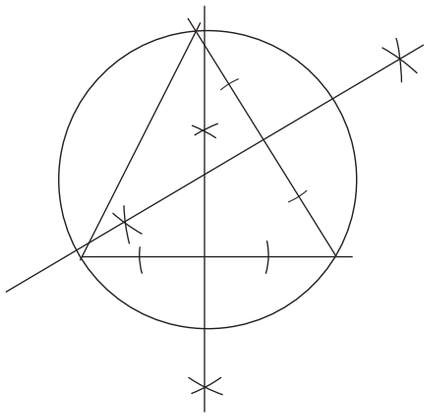
d.



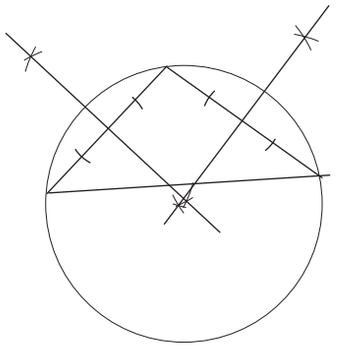
Constructing circles passing through the vertices of a triangle

1.

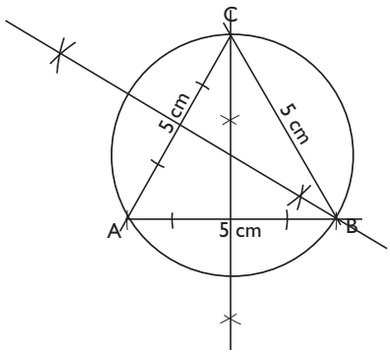
a.



b.

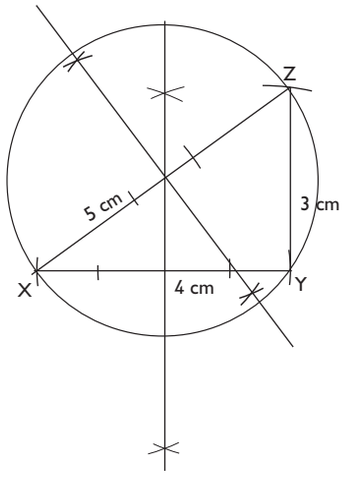


2.



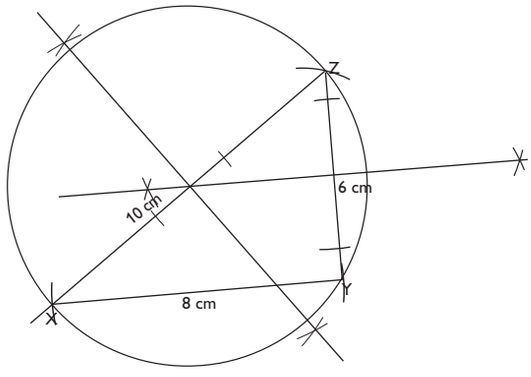
Radius = 2.9 cm

3.



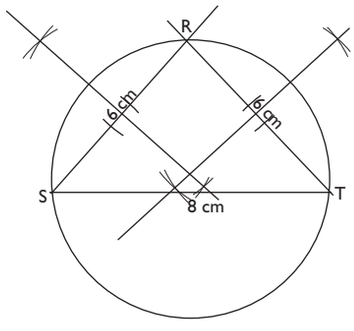
Radius = 2.5 cm

4.



Diameter = 10 cm

5.

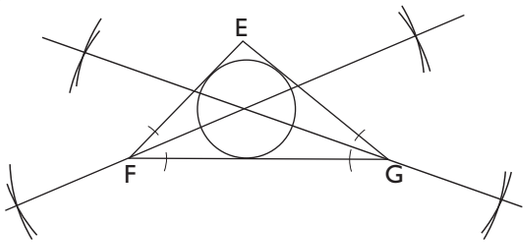


Radius = 4 cm

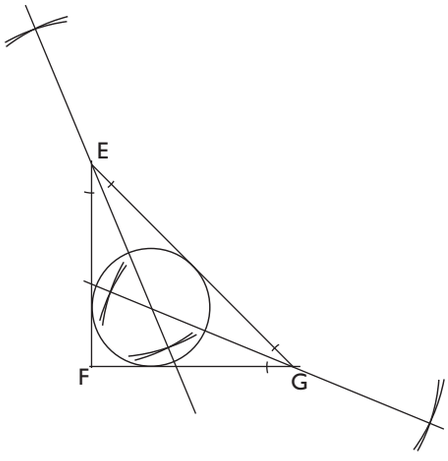
Constructing circles touching the sides of the triangle

1.

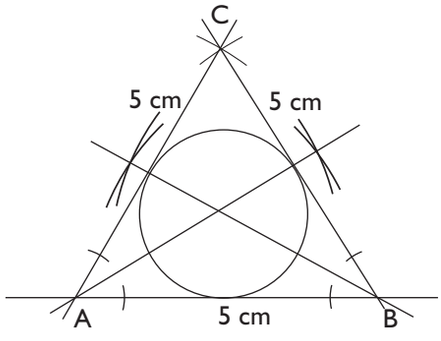
a.



b.

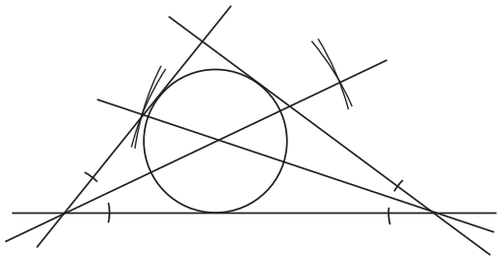


2



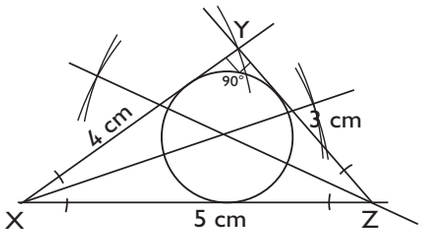
Diameter = 2.9 cm

3.



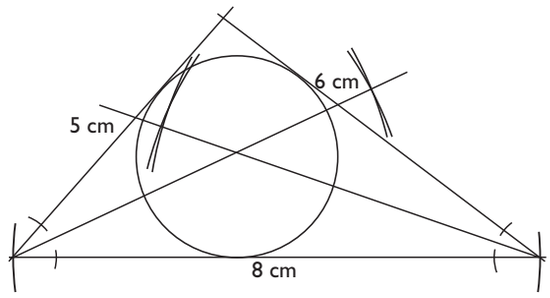
Diameter = 2 cm

4.



Radius = 1 cm

5.



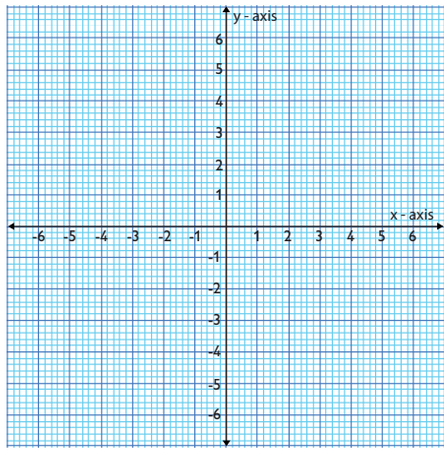
Radius = 1.6 cm

B. Coordinates and Graphs

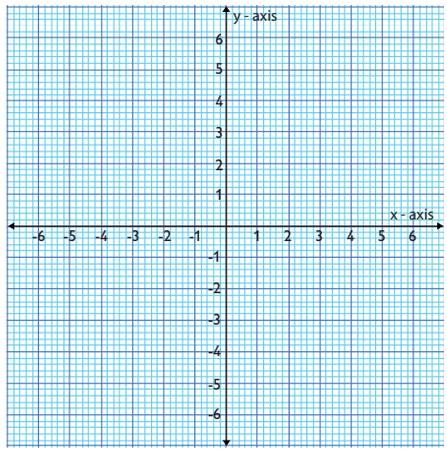
Drawing a labelled Cartesian Plane

1.

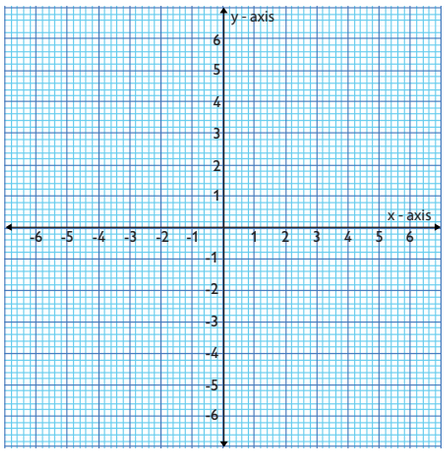
a.



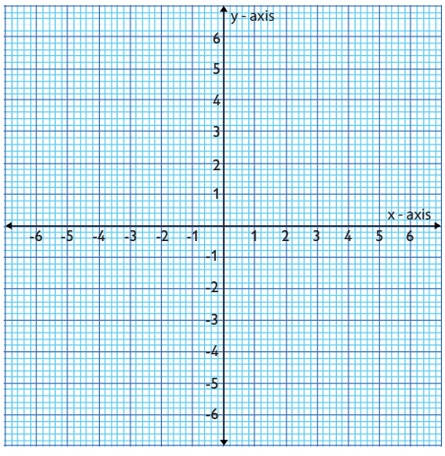
b.



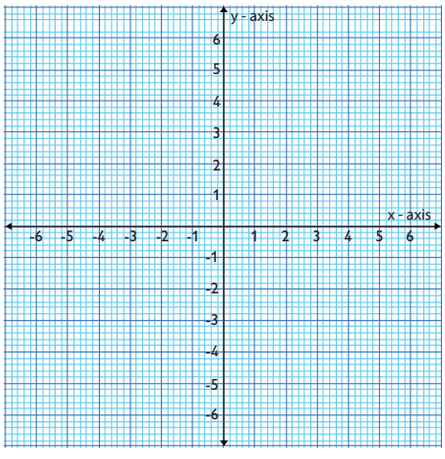
c.



2.



3.

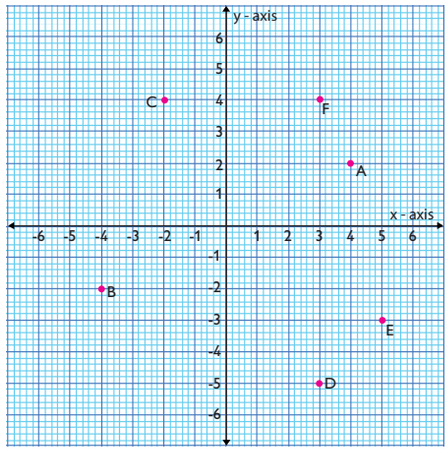


Identifying points on the Cartesian plane

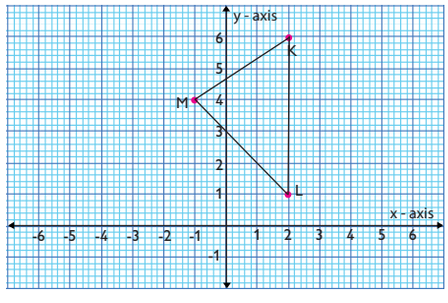
1. A = (-3, 3)
   B = (2, 6)
   C = (6, 3)
   D = (5, -3)
   E = (-3, -2)
   F = (1, -7)
2. N = (2, 5)
   Q = (2, -2)
   P = (-2, 2)
   M = (-2, 5)
3.
   a. i. K
      ii. L
      iii. P
      iv. J
      v. F
   b. i. E = (-3, 4)
      ii. R = (-6, -5)
      iii. G = (4,3)
      iv. N = (0,5)
      v. H = (5, -5)

Plotting points on the Cartesian plane

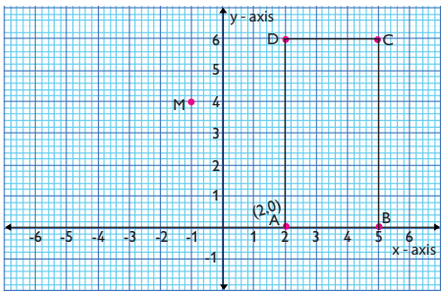
1.



2.



3.



Generating a table of values for a linear equation

1. a. $2x + y = 8$

x	0	1	2	3	4	5
y	8	6	4	2	0	-2

b. $4x - 3y = 6$

x	0	3	6	9
y	-2	2	6	10

c. $y = x - 5$

x	0	1	6	2	3	5	8	-1	-2	-5
y	-5	-4	1	-3	-2	0	3	-6	-7	-10

d. $y + x = 0$

x	-10	1	2	3	4
y	10	-1	-2	-3	-4

2. a. $y = 2x + 1$

x	0	1	2	3	4
y	1	3	5	7	9

b. $y = 3x - 6$

x	0	1	2	3	4
y	-6	-3	0	3	6

c. $y = 3x - 2$

x	0	1	2	3	4
y	-2	1	4	7	10

Determining an appropriate scale for linear equation on the Cartesian plane

1. a. $y + 10 = 2x$

x	0	10	20	30	40	50
y	-10	10	30	50	70	90

Scale:
x-axis: 1 cm represents 10 units
y-axis: 1 cm represents 10 units

2. $y = 3x - 5$
a.

x	2	3	4
y	1	4	7

b.

x	5	10	15	20
y	10	25	40	55

Scale:
x-axis: 1 cm represents 5 units
y-axis: 1 cm represents 5 units

3. $y + 1 = 5x$
a.

x	0	1	2	3
y	-1	4	9	14

Scale:
x-axis: 1 cm represents 1 unit
y-axis: 1 cm represents 5 units

b.

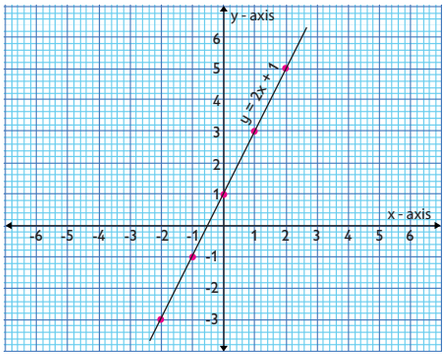
x	5	6	8	12
y	24	29	39	59

Scale:
x-axis: 1 cm represents 1 unit
y-axis: 1 cm represents 10 units

Drawing a linear graph from the table of values on the Cartesian plane

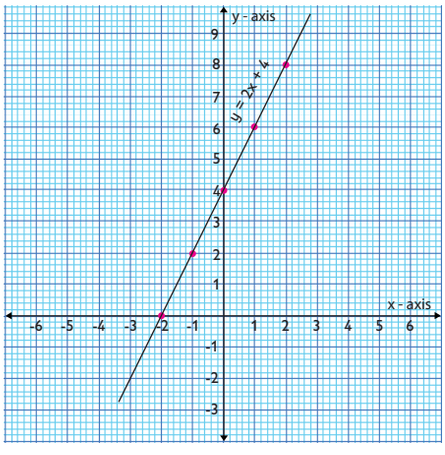
1. a. $y = 2x + 1$

x	-2	-1	0	1	2
y	-3	-1	1	3	5



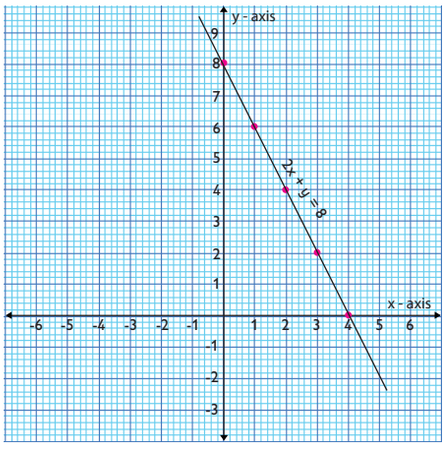
2. a. $y = 2x + 4$

x	-2	-1	0	1	2
y	0	2	4	6	8



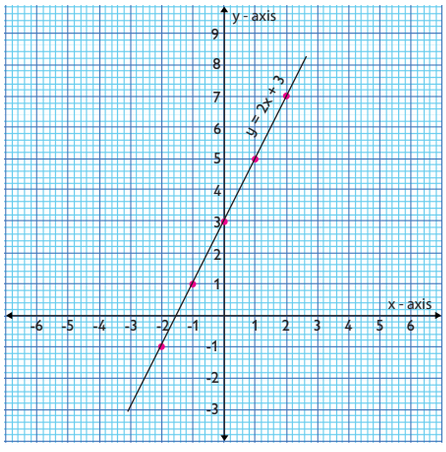
b. $2x + y = 8$

x	0	1	2	3	4
y	8	6	4	2	0



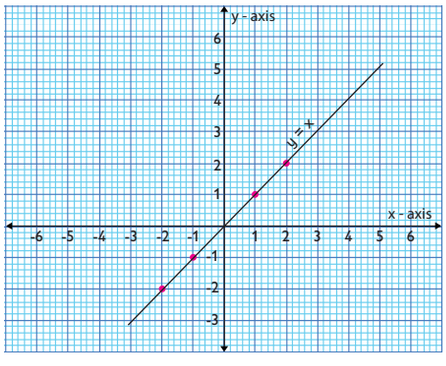
c. $y = 2x + 3$

x	-2	-1	0	1	2
y	-1	1	3	5	7



d. $y = x$

x	-2	-1	0	1	2
y	-2	-1	0	1	2



Solving simultaneous linear equations graphically

1. x=3, y=2
   K(3,2)
2. a. $x = 3, y = 1$
   b. $x = 3, y = 2$
   c. $x = 6, y = 3$
   d. $x = 2, y = 0$

Applying simultaneous linear equations in real life situations

From the points of intersection:

1. Mangoes = 1, Oranges = 4
2. Exercise book = Ksh 30, Pencil = Ksh 15
3. Pen = Ksh 20, Pencil = Ksh 10

C. Scale Drawing

Representing length to a given scale

1. 4 cm
2. 1:200
3. 40 cm
4. a. 1:20
   b. 1:10,000
   c. 1:2

Converting actual length to scale length

1. 5 cm
2. 24 cm
3. 3 cm
4. 4 cm

Converting scale length to actual length

1. 50 cm
2. 30 km
3. 900 m
4. 3 km

Interpreting linear scales in statement form

1. a. Every 1 cm on the drawing represents 250 meters in real life.
   b. 1.35 km
2. a. 1 cm represents 40 km.
   b. 10 hours
3. a. Every 1 cm on the map equals 0.25 km on the ground.
   b. 72 cm
4. Actual area = 1,500 m^2
5. 222 km

Writing linear scales in statement form

1. 1 cm represents 10 m
2. 1 cm represents 50 m
3. 1 cm represents 5 km
4. 1 cm represents 20 m
5. 1 cm represents 5 m

Interpreting and writing linear scales in ratio form

1. 1 cm represents 2 km
2. 1 cm represents 25 km
3. 1 cm represents 750 m
4. 120 m (or 0.12 km)
5. 1 cm represents 12.5 km

Writing linear scales in ratio form

1. a.
   i. 1 : 10
   ii. 1 : 500
   iii. 1 : 200,000
   iv. 1 : 10
   v. 1 : 0.2
2. 1 : 800,000
3. 1 : 1,000

Converting linear scale from statement form to ratio form

1. a. 1:800,000
   b. 1:1,000,000
   c. 1:20,000,000
   d. 1:10,000,000
   e. 1:1,200,000
2. 1:2,000
3. 1:1,000

Converting linear scale from ratio form to statement form

1. a. 1 cm represents 0.003 km
   b. 1 cm represents 1 km
   c. 1 cm represents 30 km
   d. 1 cm represents 0.005 km
   e. 1 cm represents 2 km
2. 1 cm represents 40 m
3. 1 cm represents 2 km
4. a. 1 cm represents 2 km
   b. 10 km by 6 km

Making scale drawings

1. Drawing size: 3 cm by 2 cm
2. (a) Drawing: 5 cm by 2 cm
   (b) Drawing: 10 cm by 4 cm
3. (a) Suitable scale: 1: 10
   (b) Drawing: 3 cm by 2.5 cm by 2 cm (Accept any correctly chosen scale written in ratio form and an accurate proportional scale drawing of the triangle.)

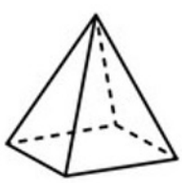
Applying scale drawing in real life

1. a. 4 cm
   b. Length = 6 m, Width = 9 m
2. 320 km
3. 20 km

D. Common Solids

Identifying common solids

1. a. Cube
   b. Cylinder
   c. Cone
   d. Triangular pyramid
   e. Cuboid
   f. Square-based pyramid
   g. Rectangular-based pyramid
2. a. A square based pyramid.



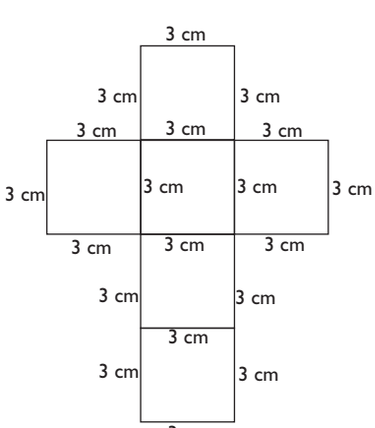
b. Cylinder.

c. A cone.

Sketching nets of cubes, cuboids, cylinders, pyramids and cones

1.

a.



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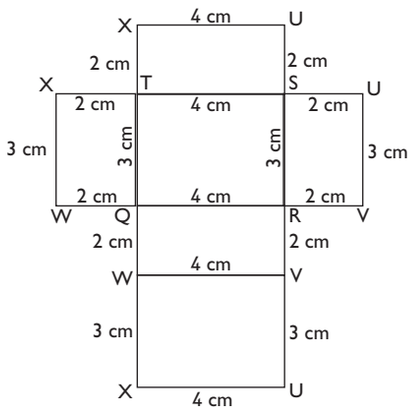

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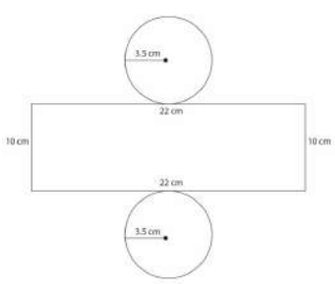

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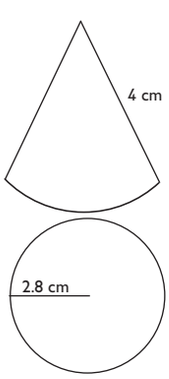

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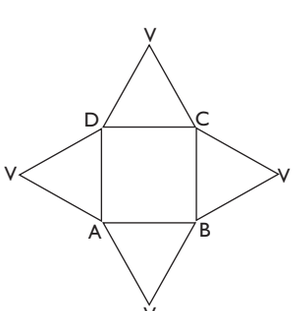

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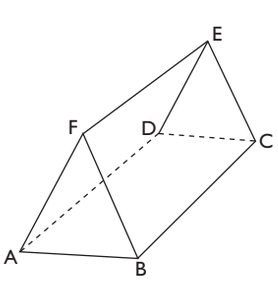
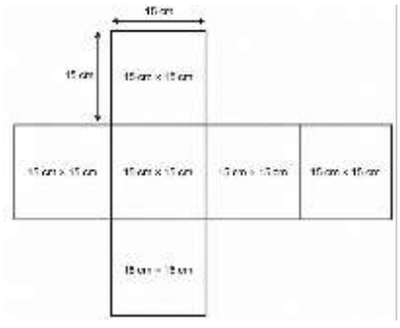


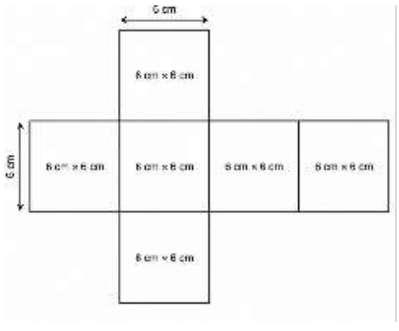
Working out the surface area of solids from nets of solids

a. Cubes and Cuboids

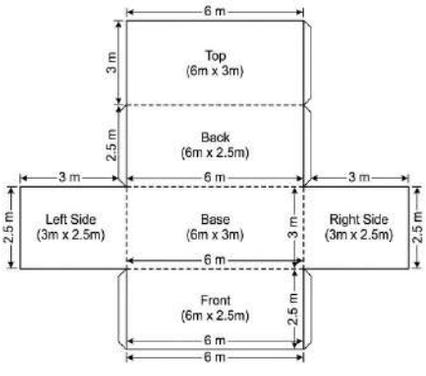
1. a. 4 faces
   b. 98 cm^2
2. 80 m^2
3. a.



   b. 1350 cm^2
4. a.



   b. 6 sheets
   c. 216 cm^2
5. a.



   b. 81 m^2
6. 208 cm^2
7. 180 cm^2

b. Cylinders

1. 341 cm^2
2. 407 cm^2
3. 7, 986 cm^2

c. Pyramids

1. 115 cm^2
2. 132 cm^2
3. 209.68 cm^2

d. Cones

1. 1, 111 cm^2
2. 407.79 cm^2
3. 808.5 cm^2

Distance between two points on the surface of a solid

1. 35 cm
2. a. check for accuracy of the net.
   b. 13.66 cm
3. 54 cm

Making models of hollow and compact solids

1. Rectangular-based pyramid.

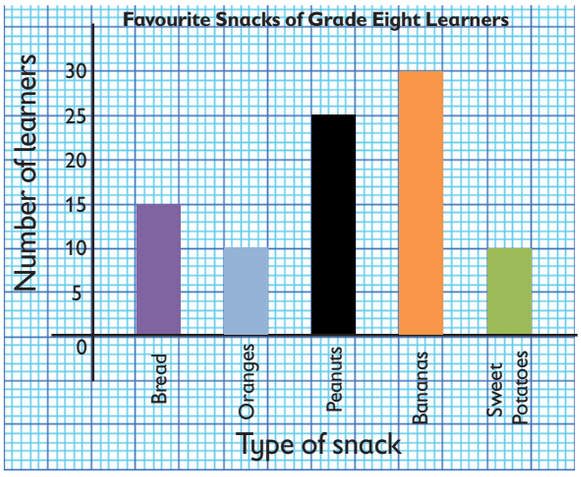
2-5. Check for accuracy in drawing, correct cutting and folding, neatness, and successful construction of the cube.

Data Handling and Probability

A. Data Representation and Interpretation

Drawing bar graphs

1.



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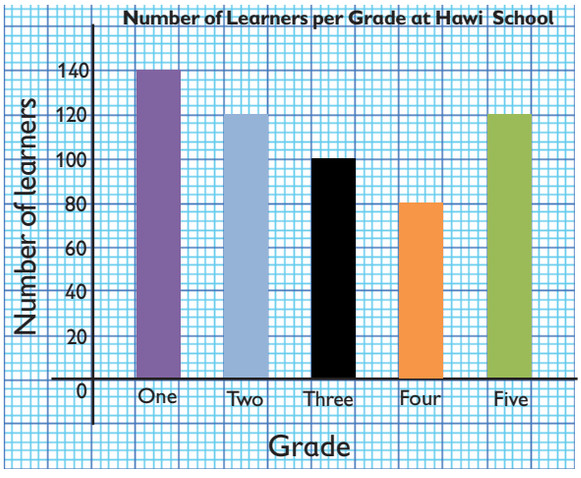

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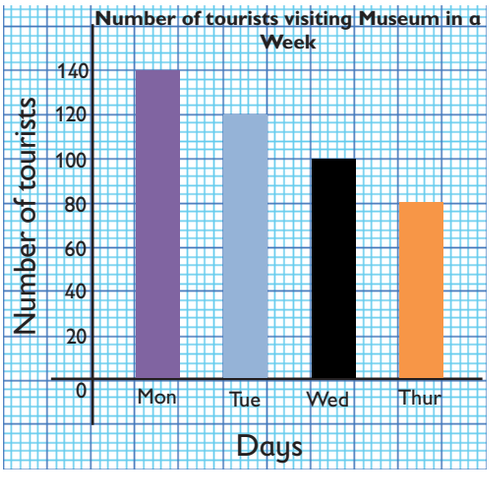

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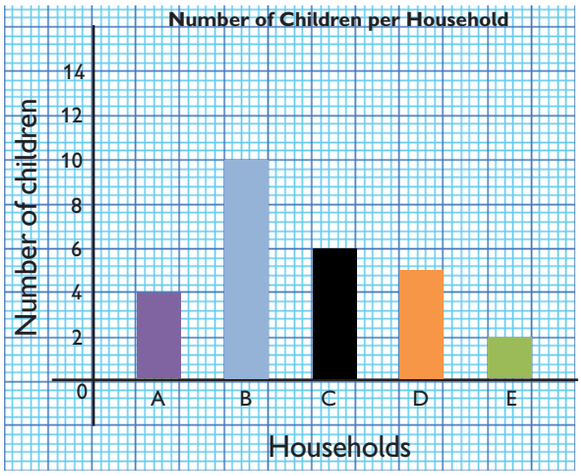


Interpreting bar graphs

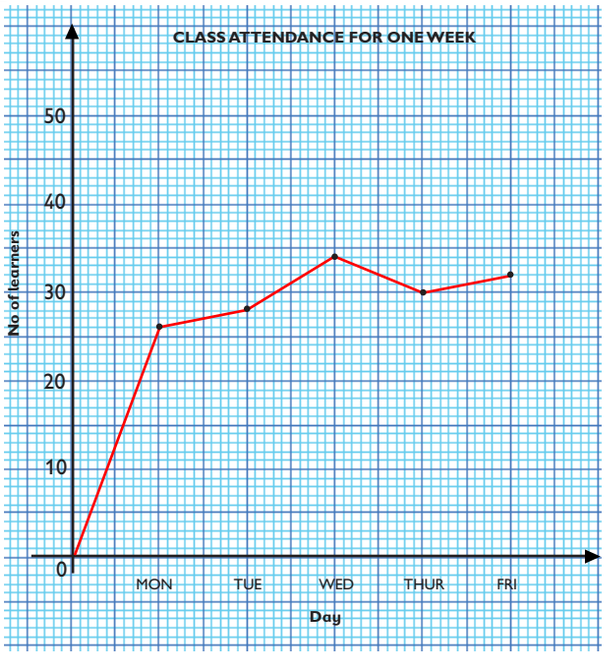
1. a. Thursday
   b. Monday
   c. 80
2. a. Football
   b. Rugby
   c. 10 learners
   d. 170 learners
   e. 32.35%
3. a. 90 learners
   b. 10 learners
   c. Mango
   d. 320 learners

Drawing line graphs

1. a.

b. 77

2.



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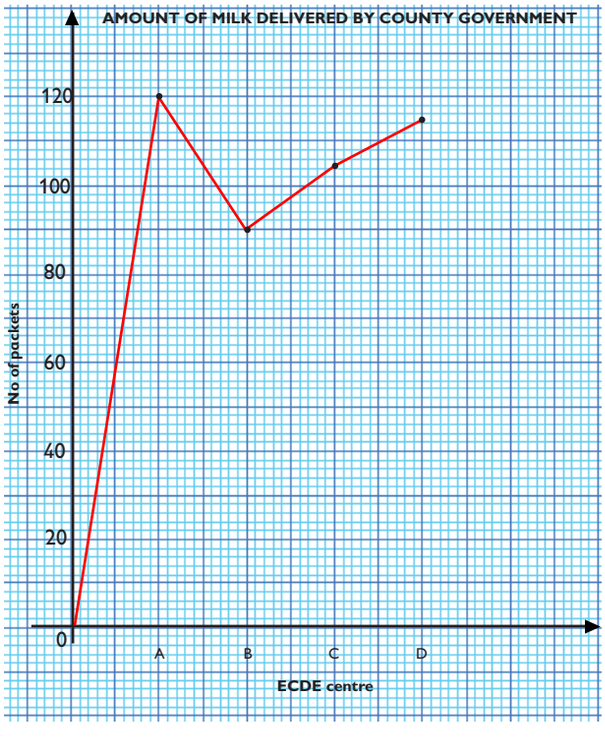

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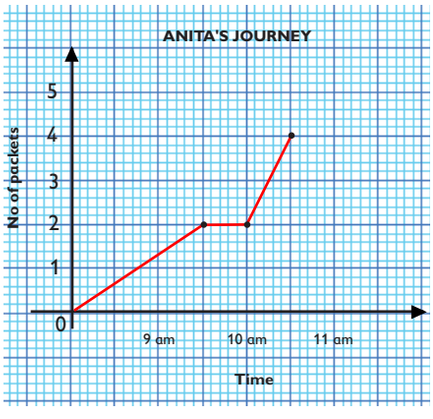


Interpreting line graphs

1. a. Horizontal scale: 1 cm = 20 km; Vertical scale: 1cm = 30 minutes
   b. 30 minutes
   c. 80 km
   d. 120 km
   e. 5 hours 15 minutes
2. a. 28 km
   b. 90 km
   c. 72 km
   d. 3 hours
   e. 30 km/h
3. a. 30 km
   b. 50 km
   c. 1 hour
   d. 1 hour 20 minutes
   e. 60 km/h
4. a. 12.00 pm
   b. 40 km
   c. 30 minutes/ $\frac{1}{2}$ hours
   d. 20 km/h
5. a. 45 bags
   b. 15 bags
   c. Sunday
   d. 160 bags

Identifying mode of data

1. 56
2. 11 years
3. a. 18
   b. 30
   c. 9
4. 5
5. 12L
6. March

Calculating the mean of data

1. a. 8.8
   b. 2.7
   c. 49.78
   d. 2009.83
2. 49.6 kg
3. 20 pages
4. Mean = 36.4 kg, Mode = 32 kg

Determining the median of data

1. a. 4
   b. 62
   c. 775
2. 13 years
3. Ksh 205
4. 60 km/h

B. Probability

Identifying events involving chance

1. a. Likely
   b. Unlikely/Impossible
   c. Impossible
2. a. Certain
   b. Likely
   c. Likely
3. Likely

Performing chance experiments

1. Blue, red, black, green
2. Apple, banana, orange, lemon, mango
3. 1, 2, 3, 4, 5, 6
4. Green, blue, red, pink, yellow
5. 1, 2, 3, 4, 5, 6

Writing the experimental probability outcomes

1. Green, black
2. White, blue, red
3. Red, white, blue
4. White, blue, green

Expressing probability outcomes in fraction form

1. a. $\frac{7}{12}$
   b. $\frac{5}{12}$
2. a. $\frac{3}{10}$
   b. $\frac{3}{20}$
   c. $\frac{1}{5}$
   d. $\frac{1}{10}$
   e. $\frac{1}{4}$
3. $\frac{2}{5}$
4. a. $\frac{2}{5}$
   b. $\frac{3}{5}$

Expressing probability outcomes in decimal or percentages

1. a. 0.25 (or 25%)
   b. 0.25 and 25%
2. a. 25
   b. i. 0.2, ii. 0.08, iii. 0.24, iv. 0.2
   c. i. 12%, ii. 8%, iii. 24%, iv. 20%
3. a. 0.6
   b. 0.4
   c. 60%
4. a. $\frac{3}{5}$
   b. 0.6
   c. 60%
5. a. $\frac{1}{2}$
   b. $\frac{1}{2}$
   c. Decimal: 0.5, Percentage: 50%

Assessment Test 1

1. 2.624
2. 0.00007259
3. $\frac{17}{100}$
4. 4 days
5. a. 3(-y + 3x + 2)
   b. 5(m + 2n)
   c. (1 + 2y)(x + 5a)
6. a. Ksh 12,000
   b. Ksh 37,000
7. a. Children fraction = $\frac{1}{9}$
   b. Women = 270
      Men =
8. Ksh 1,093,500
9. $\frac{7x - 5}{12}$
10. Ksh 479,160
11. Sarah = 10.8
    David = 16.2
12. 0.5 litres/day
13. a. 1
    b. 7
14. 31
15. Ksh 12,000
16. 3 cm
17. Ksh 60,000
18. 30%
19. 28 cm
20. (2y + 3x = 140)
21. 156 cm^2
22. 15 days
23. Ksh 2,000
24. 150°
25. 2816 cm^2
26. (10, 2)
27. a. Ksh 28,800
    b. Ksh 4,800
28. 54.4
29. 433.5 cm^2
30. (x = 2, y = -1)

Assessment Test 2

1. a. 3; b. -3
2. 3.25
3. 5.4×10^5
4. $8\frac{23}{40}$ m
5. $\frac{7}{10}$
6. x = 2, y = 3
7. 0.875
8. Ksh 6 300
9. $2\frac{5}{12}$
10. 86, 970
11. 55°
12. a. $\frac{17}{25}$, b. $\frac{4}{125}$
13. 80 km/h
14. 12
15. 160 cm^2
16. 71.56
17. Laban: 20, Jane: 30, Sharon: 40
18. 12
19. 17.05
20. 0.2142
21. 1:2
22. 29.96 cm
23. 540°
24. x = 6
25. a. Ksh 224 000; b. 12%
26. s(8p - 4q) +q
27. 44.76 m^2
28. 15 m/s
29. 160 m^2
30. Shirt: Ksh 800; Pair of trousers: Ksh 1, 500

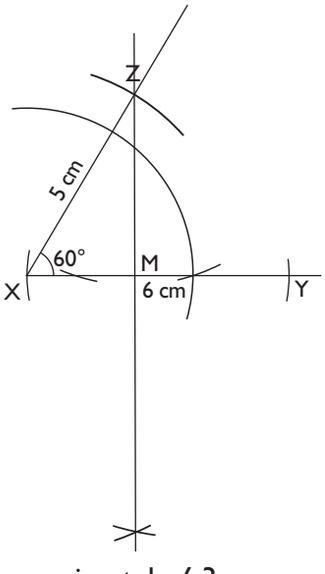
KNEC Assessment Sample 1

SECTION A (20 MARKS)

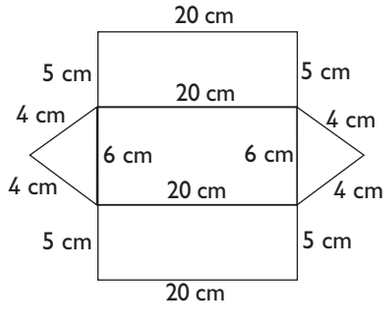
1. B
2. C
3. B
4. A
5. B
6. A
7. B
8. C
9. A
10. B
11. B
12. B
13. A
14. B
15. A
16. C
17. D
18. B
19. A
20. B

SECTION B (80 MARKS)

21. a. Ksh 30,000
    b. Ksh 5,000
    c. 20%
22. a – b



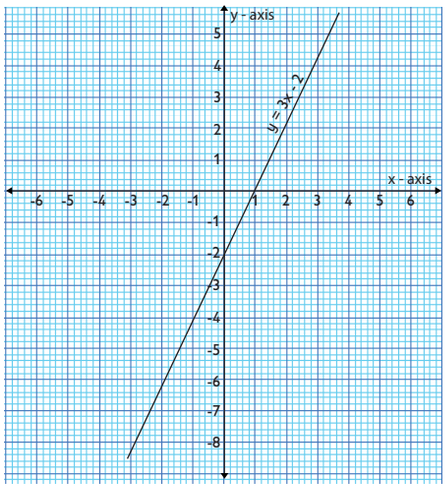
    c. Approximately 4.3 cm.
23. a. $3x + 2y = 180$
    $5x + 3y = 290$
    b. Cost of one exercise book = Ksh 40, Cost of one pen = Ksh 30.
    c. Ksh 190.
24. Triangular Prism
    a.



    b. 344 cm².
25. a. 75%.
    b. 7,500 litres.
    c. Water used = 1,500 litres. Water remaining = 6,000 litres.
26. a. 44 kg.
    b. 43 kg.
27. a. Missing table values: $y = 3x - 2$.

x	-2	-1	0	1	2
y	-8	-5	-2	1	4

    b.



    c. When $y = 4$, $x = 2$.
28. a. Ben's contribution = Ksh 150,000.
    b. Amina's profit = Ksh 24,000.
    c. Charles's profit = Ksh 30,000.
29. a. Choose a scale (e.g., 1 cm represents 10 m). Draw a rectangle 8 cm by 6 cm.
    b. 100 m.

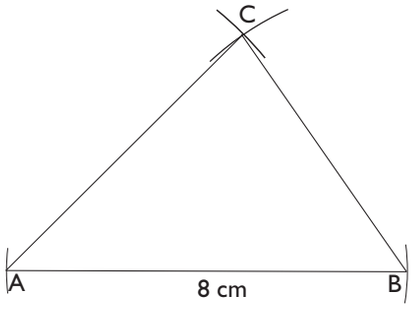
KNEC Assessment Sample 2

SECTION A (20 MARKS)

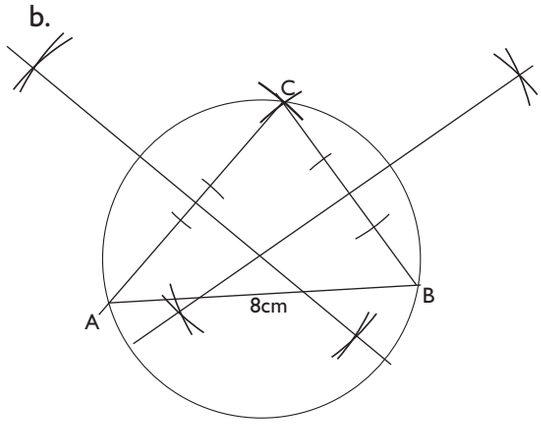
1. B
2. C
3. A
4. A
5. B
6. B
7. C
8. A
9. B
10. C
11. A
12. A
13. B
14. A
15. C
16. A
17. C
18. C
19. A
20. C

SECTION B (80 MARKS)

21. Area
    a. 900 cm^2
    b. 360,000 cm^2
    c. 600 cm
    d. 6 m
22. Appreciation
    a. Ksh 1,100,000
    b. Ksh 1,265,000
    c. Ksh 265,000
23. a.

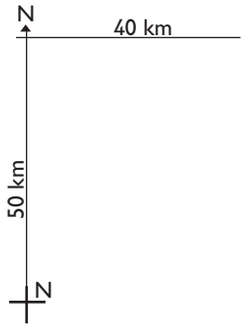


b.



c. Approximately 4.1 cm.

24. a. 3x
    b. x + 3x = 48
    c. 12 years
    d. 36 years
25. a. 18.48 m^3
    b. 32.56 m^2
26. a. Plot points on a graph: (8am, 37), (9am, 38), (10am, 39), (11am, 38.5), (12pm, 37.5) and connect with lines.
    b. Highest temperature was at 10 am.
    c. Average temperature = (37 + 38 + 39 + 38.5 + 37.5) / 5 = 190 / 5 = 38 °C.
27. Proportions
    a. 1 worker = 12 workers × 10 days = 120 days.
    b. Workers needed for 6 days = 120 / 6 = 20 workers.
28. a.



    b. 6.4 cm.
    c. 64 km.
29. a. 22 cm.
    b. 50 cm.
    c. $\frac{1}{4}$.

KNEC Assessment Sample 3

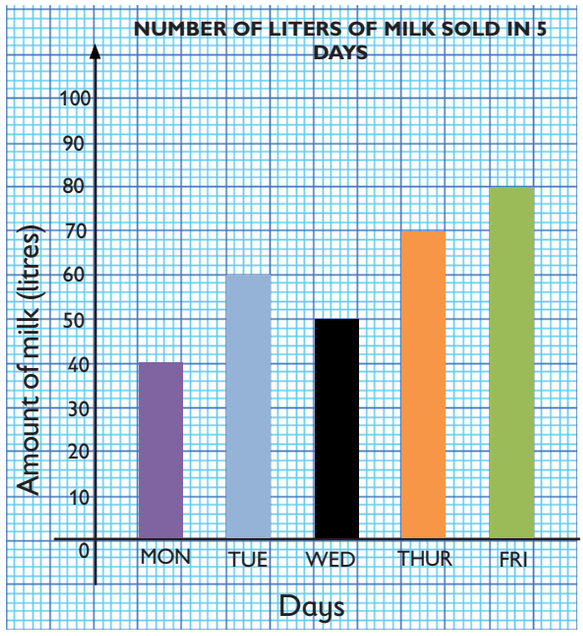
SECTION A (20 MARKS)

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

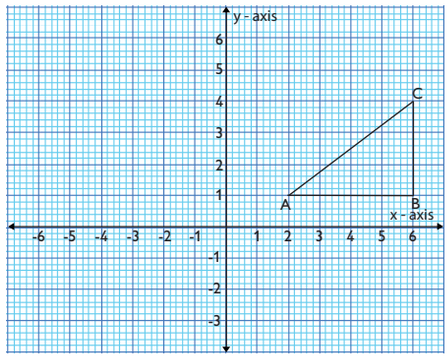
SECTION B (80 MARKS)

21. a. 15 bags.
    b. 105 bags.
    c. 70 bags.
    d. 35 bags.
22. a. 8 sides.
    b. The polygon is an Octagon.
    c. 45°.
23. a. 1,386 cm^2.
    b. 231 cm^2.
    c. 1,155 cm^2.
24. a. Ksh 2,000.
    b. Ksh 24,200.
    c. Ksh 4,200.
25. a. 5a(1 + 2b)
    b. x = 3
    c. 38.

26. a.



    b. Friday
    c. Monday
    d. 60 litres.
27. a. Ksh 160.
    b. Ksh 960.
    c. Ksh 864.
28. a.



    b. The shape formed is a Right-angled triangle.
    c. 5 units.
29. a. Equations:
    x + y = 2800
    2x + 3y = 6600
    b. Price of potatoes = Ksh 1,800, Price of carrots = Ksh 1,000.

English

1

Human Rights

A. Listening and Speaking

Polite language:Telephone Etiquette

1. Conversation 1
a. May I
b. May I ask
c. Thank you
Conversation 2
a. Good morning
b. How may I help you
c. I appreciate
2.

A	B
a. Good morning, Independent Electoral and Boundaries Commission. How may I help you?	Good morning. I would like some information on the voter verification process.
b. May I speak to Mr Otieno, please?	Yes, please.
c. Would you like to leave a message?	Yes, please tell him that Jane called.
d. Could you please tell him to call me	Certainly. May I have your number
e. May I know who is calling, please	This is Mary from the subcounty Offices.

3. Build relationships, prevent misunderstandings, show respect, and ensure efficient professional communication.
4.
a. He is Mark Johnson and was calling from Better Electronics.
b. Would you like to leave a message?
c. Mark Johnson from Better Electronics. He called regarding the upcoming product launch to discuss marketing ideas. Requested to let Mr Daudi know he called him. He gave out his phone number.
Taking a message
a. Impolite
b. Polite
c. Impolite
d. Polite
e. Impolite
f. Polite

a. Sorry
b. Project meeting scheduled for tomorrow at 2:00 a.m.
c. I'll make sure Mr Boit gets your message.
5.
a. Would you mind taking a message for him, please?
b. Hello Alexs, this is [name]. I called to discuss our Human Rights Day project. Could you please call me back when you get home?
c. May I ask who is calling, please? Could you please leave your phone number? Is there any specific time he should call back?

B. Reading

Extensive Reading: Independent Reading

1.
a. Basic freedoms that every person deserves simply because they are humans. It makes sure everyone is treated with respect, no matter their race, gender, religion or nationality.
b. Right to live freely without discrimination and right to be part of your government.
c. They are basic freedoms and respect that every person deserves simply because they are humans, regardless of differences like race, religion, nationality or gender.
d. They ensure everyone is treated with respect regardless of their differences.
e. Empowers people to protect themselves and others from injustices. at the same time, building respect and equality in society.
f.
i. Treating someone unfairly or unequally based on specific traits such as their gender, religion, race or nationality.
ii. The state of belonging to a particular country or being a citizen of a particular nation.

C. Grammar in Use

Word classes: Compound Nouns

1.

a. First-aid
b. Passport
c. Voting centre
d. Public report

2.

a. Attorney-general
b. Aeroplane
c. Friendship
d. Handcuffs
e. Salesperson

3. Homework, self-discipline, playground, teamwork, classmates, crosswalk, traffic rules, and lunchtime.

4.

a. Bookshelf
b. Hing school
c. Toothpaste
d. Snowman
e. Post office

5.

a. Thumbtacks
b. Fireworks
c. Swimming goggles
d. Passersby
e. Game plans
f. Running shoes

D. Reading

Intensive Reading: Short Stories

1.

a. Amina
b. Discovered an ancient book on individual rights inside an old hut. Share the knowledge by organising a community gathering beneath a baobab tree.Villagers discussed human rights and felt united by the spirit of Harambee. Amina and her friends began showcasing their community's diversity and the importance of rights. The rest of the villagers joined the effort after news of the painting spread. Umoja became a model community that cherished the rights of every individual.
c. The diverse beauty of their community and the importance of human rights.
d. United the villagers. Motivated Amina and her friends to start painting the community's diverse beauty.The community came together to finish the painting. It created joy as they shared stories and celebrated their shared heritage.
e. Inspiring them to uphold the values of unity, equality and respect for all.

f.

i. To come across something completely unexpected.
ii. To work together
iii. Accepted something with great enthusiasm.

E. Writing

Writing Legibly and Neatly

1. Accept relevant answers.
2. Accept any reasonable narrative on human rights.

2

Scientific Innovation

A. Listening and Speaking

Oral Presentation: Songs

1.
a. Repetition, rhythmic, and it is about science, inventions and technology.
b. The rhythm creates a steady, continuous beat that increases the song's tempo, hence making the song memorable and engaging.
c. Explore/Soar, Vast/Steadfast, Dance/Trance
d. Accept any relevant answers.
e. Act as an education tool as it allows knowledge to be creatively shared across generations. [accept relevant answers.]
f. Inform and educate, bring people together and share ideas and emotions.

2. Accept a reasonable response.

B. Reading

Intensive Reading: Simple Poems

1.
a. A child
b. A child's wonder and joy when using a smartphone.
c. In my. Innovations. Pure
d. Feeling safe.
e. Always with the user wherever they go.
f. Confidence

C. Grammar in Use

Word classes: Collective Nouns

1.
a. Flock
b. Herd
c. Swarm
d. Group
e. Team

2.
a. Skien
b. Pack
c. Shoal/School
d. Herd
e. Colony

3.
a. Gang
b. Pride
c. Team

1. Fleet
2. Swarm
3. Crew
4. The flock of sheep grazed on the hillside
   The pride of lions moved gracefully.
   A pod of dolphins leapt joyfully in the ocean.
   A swarm of bees buzzed around the flowers.

5.
a. The armies of ants marched in a disciplined line.
b. Flocks of seagulls glided over the beach.
c. The pack of wolves hunted in the moonlight forest.
d. Teams of researchers conducted the study.
e. The swarm of bees buzzed around the hive.

D. Reading

Intensive Reading: Short Stories

1.
a. Ancient Egypt
b. Egyptian Civilisation.
c. Pictures
d. His love for gazing up at the sky and his curiosity about the passing of time.
e. They were capable of inventing tools that were functional and attractive and solved their everyday problems. \

E. Writing

Mechanism of Writing: Punctuation

1.
a. The cat is black, white and brown.
b. Sarah, my best friend, is coming to the party.
c. I enjoyed reading, writing and drawing.
d. We visited Paris, Rome and London during our vacation.

2.

a. Dog's
b. She's
c. It's
d. Learner's

3.

a. The United States of America is a large country.
b. My favourite subject in school is Science.
c. The Eiffel Tower is located in Paris, France.
d. Next summer, we plan to visit Olduvai Gorge.

4. My friend John went to the store. He bought some apples, bananas and oranges. He also got a gift for his sister's birthday; it's a beautiful necklace. John's sister's name is Lisa, and she loves jewellery. When John gave Lisa the gift, she was surprised and happy. He was a thoughtful brother.
5. Accept any reasonable story about scientific innovation that has correct punctuation.

3

Pollution

A. Listening and Speaking

Listening Comprehension

1.

a. Pollution
b. Human activities such as industrial processes, transportation and improper waste disposal.
c. Variety of different plant and animal species living within the environment.
d. Understanding specific harms helps individuals recognise the direct threats to health and food chains, motivating them to adopt suitable practices.
e.

i. Introduction of harmful substances into the natural environment.
ii. Biological community of interacting organisms and their physical environment.
iii. A variety of life and different species in a particular habitat.
iv. Negative results or effects of an action.
v. Impurities or hazardous substances that make something impure or unclean.
vi. Action that meets current needs without depleting resources or harming the future environment.

B. Reading

Intensive Reading

1.

a. It refers to the presence of unwanted or harmful sounds that disrupt the natural balance of human and animal life.
b. Traffic, industrial activities, construction work and loud music.
c. It creates noise that permeates the air, affecting not only those commuting but also residents living in proximity to these thoroughfares.
d. It leads to increased stress levels, sleep disturbances and even hearing impairment. In extreme cases, it can contribute to more serious health conditions.
e. It does not mention any specific measures to reduce noise, but only states that recognising the importance of addressing noise pollution is important.
f.

i. Existing everywhere, widespread or deeply integrated into all parts of daily life.
ii. Main roads, highways or busy public streets used for traffic.
iii. Travelling regularly between one's home and a place of work, study or destination.
iv. The state of being comfortable, healthy, happy and safe in mind and body.

C. Grammar in Use

Word Classes: Primary Auxiliaries

1.

a. Have
b. Is
c. Will
d. Was
e. Am

2. Accept relevant answers.
3. Accept relevant answers.
4.

a. Is
b. Have
c. Are
d. Was
e. Am

5. Are, have, will, were, has, are, are, has, were

D. Reading

Intensive Reading: Short Stories

1.

a. An environmentalist.
b. Four stanzas.
c. Four lines.
d. Human activities that are destroying the environment through pollution
e. It fades away the once green world, creatures suffer in their plight and turns the air thick and black.
f. It communicates values of environmental conservation, responsibility, empathy for

nature and care for future generations.

g. It uses creative imagery to raise awareness, stir empathy and sound an alarm about global problems in a way that facts cannot.

h. Human actions and nature are deeply connected; the choice to destroy or protect the environment directly determines our own survival.

E. Writing

Paragraphing: Sequencing of Ideas

1. Both, and, but and for.
2. Maria enjoys playing the piano, and she has been taking lessons for two years. Additionally, she participates in the school choir. Consequently, last month, Maria performed in a local music competition.
3.

a. For/Because
b. But/Yet
c. Or
d. But
e. So

4. Accept reasonable answers.

4

Consumer Roles and Responsibilities

A. Listening and Speaking

Listening Comprehension: Selective Listening

1.

a. Consumers' primary responsibility is to make informed choices when purchasing goods and services. They compare prices, check product reviews and understand the terms of a purchase.

b. To make informed choices when purchasing goods and services.

c. To compare prices before buying a product.

d. Help the individual contribute to a healthy and ethical marketplace.

B. Reading

Intensive Reading

1.

a. Be well-informed, consider broader consequences and shape the economic landscape.

b.

Responsibility	How to fill it
Economic landscape	Fostering sustainable business practices.
Consider broader consequences	Being mindful of the ecological footprint, the ethical practices and the potential social impact of their purchases.
Being well-informed	Understanding the product features they intend to purchase.

c. Main idea: Consumer roles and responsibilities.
Responsibility to be well-informed.
Responsibility to consider broad consequences.
The impact.

C. Grammar in Use

Verbs and Tense

1.

a. Have
b. Filed
c. Are
d. Insist
e. Is

2. Consumers must make informed choices.
Yesterday, consumers filed complaints about faulty products.
Last month, they formed a non-political consumer organisation.
The right to safety protects consumers from harm.

3.

a. Seek - sought
b. Call - called
c. Ensures -ensured
d. Insist -insisted

4.

a. Goes, believes, makes, saves
b. Walked, bought, forgot, did, reached, realised, felt
c. He made a shopping list.
d. He walks to the shop.
e. It helps him save money and ensures he gets good value.

5. Accept relevant answers.

D. Reading

Intensive Reading: Short Stories

1.

a. She asked insightful questions about the product's specifications and demanded information on its warranty.

b. He was inspired by Emma's diligence and transformed from a canner to an honest businessman, who started providing detailed information about his products and respecting his customers' choices.

c. They became aware of their rights and responsibilities.

d. Emma symbolises the ideal and informed consumer, Jake symbolises the impulsive, unaware consumer, and Mr Thompson symbolises the marketplace itself.
e. The informed and responsible consumers have the power to transform the marketplace.

E. Writing

Paragraphing: Connectors of Sequence

1. First and foremost
   Moreover
   Moving along
   First
   Furthermore
   In conclusion
2. Accept relevant answers.

5

Relationships: Peers

A. Listening and Speaking

Pronunciation

1.
a. Pot
b. Horse
c. Born
d. Short
e. Box
2. Relevant answers
3.
a. Ball
b. Call
c. Fork
d. Door
4. Accept relevant answers.
5. Accept relevant answers according to the explanation.
a. Without asking-expresses frustration.
b. Movie - actual place.
c. I - to clarify who performed the action.
d. Best and ever – magnify the extreme praise.
e. Who – to identify the source of information.

B. Reading

Study Skills-Reference Materials

1.
a. Accept relevant answers.
b. Accept relevant answers.
c. Accept relevant answers.
d. Accept relevant answers.
e. Accept relevant answers.

Across
1. Peer
2. Share
3. Loyal
4. Kind
5. Help

Down
6. Friend
7. Trusts
8. Rude
9. Love

C. Grammar in Use

Word Classes: Adjectives

1.
a. Non-gradable
b. Gradable
c. Non-gradable
d. Non-gradable
e. Non-gradable
2.
a. Thrilling
b. Difficult
c. Surprising
d. Endless
e. Delicious
3. Accept relevant responses.
4.
a. Gradable
b. Non-gradable
c. Gradable
d. Non-gradable
e. Gradable
f. Non-gradable
5.
a. So high
b. Very impressive
c. Quite cold
d. Extremely excited
e. Difficult
6. Gradable
Bright, warmly, green, calm, blue, tall, high, fluffy, white and mild.
Non-gradable
Serene, full, pure, majestic, morning, peaceful, enchanting and every.

D. Reading

Intensive Reading: Short Stories

1.
a. Accept relevant story.
b. Accept reasonable responses.
c. Accept relevant answers.
d. Accept relevant responses
e. Accept reasonable responses

E. Writing

Functional Writing: Apology Letters

1. Accept reasonable responses.
2. Accept relevant answers.

6

Rehabilitation

A. Listening and Speaking

Conversation Skills: Disagreeing

1. I understand your perspective. I respectfully disagree.
   I appreciate your input. Can you share some examples or reasons behind your viewpoints?
2. Accept reasonable responses.
3. Accept relevant responses.
4.

a. I appreciate your response. Thanks for suggesting that. That's a valid point. [accept any valid response]
b. Accept any valid response.
c. Award any valid response.

5. Accept any logic and creative story.

B. Reading

Reading Fluency: Poem

1.

a. Look at the title, the key words and the structure. [accept other relevant responses]
b. Rehabilitation is a gradual journey for personal transformation.
c. Accept any valid responses.
d. Accept any valid responses.
e. Accept any valid responses.

C. Grammar in Use

Word Classes: Adverbs

1. Adverbs of Frequency
   Always, rarely, usually and occasionally.
   Adverbs of Degree
   Extremely
2.

a. Occasionally
b. Quite
c. Never
d. Always
e. Extremely

3. Accept any valid responses.
4. Occasionally, rarely or usually and extremely, quite, very or totally. [accept any valid response]
5.

a. Are you quite sure?
b. You are driving too carelessly.
c. The boy is too shy to sing.
d. I have heard enough.
e. The accident is very serious.

6.

1. Daily
2. Rarely
3. Often
4. Totally
5. Greatly
6. Almost
7. Always
8. Never
9. Very
10. Barely

7. Accept any valid answers.

D. Reading

Intensive Reading: Short Stories

1.

a. She was adventurous and compassionate by nature, and the hut seemed to hold stories of the past.
b. They cleaned the hut, painted the walls with vibrant colours and repaired the broken windows.
c. It brought the villagers together, and the hut helped the community to grow in creativity, learning and friendships.
d. Accept relevant answers.
e. Accept any relevant responses.
f. Accept any valid responses.
g. Accept any relevant responses.

2. Accept reasonable and valid responses.

E. Writing

Mechanics of Writing: Commonly Misspelt Words

1.

a. Received
b. Retrieve
c. Deceit
d. Weigh

2.

a. Mischievous
b. Accommodate
c. Separate
d. Existence
e. Embarrassment

3.

a. Amazed
b. Satisfying/unsatisfying/satisfactory
c. Remarkable
d. Unquestionable

3.

Unhappy	Not pleased or satisfied
Disagree	Not pleased or satisfied
Preheat	Heat beforehand
Invisible	Not able to be seen
Unreal	Not real or genuine

4.

a. ie
b. ea
c. ei
d. ei
e. ei

5.

Chief	A leader or a ruler.
Achieve	Obtain or reach by [something] effort.
Belief	Strong conviction or acceptance that something is true.
Ceiling	The upper interior surface of a room.
Receive	To get or be given something.

7

Natural Resources: Wildlife

A. Listening and Speaking

Listening for detail

1.
a. The natural beauty and ecological richness of Kenya's wildlife and landscape.
b. Elephants, giraffes, wildebeest, zebras, flamingos, crocodiles and hippos.
c. They create a rhythmic beat of hooves annually with thousands of wildebeest and zebras embarking on a journey showcasing the intricate dance of life and survival.
d. They provide a haven where creatures can thrive and serve as sanctuaries for wildlife.
e. They create a shining contrast to the deep blue waters.
f. Accept any valid responses.

B. Reading

Intensive Reading: Visuals

a. Accept any logic response.
b. Accept any valid interpretation.

C. Grammar in Use

Word Classes: Pronouns

1.
a. Some
b. Some
c. Each
d. Some
2.
a. Some
b. Their
c. One
d. Anything
e. Everyone
3. Accept any relevant responses.
4.
a. Its
b. None/their
c. Their
d. There, it's
e. A few/their
5.
a. Itself
b. Itself
c. Itself
d. Ourselves
e. Itself
6.
a. Itself
b. Itself
c. Themselves
d. Themselves
e. Its

D. Reading

Intensive Reading: Short Stories

1.
a. A colourful feather that had fallen from Polly, and it was shiny on the ground.
b. Tommy and Daisy. They admired the feather and wanted to hear her travel stories.
c. They encounter Leo the lion and Benny the mischievous squirrel.
d. Accept reasonable response.
e. The shiny, colourful feather made them curious and wonder about the adventures she must have had.
f. Accept valid responses.
2. Accept reasonable answers.

E. Writing

Composition Writing

Accept logic and creative responses.

8

Tourism: Domestic

A. Listening and Speaking

Listening and Responding: Oral Narratives-Myths

1.
a. Kip, Nila and Simba.
b. Accept relevant responses.
c. Accept relevant answers.
d. Accept relevant responses.

B. Reading

Intensive Reading: Poem

1.
a. Mombasa, Kilifi, Lamu and Diani.
b. Shine so bright under the sun's warm, golden light.
c. Rhym scheme, metaphor, personification and imagery.
d. Historical maze
e. Accept any reasonable responses.
f. Accept any relevant responses.
g. Accept any logical meanings.
2. Accept any creative responses.

C. Grammar in Use

Word Classes: Pronouns

1.
a. On, beside, across from.
b. In, though
c. Of
2. Accept any relevant responses.
3.
a. On
b. Next to
c. Under
d. On
e. Above
f. Between
4.
a. At
b. On
c. At
d. On
e. In
f. At
5.
a. On
b. Beside
c. Above
d. Below
e. Under

D. Reading

Intensive Reading: Poetry

1.
a. The old oak tree, the clock, the river, the smooth pebbles, the rusty swing, the street lamps and the stars.
b. The moon, stars, clock, wall, night, old oak tree, river, pebbles, rusty swing, playground, street lamps and sky.
c. Silent spectator.
d. Acts as memory; An echo of laughter, childhood's flings.
e. Creates a peaceful, magical and nostalgic atmosphere.
f. To symbolise guidance, safety and comfort. [Accept any other relevant answers.]

E. Writing

Assessment of Writing

1. Accept any logic and creative answers.

9

Heroes and Heroines: Africa

A. Listening and Speaking

Pronunciation

2. Large, her, church, girl, learn, approached
3. Accept any relevant responses.
4..

Stressed words	Unstressed words
a. Going, library, read, book.	She, is, to, the, a
b. Wonderful, time, beach, last, summer	We, had, a, at, the
c. Likes, play, guitar, free, time	He, to, the, in, his
d. Don't, understand, cancelled and meeting.	I, why, she, the

5. Accept any valid responses.

B. Reading

Extensive Reading: Grade-Characters

1.
a. Ayo
b. The villagers
c. Courageous, determined, passionate, resilient and inspiring leader.
d. By speaking passionately about freedom, she was a symbol of hope, encouraging and leading as an example to fight against the injustices of slavery.
e. She broke the chains of slavery and oppression and led to freedom.
f. They joined together and faced the challenges with courage.
g. Accept any relevant responses.
h. Accept any relevant responses.

C. Grammar in Use

Word Classes: Conjunctions

1. Because, and, when, for, if, unless, since
2.
a. Because
b. That
c. When
d. Since
e. If
3. Accept any relevant responses.
4. Because, when
5. Accept relevant responses.

D. Reading

Intensive Reading: : Similes and Metaphors

1.
a. Her hut, a beacon of mud and reeds.
A monstrous truck, its engine a growling beast.
Seeking fertile land for greedy hands.
Planting seeds of resilience.
The baobab, their silent guardian.
b. Like, as
c. Their silent guardian.
d. Uniting the villagers by holding council meetings, encouraging them, sharing stories and reminding them of their ancestors.
e. Protection, ancestral connection and endurance.
f. Accept valid responses

E. Writing

Creative Writing: Narrative Composition

1. Accept any logic and creative responses.

10

Art

A. Listening and Speaking

Oral Presentations

1. Accept any reasonable responses.

B. Reading

Study Skills: Note Making

1.
a. A form of expression that allows individuals to communicate their thoughts, feelings and ideas visually.
b. Painting and sculpture.
c. One popular form, another form is and not only.
d. Accept any relevant responses.
e. One and another.

C. Grammar in Use

World Classes: Determiners and Quantifiers

1.
a. This
b. Those
c. That
d. These
e. Those
2.
a. Many
b. Some
c. Few
d. Several
e. Much
3.
a. This/that
b. Those
c. Those/these
d. That
e. These/those
4.
a. Many/some
b. Some
c. Some/much
d. Many/few
e. Many/few/some
5.
a. This
b. This
c. That/this
d. That
e. This/that
6.
a. A little
b. Little
c. Little
d. A little
7.
a. Those
b. These
c. Those
d. These
e. Those

D. Reading

Intensive Reading: :Short Story

1.
a. When he collected colourful rocks from the riverbank and later, feeling inspired by the setting sun, dipped his fingers into mud to paint brilliant patterns and designs on the rocks.
b. Accept any relevant responses.
c. It transformed the area by turning a calm, quiet village square into a busy, bustling town that successfully attracted people from far away.
d. Accept any relevant responses.
e. The village setting is small, calm and encircled with verdant fields and lofty mountains, while Ngei's hut is a modest, small structure with stores and works of his crafts.
f. Accept any relevant responses.
g. Symbolises the explosive growth and far-reaching impact of Ngei's internal creativity.

E. Writing

Functional Writing: Thank you notes and Congratulatory notes

1.

a. Date, greetings or salutation, reason for the note, impact of the gesture and closing and signature.

b. Accept any relevant responses.

c. Accept any relevant responses.

11

Choosing a Career

A. Listening and Speaking

Conversational Skills: Interviews

1.

a. Good morning, everyone. Delighted to have you. Welcome. Thank you. It is a pleasure to be here. Valuable insights.
b. Accept any relevant answers.
c. Accept any relevant answers.

B. Reading

Extensive Reading: Non-fiction

1.

a. The primary focus of the article is to guide individuals, specifically learners, on how to actively explore their interests, values, and strengths so they can make informed and thoughtful decisions about planning their future career paths.
b. Aligning personal interests, academic strengths, and core values with potential professional paths.
c. Research on the personal interests, gather information, interview professionals, reflect on the academic strengths and skills, identify core values and set short-term goals.
d. Provides valuable insights for different careers.
e. Accept any reasonable responses.
f. They serve as valuable pointers for potential career paths.
g. It guides you towards careers that match your personal abilities.
h. It unveils careers you never knew existed.
i. Career path/professions, informed decision, research your interest, academic strengths/ personal skills, values, short-term goals, self-discovery/career exploration and dynamic.
j. Accept any logic responses.

C. Grammar in Use

Word Classes: Adverbs

1.

a. Quickly
b. Beautifully
c. Hopefully
d. Luckily
e. Angrily

2.

a. Loudly
b. Beautifully
c. Fast
d. Quickly

3.

a. Peacefully
b. Quickly
c. Loudly
d. Joyfully
e. Softly

4.

a. Happily
b. Softly
c. Beautifully
d. Steadily
e. Skilfully

5. Accept any relevant responses.

D. Reading

Intensive Reading: Lessons Learnt

1.

a. She faced a severe water crisis caused by a months-long drought that turned her village's only river into a barely usable trickle, leaving her family with very little water for cooking. She collected discarded plastic bottles, cut them in half, tied them together to form a long makeshift gutter, and dug a shallow trench on the highest hill to channel water into a collection pot.
b. Mbithe's invention, The Water Snake, brought immense relief and joy to the community.
c. Accept any relevant responses.
d. Accept any reasonable responses.
e. Accept any logic response.

E. Writing

Mechanics of Writing: Prefixes and Suffixes

1.

a. Multifaceted, prehistoric, astrophysicist, cybersecurity and transform.

b. Accept reasonable answers.

2.

a. Inaccurate

b. Unlock

c. Misinterpreted

d. Reconsidered

e. Unhappy

3.

a. Useless

b. Boiler

c. Compression

d. Impressive

e. Attractive

4

a.

b. Accept any reasonable answers.

12

Modern Fashion

A. Listening and Speaking

Listening to Respond: Attitude

1.
a. Accept any relevant responses.

B. Reading

Intensive Reading: Comprehension Strategies

1.
a. Accept any relevant responses
b. Accept any relevant response.
c. Feeling self-assured, secure and proud of who you are.
d. Fashion is a fun and constantly changing adventure meant for self-expression, confidence and comfort rather than just appearance.
e. The purpose of fashion is to serve as an exciting journey of experimentation, play, and discovery.

C. Grammar in Use

Phrasal Verbs

1.
a. Made up
b. Passed over
c. Look after
d. Passed by
2.
a. Make up
b. Make fun of
c. Make out
d. Make up
3.
a. Looked through
b. Look out
c. Look at
d. Looked up
4.
a. Passed by
b. Pass it on
c. Passed down
d. Pass up
5. Look through, passed by, look inside, looked at, make up.
6. Accept any logic responses.

D. Reading

Short Story: Characters

1.
a. Luna, Lily and Mrs Patel
b. Playful butterfly
c. Accept any relevant answer.
d. Accept any relevant response
e. She is loving, responsible and determined. Her tears and pounding heart show how deeply she cares for Luna. She did not give up searching for Luna.
f. Accept any logic responses.
g. Accept any logic responses.
h. Caring, persistent, responsible, grateful and determined.
i. They differ with age, relationship to Luna and how they handle situations. [accept any logic explanation]
j. Accept any reasonable responses.

E. Writing

The Writing Process

1. Accept any creative and relevant responses.

13

Consumer Protection

A. Listening and Speaking

Extensive Listening: Poems

1.
a. Importance of being an informed and responsible consumer.
b. Accept any relevant answers.
c. Accept any reasonable responses.
d. Accept any relevant responses.
e. Accept any relevant responses.
f. Accept any logic responses.

B. Reading

Intensive Reading: Comprehension Strategies

1.
a. Unfair prices, expired products, faulty electronics and unclear warranties.
b. It advocates for fair prices and quality standards for products. It offers guidelines and resources to discern genuine offers from scams. It ensures accurate measurement, quality checks and labels and promote ethnical practices.
c. Accept any relevant responses.
d. Accept any relevant responses.
e. Accept any relevant responses.
f. Ensuring fair prices, enforcing quality standards for products, promoting ethnic businesses and educating shoppers.
g. It directly protects your money, health and rights.
h. Accept relevant responses.

C. Grammar in Use

Word Classes: Compound Sentences

1.
a. Sometimes traders sell bad items, so buyers must be vigilant.
b. He tested it at the shop, and it worked perfectly.
c. Later, he wanted to buy a battery, but he did not have enough money.
2. The manager apologised, so he gave the customer a refund.
   You can write a letter of complaint or visit the office in person.
   The advertisement was attractive, but the product did not work.
3. Accept relevant responses.

D. Reading

Short Story: Style

1.
a. The clock whispering and talking.
b. Her grandmother's warm hand guiding her hand over the clock.
c. Accept appropriate responses.
d. Accept relevant responses.
e. It creates emotional connection, builds magical suspense, brings memories to life and enhances the settings, hence making the story more interesting and engaging.
f. It connects the magical events to real emotion.
g. Accept any relevant responses.

E. Writing

Creative Narrative Composition: Idioms

1.
a. Have the guts - to have the courage, bravery or determination to do something difficult.
b. Burnt the midnight oil - to stay up very late into the night working or studying.
c. Apple of her eye - someone who is cherished, loved and prized above all others.
d. Come in hand - useful or convenient to a specific purpose.
e. Time is ripe - perfect or most suitable moment for something to happen or be done.
f. Hit the nail on the head – to be completely correct.
g. Cry over a split milk - wasting time worrying or being upset about past mistakes or events that cannot be changed.
3. Accept any creative and relevant responses.
4. Accept any relevant responses.

14

Sports: Olympics

A. Listening and Speaking

Pronunciation and Intonation

1.
a. Knight
b. Wrestle
c. Knee
d. Write
e. Honest
f. Island
g. Knew
h. Psychology

2.
a. Parked, driveway
b. Are, movies, tonight
c. Reading
d. Live, coast
e. Received, grandmother

3. Accept relevant responses.
4. Accept relevant responses.
5. Accept relevant responses.

B. Reading

Study skills

1.
a. The Olympics is a global event that brings the world together in peace, unity, and friendly competition while showcasing the peak of human potential and dedication.
b. Historical origin, National pride and inspiration, the spirit of sportsmanship, cultural exchange and legacy.
c. Accept any relevant response.
d. The active process of writing key points down enhances memory.
e. Accept the relevant responses.
f. Enhances memory, saves time, improves comprehension and clarifies information.
g. Accept any relevant responses.
h. Accept any reasonable responses.
i. Accept any reasonable responses.

C. Grammar in Use

Sentences: Active and Passive Voice

1.
a. Active voice
b. Passive voice
c. Active voice
d. Passive voice

2.
a. The meal was cooked by the chef.
b. Maya read the book.
c. The mouse was chased by the cat.
d. The author wrote the novel.

3.
a. English is spoken in this hotel.
b. Over 100 meals are served every day.
c. Each lesson is followed by an exercise.
d. Dictionaries can be borrowed at the library.
e. Smoking is not allowed in this building.

4.
a. Remi is being helped by Faith.
b. I gave a gift to Manasse.
c. All My Life will be sung by Santana at the Nationals.
d. My cat was chasing a mouse.
e. The guitar is played by Ngugi.
f. Accept relevant responses.
g. Accept relevant responses.

D. Reading

Extensive Reading: Short Story

1.
a. Resilience and Determination Overcome Obstacles. True Sportsmanship and Spirit Value More Than Medals and Inspiring Others Through Strength.
b. Accept any relevant responses.
c. Accept any relevant responses.
d. Accept any relevant responses.
e. Accept any relevant responses.
f. Accept any relevant responses.

E. Writing

Creative Writing: Descriptive Writing

1.

a. Cheerful
b. Enthusiastic
c. Thoughtful
d. Compassionate

2.

a. Urban and modern
b. Secluded and hectic
c. Ancient
d. Serene
e. City and vibrant

3.

a. Exciting
b. Festive, colourful and lively
c. Inspiring
d. Thrilling
e. Memorable

4. Accept any logic and creative responses.

15

Tourists Attraction Sites: Africa

A. Listening and Speaking

Oral Reports: Events

Recounting an event

1. Accept relevant responses
2. Accept relevant responses
3. Accept relevant responses.

Presenting a report

1. Accept relevant responses
2. Accept relevant responses
3. Accept relevant responses.

Oral reports

1. Accept relevant answers.
2. Accept any relevant answers.
3. Accept any relevant responses.

B. Reading

Reading Fluency

1.

a. Accept relevant responses.
b. Accept relevant responses.
c. It transforms text on a page into a vivid, emotional experience for the listener.
d. Accept any relevant responses.
e. It uses structural, rhythmic and highly intense sensory patterns to express ideas rather than standard paragraphs.
f. Accept any relevant responses.

C. Grammar in Use

Types of sentences: Interrogative sentences

1.

a. Don't you?
b. Is she?
c. Haven't they?
d. Would it?
e. Shouldn't we?

2.

a. Doesn't she?
b. Will we?
c. Have you?
d. Didn't they?
e. Isn't it?

3.

a. Yes/No Question
b. WH Question
c. Alternative Question
d. WH Question
e. Yes/No Question

4.

a. Don't you?
b. Aren't you?
c. Doesn't it?
d. Doesn't she?
e. Can't you?

5. Interrogative sentences

Africa is well-known for its amazing tourist attractions, isn't it?
Have you ever visited the Serengeti in Tanzania or would you rather explore the Great Pyramids of Egypt?
What about the beautiful Safari of Kenya, wouldn't it be amazing to experience it?
Many people go on safaris to see the Big Five, don't they?
Where would you like to go: the pyramids or a wildlife adventure?
You can also visit the majestic Victoria Falls, can't you?
Africa has so much to offer, doesn't it?
Do you agree?

Question tags

Isn't it?
Wouldn't it
Don't they?
Can't you?
Doesn't it?

D. Reading

Poems

1. Accept any relevant answers.

E. Writing

Functional Writing: Personal Journals

1. Accept any relevant responses.

Assessment Test 1

1.
a. The toothbrushes need to be replaced.
b. My brothers-in-law are coming to visit next week.
c. The painter used bright water colours for her landscape.
d. The butterflies fluttered around the blooming flowers.
e. Can you help me fold these laundry baskets?

2.
a. Am
b. Are
c. Will be
d. Is
e. Were

3.
a. Tiny-NG
b. Funny-G
c. Broken-NG
d. Wonderful-NG
e. Lukewarm-G

4.
a. Rewrite
b. Prevented
c. Unhappy
d. Discovered
e. Misunderstood

5.
a. On
b. In
c. Through
d. At
e. On

6.

Prefix	Suffix	Base Word	Meaning
a. Un		Lock	To open something that is secured.
b. Dis			
	Ed		
	Appoint		
	Sad due to unmet expectations.		
	Ant	Contest	A person in a competition.
Re	Ed	Reconsidered	Thought about something.
	Ing	Enter	To go inside a place.
	Ition	Compete	An event where people contest.
c.	Ful, ly	Care	Done with great attention.
Un		Real	Not true to life/ impractical.
d.	Ment	Develop	The process of growing /building.
e.	Ful	Joy	Full of happiness.
	Ly	Happy	Done in a cheerful manner.

7.
a. The flowers are blooming, and the birds are singing.
b. It was raining, but we still went on our picnic.
c. I like reading or enjoy watching movies.
d. The cake was delicious, so we ate the whole thing.
e. He practised every day, yet he did not win the competition.

8.
a. Is the movie starting soon?
b. Did they enjoy the trip to Italy?
c. Would you like both vanilla and strawberry ice cream?
d. Do we need to leave early tomorrow morning?
e. Do you know where to go for dinner? / Are you unsure where to go for dinner?

9. The old woman sat on the porch swing, sipping her tea. The birds chirped merrily in the trees nearby. Her grandson ran up to her excitedly, his face beaming with joy. "Grandma! Grandma!" he exclaimed. "Guess what I found at the beach!"

10.
a. The food was absolutely delicious.
b. The room was totally silent.
c. The movie was absolutely unique
d. He was definitely dead.
e. They were identical twins

11.
a. Never
b. Some
c. Some
d. Everyone
e. Nothing

12.
a. Make up
b. Pass down
c. Look forward
d. Pass through
e. Look out

13.
a. The picnic was prepared by the children.
b. The newspaper is delivered by a local boy every day.
c. The Merchant of Venice was written by Shakespeare.
d. Our order was taken by the waitress.
e. A summary will be given to each participant.

14.
a. WH-question
b. Yes/No question
c. Alternative question
d. WH-question
e. Yes/No question

15.
a. False
b. False
c. True
d. False
e. Fale

16.
a. Herself
b. Ourselves
c. Themselves
d. Itself
e. Themselves

17.
a. Principal
b. Received
c. Curious
d. Predicted
e. Prescribed

18.
a. The team is celebrating their victory.
b. The jury disagreed on the verdict.
c. A flock of birds flew overhead.
d. The family is going on vacation.
e. The audience enjoyed the performance.

19.
a. Plays
b. Sing
c. Finishes
d. Dream
e. Built

20.
a. At, on
b. Under
c. In
d. Beside
e. Since

21. B.
22. Accept relevant answers.
23. Accept relevant answers.
24. C.
25.
a. Falling
b. Rising

26. Accept any relevant responses.
27. B.
28. Accept relevant answers.
29. C
30. B.

Assessment Test 2

1.
a. Jury
b. Flock
c. Classroom
d. Audience
e. School

2.
a. But
b. So
c. Yet
d. Nor
e. But/Yet

3.
a. Always-Frequency
b. Barely-Degree
c. Rarely-Frequency
d. Extremely-Degree
e. Usually-Frequency

4. Indefinite Pronouns
Everyone
Nobody
Someone

Relative pronouns
Yourself

5.
a. Few (Quantifier)
b. Those (Demonstrative)
c. Little (Quantifier)
d. This (Demonstrative), more (Quantifier)
e. These (Demonstrative), those (Demonstrative)

6.
He was a wonderful teacher, and many students looked up to her.
The old lady dresses so strangely that the kids make fun of her.
She looks down on anyone who is not successful.
The old lady passed away peacefully.
He tends to pass out when she heard the bad news.

7.
a. Was seen
b. Was taken
c. Was cleaned
d. Were published
e. Were distributed

8.
a. The crowds cheered loudly for their favourite team.
b. The committees decided on the new policy.
c. The families gathered around the table for dinner.
d. The teams celebrated their victory with a loud cheer.
e. The herds of cows grazed peacefully in the meadow.

9.
a. Wake up
b. Played
c. Studies
d. Visited
e. Writes

10.
Accept any relevant answers.

11.
a. A little
b. A few
c. A few
d. A lot
e. Some

12.
The children were playing outside, and the rain started pouring.
The children were playing outside, but the rain started pouring.
The rain started pouring, so the children stopped playing outside.

13.
a. Isn't it?
b. Are they?
c. Would you?
d. Hasn't she
e. Shouldn't we?

14.
a. Human rights are important rights and freedoms that belong to every person.
b. Right to life, right to liberty and right to security as well as the freedom to express oneself and practice one's religion.
c. They protect people from unfair treatment and injustice and make sure that everyone has the chance to live with respect and contribute to their community.

d. They ensure everyone is treated fairly, regardless of their background or beliefs.

15.

a. Smartest, hands down
b. Don't milk, all out
c. Really
d. Can't
e. Important, always

16.

a. Simple present tense
b. Simple past tense
c. Simple present tense
d. Simple past tense
e. Simple present tense

17.

a. Quests
b. Himself
c. Someone, nothing
d. Ourselves
e. Nothing

18.

a. Do
b. Do
c. Does
d. Do
e. Don't

19.

a. Sometimes
b. Slightly
c. Often
d. Extremely
e. Weekly

20.

	Adverb	Modifies
a.	Joyfully	Played
b.	Carefully	Painted
c.	Softly	Spoke
d.	Unexpectedly	Arrived
e.	Amazingly	Good

21. Accept any relevant answers
22. Accept relevant responses.
23. Accept any relevant answers.
24. The wind
25. It was the speaker (and nobody else) who bought the shirt.
26. C
27. B
28. Pre-writing/planning, drafting, editing, publishing
29. Accept relevant responses.
30. Gratitude for the invitation. Specific comment or highlight.

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

PAPER 1: GRAMMAR AND WRITING

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

PAPER 2: COMPOSITION AND LITERARY ANALYSIS

SECTION A: COMPOSITION

Task 1: Composition

1. Accept any logic and creative responses.

SECTION B: LITERARY ANALYSIS

Task 2: Oral Literature

2.

a. Accept relevant responses.
b. A long time ago
c. The dove pointed out the big pot outside meant for making human stew, and revealed that the man was actually heating stones in a fire to cook Nanjala rather than fetching water.
d. Oger: deceitful/canning. Nanjala: stubborn/obedience
e. Accept any relevant answers.
f. Obedience to elders is a virtue, as ignoring their strict warnings can lead to dangerous consequences.

Task 3: Poetry

3.

a. The beautiful morning. Accept any relevant answers.
b. AABBCCDDEE
c. It blows where colourful wild flowers grow, adding to the calm and peaceful atmosphere.
d. Accept any relevant responses.
e. Peaceful / Calm / Serene

Task 4: Play

4.

a. A school hallway.
b. Musa's science project has gone missing right before the deadline set by a strict teacher.
c. Nervous and guilty, as he avoids eye contact and shifts his weight anxiously when questioned.
d. He is a very strict and punctual teacher who

does not tolerate late submissions.

e. Accountability and responsibility.

Task 5: Novella

5.

a. Scepticism and concern. She questions whether Kiru misinterpreted what he saw because poaching is unheard of in the sanctuary.

b. Determined/resolute/firm. His resolve solidified, and he insisted that he was sure, speaking with a voice that was small but firm, despite his disappointment

c. To search for confirmation of Kirui's story and to see if their expressions validate his serious claims.

d. The silence was uncomfortable and filled with extreme tension, making everyone feel anxious or stressed about what would happen next.

e. Poaching inside the wildlife sanctuary

KNEC Assessment Sample 2

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

PAPER 2: COMPOSITION AND LITERARY ANALYSIS

SECTION A: COMPOSITION

TASK 1: Composition

1. Accept any logic and creative responses.

SECTION B: LITERARY ANALYSIS

TASK 2: Oral Literature

2.

a. Opening formula- a long time ago. Closing formula- I have finished my story. May I be as wise as the owl.
b. Explanatory myth narrative.
c. Sun's house was not large enough to accommodate Water and his large group of people. Water knew that because of his massive size and crowd, he would end up driving Sun and Moon out of their home.
d. Personification- The sun and moon are married, living in a house and speaking to water. Dialogue- "My friend," Sun said, "why don't you visit us at home?"
e. To explain how the sun and moon came to live in the sky, and why the ocean covers the earth. The moral lesson is to listen to warnings and know your limits.

TASK 3: Poetry

3.

a. 4 lines
b. AABBCCDD
c. The mountain stands so tall and proud, wearing a veil of misty cloud
d. The fog or thick mist that covers the top of the mountain.
e. Veil of misty cloud/the blue

TASK 4: Play

4.

a. Village square.

b. A clash between modern agricultural science and traditional farming methods.
c. Traditional, stubborn and sceptical of formal education.
d. To direct the actor's physical movements and highlight Peter's dismissal of Anna's ideas.
e. Tradition versus modernity.

5.

a. In a dim cave
b. Cutting through the night "like a banshee's scream". Arrived "like charging rhinos."
c. He changes from an arrogant, powerful kingpin into a terrified, cornered animal who ends up as a whimpering shadow.
d. It suggests that his freedom has been completely taken away, and he is now under painful, cold arrest.
e. Moonlight, the clash of blades and roaring engines and wailing sirens.

KNEC Assessment Sample 3

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

PAPER 2: COMPOSITION AND LITERARY ANALYSIS

SECTION A: COMPOSITION

TASK 1: Composition

1. Accept any logic and creative responses.

SECTION B: LITERARY ANALYSIS

TASK 2: Oral Literature

2.

a. Akiki faces a difficult moral choice between obeying her father for wealth or staying silent and facing a spirit's anger.
b. Opening formula: once upon a time. Closing formula: I have finished my story. May I be as fruitful as the vine.
c. Greedy / Materialistic. He is blinded by the promise of gold and forces his daughter to sing without considering her safety.
d. A cloak made of shadows/the gold turned into dry leaves.
e. Integrity and protecting your community are more precious than material wealth and greed.

TASK 3: Poetry

3.

a. 2 stanza
b. AABBCCDDEE rhyme scheme.
c. The spark of knowledge start to shine.
d. It presents a bright future and valuable opportunities unlocked by education.
e. Metaphor: The chalkboard is a dusty sea. It compares the chalkboard directly to a wide sea to show that it is a vast place full of information and lessons.

TASK 4: Play

4.

a. A busy market
b. A conflict between strict market rules enforced

by an officer and an act of personal kindness toward a poor, starving child.

c. Kind and generous. She speaks kindly to Juma and gives him free onions and kale leaves because his family is poor and sick. She is also courageous/principled; she stands up for her values and is not intimidated by authority.
d. It shows that Officer Khaemba's strict, professional attitude is melting away as he feels sympathy and chooses to ignore the broken rule.
e. Compassion / Empathy for those in need.

TASK 5: Novella

5.

a. Watering piping, electrification, the new market, the renovated football field, the library at Karaini Junior School and the deployment of teachers.
b. Generous/selfless, Altruistic/community-minded and influential/persuasive.
c. He has a close, influential relationship with the President, who listens to his opinions and advice.
d. To work hard and avoid wasting his life on cheap liquor, gambling and watching football like other young men.
e. The Governor is stubborn and vindictive, while Three P is generous, encouraging and forward-thinking.

Kiswahili

1

Usafi wa Sehemu za Umma

A. Kusikiliza na kuzungumza

Maswali ya Tathmini.

1. Kutumia viziada lugha kama kutikisa kichwa.
2.
a. Kuwa mkakamavu unapozungumza.
b. Kutumia lugha ya heshima na adabu.
3. Mhoji_____ mhojiwa
4.
a. Kuwa mkakamavu unapozungumza.
b. Kutumia lugha ya heshima na adabu.
c. Kudadisi au kuuliza maswali panapofaa.
d. Kutomkata kalima au kauli mzungumzaji.
e. Kujibu maswali kwa wakati unaofaa.
5. Mwanafunzi apeane mahojiano yanayohusiana na maelezo aliyopewa.
6. Wanafunzi washirikiane kuigiza mahojiano hayo.

B. Kusoma

Usafi wa soko letu.
Maswali ya Tathmini.

1. Mwamafunzi ataje mambo yoyote muhimu ambayo wauzaji na wanunuzi wanafaa kufanya ili kuhakikisha ya kwamba wanadumisha usafi wa soko lao.
2.
a. Serikali kuchukua hatua.
b. Habari kuhusu soko la Songambele
c. Kuchapishwa.
d. Serikali ya kaunti kuweka majaa ya taka.
e. Taasisi za serikali kuadhibu wanaovunja sheria.
3. -Soko litakuwa chafu kutokana na taka zitakazotapakaa.
-Uchafu utasababisha magonjwa kwa wauzaji na wanunuzi.
4.
Serikali.
Wauzaji.
Wanunuzi.
Wananchi.
5. Kipindupindu.
Homa ya matumbo.
6.
a. msururu- , neno hili linamaanisha mlolongo, mfuatano, au mstari mrefu wa vitu, au matukio yanayofuatana moja baada ya lingine.
b. jukumu- neno hili linamaanisha wajibika, kazi maalum ambayo mtu au kikundi fulani kinapaswa kuitekeleza.
c. taasisi- neno hili linamaanisha asasi, shirika, au mfumo rasmi ulioanzishwa kisheria kwa ajili ya kufanya kazi maalum ya kijamii, kiserikali, au kiuchumi.
7. Taasisi za serikali zinazosimamia usafi wa mazingira.
8. Kutozwa faini.

C. Kuandika

Viakifishi: Alama ya hisi na Ritifaa.
Alama ya hisi.

1.
a. Hutumiwa kuonyesha hisia kama vile mshangao, furaha na mshtuko.
b. Hutumiwa kuandika tanakali za sauti.
c. Hutumiwa kuonyesha msisitizo wa neno au kauli fulani.
d. Huonyesha agizo au amri.
2. Mwanafunzi afafanue matumizi ya alama hisi katika sentensi.
3. -Lahaula! Siamini kunayoniambia, mwenzangu.
-Msiende karibu na shimo hilo!
-Jiwe lilipotupwa, lilianguka majini chubwi!
4.
a. Inaonyesha mshangao.
b. Inaonyesha tanakali ya sauti.
c. Inaonyesha amri.
d. Inaonyesha msisitizo wa kauli au msimamo fulani.
5. "Baoooo!" Sauti ilisikika redioni wakati mtangazaji anapotangaza mechi hiyo.
"Hoyeeee!" nilishangilia niliposikia kwamba timu yangu ilikuwa imefunga mabao. Hizo zilikuwa habari njema kwamba. Nilidhani kaka yangu naye angefurahia ushindi huo. Lo! Kumbe yeye alikuwa shabiki wa timu iliyofungwa. Niliona jinsi alivyokasirika,

nikataka kumcheka kwa!kwa!kwa! lakini nilisita. Nikamwambia pole kisha nikatoka nje.

6. Sentensi ziwe tano sahihi na zitumie alama za hisi ipasavyo.
7. (a) Hutumiwa kuandika sauti za ving'ong'o.
(b) Hutumiwa kuonyesha kwamba herufi au silabi imeanchwa nje au imedondoshwa.
(c) Hutumiwa kuonyesha kwamba kuna nambari iliyoachwa nje au imedondoshwa.
8.
a. Watu wanaong'amua mambo mengi husoma vitabu vingi.
b. Niling'oa kisiki cha mti kilichokauka shambani.
c. Vita hivyo vilikoma mwaka wa '93.
d. Ukimchokoza mtoto huyo, basi 'talia sana.
9.
a. Juma alifua nguo zake zote zikawa zinang'ara vizuri juani.
b. Gari la wagonjwa lilipita barabarani huku likipiga king'ora kwa sauti kubwa.
c. Tunda la mwembe lilikuwa linaning'inia kwenye tawi la juu kabisa.
d. Kaka yangu anaishi ng'ambo kwa ajili ya masomo ya chuo kikuu.
e. Ilimchukua muda mrefu mwalimu kung'amua mbinu aliyotumia mwanafunzi kuiba mtihani.
10.
a. Watu walikuwa wang'ang'ania kuwaona ng'ombe hao walionununuliwa katika kijiji kilicho ng'ambo ya mto ule. Ng'ombe hao walikuwa wakubwa sana na waliwashangaza wanakijiji ambao walishindwa kung'amua jinsi walivyokua hadi wakawa wakubwa jinsi hiyo. Aliyewauza alisema ng'ombe hao walizaliwa mwaka wa '20 na sasa walikuwa na umri wa miaka sita na kwamba walikuwa na uwezo wa kutoa maziwa mengi.
b. Mwanafunzi atumie kifaa cha kidijitali kuandika kifungu alichokihariri.
c. Mwanafunzi amsambazie mwenzake kazi yake kwenye mtandao ili aitolee maoni.

D. Sarufi

Viwakilishi vya nafsi, vionyeshi na vya Idadi.

Maswali ya Tathmini.

1. Viwakilishi ni maneno yanayotumiwa badala ya nomino.
2. Mrefu, safi.
3.
a. Wewe utahudhuria mkutano.
b. Nyinyi mtapanda miche.
c. Wao watatunza bustani.
d. Mimi nitavuna mazao.
4. Babu alituomba tumsaidie kazi. Alituita na kutuelekeza tutakavyofanya. Yeye aliwapa ndugu zangu majukumu madogo madogo kwani walikuwa wachanga. Wao walipangusa meza na viti. Mimi na mpwa wangu tulipewa kazi ya kusafisha jiko.
5. Viwakilishi vionyeshi ni maneno yanayotumiwa kuonyesha mahali nomino ilipo bila kuitaja nomini yenyewe.
6.
a. Hiki.
b. Hii.
c. Huu.
d. Hili
e. Hii.
7
(a) Nimwona mbwa huyo akiwa amebeba mfupa huu mkubwa mdomoni.
(b) Miche ile iliyopandwa kando ya mlima huo imemea.
(c) Haya ni maji safi yaliyotumiwa kufua nguo zile.
(d) Kemboi alitumia kisu hicho kukata nyama hii vipande vipande.
(e) Pahali hapa paliwavutia watalii hao hadi wakapatembelea.
8. anafunzi atunge kufungu akitumia viwakilishi vionyeshi.
9.
a. Chache.
b. Wengi.
c. Vichache.
d. Kwingi.
10. Mwanafunzi atumie viwakilishi vya idadi alivopewa kutunga sentensi kuhusu usafi wa sehemu za umma.
11.
a. Mwanafunzi atumie kifaa cha kidijitali kutunga kifungu, atumie viwakilishi vya idadi kutokana na ngeli mbalimbali. Ahakikishe kifungu kimezingatia usafi wa sehemu za umma.
b. Mwanafunzi awasamambazie wenzake kwenye mitandao kazi yake ili watoe maoni.

2

Matumizi Yafaayo ya Dawa

A. Kusikiliza na kuzungumza

Maswali ya Tathmini.

1.
a. Gharama
b. Gololi
c. Ghilibu
d. Ghani
e. Gharika
f. Gani
2. Mwanafuzi atamke maneno aliyopewa huku akitilia mkazo sauti za /g/ na /gh/.
3. Mwanafunzi atunge sentensi kutumia maneno aliyopewa ili kutofautisha maana zake.
4. Mwanafunzi aunde vitanzandimi vyenye maana akitumia maneno yenye sauti /g/ na /gh/, kisha amsomee rafiki, mzazi au mlezi wake kwa sauti ili amtolee maoni.
5. Ghulamu na mabanati wameamua kwamba ni vyema kutafuta ushauri pindi tu wanapopata shida.Wengi wao badala ya kugubikwa na machozi na upweke hufuata njia hiyo. Wanaopeana ushauri nasaha hawana budi ila kupunguza gharama isiwe ghali. Jambo hili litakuwa la usaidizi mkubwa kwa wanaotafuta usaidizi.
6. Mwanafunzi amsomee rafiki yake, mzazi au mlezi wake kifungu chenye maneno yenye silabi za sauti /g/ na /gh/.

B. Kusoma

Maswali ya Tathmini.

1. Mwanafunzi aeleze ujumbe kutokana na kifungu alichokisoma.
2.
a) Madhara- Haya ni matokeo mabaya, hasara, au athari hasi zinazompata mtu au kitu kufuatia tukio au uamuzi fulani.
b) Vipimo- Hizi ni mbinu, vifaa, au uchunguzi maalum wa kitaalamu unaofanyika ili kubaini kiwango, hali, au aina ya ugonjwa ulio ndani ya mwili wa viumbe hai.
c) Hiki ni kituo kidogo cha afya au matibabu kinachotoa huduma za kwanza na matibabu ya magonjwa madogo madogo katika ngazi ya kijiji au mtaa kabla ya mgonjwa kupewa rufaa kwenda hospitali kubwa.
d) Hizi ni dawa asilia zinazotokana na mimea (kama vile mizizi, majani, magome ya miti, au mbegu) ambazo hutumika kutibu au kuzuia magonjwa bila kupitia viwandani.
3. Mwanafunzi atunge sentensi sahihi kutumia maneno aliyopewa.

4. Mwanafunzi aeleze maswala yote makuu yanayojitokeza kwa kuzingatia aya ya mwisho.
5. Mwanafunzi atumie kifaa cha kudijitali kuandika vipengele vitatu ambavyo muuguzi anastahili kuzingatia wakati anapeana dawa.

C. Kuandika

Maswali ya Tathmini.

1. Barua ya kirafiki ya kutoa shukrani ni barua ya kirafiki yenye lengo maalum la kupitisha ujumbe unaomshukuru ndugu, jamaa au rafiki kwa wema aliokutendea au kwa faida fulani uliyopata kutoka kwake.
2. Mwanafunzi aandike maswala yoyote manne.
3. Mwanafunzi atoe hoja zozote kueleza umuhimu wa barua ya kirafiki.
4. Mwanafunzi apeane majibu kulingana na barua aliyoisoma.

D. Sarufi

Maswali ya Tathmini.

1. Mwema, mwadilifu.
2. Kidogo kilivunjika jana.
   Mabivu yameuzwa nayo mabichi yamebaki.
3. Mwanafunzi atumie viwakilishi vinavyofaa kujaza mapengo.
4. Mwanafunzi anakili viwakilishi vya pekee vilivyotumiwa katika kifungu hicho.
5. Mwanafunzi atumie viwakilishi alivyovitaja kutunga sentensi.

6.

a) Vingine
b) Mwingine.

7. Zipi, wapi, gani.
8.

a. Gani
b. Ngapi.

9. Mwanafunzi atunge sentensi kutumia viwakilishi alivyopewa, kisha amsomee mwenzake ili amtolee maoni yake.
10. Mwanafunzi atumie viwakilishi viulizi kutunga kifungu hicho.
11. Mwanafunzi atumie kifaa cha kidijitali, kisha atunge sentensi sahihi.

3

Dhiki Zinazokumba Wanyama

A. Kusikiliza na kuzungumza

Maswali ya Tathmini.

1. Mighani ni masimulizi yanayohusu mashujaa wa jamii wanaoaminiwa kwamba waliwahi kuishi na kufanya mambo yasiyo ya kawaida kwa jamii zao.
2. Mwanafunzi atoe sifa zozote tano za visakale.
3.

a) Matumizi ya lugha kulingana na kiwango cha hadhira.
b) Kutumia sauti inayosikika vizuri.
c) Kutumia viziada lugha ili kuwasilisha ujumbe kwa njia inayoeleweka vizuri zaidi.
d) Kushirikisha hadhira kwa njia kama vile nyimbo au kukamilisha kauli anazosema.
e) Kuvaa mavazi maalum ya masimulizi yanayoitwa maleba.
f) Kuwaangalia watazamaji ana kwa ana.
g) Kuonyesha ujasiri na ukakamavu katika uwasilishaji wa masimulizi.

4. Wanafunzi wajadiliane kisha waeleze kuhusu ujumbe na lugha iliyotumika.
5. Mwanafunzi aeleze jinsi matumizi ya chuku, taswira na tashbihi yalivyotumika katika mighani aaliyoisoma darasani.

B. Kusoma

Kusoma kwa Kina: Tamthilia
Maswali ya Tathmini.

1. Tamthilia ni utungo ambao unahusu masimulizi ambayo yanafanywa kwa namna ya mazungumzo.
2.

a. Tamthilia hutumia lugha ya mazungumzo.
b. Wahusika katika tamthilia hupokezana au hujibizana mazungumzo.
c. Maelekezo ya wahusika katika tamthilia huwekwa kwenye mabano. Maelekezo haya ni muhimu wakati wa maigizo.
d. Tamthilia hugawanywa katika sehemu ambazo huitwa maonyesho. Maonyesho haya yana matendo.
e. Tamthilia huandikwa kwa lengo la kuigizwa jukwaani.

3. Mwanafunzi aeleze sifa za tamthilia yoyote aliyoisoma kwa kurejelea wahusika na mandhari.
4. Mwanafunzi amweleze mzazi au mlezi wake sifa nyingine za tamthilia aliyoisoma ili azitolee maoni.
5.

1) Mwanafunzi aelze ujumbe unaotoka kwenye tamthilia hio.
2) Mwanafunzi aeleze sifa kulingana na kifungu hicho.
3) Maelezo ya mwandishi/maelezo ya jukwaa.
4) Hutumika kueleza kinachoendelea, hisia, miondoko au matendo ya wahusika wakati hawazungumzi.

C. Kuandika

Insha za Kubuni: Insha ya masimulizi
Maswali ya tathmini.

1. Mwanafunzi atambue wazo kuu kulingana na insha aliyoisoma.
2. Mwanafunzi ataje wahusika wanaopatikana katika insha hiyo.
3. Mtiririko ni mfuatano wa matukio kwanzia mwanzo hadi mwisho. Mwanafunzi ajadili jinsi matukio yanavyofuatana kwanzia mwanzo hadi mwisho wa insha hiyo.
4. Mwanafunzi aandike Insha akizingatia ubunifu na vipengele vya Insha ya masimulizi alivyopewa.

D. Sarufi

Viwakilishi vimilikishi na visisitizi.
Maswali ya Tathmini.

1. Wetu, kwenu, zake, lao.
2. Mwanafunzi atunge sentensi sahihi akitumia viwakilishi vimilikishi alivyovitambua.
3.

a. Wote wameingia darasani mwetu.
b. Wenu watapewa tembe za kupunguza malaria.

c. Chako kitahifadhiwa mkobani.

4. a. Yake/yangu. b. Yao. c. Yake/yangu.

5. Yuyu huyu, kuku huku papa hapa, ii hii.

6.

Viwakilishi vimilikishi	Viwakilishi vimilikishi
Pao. Kwangu. Yetu. Chake. Mwangu.	vivi hivi. kuku huku. yuyu huyu. kiki hiki.

7.

a) Lili hili.

b) Yaya haya.

c) Yuyu huyu.

8. Wanyama tunaoishi nao nyumbani ni wengi. Wawa hawa wanakumbwa na dhiki chungu nzima. Punda, ng'ombe, mbuzi na kondoo wanakosa lishe bora. Wanyama hawa hawapati
chakula cha kutosha. Kiki hiki kinafaa kipewe wanyama hawa kwenye mazingira safi. Aidha, tusiwadhulumu wanyama hawa kwa kuwabebesha mizigo mizito na kuwapiga. Mle mle wanamoishi mnafaa kusafishwa vizuri na kunyunyiziwa dawa. Tukifanya hivi, wanyama wataishi maisha mazuri na watakuwa wenye afya.

9. Mwanafunzi atunge sentensi sahihi akitumia viwakilishi visisitizi alivyovitambua.

10. Mwanafunzi atumie kifaa cha kidijitali kuandika aya hio. Azingatie matumizi ya viwakilishi visisitizi na viwakilishi vimilikishi katika aya yake.

11. Mwanafunzi aandike dhiki za mnyama aliyemchagua, atumie viwakilishi vimilikishi na viwakilishi visisitizi.

12. Mwanafunzi amsomee rafiki yake, mzazi au mlezi wake ili atoe maoni yake.

4

Matumizi Bora ya Maliasili

A. Kusikiliza na kuzungumza

Hadithi: Visasili

Maswali ya Tathmini.

1. Visasili ni hadithi za kimapokeo (za kihistoria) zinazoelezea asili, chanzo au chimbuko la matukio mbalimbali katika jamii.
2. Sifa za visasili.

a. Visasili huwa na muundo wa mwanzo, mwili na hitimisho.
b. Visasili huwa na wahusika mbalimbali kama vile wanyama, mazimwi, miungu, wanadamu na hata malaika.
c. Visasili hurithishwa kutoka kizazi kimoja hadi kingine.
d. Visasili huelezea chanzo cha jamii, tabia, hali, matukio au maumbile fulani.
e. Mambo yanayosimuliwa katika visasili huwa inaaminika kuwa yaliwahi kutokea katika jamii.
f. Kwa kawaida, matukio yanayoelezewa katika visasili yanahusu watu wa zamani.

3. Vipengele vya kuzingatia katika uwasilishaji wa visasili:

a. Kutazama hadhira ana kwa ana.
b. Kuzungumza kwa ujasiri na ukakamavu.
c. Kushirikisha hadhira.
d. Kutumia lugha iliyojaa tamathali za lugha.
e. Kutumia viziada lugha kusisitiza ujumbe.
f. Kutumia sauti inayosikika vizuri.
g. Msimulizi anaweza kuvaa barakoa na maleba.

4. Wanafunzi wasimuliane visasili wakizingatia vipengele vya uwasilishaji wa visasili.
5. Mwanafunzi asimuliwe visasili katika jamii yake na rafiki yake, mzazi au mlezi. Wajadiliane kuhusu visasili hivyo.
6. Mwanafunzi aandike ripoti kuhusu mahojiano hayo, kisha amwasilishie mwenzake ili amtolee maoni.

B. Kusoma

Kusoma kwa ufasaha.

Maswali ya Tathmini.

1. Mwanafunzi asome kifungu kwa zamu akiwa na mwenzake.
2. Matamshi bora – soma kifungu ukitamka vyema maneno ili ueleweke vizuri.
   Kasi ifaayo – usisome kifungu polepole sana wala haraka sana. Soma kwa kasi ya wastani. Soma meneno yasiyopungua 100 kwa dakika moja.
   Kiwango kifaacho cha sauti – tumia kiwango cha sauti ambacho kitawafaa wasikilizaji wako. Sauti isiwe ya juu sana wala ya chini sana.
   Viziada lugha – tumia viziada lugha vifaavyo kusisitiza na kueleza ujumbe unaowasilisha.
3. Mwanafunzi asikilize kwa makini ili atambue kipengele ambacho mwenzake hakuzinzatia. Mwanafunzi amweleze mwenzake alivyosoma.
4. Mwanafunzi aeleze matumizi ya misitu kulingana na kifungu alichosoma.

C. Kuandika

Insha za kubuni: Masimulizi.

Maswali ya Tathmini.

1. Insha ya masimulizi.
2. Mwanafunzi ataje wahusika wowote watatu waliotajwa katika Insha hio.
3. Mandhari ni jumla ya mazingira yanayozunguka kitu au mahali Fulani. Mwanafunzi aeleze jinsi yalivyotumika katika Insha hio.
4. Ploti ni mfuatano wa matukio kwanzia mwanzo hadi mwisho. Mwanafunzi aeleze jinsi wahusika walivyochangia katika kujenga ploti.
5. Mwanafunzi ataje mbinu zozote zilizotumiwa

katika masimulizi hayo.
6. Mwanafunzi apeane ushahidi unaotokana na insha hio.
7. Wanafunzi wazuru maktaba ili kufanya utafiti kamili. Pia wanaweza kutumia mtandao.
8. Mwanafunzi azingatie mambo ailoyopewa katika kuandika insha ya masimulizi.
9. Mwanafunzi amsomee rafiki yake, mzazi au mlezi insha aliyoiandika ili aitolee maoni.

D. Sarufi

Nyakati na hali
Maswali ya Tathmini.

1. Huzoa, husali, hupigwa, hufua.
2. Mwanafunzi atumie vitenzi alivyovibainisha kutunga sentensi sahihi.
3.

a. Mwalimu wa Kiswahili hupenda kusisitiza kuhusu mwandiko bora.
b. Wageni huja kwetu kila Jumamosi.
c. Maji ya Mto Tana hutumiwa kuzalisha umeme.

4. a. hali ya mazoea
   Huvuka, hukumbana, hufa, huuliwa, huumia, hufanyika.
5. Mwanafunzi atunge sentensi sahihi kutumia vitenzi alivyovitaja hapo juu.
6. Mwanafunzi atunge sentensi sahihi, ahakikishe ametumia vitenzi vilivyo katika hali ya mazoea.
7. Mwanafunzi atumie vitenzi alivyopewa kutunga sentensi sahihi katika hali timilifu.
8. Wachimba migodi wamepata faida kutokana na kuchimba madini.
   Wavuvi wamevua samaki wengi.
   Wakulima wametayarisha mashamba yao mapema.
9. Mwanafunzi atumie vitenzi vilivyo katika hali tumilifu kutunga sentensi sahihi.
10.
    Sherehe hunoga sana wakati mwenyekiti hufika.
    Bomba la maji limerekebishwa haraka iwezekanavyo.
    Sisi hunywa maji safi kila wakati.
11. Mwanafunzi asome matini yoyote kwenye magazeti au mitandao, kisha apigie mstari vitenzi vilivyo katika hali ya mazoea na hali timilifu.
12. Mwanafunzi anakili vitenzi alivyopigia mstari katika daftari lake.
13. Mwanafunzi atumie vitenzi alivyovinakili kutunga sentensi sahihi.

5

Majukumu ya Kijinsia

A. Kusikiliza na kuzungumza

Maswali ya Tathmini.

1. Maagizo ni maelekezo ambayo mtu hupewa ili afanye jambo fulani.
2. Sifa za maagizo

a. Maagizo hutumia maneno machache na sentensi fupi fupi.
b. Maagizo huwa yanamlenga mhusika (anayeagizwa) moja kwa moja.
c. Maagizo huwa na masharti, kutegemea sababu ya kutolewa.d. Maagizo hutoa maelekezo kwa namna ya wazi.
e. Baadhi ya maagizo huhusisha matumizi ya ishara na tarakimu.

3. Mwanafunzi asome mazungumzo hayo.
4. Muktadha wa nyumbani.
5. Njoo uoge!
   Oga kwanza.
   Haya basi njoo unywe sharubati.
   Inywe sharubati yako!
   Na usisahau kufanya kazi yako ya ziada!
6.

a). Kuelekeza.
b). kuonya dhidi ya hatari.
c). kutumwa.

7. Mwanafunzi atoe maagizo kulingana na maelekezo aliyopewa.
8. Mwanafunzi atambue maneno ya kutolea maagizo katika muktadha wa shuleni.
9. Wanafunzi waigize utoaji na uitikiaji wa maigizo katika muktadha wowote, kisha wanakili maagizo hayo madaftarini.
10. Wanafunzi watumie kifaa cha kidijitali kujirekodi wakitoa maagizo waliyoyaandaa, kisha wawachezaa wenzao ili wawatolee maoni.

B. Kusoma

Kusoma kwa ufahamu.
Maswali ya Tathmini.

1. Kifungu hiki kinahusu usawa wa kijinsia na umuhimu wa kutoa nafasi sawa kwa wanaume na wanawake katika jamii.
2. Wavulana walitarajiwa kufanya kazi hizo kwa sababu ya mifumo na mitazamo ya tamaduni za zamani zilizofanya maamuzi kulingana na umbo la kimaumbile na nguvu za kiume.
3. Ni jambo la kupongezwa kwa sababu linahakikisha kila mtu anapata nafasi sawa ya kukua, kutimiza ndoto zake, na husaidia kuondoa unyanyasaji wa jinsia fulani ili kujenga jamii iliyo sawa.
4. Mashirika yasiyo ya kiserikali.
   Mashirika ya kijamii.
5. Kitu cha msingi walichonyimwa ni elimu.
6. Mwanafunzi atumie Kamusi ya Kiswahili kupata maana ya maneno hayo.
7. Mwanafunzi aandike aya hiyo akizingatia mambo muhimu yaliyoangaziwa katika kifungu hicho.
8. Mwanafunzi amsomee rafiki yake, mzazi au mlezi wake kifungu alichokiandika kwa ufupi ili amtolee maoni.

C. Kuandika

Insha ya maelekezo.
Maswali ya Tathmini.

1. Insha ya maelekezo ni aina ya insha ambayo inatoa maelezo ya kumwongoza msomaji kutekeleza shughuli fulani, kufika mahali au kutumia kifaa fulani.
2. Sifa za insha ya maelekezo.

a. Lazima itumie lugha nyepesi ili ieleweke kwa urahisi.
b. Lazima iwe na mpangilio mzuri wa maelezo.
c. Maelekezo ni lazima yawe sahihi ndiposa yasiwe ya kupotosha.
d. Lazima iwe na anwani mwafaka.

e. Baadhi ya maelekezo hutumia michoro.
f. Hutaja vipimo pale panapohitajika.

3.

a. Hatua Kuu Katika Maelezo Haya
-Kujua idadi ya walaji ili kupata vipimo sahihi vya maji na unga.
-Kutayarisha mahitaji yote (unga, maji, moto, sufuria, mwiko, na sahani).
-Kuchemsha maji kwenye sufuria.
-Kuweka unga kiasi mara baada ya maji kuchemka na kukoroga kwa mwiko.
-Kuongeza unga kidogo kidogo huku ukikoroga hadi ugali upate uzito unaofaa.
-Kuuacha ugali uive kwa muda wa dakika tano.

b. Mwanafunzi aeleze sifa zozote kulingana na kifungu alichokisoma.
c. Mwanafunzi apeane anwani mwafaka ya kifungu.

4. Mwanafunzi afuate maagizo aliyopewa katika uandishi wa insha yake.

D. Sarufi

Nyakati na hali.
Maswali ya Tathmini.

1.

a. Wavulana walikuwa wamezoea kwenda malishoni.
b. Mama alikuwa amemaliza kufagia nyumba.
c. Chakula kilikuwa kimeiva walipoingia.

2. Mwanafunzi atunge sentensi sahihi katika wakati uliopita hali timilifu kutumia maneno aliyopewa.
3. Mwanafunzi atumie vitenzi vilivyo katika wakati uliopita hali timilifu kutunga sentensi sahihi.
4. Mwanafunzi amsomee mzazi au mlezi wake sentensi alizuzitunga ili atolee maoni.

5.

a. Matunda yatakuwa yameiva wakati msimu wa mvua utafika.
b. Wachezaji watakuwa wakicheza wakati rais atawasili.
c. Meza itakuwa imeandikwa wageni watakapobisha hodi.

6.

a. Nchi yetu ilikuwa imeimarika sana.
b. Wakulima watakuwa wamepanda miti mingi sana.
c. Kisima kilikuwa kimejengwa.

7. Mwanafunzi atunge sentensi sahihi zilizo na vitenzi vilivyo katika wakati ujao hali timilifu.
8. Mwanafunzi amsomee mzazi au mlezi wake sentensi alizozitunga ili ampe maoni.
9. Mwanafunzi atumie kifaa cha kidijitali. Aandike sentensi sahihi zilizo katika wkati ujao hali tumilifu akitumia vitenzi alivyopewa.

10.

a. Kifungu hiki kiko katika wakati ujao, hali timilifu.
b. watakuwa wamejitayarisha, zitakuwa zimefungwa, watakuwa wamejitenga, yatakuwa yameandaliwa.
c. Watakuwa wamejitayarisha - walikuwa wamejitayarisha.
Zitakuwa zimefungwa -zilikuwa zimefungwa.
Watakuwa wamejitenga -walikuwa wamejitenga.
Yatakuwa yameandaliwa -yalikuwa yameandaliwa.
d. Mwanafunzi atumie vitenzi alivyoorodhesha kutunga sentensi sahihi.

6

Usalama Nyumbani

A. Kusikiliza na kuzungumza

Maswali ya Tathmini

1. Mwanafunzi aeleze kulingana na kifungu alichokisoma.
2. Mwanafunzi asimulie kulingana na habari aliyoisikiliza.
3. Mwanafunzi atumie kamusi ya Kiswahili kueleza maana ya msamiati.
4. Mwanafunzi ataje namna zozote tatu kulingana na ufahamu.
5. Mwanafunzi ataje vifaa vyovyote vyenye usaidizi vinavyoweza kuwa chanzo cha hatari nyumbani.
6. Mwanafunzi ataje mambo yoyote matatu.
7. Wanafunzi watumie mtandao au vitabu kutafuta habari mbalimbali zinazohusu usalama nyumbani

B. Kusoma

Kusoma kwa kina: Tamthilia.
Maswali ya Tathmini

1. Dhamira ni lengo la mwandishi wa kazi yoyote ya sanaa. Ni kile ambacho mwandishi wa kazi ya fasihi alikusudia kimfikie msomaji wake. Maudhui ni jumla ya mambo au masuala muhimu ambayo yanajadiliwa katika kazi ya fasihi, kama vile tamthilia au novela.
2.

a. Tamthilia inahusu utangamano baina ya marafiki wawili. Tabitha amemtembelea Zena nyumbani akakuta Zena akiwa peke yake na anaogopa kufungua mlango kabla hajamjua aliye mlangoni. Anapotambua kwamba ni Tabitha ndipo anapofungua mlango.

b. Usalama – tamthilia inazungumza kuhusu jinsi usalama nyumbani unavyostahili kuzingatiwa. Upendo – inaonyesha upendo ulio katia ya Zena na rafiki yake, Tabitha.

c. Sehemu hii ya tamthilia inalenga kusisitiza kuhusu usalama wa nyumbani na jinsi ya kuhakikisha kwamba watu na mali zinakuwa salama nyumbani.

C. Kuandika

Insha za kubuni: Mdokezo
Maswali ya Tathmini

1) Insha ya mdokezo ni insha inayotoa masimulizi kuhusu kisa kwa kuzingatia maneno ya kuanzia au ya kumalizia yaliyotolewa.
2) Aina za insha ya mdokezo.

a. Insha ya mdokezo ya kuanzia – mwandishi hupewa maneno ambayo atatumia kuanza insha yake.

b. Insha ya mdokezo kumalizia – mwandishi hupewa maneno ambayo atatumia kumalizia insha yake.

3. Vipengele vya insha ya mdokezo.

a. Kichwa kinachoonyesha insha inahusu nini.

b. Utangulizi unaotokea katika aya ya kwanza na kutoa habari za awali kuhusu maudhui ya insha.

c. Mwili unaobeba masimulizi yanayosimuliwa kupitia insha hiyo.

d. Hitimisho linaloonyesha tamati ya insha.

4.

a. Mwanafunzi apeane anwani kulinganana ujumbe aliousoma.

b. Mwanafunzi ataje vipengele vyovyote kulingana na Insha aliyoisoma.

c. Mwanafunzi aeleze kulinganani Insha aliyoisoma.

5. Mwanafunzi azingatie mambo yote muhimu katika uandishi wa insha yake.
6. Mwanafunzi amsomee mzazi au mlezi wake insha aliyoiandika ili amtolee maoni.

D. Sarufi

Vivumishi vya sifa na vivumishi viashiria
Maswali ya Tathmini

1. Refu, maridadi, kibaya, nene, zuri, safi.
2. Baba pamoja na mtoto wake mdogo waliingia

katika gari lao jeusi. Gari hilo safi lilikuwa limefanyiwa marekebisho na kusafishwa na Ali. Ali ni mfanyakazi ambaye ni mpole, mtiifu na mwenye heshima. Waliondoka ili kwenda kuzuru mbuga ya wanyama ya Nairobi.

3. Mwanafunzi atumie vivumishi vya sifa alivyopewa kutunga sentensi sahihi.
4.

a. Mtoto huyu anaitwa na mzee yule.
b. Dirisha hili limefunguliwa kupitisha hewa safi.
c. Kisu hicho kikali kitamkata mtoto yule.
d. Chumba hiki kina sakafu maridadi.

5. Mwanafunzi atumie viashiria alivyopewa kutunga sentensi sahihi.
6. Jioni hiyo eneo la Mzee Baraka lilikuwa na baridi shadidi. Mzee huyo aliwaagiza wajukuu wake wavae sweta kujisetiri. Dena na Kazo walichukua sweta nyekundu ambazo zilikuwa maridadi sana. Sweta hizo zilikuwa zimewekwa kwenye shubaka baada ya kufuliwa. Shubaka hilo lilikuwa juu kiasi kwa hivyo ilimbidi atumie kiti ili aweze kulifikia.

7

Kuhudumi Wenye Mahitaji Maalum

A. Kusikiliza na kuzungumza

Maswali ya Tathmini

1. Usikilizaji husishi ni usikilizaji ambao msikilizaji humfuatilia mzungumzaji kwa makini ili kuelewa anachokisema.
2.

a. Kusikiliza kwa makini.
b. Kusikiliza bila kumkata kalima msemaji.
c. Kusikiliza mzungumzaji kikamilifu bila ya kumhukumu.
d. Kuuliza maswali ili kuelewa mambo ambayo hayaelewi vizuri.
e. Kutumia ishara za mwili zifaazo.
f. Kuelewa ujumbe unaopitishwa.
g. Kuomba ufafanuzi zaidi kwa sehemu zenye uchangamano.
h. Kutilia maanani kiimbo; kupanda na kushuka kwa sauti ya mzungumzaji.

3. Wanafunzi waigize mazungumzo waliyopewa.
4. Wanafunzi waeleze vipengele vyovyote vitatu kulingana na mazungumzo waliyoigiza.
5. Mwanafunzi azingatie vipengele vya usikilizaji husishi wakati akishiriki mazungumzo.

B. Kusoma

Ufupisho
Maswali ya Tathmini

1) Ufupisho ni maelezo mafupi au maneno machache ambayo husemwa au kuandikwa upya kutokana na maelezo marefu.
2)

a. Kusoma taarifa au matini lengwa kwa makini ili kuielewa kabla ya kuifupisha.
b. Kudondoa taarifa kuu au muhimu na ambazo ni sahihi.
c. Kuandika vidokezo vya taarifa muhimu.
d. Kuunganisha taarifa kuu kwa kutumia viunganishi.
e. Kulinganisha taarifa kuu au muhimu na taarifa asili.
f. Kupitia ufupisho ili kuhakikisha taarifa zote muhimu zipo.
g. Kuhakikisha kuwa kuna mpangilio sahihi wa taarifa.
h. Kuandika nakala safi ya ufupisho ambayo haina makosa.
i. Kuhakikisha kuwa nakala safi ya ufupisho haina makosa ya kisarufi na makosa mengine ya aina yoyote.

3) Mwanafunzi ajibu mwaswali akizingatia ufahamu, aidha majibu hayafai kutoka nje ya ufahamu aliopewa.

C. Kuandika

Insha ya kubuni: Maelezo
Maswali ya Tathmini

1. Tamathali za lugha ni maneno au misemo inayotumiwa kisanaa kupamba lugha na kuleta picha halisi. Mifano ya tamathali hizi ni: chuku, sitiari, methali, nahau na misemo, tashbihi na tanakali za sauti.
2. Mwanafunzi ateue mada mwafaka.
3. Mwanafunzi afanyie utafiti mada aliyoiteua kisha aandike vidokezo atakavyovitumia kuandikia Insha.
4. Mwanafunzi atumie tamathali mbalimbali kuandika Insha.
5. Mwanafunzi amtolee mwenzake Insha aliyoisoma ili amtolee maoni. Aidha, amweleze jinsi tamathali za lugha zilivyotumika ili kuleta uhalisia.

D. Sarufi

Vivumishi vimilikishi na vivumishi vya idadi
Maswali ya Tathmini

1. Vyake, zao, wangu, wenu, yangu, kwake.
2.

a. Mwalimu huona vizuri akiwa na miwani yake.
b. Chombo changu ni cha kidijitali.
c. Kofia zenu ni za aina ya chepeo.
d. Wageni wetu watafika wakiwa wamechoka.

3. Jengo letu limejengwa kwa namna nzuri ili

kuwasaidia watu wenye mahitaji maalumu. Kando na vidato kuna vijia ambavyo hutumika na walemavu wenye vitimaguru. Vyoo vyetu vimejengwa kwa kuzingatia watu wenye mahitaji maalumu. Madirisha yetu ni mapana na huweza kuleta mwangaza wa kutosha mchana.

4. Mwanafunzi atunge sentensi sahihi akitumia vivimishi vimilikishi alivyovitambua.
5. Mwanafunzi atumie kifaa cha kidijitali kuandika aya hio, ahakikishe ametumia vivumishi vimilikishi.
6. Wachache, mmoja, michache, kingi.
7. Mwanafunzi atunge sentensi sahihi akitumia vivumishi vya idadi.
8. Chama cha watu wenye mahitaji maalumu kimesajili watu wengi kote nchini. Hii ni mojawapo ya mikakati mingi ambayo shirika hilo linafanya ili kuwahamasisha wanachama wake kuhusu haki zao. Sheria zilizokuwa chache sasa zimezidishwa na kuwa nyingi ili ziweze kuwalinda watu wenye mahitaji maalumu.
9. Mwanafunzi atumie vivumishi vya idadi mwafaka ili kukamilisha sentensi hizo.
10. Mwanafunzi atumie vivimishi vimilikishi na vivumishi vya idadi katika aya yake.
11. Mwanafunzi atafute Makala yoyote kwenye mtamndao.

8

Uhalifu wa Mtandaoni

A. Kusikiliza na kuzungumza

Maswali ya Tathmini

1. Uzungumzaji wa papo kwa hapo ni aina ya mazungumzo yanayofanyika bila ya kuwa na maandalizi ya awali.
2. Vipengele vya kuzingatia katika uzungumzaji wa papo kwa hapo

a. Kutumia lugha inayoeleweka vizuri.
b. Kutumia viziada lugha na ishara za mwili ipasavyo.
c. Kuzungumzia ujumbe unaoihusu hadhira lengwa.
d. Mzungumzaji kuwa jasiri, mkakamavu na mwenye kuzungumza kwa kutumia lugha ya heshima na adabu.
e. Mzungumzaji awe mbunifu na aihusishe hadhira.

3. Mwanafunzi amsikilize mwenzake kwa makini wakati akizungumza.
4. Mwanafunzi amweleze mwenzake vipengele ambavyo hakuvizingatia wakati wa uwasilishaji wake.
5. Mwanafunzi amwelekeze mwenzake kuhusu uwasilishaji mwafaka wa uzungumzaji wa papo kwa hapo.

B. Kusoma

Kusoma kwa kina: Mandhari na ploti katika tamthilia

Maswali ya Tathmini

1. Mandhari ni mahali au mazingira na wakati ambapo matukio yanatokea katika kazi ya fasihi.
   Ploti ni mpangilio na mfuatano wa matukio katika kazi ya fasihi kama vile tamthilia.
2.

a. Matukio kwenye sehemu hii ya tamthilia yanafanyika katika kito cha polisi cha salama. Matukio yenyewe yanafanyika majira ya mchana.
b. Ploti inapoanza, tunamwona polisi mmoja akiwa ameketi kwenye chumba cha mapokezi katika kituo cha polisi cha Salama. Talia na baba yake wanaingia chumbani humo, na polisi huyo kuwakaribisha. Anawauliza kilichowaleta pale, kisha Talia na babake wanatoa ufafanuzi kuhusu jinsi Talia alivyokutana na watu wanaoshukiwa kuwa wahalifu mtandaoni. Maafisa wa polisi wanachukua hatua ya kufanya uchunguzi ili kubaini namna ya kuwakamata wahalifu hao. Anamshauri Talia awe makini sana anapotumia simu kufanya mazoezi ya shuleni.
c. Kupiga ripoti kuhusu tukio la uhalifu mtandaoni.
d. Alimwita mwenzake ambaye ni mtaalamu wa masuala ya teknolojia ili achunguze kilichofanyikia simu hiyo. Pia, alirekodi kesi hiyo kitabuni.
e. Mfano: Ni vyema kuwa makini mtu anapotumia mtandao ili kuwazui wahalifu wa mtandaoni.

3. Mwanafunzi aandike kisha amsomee rafiki yake, mzazi au mlezi ili amtolee maoni.
4. Mwanafunzi aeleze umuhimu wa mandhari kulingana na ploti hio.
5. Mwanafunzi aeleze jinsi matukoi yalivyofuatana katika tamthilia hio.

C. Kuandika

Viakifishi: Alama za mtajo na mshazari

Maswali ya Tathmini.

1.

a. Hutumiwa kuonyesha usemi halisi – hutumiwa kufungia maneno ambayo yanasemwa na mtu moja kwa moja. Mfano: "Umezima tarakilishi yako?" Yohana alimuuliza Halima.
b. Hutumiwa kuonyesha anwani za machapisho, kama vile vitabu, majarida, magazeti na hata filamu katika maandishi ya mkono. Mfano: Mwalimu alitusomea tamthilia ya "Pumzi ya Malaika".
c. Hutumiwa kuonyesha maneno ambayo si ya lugha ya Kiswahili katika maandishi ya Kiswahili (kuchanganya msimbo). Mfano:

Watu wengi mtandaoni wanaendeleza "cyber bullying".

d. Hutumiwa kufungia nukuu iliyo ndani ya nukuu nyingine.Mfano:"Baba, ulimaanisha nini uliposema 'uhalifu wa mtandaoni ni janga la ulimwengu'?" Mose aliuliza.

e. Hutumiwa kuonyesha maneno ambayo yana maana kinyume na maana inayokusudiwa. Mfano: Osama alikuwa kiongozi mpenda 'amani'.

2.

a. kuonyesha usemi halisi.

b. kuonyesha maneno ambayo si ya lugha ya Kiswahili katika maandishi ya Kiswahili .

c. kuonyesha anwani za machapisho.

3. Mwanafunzi atumie alama za mtajo kutunga sentensi sahihi.

4.

a. Hutumiwa badala ya neno 'au'. Mfano: Redio/televisheni ni muhimu sana kama unataka kupata habari za ulimwengu mzima.

b. Hutumiwa kuonyesha maneno yenye maana sawa, yaani visawe.Mfano: Tarakilishi/kompyuta ni kifaa muhimu sana katika ulimwengu wa sasa.

c. Hutumiwa kuonyesha sehemu ya kitu au akisami.Mfano: Mwanabiashara alitumia ½ ya faida yake kuwekeza.

d. Hutumiwa katika uandishi wa tarehe.Mfano: Yohana alizaliwa mnamo tarehe 02/01/2010.

e. Hutumiwa kuonyesha asilimia. Mfano: Wanafunzi 60/100 ni wasichana.

5.

a. katika uandishi wa tarehe.

b. kuonyesha asilimia.

c. imetumiwa kuonyesha badala ya neno 'au'

6. Mwanafunzi aandike sentensi sahihi akitumia alama ya mshazari.

7. Baba yangu aliniita na kuniambia, "Musa, usalama mtandaoni ni jambo muhimu sana, hakikisha unalinda taarifa zako." Aliendelea kunishauri kuwa nijiepushe dhidi ya mawasiliano mtandaoni kutoka kwa watu nisiowafahamu. Tabuleti niliyokuwa nayo ilinisaidia sana. Kando na kusakura kuhusu masomo niliyokuwa nikisoma, nilihifadhi stakabadhi zangu katika sehemu iitwayo "files". "Tablet", kama ilivyofahamika kwa Kiingereza, nilipewa kama zawadi tarehe 9/10/2022.

D. Sarufi

Ngeli na upatanisho wa kisarufi. Maswali ya Tathmini

1. Kuta, chai, njaa, nyumba, meza, Ngozi, shule, fulana.

2.

a. Ndege imeondoka sasa hivi. Ndege zimeondoka saa hivi.

b. Habari yake imeenea sana. Habari zao zimeenea sana.

c. Sarafu ya Kenya iko mkobani. Sarafu za Kenya ziko mikobani.

3. Mwanafunzi atunge sentensi sahihi akizingatia maagizo aliyopewa.

4. Mwanafunzi azingatie maagizo anapotunga kifungu.

5. Chumvi, miadi, hofu, furaha, mvua, simanzi, petroli.

6.

a. Sukari nyingi itadhuru afya yako. Sukari nyingi itadhuru afya yenu.

b. Petroli iliyomwagika italeta madhara. Petroli iliyomwagika italeta madhara.

7. Mwanafunzi atunge santensi sahihi.

8. Wanafunzi watunge kifungu wakifuata maagizo waliyopewa.

9

Majukumu ya Mnunuzi

A. Kusikiliza na kuzungumza

Maswali ya Tathmini

1. Chama, chuma, choma choo, ukucha.
2. Utamkaji wa mwanafunzi uwe sahihi.
3. Mishumaa, shujaa, mishono, shangaa, visha.
4. Utamkaji wa mwanafunzi uwe sahihi.
5.

a) Nilikuwa nimeacha kuosha shati langu kisha nikarudi chumbani.
b) Akinamama wanachoma mahindi kule jikoni.
c) Niliketi chini ya mti nikinywa maji yenye ladha chachu.
d) Nilimvisha mtoto wangu nguo yake.
e) Chama kilichokuwa kikiuza cherehani kilianzisha mradi mwingine.

6. Matamshi ya mwanafunzi yawe sahihi.
7. Vitanzandimi viwe sahihi. Vitumie maneno yenye sauti /ch/ na yale yenye sauti /sh/.

B. Kusoma

Kusoma kwa Ufahamu: Kifungu cha kushawishi

Maswali ya Tathmini

1. Ni kifungu kinachomshawishi msomaji abadili msimamo wake ili aunge mkono anayoshauriwa na mwandishi.
2.

a. Kifungu hicho ni kifungu cha kushawishi kuhusu matumizi ya teknolojia kufanya ununuzi kupitia kwa simu za mkono. Ushawishi huo unatolewa na mtu anayeonekana kuwa mtaalamu wa masuala ya kidijitali na unatolewa katika kijiji cha Mianzi. Ushawishi huo unalenga kuwafanya wanakijiji waanze kutumia teknolojia kufanya ununuzi wa bidhaa.
b. Mfano: Baadhi walishawishika na kufanya majaribio ya ununuzi huo ilhali wengine walipuuza ujumbe wenyewe.
c. Mfano: Huenda wangeendelea kukaa bila kujua kuhusu ununuzi wa kisasa kupitia kwa teknolojia.

d.

(i) mtindo – utaratibu wa kufanya jambo
(ii) teknolojia – uvumbuzi wa kisasa unaorahisisha mambo
(iii) mageuzi - mabadiliko
(iv) mawasiliano – kupitisha ujumbe kutoka mahali pamoja hadi pengine
(v) uhifadhi – kuweka kitu

e. Sentensi ziwe sahihi na zitumie msamiati ulio katika nambari ya (d).

C. Kuandika

Insha za Kubuni: Insha ya masimulizi

Maswali ya Tathmini

1. Ni insha inayotoa habari kuhusu kisa kilichotokea au cha kubuni.
2.

a) Kuepuka urudiaji au kuchanganya hoja katika kila aya.
b) Maelezo toshelevu kutolewa katika kila aya.
c) Kila wazo kuu huwa katika aya yake.

3. Insha iwe ya masimulizi. Izingatie vipengele vya ukuzaji wa wazo baina ya aya. Izungumze kuhusu siku ya kwanza ya mwandishi kujaribu ununuzi kwa njia ya teknolojia.
4. Insha iwe ya masimulizi. Izingatie vipengele vya ukuzaji wa wazo baina ya aya. Izungumze kuhusu mada iliyotolewa.

D. Sarufi

Ngeli na upatanisho wa kisarufi

Maswali ya Tathmini

1. wema, uhai, udugu,usawa.
2. Mwanafunzi aandike majina ya vitu vilivyo katika ngeli ya U-U.
3.

a. Ubaya wao ni kuwakejeli wenzao.
b. Wino wao umemwagika sakafuni.
c. Usafi wa masoko unastahili kutiliwa maanani.

4.

a. Uwezo wangu utalingana na bidii yangu
Uwezo wetu utalingana na bidii yetu.

b. Ushuru umetozwa mfanyabiashara.
Ushuru umetozwa wafanyabiashara.

5. Mwanafunzi atumie viambishi vyenye upatanisho wa kisarufi wa ngeli ya U-U kwenye sentensi zake.
6. Mwanafunzi atumie viambishi vyenye upatanisho wa kisarufi wa ngeli ya U-U.
7. Ugonjwa, unyoya, uwele.
8. Majina yawe katika ngeli ya U-YA.
9.

a. Ugonjwa wa saratani umewahangaishawatu wengi.
b. Uzalendo wetu utatuletea mafanikiomakubwa.
c. Uwele umeanguka shambani.
d. Uovu wa kuuza bidhaa ghushi umekomeshwa.

10.

a. Ubua huu utaliwa na wanyama.
Mabua haya yataliwa na wanyama
b. Ulezi wa watoto unafaa kufanywa namzazi.
Malezi ya watoto yanafaa kufanywa na wazazi.
c. Ugonjwa uliozuka umedhibitiwa.
Magonjwa yaliyozuka yamedhibitiwa.

11. Mwanafunzi atunge sentensi sahihi akifuata maagizo.
12. Mwanafunzi atumie kifaa cha kidijitali, ahusishe viambishi vya upatanisho vya ngeli ya U-YA.
13. Mwanafunzi amsomee mzazi au mlezi kifungu hicho ili amtolee maoni.

10

Kukabiliana na Hisia

A. Kusikiliza na kuzungumza

Hadithi: Hurafa na hekaya

Maswali ya Tathmini

1. Hurafa ni hadithi yenye wahusika wanyama.
2.
a) Matumizi ya viziada lugha.
b) Kiwango kifaacho cha lugha.
c) Mtiririko mzuri wa matukio.
3.
a. Hadithi hii ni hurafa kwa sababu wahusika ni wanyama.
b. Inazungumza kuhusu wanyama walioenda shambani kulima na kupanda mbegu za mimea kisha wakawa na hofu kwamba chiriku wangekula nafaka pindi zinapokomaa.
c. Ulikuwa ukiwasihi wale wanyama watatu wasiharibu viota vya chiriku kwa sababu ndani kulikuwa na makinda.
d. Mfano: Ni vyema kuwatetea watu unaowajua jinsi njiwawalivyowatetea ndege wenzake.
4. Hekaya ni hadithi ambayo inazungumzia mhusika mmoja mjanja anayetumia ujanja huo kujiokoa kwenye shida, kuwaokoa wenzake au kuwatia wenzake kwenye shida.
5.
a) Kutumia kiwango kifaacho cha sauti.
b) Kuiga matendo ya wahusika katika hadithi.
c) Kushirikisha hadhira.
6.
a. Hekaya. Inaeleza jinsi mhusika mmoja anavyotumia ujanja wake kujitoa kwenye baa la njaa.
b. Hadithi inazungumza kuhusu kijiji cha watu wazembe kilichovamiwa na baa la njaa. Robo alikimbilia kijiji jirani akawadanganya watu, wakampa chakula wakijua kwamba wanamwadhibu.
c. Alijua kwamba angenyimwa chakula chenyewe.
d. Ugali, mboga na maziwa ya mgando.
e. Waligundua kwamba walikuwa wamedanganywa na Robo.
f. Mfano: Ujanja wako unaweza kukuokoa katika hali ngumu.

B. Kusoma

Kusoma kwa kina: Wahusika katika Tamthilia

Maswali ya Tathmini

1. Mwanafunzi asome tamthilia.
2. Alicia, Mbogori, Kuza.
3.
a) Alicia
- Mpatanishi – anampatanisha Mbogori na Kuza.
- Mpenda amani – anarejesha amani kati ya Mbogori na Kuza.
- Mdadisi – anamuuliza Mbogori maswali ili abaini kiini cha hasira yake.
- Mwenye hasira – anakasirishwa na tabia za Mbogori.
- Mpole – anazungumza na marafiki zake kwa upole.

b) Mbogori
- Mwenye hasira – anakasirika mno mpira wake unapoharibika.
- Msikivu – anasikiliza ushuari wa Alicia.
- Mtiifu – anatii anayoshauriwa na Alicia na kumsamehe Kuza.
- Msamehevu – anamsamehe Kuza aliyeharibu mpira wake.

c) Kuza
- Mnyenyekevu – ananyenyekea baada ya kumkosea Mbogori.
- Mvumilivu – anavumilia hasira za Mbogori bila kujibizana naye.
- Mwenye shukrani – anamshukuru Alicia kwa kuwapatanisha.

4. Mifano:
- Alicia – ni vyema kuchukua hatua ya kuleta amani baina ya marafiki.
- Mbogori – hatufai kuwaweka marafiki zetu katika hali ngumu wanapotukosea bila kukusudia.
- Kuza – tunastahili kunyenyekea na kuomba msamaha tunapowakosea marafiki zetu.

5. Mwanafunzi aandike wahusika katika Tamthilia ya Penye Nia.
6. Mwanafunzi amweleze mwenzake sifa za wahusika katika Tamthilia ya Penye Nia.

7. Mwanafunzi amwigizie mzazi au mlezi wake matendo ya wahusika wawili katika tamthilia hio.
8. Mwanafunzi aeleze uhusiano baina ya wahusika aliowasoma.
9. Mwanafunzi aandike muktasari wa sifa za wahusika.
10. Mwanafunzi aeleze mafunzo anayoyapata kutokana na matendo ya wahusika

C. Kuandika

Barua rasmi ya kuomba msaada
Maswali ya Tathmini

1. kuomba kazi, kuomba msamaha,kuomba msaada, kuomba nafasi ya kujiunga nashule au kuomba ufadhili.
2. Mwanafunzi apeane majibu kulingana na barua aliyoisoma.
3. Mwanafunzi azingatie vipengele vya barua rasmi katika uandishi wake.
4. Mwanafunzi amsambazie rafiki yake mtandaoni barua hio ili atathmini na kuitolea maoni.

D. Sarufi

Vinyume vya vitenzi na vielezi
Maswali ya Tathmini

1. Vinyume ni mkinzano kimaana.
2.

keti	simama
lia	cheka
penda	chukia
fuma	fumua
twika	tua
tabasamu	nuna

3.

safisha	chafua
unganisha	tenganisha
jenga	bomoa
kubali	kataa

4.

a. Maria alizisuka kisha akazisukua nywelezake.
b. Baada ya mvua kupusa, Eliana alienda sokoni.
c. Mtoto alifunua chakula kilichokuwa kimefunikwa na mama.
d. Mwalimu alisifu tabia nzuri lakini akakashifu ile mbaya.

5.

taratibu	haraka
juu	chini
nadhifu	ovyo
Kwa bidii	Kwa uvivu
kijasiri	Kwa woga

6. Mwanafunzi aandike vinyume vya maneno.
7. Mwanafunzi atunge sentensi sahihi akitumia vielezi alivyopewa.
8. Mwanafunzi atambue vinyume vya vielezi vilivyotumiwa.
9. Mwanafunzi amshirikishe mzazi au mlezi wake katika kutafuta vinyume vya vitenzi na vielezi.

11

Haki za Watoto

A. Kusikiliza na kuzungumza

Kuzungumza kwa Kutumia Vidokezo vya Hoja
Maswali ya Tathmini

1. Vidokezo ni hoja fupifupi ambazo mzungumzajihutumia kujikumbusha mambo anayostahilikuyazungumzia mbele ya hadhira.
2.
a. Humfanya mzungumzaji asisahau hoja anazotaka kusema.
b. Mzungumzaji huweza kutoa hoja zake kwa mtiririko ufaao.
c. Humsaidia mzungumzaji kuzungumza bila kusitasita.
d. Huongeza ukakamavu wa mzungumzaji.
e. Humwezesha mzungumzaji kuanzia tena mahali alipoachia ikiwa uzungumzaji wake utakatizwa ghafla.
3.
a. Harusini.
b. Sherehe za kitaifa.
c. Shuleni.
d. Mikutano kwenye baraza la chifu.
e. Bungeni.
f. Mahakamani.
g. Kwenye vituo vya ushauri nasaha.
4.
a. Kuandika hoja kwa ufupi.
b. Kupanga vidokezo kwa mtiririko ufaao.
c. Kutotazama vidokezo mara kwa mara unapozungumza.
d. Kuweka vidokezo mezani au kuvibeba mkononi.
e. Kuwatazama wasikilizaji ana kwa ana.
5. Mwanafunzi azingatie vipengele na vidokezo mwafaka.

B. Kusoma

Kusoma kwa mapana: Matini za Kujichagulia
Maswali ya Tathmini

1.
a. Kuelewa ujumbe wa matini unayosoma.
b. Kutambua msamiati uliotumika katika matini hiyo na kueleza maana zake.
c. Kutumia msamiati huo angalau kutunga sentensi sahihi.
d. Kuandaa muhtasari wa ujumbe wa matini uliyoisoma.
e. Kuhifadhi rekodi za matini ulizozisoma Pamoja na maudhui yake makuu.
2. Mwanafunzi asome matini aliyoichagua.
3. Mwanafunzi ajibu maswali kulingana na matini aliyoisoma .
4. Mwanafunzi amsomee rafiki yake, mzazi au mlezi wake muktasari wa matini ili amtolee maoni.

C. Kuandika

Insha za kubuni: Maelezo.
Maswali ya Tathmini.

1.
a. Muundo wenye kichwa, utangulizi, mwili na hitimisho.
b. Hoja zenye ukweli ambazo hazina maoni binafsi ya mwandishi.
c. Lugha inayochora picha halisi ya kitu kinachotolewa maelezo.
2. Mwanafunzi ajibu maswali kulingana na Insha aliyoisoma.
4. Mwanafunzi azingatie vipengele katika kuandika insha yake.
5. Mwanafunzi amsomee rafiki yake, mzazi au mlezi insha yake ili amtolee maoni.

D. Sarufi

Mnyambuliko wa vitenzi.
Maswali ya Tathmini

1. Lilika limika, fungika, washika, pigika, koseka.
2.
a. Chakula kimepikwa kikapikika.
b. Ngoma ilipigika sana hadi ikatoa sauti kubwa.
c. Vitabu vinavyosomeka vizuri ni vile vyenye

mafunzo.

d. Shamba lililimika vizuri baada ya mvua kunyesha.

3. Mwanafunzi atunge sentensi sahihi.

4. Mwanafunzi ageuze vitenzi katika kauli ya kutendeka.

5. Rukiwa, liliwa, pewa, pigiwa, kimbiliwa, somewa.

6.

a. Kaka alilimiwa shamba lake baada ya kupata maradhi ya malaria.

b. Bawabu aliwashiwa moto nje msimu wa kipupwe.

c. Nimenunuliwa kitabu na rafiki yangu ninayempenda kwa moyo wangu wote.

d. Mgeni atapikiwa chakula chake tofauti na wenyeji.

7. Chongewa, tandikiwa,imbiwa, safishiwa, okotewa.

8. Mwanafunzi atunge sentensi sahihi.

9. Mwanafunzi atumie vitenzi katika kauli ya kutendewa kutunga kifungu chake.

10. Tembeatembea, pigapiga, somasoma, chorachora, imbaimba, rukaruka.

11. Mtoto anachezacheza na mpira wake karibu gari la baba yake. Anawangojea rafiki zake waje waende kuruka kamba. Watarukaruka hadi wakati wa chamcha. Michezo hii inawasaidia kwa ukuaji wa mwili. Baadaye watakuja kula chamcha huku wakichekacheka kwa furaha.

12. Mwanafunzi atunge sentensi sahihi.

13.

a. Watoto walichezacheza na moto ndiposa ukachoma mmoja wao.

b. Dada alisafishiwa chumba chake kikang'ara sana.

c. Tamthilia hii inasomeka vizuri ukiwa makini.

d. Ndama alirukaruka baada ya kunyonya.

4.

cheza	chezeka	chezewa	cheza cheza
fagia	fagilika	fagiliwa	fagiafagia
suka	sukika	sukiwa	sukasuka
chimba	chimbika	chimbiwa	chimba chimba
pika	pikika	pikiwa	pikapika
lea	leleka	lelewa	lealea

15. Mwanafunzi afuate maagizo akitunga aya.

12

Magonjwa Yasiyoambukizwa

A. Kusikiliza na kuzungumza

Kusikiliza kwa makini
Maswali ya Tathmini

1. Habari muhimu katika kifungu hiki ni kwamba magonjwa yasiyoambukizwa yanatokana na mtindo wa maisha wa mtu (kama vile kutofanya mazoezi, matumizi ya dawa za kulevya, au lishe duni). Magonjwa haya hayo hayaenezwi kutoka kwa mtu mmoja hadi mwingine lakini yana athari kubwa sana za kifedha na kijamii kwa wagonjwa, familia, na taifa. Hata hivyo, yanaweza kuzuilika kupitia mabadiliko ya tabia kwani "kinga ni bora kuliko tiba."
2. Saratani Kiharusi na Shinikizo la damu.
3. Kufanya mazoezi ya mwili mara kwa mara.
   Kula vyakula vyenye viinilishe vinavyopatikana shambani (vyakula vya asili).
   Kuepuka matumizi ya dawa za kulevya, hasa unywaji wa pombe na uvutaji wa sigara.
4. Mwanafunzi aandike hoja muhimu kuhusu magunjwa yasiyoambukizwa aliyoyapata kwenye mitandao au vitabu.
5. Mwanafunzi amwasilishie rafiki yake mzazi au mlezi huja alizoziandika ili amtolee maoni.

B. Kusoma

Kusoma kwa ufasaha
Maswali ya Tathmini

1. Kusoma kwa ufasaha ni mbinu ya kusoma matini ifaavyo ili unayoyasoma yasikike na yaeleweke vyema kwa wasikilizaji.
2.

a. Matamshi bora – maneno yote hutamkwa ipasavyo.
b. Kiwango kifaacho cha sauti – msomaji huhakikisha kwamba anasoma kwa sauti inayoweza kusikika vyema. Pia, msomaji anastahili kusoma kwa kuzingatia viakifishi na kiimbo kwenye maneno.
c. Kasi ifaayo – katika kiwango hiki, msomaji anatarajiwa kusoma maneno yasiyopungua 105 kwa dakika moja.
d. Kushirikisha ishara za mwili – msomaji anafaa kutumia kutumia ishara za mwili kama vile kutikisa kichwa na kunyosha mikono kama namna ya kusisitiza ujumbe anaowasilisha.

3. Mwanafunzi azingatie vipengele vya kusoma kwa ufasaha katika usomaji wake.
4. Rafiki yake, mzazi au mlezi wake amtolee maoni kuhusu ubora wa usomaji wake.

C. Kuandika

Insha za kiuamilifu: Hotuba ya kutoa ufafanuzi
Maswali ya Tathmini

1. Hotuba ya kutoa ufafanuzi huandaliwa ili kufafanua au kueleza kuhusu jambo au hali fulani muhimu kwa wasikilizaji.
2. Mwanafunzi atoe majibu kutoka kwenye hotuba aliyoisoma.
3. Mwanafunzi aandike hotuba akizingatia vipengele vya kimuundo.
4. Mwanafunzi amsomee rafiki yake, mzazi au mlezi hotuba aliyoiandika ili amtolee maoni.

D. Sarufi

Aina za sentensi: Sentensi changamano
Maswali ya Tathmini

1. Sentensi changamano ni sentensi ambayo huundwa kwa kuunganisha mafungu ya maneno ambapo fungu moja lina maana kamili ilhali fungu linguine halijakamilika kimaana.
2.

a. Daktari aliyetuelimisha kuhusu magonjwa anafanya mazoezi.
b. Rinda lako linalopendeza lilinunuliwa kwa bei ghali.
c. Ugonjwa uliokuwa ukimsumbua sana umedhibitiwa.

3.

a. Wanafunzi waliokuwa wakikimbia uwanjani walikuwa wa shule ya Bidii.
   Walivuna ushindi mnono kutokana na bidii na hali ya juu ya mazoezi waliyoyafanya.
4. Mwanafunzi atumie maneno aliyopewa kutunga sentensi changamano.
5. Mwanafunzi awasomee wenzake sentensi alizozitunga ili wazitolee maoni.
6. Mwanafunzi atumie sentensi changamano katika aya yake.
7. Mwanafunzi atunge sentensi changamano.

13

Heshima kwa Tamaduni za Wengine

A. Kusikiliza na kuzungumza

Hadithi: Wahusika katika hadithi
Maswali ya Tathmini

1. Wahusika katika hadithi ni watu wanaofanya matendo mbalimbali katika hadithi.
2.
a. Fanani – mtu anayesimulia hadithi kwa hadhira.
b. Hadhira – watu wanaosikiliza hadithi ikisimuliwa na fanani.
3. Mwanafunzi ajadili wahusika katika hadithi yoyote aliyowahi kusimuliwa.
4. Hadhira – watu wanaosikiliza hadithi ikisimuliwa na fanani.
   Fanani – mtu anayesimulia hadithi kwa hadhira.
5.
a. Ng'ombe (Mama Ng'ombe), Simba (Mama Simba), Ndama (Mtoto wa ng'ombe), Shibli (Mtoto wa simba), Binadamu.
b. Sifa za wahusika
   Simba: Ana hasira za haraka na hana subira (alishikwa na hasira na kuondoka kwa fujo bila kusikiliza maelezo).
   Ng'ombe: Ni mwoga lakini ana busara ya kujihami (alitoroka ili kuokoa maisha yake na ya mwanawe).
   Ndama: Ni mcheshi lakini mwenye upepesi wa kupata ajali (alimuumiza shibli bila kukusudia wakati wa michezo).
   Shibli: Ni mcheshi lakini mnyonge (alilia baada ya kuumia).Binadamu: Ni mkarimu na mwenye upendo (alimpa ng'ombe stara na hifadhi hadi leo).
c. Tusiwe na hasira za haraka: Tabia ya simba inatufundisha kuwa hasira bila uchunguzi hufukuza wengine.
   Tujifunze kusamehe ajali: Makosa ya watoto yaliyotokea kwa bahati mbaya hayapaswi kuleta ugomvi mkubwa kati ya wazazi.
   Kimbia hatari mapema: Tabia ya ng'ombe inatufundisha kuwa ni vizuri kuchukua hatua mapema kujiepusha na madhara (kuchana mbuga).
   Kusaidia wenye shida ni vizuri: Binadamu anatufundisha kuwa kutoa hifadhi kwa wanaokimbia shida huleta urafiki wa kudumu.
6. Mwanafunzi asikilize kwa makini akisimuliwa hadithi hiyo.
7. Mwanafunzi ataje hadhira, wahusika na fanani katika hadithi aliyosimuliwa.
8. Mwanafunzi aeleze mafunzo aliyoyapata kutokana na wahusika wa hadihi aliyosimuliwa.

B. Kusoma

Kusoma kwa kina: Mbinu za lugha katika tamthilia
Maswali ya Tathmini

1. Mbinu za lugha ni mapambo yanayotumika katika maandishi au mazungumzo ili kuyaboresha na kuyafanya yaeleweke vizuri kwa wasikilizaji au wasomaji.
2.
a. Hufanya tamthilia ivutie kwa jumla.
b. Husaidia kujenga hisia kamili.
c. Humwezesha mwandishi kuwakuza wahusika kikamilifu.
d. Husaidia kukuza mtiririko wa ploti.
e. Huonyesha tamaduni na mazingira katika tamthilia.
f. Huonyesha umahiri wa lugha miongoni mwa wahusika.
3. Mwanafunzi ajibu maswali kulinganana sehemu ya tamthilia aliyoisoma.

C. Kuandika

Insha za Kubuni: Insha ya maelezo kuhusu mahali.
Maswali ya Tathmini

1. Insha ya maelezo kuhusu mahali ni insha inayotoa ufafanuzi wa kina ili kuchora picha halisi kuhusu sifa za mahali maalum.
2.
a. Kichwa kinachotaja mahali panapoelezwa.

b. Utangulizi unaotoa taarifa za awali kuhusu mahali panapoelezwa.
c. Mwili unaotoa ufafanuzi wa kina kuhusu mahali panapoelezwa.
d. Hitimisho linalotoa taarifa za mwisho kuhusu mahali panapoelezwa.
e. Matumizi ya lugha – Lugha inayotoa maelezo sahihi na kujenga picha bayana kuhusu mahali panapoelezwa hutumika.
3. Mwanafunzi ajadili mahali koote ambapo anaweza kuandika insha ya maelezo.
4. Mwanafunzi aandike vidokezo atakavyotumia kuandika kuhusu mahali huko.
5. Mwanafunzi aandike Insha akizingatia vidokezo na vipengele vya insha ya maelezo kuhusu mahali.
6. Mwanafunzi amsomee mwenzake, mzazi au mlezi wake insha aliyoiandika ili amtolee maoni.

D. Sarufi

Ukanushaji kwa kuzingatia hali. Maswali ya Tathmini

1. Ukanushaji ni kitendo cha kubadilisha sentensi kutoka katika hali ya kukubali (arifu) kwenda katika hali ya kukataa au kupinga jambo lililotendeka, linalotendeka, au litakalotendeka.
2. Aina ya maneno ambayo hukanushwa ni vitenzi.Viambishi vya ukanushaji huambatana na mzizi wa kitenzi ili kuonyesha ukanushaji huo.
3.
a. Wanafunzi hawakatai kufanya mazoezi wanayopewa.
b. Askari hawazembei katika kazi ya kuwalinda wananchi.
4.
a. Miche haipandwi karibu na shule kila Jumamosi.
b. Wanafunzi wanaokosa adabu hawapewi ushauri nasaha ili wabadilike.
c. Kondoo wetu hawachanjwi na daktari wa mifugo.
d. Mtoto huyu halii sana anapohitaji chakula.
e. Nyumba za maeneo haya hazijengwi msimu wa kiangazi.
5. Mwanafunzi atunge sentensi kiha azikanushe akizingatia kiambishi cha ukanushaji wa hali ya mazoea.
6. Hali timilifu huonyesha kwamba kitendo kimefanyika muda mfupi uliopita.
7.
a. Maigizo yale hayajawafurahisha watu yalipoigizwa.
b. Barabara hazijapitika kwa urahisi kufuatia mvua kubwa.
d. Watu hawajafurahia uji wa msimu wa ukame.
8.
a. Wagonjwa wengi hawajapona baada ya kulazwa hospitalini.
b. Tarakilishi hazijanunuliwa ili wanafunzi wazitumie.
c. Maji hayajajaa kwenye ndoo ile baada ya kutekwa kisimani.
d. Watu waliofika nyumbani kwenu hawajakaribishwa kwa vyakula vitamu.
e. Mtoto huyu hajaelewa ujumbe aliopewa.
9. Mwanafunzi atunge sentensi sahihi akizingatia ukanushaji katika hali timilifu.

14

Kuweka Akiba

A. Kusikiliza na kuzungumza

Maswali ya Tathmini

1. Hadithi hii inahusu dhuluma anayofanyiwa mama mmoja na nyani aliyemwibia mtoto wake msituni na kumla. Pia inahusu uamuzi usio wa haki (hukumu ya upendeleo) uliotolewa na Kadhi (hakimu) mwanzoni, lakini mwishowe mama huyo anatumia mbinu ileile kupata haki na kumkomoa nyani kwa kumkata mkia, ikionyesha malipo hapa duniani.
2. Mwanafunzi ajadili vipengele vyovyote vya lugha akizingatia hadithi aliyoisoma.
3. Mwanafunzi aeleze umuhimu wa vipengele vilivyotumika katika hadithi.
4. Mwanafunzi abuni Kichwa kinacholingana na hadithi aliyoisoma.
5. Mwanafunzi asome kifungu chochoto kwenye mtandao au kitabu.
6. Mwanafunzi aandike vipengele vya lugha vilivyotumika katika kifungu alichokisoma.
7. Mwanafunzi aandike umuhimu wa vipengele hivyo.

B. Kusoma

Kusoma kwa ufahamu: Kifungu cha mjadala.
Maswali ya Tathmini

1. Kifungu cha mjadala ni maandishi yanayochunguza na kujadili mada fulani kwa kutoa pande mbili tofauti (faida na hasara, au maoni yanayounga mkono na yanayopinga) ili kulinganishwa kabla ya kufikia uamuzi au msimamo fulani.
2. Mwanafunzi ajibu maswali kulingana na kifungu alichokisoma.

C. Kuandika

Insha ya maelekezo.
Maswali ya Tathmini

1.

a. Matumizi ya lugha – Mwandishi hutumia lugha inayoweza kuchora picha halisi kwa msomaji kuhusu maelezo yanayotolewa. Lugha inayotumiwa iwe ya kuvutia ili msomaji asichoke kusoma maelekezo hayo.

b. Mpangilio ufaao wa maelekezo – Hatua za maelekezo hupangwa zikifuatana kwa utaratibu na kwa uwiano maalum ili msomaji awe na uwezo wa kuzifuata.

c. Uangavu – Maelekezo yanayotolewa sharti yawe pevu na wazi ili zieleweke vyema kwa msomaji.

d. Ubanaji – Mwandishi anastahili kuandika maelekezo yake kwa ufupi na kwa njia ya moja kwa moja. Kutoa maelezo mengi kunaweza kumchanganya msomaji.

2. Mwanafunzi aandike vidokezo kuhusu mada aliyopewa.
3. Mwanafunzi aandike insha akirejelea vidokezo alivyoandika.
4. Mwanafunzi amsomee mwenzake ili aweze kutolewa maoni kwa kuzingatia vipengele vya insha ya maelekezo.

D. Sarufi

Udogo wa nomino.
Maswali ya Tathmini

1. Udogo wa nomino ni hali ya kudunisha au kupunguza hali ya kawaida ya nomino ili ionekane ndogo zaidi.
2. Kijiwe, kijito, kilima,vijumba, vijijino, vijiato, kitoto, kigombe.
3.

a. Kidama huyu kinarukaruka baada ya kunywa maziwa.

b. Mama alitumia vidoo viwili kuwanywesha

kuku maji.

c. Wanakijiji wanatumia vijijembe kupalilia mashamba yao.

4.

a. Siku ya michezo ilipokaribia vijipira vingi vilinunuliwa shuleni.

b. Kiatu changu na kijitabu hiki vilinunuliwa siku mbili zilizopita.

c. Kijikombe nilichotumia kunywa chai kilikuwa safi.

d. Vita vilipozuka karibu na kijiji chetu, vijitoto vilishikwa na woga mwingi.

e. Barabara pana ina uwezo wa kubeba vijigari vingi kwa wakati mmoja.

5. kijimeza
kibuzi
kijito
kijikombe
kijumba

6.

a. Kijibwa chetu hubweka sana usiku.

b. Niliviona videge vingi vikiruka jana jioni.

c. Kijipira kilichonunuliwa kililetwa kiwanjani.

d. Kijia ulichopitia kilikuwa kikifanyiwa ukarabati.

e. Kiguu cha kitoto hiki kimeacha kukiuma.

7. Mwanafunzi atunge senstensi sahihi akionyesha hali ya udogo wa nomino.

15

Maadili ya Kijamii

A. Kusikiliza na kuzungumza

Maswali ya Tathmini

1. Usikilizaji husishi ni hali ya kumsikiliza mzungumzaji huku nawe ukishiriki kikamilifu kwa kuuliza maswali na kuomba ufafanuzi wa hoja ambazo hujaelewa.
2.
a. Kuwa makini unaposikiliza.
b. Kuuliza maswali ya ufafanuzi wa hoja ambazo hujaelewa.
c. Kumtazama mzungumzaji ana kwa ana.
d. Kuelewa ujumbe anaotaka kupitisha.
e. Kumhimiza mzungumzaji kwa matendo kama kutikisa kichwa.
3. Huonyesha ushirikiano: Inamthibitishia mzungumzaji kuwa unaufuatilia ujumbe wake kwa hisia na akili zote.
   Hujenga ari: Humtia moyo mzungumzaji kuendelea kutoa habari kwa uhuru na uwazi zaidi.
   Huonyesha uelewa: Ishara za uso huwasilisha mrejesho wa papo hapo ikiwa ujumbe unaleta furaha, huzuni, au mshangao bila kulazimika kumkatiza mzungumzaji kwa maneno.
4. Wanafunzi washiriki mazongumzo katika muktadha waliouteua wakizingatia vipengele vya usikilizaji husishi.
5. Mwanafunzi atambue vipengele vya uskilizaji husishi vilivyozingatiwa katika miktadha aliyoitazama.
6. Mwanafunzi azingatie vipengele vya usikilizaji husishi anampomsikiliza mzazi wake.

B. Kusoma

Maswali ya Tathmini

1.
a. Kuelewa taarifa muhimu katika kila aya ya kifungu.
b. Kuhakikisha kuwa umedumisha lugha ya kila aya ya kifungu.
c. Kutumia viunganishi ifaavyo kuunganisha hoja zako.
d. Kutumia lugha sahihi na sahili.
2. Mwanafunzi ajibu maswali kulingana na kifungu alichokisoma. Pia azingatie maagizo aliyopewa ili kujibu kwa usahihi.
3. Mwanafunzi asome Makala kwenye majarida, magazeti au mtandao kisha ayafupishe kwa aya moja.
4. Mwanafunzi aandike ufupisho alioufanya kwenye daftari au kwenye kifaa cha kidijitali.

C. Kuandika

Baruapepe ya kiofisi.
Maswali ya Tathmini

1. Baruapepe ya kiofisi Baruapepe ni barua inayoandikwa na kusambazwa kwa mwandikiwa kupitia mtandaoni kwenye anwani maalum, hubeba ujumbe rasmi wa kiofisi na hutumika kupitisha ujumbe rasmi wa kikazi pekee.
2.
a. Anwanipepe ya mwandishi inayomtambulisha mwandishi.
b. Anwanipepe ya mwandikiwa inayomtambulisha mpokezi.
c. Tarehe ya kuandikwa kwa baruapepe.
d. Mada ambayo baruapepe inaandikiwa.
e. Utangulizi, mwili na hitimisho la baruapepe.
3. Mwanafunzi azingatie ujumbe, muundo na lugha katika baruapepe ya kiofisi atakayoiandika.
4. Mwanafunzi azingatie maagizo aliyopewa katika baruapepe atakayoiandika.

D. Sarufi

Usemi halisi na usemi wa taarifa. Maswali ya Tathmini

1. Usemi halisi na usemi wa taarifa Usemi halisi ni maneno ya moja kwa moja yaliyosemwa na msemaji ilhali usemi wa taarifa ni ripoti inayotolewa kuhusu maneno yaliyosemwa na msemaji.

2.

a. Alama za mtajo hazitumiki.
b. Wakati ujao -ta- hubadilika kuwa -nge-.
c. Mimi na wewe hubadilika kuwa yeye.
d. Jana hubadilika kuwa siku iliyotangulia.
e. Kesho huwa siku ambayo ingefuata.
f. Leo huwa siku hiyo
g. Alama ya swali na alama ya hisi hazitumiki.

3. Usemi halisi.

c. "Kila mtu ambaye atatii sheria za shule atakuwa na maisha mazuri," mwalimu alituahidi.
d. Mama alisema,"Ingieni chumbani mle chakula kabla hakijapoa."
f. Nyanya aliuliza,"Kwa nini vijana wa siku hizi hukaa sana nyumbani badala ya kucheza uwanjani?"

Usemi wa taarifa.

a. Baba aliniambia kwamba sikufaa kwenda kucheza karibu na barabara hiyo.
b. Wanafunzi walisema kwamba walikuwa na furaha kufuatia ushindi waliokuwa wamepata kwenye michezo ya kuigiza.
e. Niliwaambia watoto kwamba ningewaletea vitabu vya kusoma siki ambayo ingefuata.

4.

a. Mwalimu aliniuliza kwa nini sikuwa nimeenda shuleni siku iliyotangulia.
b. Baba aliniambia kwamba angerudi mapema angenipeleka shambani ili tukate miwa.
c. Nilimwambia kakangu ampe mbwa chakula chake kwa sababu alikuwa anahisi njaa.
d. Anjelina alimwahidi rafiki yake kwamba siku hiyo angepika chakula kitamu ili wale naye.
e. Dorcas alimwambia Mwaibale kwamba yeye alikuwa ameenda sokoni siku iliyotangulia kununua bidhaa zake.

5.

a. "Nitakuletea chakula sokoni unakouzia bidhaa zako," rafiki yangu aliniambia.
b. "Kesho nitaadhimisha siku ya kuzaliwa kwangu," Maria alisema.
c. "Wewe ni kijana mwaminifu sana," mhubiri alimwambia Kemboi.d."Leo nina furaha nyingi sana moyoni mwangu," Sarafina alisema.
e. "Mimi nilikuja kwako jana kukutembelea," Tabitha alimwambia Juma.

MASWALI YA TATHMINI

Tathmini ya Kwanza

1. Maagizo ni maelezo, miongozo, au amri rasmi zinazotolewa ili kumuelekeza mtu jinsi ya kufanya jambo fulani, jinsi ya kufika mahali, au jinsi ya kujiendesha katika mazingira fulani.
2.

a. "Usiguse kemikali hii kwa mikono mitupu; itakuchoma ngozi."

b. "Soma maswali yote kwa makini kabla ya kuanza kuandika majibu yako."

3. Mighani ni hadithi za mashujaa/majagina wanaosifiwa kwa matendo yao ya kishujaa.
4. Kusifu mashujaa wa kijamii: Hadithi hujengwa kumhusu mtu aliyetenda mambo makubwa kwa ajili ya jamii yake.Mfano: Hadithi za Lwanda Magere wa jamii ya Waluo au Koitalel Arap Samoei wa Wanandi.
   Matumizi ya chumvi na miujiza: Mashujaa hupewa sifa zinazovuka uwezo wa binadamu wa kawaida.Mfano: Lwanda Magere kusemekana kuwa mwili wake ulikuwa wa jiwe na haukuingia mkuki wala mishale.
   Uhifadhi wa historia ya jamii: Mighani huelezea matukio halisi ya kihistoria kama vile vita, njaa, au uhamaji wa jamii.Mfano: Vita kati ya Waluo na Walang'o katika mghani wa Lwanda Magere.
   Kuhusishwa na nguvu za giza au uchawi: Ushujaa wa mhusika mara nyingi huambatana na mambo ya kitambiko au siri za kiganga. Mfano: Siri ya nguvu za Lwanda Magere kuwa kwenye kivuli chake.
   Mwisho wa kusikitisha (tanzia): Mara nyingi shujaa wa mghani huuawa baada ya siri yake kugunduliwa na maadui, au hupotea katika mazingira ya kutatanisha.Mfano: Lwanda Magere kuuawa kwa kuchomwa mkuki kwenye kivuli chake baada ya kusalitiwa na mkewe.
5. Ushirikishwaji wa hadhira: Kuwaimbisha wanafunzi wenzako kama kuna nyimbo ndani ya mghani, au kuwauliza maswali ya mseto ili wasilale.
   Mkao na miondoko jukwaani: Kutulia au kutembea kwa madaha ili kuonyesha mamlaka na uhakika wa unachokisimulia.
   Matumizi ya zana/vifaa: Kama inawezekana, kubeba ngao, mkuki, au vazi la kitamaduni ili kuleta uhalisia wa mazingira ya shujaa huyo. Lugha ya mwili, ishara Kutumia mikono, macho, na uso kuonyesha ukubwa wa matukio au nguvu za shujaa (k.m., kukunja ngumi kuonyesha nguvu).
6. Ujumbe: Mighani hubeba ujumbe wa uzalendo, uthabiti, na uaminifu kwa jamii. Pia hutoa onyo dhidi ya usaliti (kama vile kusaliti siri za jamii kwa maadui) na huonyesha kuwa hakuna mwanadamu asiye na udhaifu.
   Lugha: Lugha ya mighani ni ya kitamathali (imejaa mafumbo, taswira, na sitiari). Inatumia maneno mazito ya kusifu na kuabudu (sifa za kishujaa). Pia ina sifa ya uradidi (kurudiarudia maneno au vishazi ili kusisitiza jambo) na mara nyingi huingiza nyimbo katikati ili kupunguza uchovu wa masimulizi.
7. Hujenga Uzalendo na Umoja: Inamfanya kila mwanafamilia kujivunia jamii yake kwa sababu ya mashujaa wao wa zamani. Mfano: Hadithi ya Mekatilili wa Menza inawafanya Wagiriama kujivunia mchango wao katika kupigania uhuru.
   Huelimisha na Kurithisha Maadili: Vijana hujifunza kuwa dhabihu kwa ajili ya wengine na kulinda jamii yao.
   Huburudisha: Mighani ilisimuliwa jioni au wakati wa sherehe ili kuburudisha jamii kupitia usimulizi wenye mvuto na nyimbo.
   Kuhifadhi Historia: Hutumika kama maktaba hai ya matukio yaliyopita kabla ya mifumo ya kisasa ya maandishi. Mfano: Inatusaidia kujua mwingiliano na migogoro ya kikabila ya kale.
   Kutoa Mwongozo wa Kidini na Kiutamaduni: Mighani mingi inaeleza asili ya matambiko au maeneo matakatifu ya jamii (k.m., milima au misitu ya kiungu).
8. Wake
9. Wako
10. Wao
11. Wazalendo
12. Sisi
13. Safi
14. Wengine
15. Yaya haya
16. Tamthilia.

17. Mzee Juma, Amina, Amina.
18. Matumizi ya Maelekezo ya Jukwaani (Mabano): Kuna maelezo yanayofafanua vitendo au hisia za wahusika yaliyoandikwa kwenye mabano.Mfano: (Akionekana kuchechemea) au (Anaondoka kuelekea nyumbani...).
    Muundo wa Mazungumzo : Hadithi inawasilishwa kupitia majadiliano ya moja kwa moja kati ya wahusika badala ya masimulizi ya aya.Mfano: Mzee Juma: Hujambo mwanangu?... Asha: Sijambo baba...
    Kutajwa kwa Wahusika Mwanzoni: Majina ya wahusika yanaandikwa upande wa kushoto kabla ya maneno wanayopaswa kuzungumza.
    Kuwepo kwa Mandhari Maalum: Kifungu kinaanza kwa kueleza wazi mahali na wakati ambapo tukio linatendeka.
19. Mandhari ni nje ya boma la Mzee Juma (nyumbani kwa akina Asha). Wakati wa tukio hili ni jioni, ambapo wazazi walikuwa wameketi wakipunga upepo na binti yao anawasili akitokea shuleni.
20. Uwajibikaji wa Wazazi: Mzee Juma na Amina wanaonyesha upendo na uwajibikaji mkubwa kwa kusimama haraka na kuitisha ambulensi ili kumsaidia mtoto wao aliyetumia.
    Umuhimu wa Huduma ya Kwanza: Kifungu kinaangazia huduma ya kwanza shuleni pale mwalimu wa darasa alipomsaidia Asha kabla ya kufika nyumbani.
    Afya na Matibabu: Kuna msisitizo wa kupata matibabu ya dharura hospitalini daktari anapohusika kuliko kupuuzia maumivu.
    Elimu: Inabainika kuwa Asha ni mwanafunzi anayetoka shuleni, jambo linaloashiria uwepo wa maudhui ya elimu.
21. Dhamira ya mwandishi ilikuwa kuelimisha jamii, hasa wazazi na walimu, kuhusu umuhimu wa kuchukua hatua za haraka na za dharura pale ajali au majeraha yanapotokea kwa watoto, iwe ni shuleni au nyumbani, ili kuokoa maisha na kupunguza maumivu.
22. Visasili ni hadithi za kale za kimapokeo zinazoeleza asili ya mambo mbalimbali katika jamii au ulimwenguni.
23. Kueleza asili ya viumbe au matukio: Lengo kuu la visasili ni kujibu swali "kwa nini" au "vipi" jambo fulani lilivyoanza. Mfano: Visasili vinavyoeleza jinsi kifo kilivyoingia ulimwenguni.
    Kuhusisha miungu na viumbe vyenye nguvu za kiungu: Wahusika wakuu mara nyingi ni miungu, mizimu, au viumbe wenye uwezo mkubwa unaozidi ule wa binadamu wa kawaida.
    Kuaminiwa kama matukio ya kweli na jamii husika: Tofauti na ngano za kawaida za kubuni, jamii iliyosimulia visasili ilivichukulia kama historia halisi na takatifu ya utamaduni wao.
    Kufanyika katika zama za kale sana: Matukio ya visasili hayana tarehe maalum; hufanyika katika kipindi cha mwanzo kabisa wa uumbaji au kabla ya kuwepo kwa kumbukumbu za kawaida za kihistoria.
    Matumizi ya mazingira ya kidini au kiroho: Mara nyingi hadithi hizi hubeba imani za kidini za jamii na hufafanua misingi ya matambiko, miiko, na sheria za jamii hiyo.
24. Toni ya heshima na unyenyekevu: Kwa sababu visasili vinahusisha miungu, mizimu, na asili ya jamii, msimulizi hutumia sauti yenye staha na uzito, sio ya mzaha au dharau.
    Muktadha maalum wa mahali na wakati: Mara nyingi vilisimuliwa katika maeneo maalum (kama vile chini ya miti mitakatifu, kwenye matambiko) au nyakati maalum (jioni au wakati wa sherehe za kitamaduni) ili kuongeza uhalisia.
    Lugha ya kitamathali na mafumbo: Matumizi ya lugha nzito yenye taswira, ishara, na mifano inayohitaji tafakari ya kina ili kuelewa maana ya ndani ya uumbaji.
    Matumizi ya nyimbo na maleba (vazi): Katika baadhi ya jamii, uwasilishaji huambatana na nyimbo za sifa kwa miungu au msimulizi kuvaa mavazi maalum ya kitamaduni kuonyesha mamlaka.
    Uhusiano wa moja kwa moja na hadhira: Msimulizi huhakikisha hadhira (hasa vijana) inasikiliza kwa makini ili kurithisha mafunzo ya maadili na historia bila kupotosha ukweli uliopokelewa kutoka kwa mababu.
25. "Mvua hunyesha sana," watabiri wa hali ya hewa walisema.
26. Ziwa Bogoria limevunja kingo zake baada ya mvua ya masika.
27. Wanafunzi wamesoma sana ili kupata maarifa.
28. Hurafa ni hadithi fupi za kubuni ambazo wahusika wake wakuu ni wanyama au ndege wanaopewa sifa, uwezo, na tabia za kibinadamu ilhali Hekaya ni hadithi za kubuni ambazo mhusika mkuu ni binadamu au mnyama mwerevu sana (kama vile Abunuwasi au Sungura) ambaye hutumia akili, ujanja, na hadaa zake ili kushinda nguvu za maadui

zake wakubwa, kujinasua kwenye matatizo, au kupata anachotaka.

29.

a. Kusikiliza kwa makini:Mbinu hii humsaidia msikilizaji kuelewa kiini na undani wa ujumbe unaowasilishwa bila kupoteza maelezo muhimu. Inazuia vikwazo vya mawazo na inamwezesha msikilizaji kuchanganua hoja za mzungumzaji kwa usahihi kabla ya kutoa msimamo au mrejesho.

b. Kuuliza na kujibu maswali:Mbinu hii husaidia kufafanua mambo yasiyoeleweka vizuri na kudhihirisha kuwa msikilizaji anafuatilia mazungumzo kwa karibu. Kuuliza maswali huchochea mzungumzaji kutoa ufafanuzi zaidi, wakati kujibu maswali kunathibitisha kuwa ujumbe umepokelewa na kueleweka jinsi ulivyokusudiwa.

c. Kutumia ishara zifaazo:Mbinu hii (kama vile kutikisa kichwa, kutazama mzungumzaji machoni, au kutabasamu) husaidia kumtia moyo mzungumzaji kwa kuonyesha kuwa anasikilizwa na kuheshimiwa. Pia inajenga uhusiano mzuri na wa kirafiki kati ya mzungumzaji na msikilizaji bila kulazimika kutumia maneno.

30. Mwanafunzi azingatie vipengele na muundo wa barua ya kirafiki.

MASWALI YA TATHMINI

Tathmini ya Pili

1. Mahojiano ni aina ya mazungumzo ambayo yanalenga kuuliza maswali ili kufahamu maarifa kuhusu suala fulani.
2. Mwanafunzi aeleze tofauti hio akizingatia vipengele kama vile lugha, lengo, mpangilio, na muundo.
3. Vipengele vya kuzingatia katika kusikiliza mahojiano
   Kumsikiliza mhoji kwa makini.
   Kuepuka vizuizi vinavyoweza kutatiza mawasiliano.
   Kumtazama mhoji au mzungumzaji ana kwa ana
   Kutumia viziadalugha kama vile kutikisa kichwa ili kuonyesha kukubaliana na hoja au suala fulani.
4. Vipengele vya kuzingatia katika kujibu maswali ya mahojiano

a. Kuwa mkakamavu unapozungumza.
b. Kutumia lugha ya heshima na adabu.
c. Kudadisi au kuuliza maswali panapofaa.
d. Kutomkata kalima au kauli mzungumzaji.
e. Kujibu maswali kwa wakati unaofaa.

5. Mbinu za Kujitayarisha Kabla ya Kuzungumza kwa Vidokezo.
   Kufanya utafiti wa kina kuhusu mada: Kusoma vitabu, majarida, au vyanzo vya mtandao ili kupata habari sahihi na za kuaminika.
   Kuainisha hoja kuu : Kuandika mawazo yote muhimu kisha kuyachuja na kubakiza yale yenye uzito zaidi.
   Kuandaa kadi au karatasi ndogo za vidokezo: Kuandika maneno muhimu au sentensi fupi sana kwenye kadi, badala ya kuandika hotuba nzima neno kwa neno.
   Kupanga vidokezo katika mtiririko wa kimantiki: Kuhakikisha kuna utangulizi mzuri, mwili wa hotuba wenye hoja zinazofuatana vizuri, na hitimisho thabiti.
   Kufanya mazoezi: Kujifunza kuzungumza kwa sauti mbele ya kioo, kurekodi sauti, au mbele ya marafiki wachache ili kukadiria muda na kujenga ujasiri.
6. Umuhimu wa Kuhusisha Hadhira.
   Kudumisha umakini: Huwazuia wasikilizaji kuchoka au kupoteza mwelekeo wa mazungumzo yako.
   Kujenga uhusiano mzuri: Inamfanya msikilizaji ahisi kuthaminiwa na kuwa sehemu ya mjadala badala ya kuwa msikilizaji tu.
   Kupima uelewa wa hadhira: Humsaidia mzungumzaji kujua kama ujumbe wake unaeleweka kulingana na mrejesho (kama vile kuitikia kwa vichwa au majibu yao).
   Kupunguza uoga: Unapoingiliana na hadhira, mazingira ya jukwaa yanakuwa ya kirafiki zaidi na yanapunguza shinikizo na uoga wa mzungumzaji.
7. Mwanafunzi ataje vidokezo sahihi akizingatia mada aliyopewa.
8. Mawasiliano ya macho: Kutazama hadhira sehemu mbalimbali za ukumbi ili kuonyesha ujasiri, ukweli, na kuwavuta wajihusishe na hotuba yako.
   Ishara za mikono : Kutumia mikono kusisitiza jambo (kama vile kuhesabu vidole unapotaja vidokezo, au kufungua mikono kuonyesha uwazi/ukubwa wa jambo).
9. Yuyu huyu
10. Wawa hawa
11. Pale pale
12. Mwanafunzi aandike Kichwa akizingatia kifungu alichokisoma.
13. Watu wanakuwa na wasiwasi kwa sababu vijana ndio rasilimali kuu na tegemeo la kujenga taifa la kesho; wakipotea katika mihadarati, mustakabali na maendeleo ya nchi yanaharibika.
14. Uhaba au ukosefu wa nafasi za kazi.Ukosefu wa mwelekeo mwema na ushauri katika maisha.Kutumiwa na walanguzi wa dawa za kulevya kama mawakala wa biashara hiyo.
15. Mwanafunzi atumie kamusi kueleza maana ya maneno hayo.
16. Hoja kuu ni kwamba uhaba wa ajira na ukosefu wa miongozo mizuri huwafanya vijana kuwa wepesi kushawishiwa na walanguzi ili watumike kama mawakala wa kuuza dawa za kulevya.
17. Tunajifunza kuwa jamii haina budi kushirikiana kuwakinga na kuwaokoa vijana dhidi ya dawa za kulevya kwa kuwapa elimu, mafunzo, na nafasi za kazi ili kulinda mustakabali wa taifa.
18. Mwanafunzi aeleze maoni yake.

19. Maudhui: Mawazo makuu, mafunzo, au masuala yanayozungumziwa na mwandishi katika kazi ya fasihi.Mfano: Katika Bembea ya Maisha, maudhui makuu ni migogoro ya ndoa (kati ya Bwana Yona na Sara) na mabadiliko ya kitamaduni.
20. Wahusika: Viumbe (watu, wanyama, au vitu) walioundwa na mwandishi ili kuwasilisha matendo na ujumbe wa kazi husika.Mfano: Wahusika kama Sara, Yona, Asna, na Neema katika tamthilia ya Bembea ya Maisha.
21. Ploti: Mtiririko na mpangilio wa matukio katika hadithi au tamthilia kuanzia mwanzo, kilele (mgogoro), hadi suluhisho.Mfano: Katika Bembea ya Maisha, ploti inaanza na ugonjwa wa Sara na migogoro ya ndoa, kisha inasonga hadi watoto wao (Neema) wanapoingilia kati kusaidia matibabu, na mwishowe Yona anabadilika na kuleta maridhiano.
22. Dhamira: Lengo kuu au nia ya mwandishi katika kuandika kitabu chake (kile anachotaka kuirekebisha jamii kwayo).Mfano: Dhamira ya mwandishi wa Bembea ya Maisha ni kuonyesha kuwa ndoa inahitaji uvumilivu na mabadiliko ya fikra yanahitajika ili kuikubali elimu ya mtoto wa kike.
23. Tamathali za lugha: Mbinu za kisanaa za kutumia lugha (kama sitiari, tashbihi, chumsan, n.k.) ili kuongeza urembo, uzito, na hisia katika kazi ya fasihi.Mfano: Matumizi ya tashbihi (k.m., kulinganisha maisha na bembea inayorudi nyuma na mbele) katika tamthilia ya Bembea ya Maisha.
24. Kitoto kinaogopa kigombe.
25. Kijoka kimekiuma kitoto.
26. Kigoma kikilia sana hupasuka.
27. Kijanamke kile kinaimba vizuri.
28. Shangazi yangu amenipa zawadi ya tamthilia ya "Marejeo Yao".
29. Daktari/mganga wangu amenipa ushauri wa kufanya mazoezi na kula vyakula vya kiasili ili niwe na afya bora.
30. Mwanafunzi azingatie muundo na vipengele vya baruapepe ya kiofisi katika uandishi wake.

Sampuli ya Tathmini ya KNEC ya Kwanza

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

Karatasi ya 2.

1. Insha.
   Mwanafunzi aandike Insha akizingakia maagizo aliyopewa. Azingatie muundo na vipengele vya barua ya kirafiki.
2. Fasihi simulizi.

a. Mighani: Inamhusu shujaa wa kihistoria (Fumo Liyongo) ambaye alikuwa na umbo kubwa na nguvu za kustaajabisha, na ambaye alitetea jamii yake vitani.

b. Nahau: "Kuwa mstari wa mbele" ina maana ya kuongoza au kuwa tayari kukabiliana na jambo kwa dhati.

c. Kiongozi huyo alikuwa na kinyongo na wivu dhidi yake. Aliona kuwa jamii ilikuwa ikimheshimu na kumpenda Fumo Liyongo kuliko yeye aliyekuwa kiongozi wao rasmi.

d. Shujaa: Alikuwa mstari wa mbele vitani na kuwashinda maadui wote wa jamii yake.
   Mzalendo: Alijitolea kuilinda jamii yake dhidi ya jamii nyingine zilizokuwa maadui.

e. Hadithi zake hujengwa kumhusu shujaa wa kijamii aliyetenda mambo makuu ya kihistoria. Zinatumia chumvi nyingi (k.m. nguvu za shujaa kufichwa kwenye kitovu na kuuawa kwa sindano ya shaba).
   Mara nyingi huwa na mwisho wa kusikitisha au wa tanzia ambapo shujaa huuawa baada ya kusalitiwa.

f. Usaliti hauna malipo mema: Mvulana alimsaliti babake kwa tamaa ya zawadi nono lakini mwishowe alijuta kwani ahadi hazikutimizwa.
   Wivu ni sumu: Wivu wa kiongozi ulimfanya kuangamiza ngao na mlinzi mkuu wa jamii yake.

3. Novela.

a. Kijiji cha Kojwach (mashambani, masokoni, na viwandani ambako viazi vilipelekwa).

b. Dhamira ya mwandishi ni kuonyesha jinsi ukulima wenye tija na bidii unavyoweza kuinua uchumi wa jamii na kuleta furaha, maendeleo ya kielimu (karo kupatikana), na utulivu katika vijiji.

c. ethali hii imetumika kumaanisha kuwa baada

ya wanakijiji kuona na kufurahia matokeo mazuri na faida kubwa (pesa) ya mauzo ya viazi, walipata motisha na ari kubwa zaidi ya kuendelea kufanya kazi kwa bidii ili wapate mafanikio mengi zaidi mbeleni.

d. Wenye bidii: Walijishughulisha kikamilifu na kilimo msimu mzima na kuingia mashambani kwa pupa kuvuna viazi vyao.
Wenye upendo: Walitembea wakisalimiana kwa tabasamu na nyuso zao zilijawa na furaha dhihirisho la ushirikiano mwema.
Wanaowajibika: Walitumia pesa za mauzo kulipia karo za shule na mahitaji mengine ya watoto wao.
Mwanafunzi aandike sifa zozote kulingana na novela hii.

e. Maudhui ya Kilimo: Inajikita katika uvunaji wa viazi vitamu na usindikaji wake viwandani kuwa unga wa uji na ugali.
Maudhui ya Maendeleo: Uchumi wa kijiji unaimarika kwa kasi kutokana na mauzo ya viazi.
Maudhui ya Elimu: Elimu inaangaziwa pale wanafunzi wanapomiliki karo na mahitaji shuleni kutokana na mapato ya viazi.
Mwanafunzi aandike maudhui yoyote yanayojitokeza katika kifungu hiki.

4. Tamthilia.

a. Mwenye hasira za ghafla: Anaingia chumbani akifoka kwa hasira na kusema "Haiwezekani!" kabla ya kupata ukweli wa mambo.
Mwenye unyenyekevu: Baada ya kugundua kosa lake kwamba hakusoma ujumbe wa simu, anatabasamu kwa aibu na kuomba radhi mara moja ("Pole sana, binamu yangu... Ninaomba radhi").
Mwenye kupenda amani: Mwishowe anakubali maridhiano na majirani ili waishi kwa amani.

b. Maelekezo ya jukwaani.
Jukumu: Kueleza vitendo, miondoko, mahali (mandhari), au hisia za wahusika wakati wa kuigiza (k.m., Akiingia chumbani kwa hasira, Anachomoa simu kutoka mfukoni).

c. Chumbani mwa Ayubu (nyumbani kwa akina Ayubu na Tatu). Wakati wa asubuhi.

d. Maudhui ya Maridhiano na Amani: Ayubu na majirani wanaamua kuitisha kikao ili kumaliza uhasama na kurejesha amani.
Maudhui ya Mawasiliano: Umuhimu wa kukagua simu na ujumbe (arafa) ili kuepuka kutokuelewana au hisia za kubaguliwa.

e. Dhamira ya mwandishi ni kuhimiza utatuzi wa migogoro kwa njia ya amani na maridhiano miongoni mwa majirani au jamii, pamoja na kuonya dhidi ya kufanya maamuzi au kukasirika kabla ya kufanya uchunguzi kamili.

5. Ushairi.

a. Shairi linazungumza kuhusu tatizo la umaskini, mateso wanayopitia maskini (kama njaa na msongo wa mawazo), na umuhimu wa jamii kushirikiana kuwasaidia na kuutokomeza.

b. Shairi lina beti tatu (3).
Kila ubeti ina mishororo minne (4). (Hili ni shairi la Tarbia).
Mshororo wa mwisho wa kila ubeti unarudiwa (Mshororo wa Kibwagizo: "Ufukara ni adui, pamoja tuangamize").
Kila mshororo una vipande viwili.

c. Anawashauri watu wajaliane, waonyeshe upendo, na washiriki (wagawane) walicho nacho na wale wasio na uwezo iwapo maisha yao ni shwari.

d. Ukarimu na kusaidiana: Tunapaswa kuwa na huruma na kuwasaidia watu maskini katika jamii kwa kuwapa chakula au mahitaji mengine.
Umoja: Umaskini ni adui wa jamii nzima, na unaweza kutokomezwa tu iwapo watu watashirikiana kwa pamoja.

Sampuli ya Tathmini ya KNEC ya Pili

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

Karatasi ya 2.

1. Insha.
   Mwanafunzi andike Insha inayomalizika na maneno aliyopewa.
2. Fasihi simulizi

a. Hii ni hurafa (hadithi za wanyama).Sababu: Wahusika wakuu ni wanyama na ndege (fisi na mwewe) ambao wamepewa sifa za kibinadamu kama vile kuongea, kufikiri, na kufundisha watoto wao.

b. Fisi alitaka kwenda juu angani ili akala mafuta ya mikia minono ya kondoo (ambayo kwa uhalisia yalikuwa ni mawingu meupe yaliyotanda angani).

c. Mwenye tamaa: Mate yalimdondoka kwa tamaa kubwa ya kula mawingu akidhania ni mafuta ya mikia ya kondoo.
   Mkaidi: Alikataa kusikiliza maelezo ya mwewe kwamba yale yalikuwa ni mawingu tu yanayoyeyuka kama moshi na yasiyolika, akashikilia msimamo wake wa kutaka kwenda juu.

d. Dhamira kuu ni kuonya jamii dhidi ya ulafi, tamaa ya kisichoonekana, na ukaidi wa kutofuata ushauri. Hadithi inalenga kuonyesha jinsi tamaa mbele ya ukweli inavyoweza kumletea mtu maafa na aibu, kama ilivyomfanyika fisi aliyevunjika kwa kutojali maonyo ya mwewe.

e. Kauli hii inamaanisha kuwa mwewe alikubali yaishe, alishindwa nguvu na ukaidi wa fisi, na kuamua kufuata matakwa yake ya kumbeba kwenda juu angani baada ya kuona fisi hakuwa tayari kumsikiliza.

f. Hutoa maadili na mafunzo: Hutumiwa kuonya, kuelekeza, na kufunza jamii (hasa watoto) maadili mema kupitia makosa yanayofanywa na wanyama.
   Huwa na ukinzani wa sifa za wahusika: Mara nyingi huwakilisha pande mbili zinazopingana;

mfano mnyama mwerevu (kama mwewe) dhidi ya mnyama mjinga/mlafi (kama fisi).

3. Novela.

a. Sehemu hii inahusu Dafina anayetafakari kwa furaha jinsi alivyofanikiwa kuwajengea wazazi wake jumba kubwa na la kifahari katika kijiji cha Opondo. Anakumbuka maisha yake ya zamani ya umaskini mwingi, kwenda shule miguu mitupu na njaa, na jinsi bidii yake katika masomo ilivyomletea mafanikio ya kupata kazi nzuri ya utangazaji iliyomwezesha kubadilisha maisha ya wazazi wake.

b. Nyumbani kwa wazazi wa Dafina / Kijiji cha Opondo: Hapa ndipo Dafina aliposimama akitazama jumba jipya la wazazi wake ambalo ujenzi wake ulikamilika mwezi mmoja uliopita.

c. Kauli hii inamaanisha ilimletea bahati nzuri, fursa njema, au mafanikio maishani (katika muktadha huu, bidii yake ilimwezesha kupata ufadhili wa masomo na hatimaye kupata kazi nzuri).

d. Dhamira kuu ni kuonyesha kuwa elimu na bidii masomoni ndizo nguzo kuu za kukomboa mtu na jamii yake kutoka kwenye lindi la umaskini. Pia inalenga kufunza umuhimu wa shukrani na uwajibikaji wa watoto kwa wazazi wao wanapofanikiwa maishani.

e. Mwenye bidii :Alitia bidii kubwa masomoni hadi akapata ufadhili na kufanikiwa kupandishwa cheo kazini kwa sababu ya weledi wake.
Mkarimu: Hakusahau shida walizopitia wazazi wake; aliamua kuwapa tuzo ya kudumu kwa kuwajengea jumba la mamilioni ya pesa.

f. Alikuwa akienda shuleni miguu mitupu kwa sababu ya ufukara au umaskini mwingi uliokuwa umeshika mateka familia yao (walishindwa hata kupata viatu au chakula cha kutosha).

4. Tamthilia.

a. Wana nidhamu kwa sababu wanatii maagizo ya mama yao mara moja kwa kuweka mikoba yao kwenye meza ya kusomea na kwenda kubadili sare zao za shule kabla ya kurudi sebuleni. Pia, wanamsalimia mama yao kwa heshima ("U hali gani?").

b. Suala kuu linalozungumziwa ni uzalendo (umuhimu wa kuipenda na kuitetea nchi yako na madhara yanayoweza kutokea iwapo wananchi watapuuzia uzalendo).

c. Sebuleni nyumbani kwa kina Daudi: Hapa ndipo mama alipokuwa akitazama runinga na ambapo wahusika wote watatu wanaketi kunywa chai na kuzungumza. Mazungumzo haya yanafanyika wakati wa jioni baada ya watoto kurudi kutoka shuleni.

d. Dhamira kuu ni kuelimisha na kusisitiza umuhimu wa uzalendo katika jamii. Mazungumzo yanatufahamisha kuwa nchi haiwezi kusimama wala kuendelea bila uzalendo, na isipokuwepo, nchi inaweza kutawaliwa na matendo maovu.

e. (Jioni. Mama ameketi sebuleni akitazama runinga...)(Akitabasamu.)(Kwa furaha.)

f. Matumizi ya Mazungumzo: Hadithi inasonga mbele kupitia majadiliano ya ana kwa ana kati ya wahusika (Mama, Daudi, na Tabby)
Orodha ya Wahusika: Majina ya wahusika yameandikwa upande wa kushoto kabla ya maneno wanayosema kuanza.

g. Ninajifunza kuwa uzalendo ni nguzo muhimu sana kwa usalama, maendeleo, na misingi miema ya nchi yetu. Pia, tunajifunza umuhimu wa watoto kuwa na nidhamu na ushirikiano mzuri wa kifamilia.

5. Ushairi.

a. Umuhimu wa elimu na masomo: Mshairi anasisitiza kuwa elimu ni mwanga wa maisha na kila mtu anapaswa kusoma ili kupata ujuzi utakaomfaidi baadaye.
Madhara ya ujinga: Shairi linaonya kuwa ujinga ni kama sumu inayoweza kuharibu na kumaliza kila kitu maishani mwa binadamu.
Utiifu kwa wazazi na maadili: Mshairi anahimiza kusikiliza mafunzo ya wazazi na kukuza utu (maadili mema) katika jamii.

b. Shairi lina jumla ya beti mbili.
Kila ubeti una mishororo minne (4), hivyo kwa upande wa bahari ya ushairi, shairi hili ni Tarbia. Mshairi ametumia mshororo wa mwisho unaojirudia katika kila ubeti ambao ni: "Masomo tusisitize, ndio mwanga wa maisha.
Kuna urari wa kina cha ndani na kina cha nje (kwa mfano ubeti wa kwanza una vina vya ndani vya -mu na vya nje vya -tu kwenye mishororo mitatu ya kwanza).

c. Ninajifunza kuwa tunapaswa kutia bidii katika masomo na kuwaheshimu wazazi wetu kwa sababu elimu ndiyo msingi wa kutuokoa kutoka kwenye giza la ujinga na kutupa mwangaza wa maisha ya baadaye.

Sampuli ya Tathmini ya KNEC ya Tatu

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

Karatasi ya 2.

1. Insha.
   Mwanafunzi aandike insha akizingatia vipenngele vya insha ya maelekezo.
2. Fasihi simulizi.

a. Hii ni kisasili (pia ina sifa za hurafa).
   Sababu: Inasomeka kama kisasili kwa sababu inaeleza chanzo au asili ya umbo au tabia ya kiumbe fulani hadi leo (hadithi inahitimisha kwa kueleza jinsi chui alivyopata na kubakiwa na meno na kucha kali hadi leo). Pia ni hurafa kwa sababu wahusika ni wanyama wenye tabia za kibinadamu.

b. Mhunzi maana yake ni mtu anayefua au kutengeneza vifaa na vyombo mbalimbali kwa kutumia chuma (katika hadithi hii, Nyani ndiye aliyetumia ustadi wake kufua meno na kucha za chuma kwa ajili ya chui).

c. Mwenye tamaa ya uongozi: Hakuridhika na uamuzi wa kidemokrasia wa wanyama wenzake kumchagua mbwa, na alitaka yeye ndiye awe kiongozi kwa lazima.
   Mwenye hasira: Moyo wake ulikuwa ukiungua kwa hasira kwa kuwa hakupata uongozi, jambo lililomfanya apange njama za kumdhuru mwenzake.
   Mkatili: Alimvamia mbwa usiku akiwa amelala kwa lengo la kumuua na kumng'oa madarakani kwa nguvu.

d. Chui wa kitambo hakuwa na meno makali wala kucha za kutisha, na miguu yake ilikuwa laini na miororo kiasi cha kutoweza kumdhuru kiumbe yeyote; ilhali chui wa sasa ana meno makali na kucha kali za kutisha (alizotengenezewa kwa chuma na nyani).

e. Mhusika mwingine aliyetajwa kwa jina na jukumu lake ni Nyani (ambaye alikuwa mhunzi). Pia wametajwa walinzi wa mbwa.

f. Dhamira kuu ni kuonyesha madhara ya tamaa ya madaraka, chuki, na jinsi usaliti au ukaidi unavyoweza kuharibu umoja na amani

katika jamii. Mwandishi anataka kuonya jinsi kupenda makuu na kutumia nguvu na silaha za siri (kama alivyofanya chui kwa msaada wa nyani) kunavyopindua uongozi halali na kuleta utawala wa mabavu.

g. Hawakumsikia kwa sababu chui alinyata polepole sana usiku na pia wakati huo miguu yake ilikuwa laini na miororo, jambo lililomfanya atembee bila kutoa sauti yoyote hadi alipomfikia mbwa.

3. Novela.

a. Sehemu hii ya novela inaangazia uvamizi wa kigaidi katika jumba la kibiashara na jitihada za vikosi vya usalama kuokoa mateka. Lengo ni kuonyesha ushujaa wa askari katika kupambana na ugaidi na kurejesha utulivu.

b. Ushujaa (walijitolea mhanga)
Umakini/tahadhari (kutembea asteaste).

c. "Kujitolea mhanga": Askari kuhatarisha maisha yao na kuwa tayari kufa ili kuwaokoa wananchi.

d. Jumba la kibiashara viungani mwa mji mkuu, lenye hali ya kutisha, moshi, na milio ya risasi.

e. Kusifu ushujaa wa vikosi vya usalama na kuonyesha athari za ugaidi katika jamii.

4. Tamthilia.

a. Mandhari ni ofisi ya Bi. Tesi shuleni, huku kukiwa na hali ya huzuni na faraja.

b. Nandwa analia kwa sababu mlezi wake alimfukuza nyumbani bila sababu.

c. Mlezi ana sifa ya ukatili kwa kumfukuza mtoto bila sababu.

d. Wahusika ni Bi. Tesi, Nandwa, na mlezi.

e. Dhamira ni kuangazia dhuluma dhidi ya watoto na nafasi ya shule kama kimbilio.

5. Ushairi.

a. Ujumbe mkuu ni kwamba usalama ni jambo muhimu sana lenye thamani kubwa katika jamii, na bila usalama hakuna maendeleo. Hivyo basi, kila mtu anapaswa kutii sheria na kukemea uhalifu mapema ili kudumisha amani.

b. "Basi tuanze mapema, utivu kuukemea,"

c. Mshororo una mizani 16, ukichanganuliwa kama I-na-ku-zwa kwa bi-di-i na bi-la ma-sha-ka ja-ma-ni.

d. Kulingana na shairi, usemi huu unamaanisha kuwa usalama ni jambo la thamani kubwa sana, la kipekee, na lenye faida kubwa ambalo jamii inapaswa kulilinda na kulithamini kama vito vya dhahabu au almasi.

Integrated Science

1 Mixtures, Elements and Compounds

A. Elements and Compounds

1. **Element:** A pure substance made up of one type of atom and cannot be broken down into smaller substances chemically.
   Compound: A chemical substance composed of two or more elements which are chemically combined.
   Molecule: The smallest particle of matter which exists independently and can take part in a chemical reaction.
   Atom: The simplest particle of an element that takes part in chemical reactions.
2. Matter is made up of tiny particles called atoms and molecules.
3. The learners likely listed examples such as oxygen, hydrogen, carbon, nitrogen, chlorine, aluminum, mercury, iron, copper, silver, lead, sodium and gold.
4. Two examples of compounds are sodium chloride and water. (Carbon (IV) oxide, aluminium oxide and copper oxide are also correct).
5.

Elements	Compounds
Iron	Table salt (sodium chloride)
Copper	Aluminium oxide
Gold	Magnesium oxide
Silver	
Aluminium	

6. The laboratory technician likely mentioned that symbols are derived from the first letter or the first two letters of their English or Latin names. Furthermore, when using two letters, the first must be capitalised and the second must be lowercase.
7. Amos's answer was that the symbol "Na" is derived from the element's Latin name, Natrium.
8. **Completed Table:**

English name	Latin mane	Chemical symbol
Gold	*Aurum*	Au
Mercury	*Hydrargyrum*	Hg
Sodium	*Natrium*	Na
Iron	*Ferrum*	Fe
Copper	*Cuprum*	Cu
Lead	*Plumbum*	Pb

9. Four elements are Hydrogen (H), Oxygen (O), Carbon (C) and Nitrogen (N).
10. Two elements are Chlorine (Cl) and Aluminum (Al).
11. Three common compounds are Sodium chloride, Water and Carbon (IV) oxide.
12. The symbol used to represent a compound is called a chemical formula.
13.
    a. **Sodium chloride:** Sodium and Chlorine.
    b. **Water:** Hydrogen and Oxygen.
    c. **Carbon dioxide:** Carbon and Oxygen.
14. Letter X represented Sodium chloride.
15.
    a. Aluminium + Oxygen → Aluminium oxide.
    b. Hydrogen + Oxygen → Water.
16. Notes for the flier would include:
    a. Oxygen is used in hospitals for patients with breathing difficulties.
    b. Aluminium is used for kitchen utensils, window frames and roofing.
    c. Gold and silver are used for jewellery.
    d. Iron is used in construction (nails, steel beams) and is needed by human bodies to help red blood cells carry oxygen.
    e. Copper is used for electrical wires.
    f. Calcium helps maintain teeth and bone density.
17. Information found on packaging labels includes the product name, elements/ compounds present, amount of product, origin, usage instructions and manufacture/ expiration dates.

18. The importance of packaging labels includes providing information about contents, guiding safe handling/storage, indicating expiry dates for safety, providing usage instructions, alerting users to hazards and promoting recycling.

B. Physical and Chemical Changes

1. Matter exists as solid, liquid or gas.
2.
   a. Solid
   b. Gas
   c. Liquid
3. Solids have a definite shape because their particles have low kinetic energy, keeping them tightly held together in a closely packed, orderly arrangement where they vibrate in place without moving.
4.
   a. The learners were demonstrating that liquids take the shape of their container.
   b. The characteristic that allows liquids take the shape of the container is that liquid particles have moderate kinetic energy, allowing them to move more freely and slide past one another.
5. Gases have different shapes (no fixed shape) because their particles possess high kinetic energy, allowing them to spread out, move randomly and freely in all directions to fill any container.
6.
   a. Letter A represents the melting plateau.
   b. Letter B represents the steady temperature rise in the liquid phase. Letter C represents the boiling plateau where the liquid vaporises.
7. When exposed to temperature changes, matter undergoes either physical or chemical changes.
8. Characteristics of a physical change: It affects physical properties without altering chemical composition, it is mostly temporary/reversible, no new substance is formed and there is no change in mass. Example: Heating a candle to melt it.
9. A permanent change is mostly irreversible and cannot easily be undone (chemical change). A temporary change is mostly reversible and can be undone (physical change).
10.
    a. Melting and cooling candle wax: Temporary physical change.
    b. Heating and cooling zinc oxide: Temporary physical change (based on general science principles as it is a reversible colour change).
    c. Burning magnesium in air: Permanent chemical change.
    d. Heating hydrated Copper (II) Sulphate: Temporary chemical change.
11. **Water:** Turns from liquid to gas (evaporation) when heated; turns from gas to liquid (condensation) when cooled. This is a physical change.
    Candle wax: Turns from solid to liquid (melting) when heated; changes back to solid when cooled. This is a temporary physical change.
    Iodine: Undergoes sublimation (solid to gas) when heated and deposition (gas to solid) when cooled. This is a physical change.
12. Four characteristics of a temporary chemical change:
    i. It alters the chemical composition.
    ii. It forms a new substance, but unlike most chemical changes.
    iii. It can be reversed or undone.
    iv. There is often a noticeable, though temporary, change in mass during the process.
13.
    a. K is the Bunsen burner
       L is the Test tube
       M is the Delivery tube
       N is the Stopper.
    b.
       i. Before heating: Blue.
       ii. After heating: White powder.
    c. Adding two drops of distilled water turns the white powder blue again.
14. Four characteristics of a permanent chemical change:
    i. It affects the chemical composition and properties.
    ii. it is mostly permanent/irreversible.
    iii. A new substance is formed.
    iv. It cannot easily be undone.
15. When wood burns to ash, it is a permanent chemical change because new substances (ash and smoke) are produced, which cannot change back into wood.

16.
   a. **Anhydrous:** A substance that has lost its water of crystallisation (e.g. white copper (II) sulphate powder).
   b. **Hydrated:** A substance containing water of crystallisation (e.g. blue copper (II) sulphate crystals).
17. Impurities decrease the melting point (and broaden the melting range) and slightly raise the boiling point of a substance.
18. The ice in the container with four spoons of sugar melted faster (at a lower temperature) than the ice in the container with one spoon, because impurities depress the melting point.
19. Five applications of change of state:
   i. Freezing water to form ice cubes to cool drinks.
   ii. Water evaporating to dry clothes.
   iii. Melting and evaporating candle wax to produce light.
   iv. Evaporating active ingredients in deodorants and perfumes to release fragrance.

C. Physical and Chemical Changes

1. Classes of fire locations:
   a. Kitchen: Class K.
   b. Petrol station: Class B.
   c. School laboratory: Class B or C.
2. Table Fill:

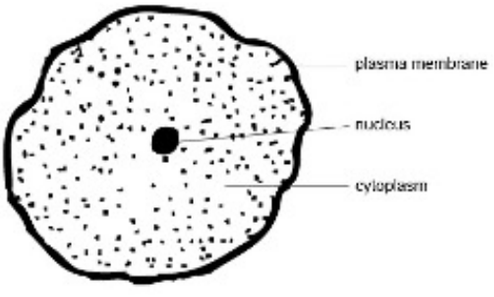
Class of Fire	Causes
Class A	From ordinary combustible items like wood, plastic and paper.
Class B	From flammable liquids or gases like petrol, ethanol and kerosene.
Class C	From overloaded electrical cables and energised equipment.

3. Lightning can cause wildfires because it provides a natural heat source that strikes and ignites dry vegetation.
4. Strong wind supplies a continuous flow of oxygen (the oxidising agent), which reacts with fuel to rapidly spread the fire.
5. Human activities causing fire: Careless handling of flammable materials near heat sources, open flames from matches/candles and overloaded or faulty electrical wires.
6. The fire triangle is a simple model showing the three components essential for a fire to start and continue burning: heat, fuel and oxygen.
7.
   a. Fuel: Material that can burn and provide heat energy.
   b. Oxygen: The oxidising agent that reacts with fuel to produce heat.
   c. Heat: Ignites the fuel and starts the combustion process.
8. Ways of controlling fire classes:
   a. Petrol/Diesel (Class B): Use fire extinguishers.
   b. Metallic elements (Class D): Use specialised powder extinguishers.
   c. Solid materials (Class A): Apply water or sand.
   d. Electrical (Class C): Shut off the electrical power source.
9. Breaking the fire triangle means removing at least one of its three components (fuel, heat, or oxygen) to stop the spread of the fire.
10. For a deep-fried fish business (Class K fire), Sabulenya should use wet chemical extinguishers.
11. The government can create awareness by providing safety data sheets, conducting training sessions, conducting regular fire drills and placing warning signs and safety posters in visible areas.

2

Living Things and Their Environment

A. The Cell

1. A cell is the smallest unit of animals or plants, made up of organelles that perform specific functions for survival.
2. He should carry the microscope with two hands: one on the arm and the other supporting the base.
3. Before storing, learners should bring the stage down, return to the low power lens before removing the slide and cover the microscope with a dust cover to store in a dry, safe place.
4. To keep it clean:
   i. Use only specialised lens paper to clean lenses.
   ii. Cover it with a dust cover when not in use.
5. K: Cell wall
   L: Cell membrane
   M: Nucleus
   N: Cytoplasm
   O: Vacuole
   P: Chloroplast
6. Staining is important because it colours the cell walls and nucleus (e.g. using iodine), making them clearly visible under the microscope.
7. 

   Discussion: Animal cells appear irregular. The cell membrane is the outer boundary, the cytoplasm is a jelly-like substance inside and the nucleus is a dark, round or oval structure centrally located. They lack a cell wall and large central vacuole.
8.
   a. **Nucleus:** Carries genetic materials and controls all cell functions.
   b. **Cytoplasm:** The medium where parts are suspended and most chemical reactions occur.
   c. **Cell membrane:** Encloses contents and has pores allowing selective materials in and out.
9. The site for photosynthesis in a plant cell is the Chloroplast.
10. Three substances stored in the vacuole are wastes, salts, sugars and water.
11. To make a plant cell model resemble an animal cell, you must remove the cell wall, the large central vacuole and the chloroplasts.
12. Three components found in both plant and animal cells are the cell membrane, cytoplasm and nucleus.
13. Four differences between plant and animal cells:
    - Plant cells are larger; animal cells are smaller.
    - Plant cells have a regular shape; animal cells have an irregular shape.
    - Plant cells have a rigid cell wall; animal cells do not.
    - Plant cells have large central vacuoles and chloroplasts; animal cells lack chloroplasts and have very small/no vacuoles.
14. The total magnification (×600) = Eyepiece (×20) × Objective Lens. Therefore, Objective Lens = $\frac{600}{20}$ = ×30.
15.

Objective Lens Magnification	Eyepiece Lens Magnification	Total Magnification
×6	×20	×120
×4	×15	×60
×10	×10	×100
×4	×20	×80
×20	×10	×200
×10	×6	×60
×10	×15	×150

B. Movement of Materials in and out of the Cell

1. Diffusion is the movement of molecules from a high concentration region to a low concentration region.
   Osmosis is the movement of water molecules from an area of higher water concentration to an area of lower water concentration through a semi-permeable membrane.
2. Semi-permeability is the selective ability of the cell membrane to allow certain substances to pass through while restricting others.
3.
   a. After one hour, the Visking tube swelled and became bigger.
   b. This happened because water moved from the beaker (high water concentration) into the Visking tubing (low water concentration) through osmosis.
   c. The Visking tube represents the semi-permeable cell membrane.
   d. If the experiment was repeated using a Visking tube filled with distilled water and placed in a beaker of concentrated sugar solution, water would move out of the Visking tube into the concentrated sugar solution, causing the tube to shrink.
4. The process is **diffusion**.
5. Roles of osmosis in humans include water absorption from the intestines into the blood and water reabsorption in the kidneys to prevent dehydration.
6. **Diffusion** provides oxygen for respiration, removes carbon dioxide and supplies nutrients. **Osmosis** keeps plant cells turgid (firm), absorbs water from food/soil and prevents dehydration in animals.
7. The vegetables shrink and lose firmness because water moves out of the plant cells into the dry surrounding air via osmosis. Grace should sprinkle plain water on them so water moves back into the cells by osmosis, keeping them firm.
8. This process is known as plasmolysis (loss of water by osmosis resulting in shrinkage/ flaccidity).
9.
   a. The process is diffusion.
   b. The semi-permeable membrane allows small waste molecules to diffuse from the blood (high concentration) into the fluid (low concentration) while keeping essential large components in the blood.
10. Osmosis helps by allowing the kidneys to reabsorb water from urine (high water concentration) back into the blood (low water concentration), preventing severe dehydration.
11.
   a. Water is taken in by osmosis.
   b. Minerals are taken in by diffusion.
   c. Osmosis strictly involves the movement of water across a semi-permeable membrane, while diffusion involves the movement of dissolved mineral particles from high to low concentration.

C. Reproduction in human beings

1.
   a. **Menstruation cycle:** The monthly series of changes a woman's body undergoes in preparation for a possible pregnancy.
   b. **Implantation:** The attachment of the blastocyst to the lining of the uterus with the help of trophoblastic villi.
   c. **Fertilisation:** The fusion of a sperm cell from a male with an ovum (egg cell) from a female.
2. Challenges include irregular periods, spotting, abdominal cramps, nausea, mood swings, headache and period poverty .
3. Six ways to manage challenges:
   i. Take warm fluids.
   ii. Change sanitary towels regularly.
   iii. Engage in light exercise.
   iv. Maintain high hygiene.
   v. Avoid foods that increase cramps.
   vi. Seek dignity kits/reusable pads if in period poverty.
4. The government and NGOs can help by providing dignity kits to schools, setting up health offices and food banks and teaching girls how to use reusable cloth pads or menstrual cups where clean water is available.
5. The finger-like projections are called trophoblastic villi.
6. Fertilisation occurs when a sperm cell fuses with an ovum in the fallopian tube (oviduct) to form a single cell called a zygote.
7. The four phases are: Menstrual, Follicular, Ovulation and Luteal.
8. Four common STIs are Gonorrhea, Syphilis,

Genital herpes and HIV/AIDS.

9.
   a. Mapu was suffering from Gonorrhea.
   b. Protection involves abstinence if unmarried, faithfulness, avoiding drug abuse and using condoms.
   c. In women, signs include irregular menstrual periods and yellowish/greenish vaginal discharge.

10. The surest way of avoiding STIs for unmarried people is to abstain from sex.
11. The spread of HIV/AIDS can be controlled by screening blood before transfusion, abstaining from sex, raising public awareness, wearing gloves when handling infected people, avoiding drug abuse and maintaining faithfulness.
12. If untreated, Gonorrhea can lead to infertility and irregular monthly periods in women.
13.
   a. X = Fertilisation, Y = Cleavage, Z = Implantation.
   b. X occurs in the Fallopian tube (oviduct). Z occurs in the Uterus.
14. A healthy reproductive system ensures reproduction, prevents infections/diseases (like STIs), promotes fertility, maintains overall physical and emotional well-being and prevents complications during pregnancy.

3

Force and Energy

A. Transformation of Energy

1. Energy is the ability to do work.
2. Forms of energy in the environment include Light, Heat, Potential, Kinetic, Gravitational, Electrical, Sound, Chemical and Nuclear energy .
3. Two forms of mechanical energy are Potential energy and Kinetic energy.
4.

Form of energy	Example in nature
Heat	Sun, volcanic lava, hot springs, forest fires
Light	Sunlight, stars, lightning, fireflies
Electric	Lightning, electric fish (eels), natural electric storms

5.
   a. Gravitational / Kinetic energy.
   b. Chemical energy.
   c. Electrical / Light energy.
   d. Nuclear / Light / Heat energy.
   e. Chemical / Electrical energy.
6. Sources mentioned were likely the sun, wind, water and living organisms.
7. Renewable energy refers to sources that can be used again and again on a human timescale (e.g. solar, wind).
   Non-renewable energy refers to sources that are finite and have a limited supply (e.g. fossil fuels, nuclear).
8. Renewable: Solar energy, wind energy and hydroelectric energy.
   Non-renewable: Fossil fuels and nuclear energy.
9.
   a. Hydroelectric energy — Renewable.
   b. Geothermal energy — Renewable.
   c. Chemical/Biomass energy — Renewable.
   d. Fossil fuels — Non-renewable.
10. Energy transformation is the process of changing one form of energy to another.
11. In the athletes' bodies, chemical energy (from food) was transformed into kinetic energy (motion) and heat energy.
12. During photosynthesis, light energy from the sun is transformed into chemical energy stored in the plant.
13.
   a. Electrical energy → Heat energy.
   b. Potential energy → Kinetic energy → Electrical energy.
   c. Gravitational potential energy → Kinetic energy.
   d. Electrical energy → Sound energy.
14.
   a. If the switch is closed, the bulb lights up.
   b. Chemical energy (battery) transforms into Electrical energy (wires), which then transforms into Light energy and Heat energy (bulb).
   c. At point X (Dry cells): Chemical energy → Electrical energy.
15. Five appliances: Electric kettle, electric stove, battery-powered torch, hand-crank generator and LED lights .
16.
   a. Light energy → Electrical energy.
   b. Mechanical energy → Electrical energy.
   c. Electrical energy → Thermal (heat) energy.
   d. Chemical energy → Electrical energy → Light energy.
17.
   a. Adjust the gas knob to maximum ignition → Light a matchstick and hold it very close to the burner holes → Light the burner within four seconds → Turn the knob to medium ignition.
   b. Safety measures include turning off appliances or knobs when not in use and keeping fire extinguishers accessible.
18.
   a. Exposing eyes to bright light, risk of electrical shocks without insulated gloves, risk of fires from sparks and burn risks from heat.

b. He should use PPE like insulated gloves and goggles and ensure wires are properly insulated.

19. The energy transformation in the braking motorbike: Kinetic energy → Thermal (heat) energy + Sound energy (via friction).
20.
    a. Solar to Light (windows), Electrical to Sound (radio), Electrical to Heat (water heater), Chemical to Kinetic (walking).
    b. Chemical energy → Kinetic energy.

B. Pressure

1. Gabriel's answer: Pressure is the physical force exerted perpendicularly on an object per unit area.
2. The expression is: Pressure = $\frac{\text{Force (F)}}{\text{Area (A)}}$.
3.
    a.
        i. Smaller surface area: K (Heel).
        ii. Bigger surface area: M (Flat).
    b.
        i. Pain felt: K (Heel).
        ii. Deeper hole in sand: K (Heel).
    c. Pressure depends on the applied force (weight) and the area of contact.
4. Flat shoes distribute the tourist's weight (force) over a larger surface area, resulting in lower pressure. This prevents them from sinking deeply into the white sand.
5. Factors affecting pressure in liquids are depth or height and the density of the liquid.
6.
    a. The learners were investigating how liquid pressure increases with depth.
    b. Hole D is at the lowest point (greatest depth), meaning a larger column of water is pressing down on it, exerting the greatest force or pressure.
7. Ken observed that the learner with high heels sank deeper into the mud because the smaller area of contact concentrated the force, increasing the pressure exerted on the ground.
8. The suitcase had more weight (force) than the pillow. Increasing the weight acting on a surface increases the pressure, making it sink deeper.
9. The dam should be built with walls that are thicker at the base than at the top. This is because water pressure increases significantly with depth and a thicker base prevents the dam from bursting under high pressure.
10. A blunt knife has a larger surface area on its edge. Sharpening the knife reduces the area of contact, which concentrates the applied force and increases the pressure, making it much easier to cut.
11. The IV bottle was hung at an elevated position to utilise liquid pressure. Elevating the bottle increases the liquid's height/depth, providing enough pressure for the fluid to flow safely into the patient's vein.
12. Without pressure knowledge:
    i. Cutting tools (knives/axes) wouldn't be designed as wedges and would be ineffective backpacks would lack broad straps and cause pain.
    ii. Dams would burst because bases wouldn't be reinforced against deep-water pressure.
    iii. Water towers wouldn't be elevated, resulting in no water flow to houses.

Assessment Test 1

1. Three examples of compounds used at home:
   a. Water
   b. Table salt (Sodium chloride)
   c. Carbon (IV) oxide
2. Animal Cell Diagram:
   a. **F:** Cell membrane.
      J: Nucleus.
      K: Cytoplasm.
   b. The function of **F** (Cell membrane) is to enclose the contents of the cell and use its pores to allow selective materials in and out of the cell. The function of **J** (Nucleus) is to carry genetic materials and control all the functions of the cell.
3. Three states of matter are solid, liquid and gas.
4. Property of water shown: Liquids have a definite volume but no fixed shape. They take the shape of their container.
5. Latin name for Sodium is Natrium and symbol for Sodium is Na.
6. Fluorine is used in toothpaste to help prevent tooth decay.
7. Three important pieces of information on packaging labels include, Product name, elements and compounds in the substance and the manufacture and expiration date
8. A cell is the smallest part or unit of animals or plants.
9. Three ways of caring for a microscope:
   a. Always carry it with two hands: one on the arm and the other supporting the base.
   b. Use only specialised lens paper to clean the lenses and mirrors.
   c. Cover it with a dust cover and store it in a dry, safe place after use.
10. The patient is likely suffering from Gonorrhea. Three other signs and symptoms include:
    a. Painful urination
    b. Irregular menstrual periods in women
    c. Swelling of testicles in men
11. Density = $\frac{\text{Mass}}{\text{Volume}} = \frac{6g}{60\ cm^3}$

    = 0.1 g/cm³. In SI units (kg/m³), the density is **100 kg/m³**.
12. Three properties of gases:
    a. Particles are far apart and move randomly, rapidly, and freely in all directions.
    b. They have high kinetic energy.
    c. They have neither a fixed shape nor a fixed volume and can be easily compressed.
13. Jane was likely to come across challenges such as irregular periods, abdominal cramps, mood swings, and excessive bleeding.
14. Advise them to take warm fluids and engage in light exercise to relieve cramps. They should also change sanitary towels regularly and maintain a high level of hygiene.
15. Characteristics of liquids:
    a. Particles are close together but not tightly packed, allowing them to slide past one another.
    b. They possess moderate kinetic energy.
    c. They have a definite volume but no fixed shape.
16. Practices for expectant mothers include eating a balanced diet, avoiding harmful substances and attending regular medical check-ups to support fetal growth.
17. Five organelles seen in a plant cell under a light microscope:
    a. Cell wall
    b. Cell membrane
    c. Cytoplasm
    d. Nucleus
    e. Vacuole (or Chloroplast)
18. Classify items into compounds or elements:

Elements	Compounds
Copper coin	Water
iron nail	salt
gold medal	carbon (IV) oxide
aluminum foil	copper oxide

19. The best place to store a microscope is a cool, dry and clean environment.
20. Luteal phase is the phase between days 15 and 28 where, after the egg is released, hormones are released to keep the uterine lining thick and spongy to support pregnancy.

21. Many wheels on a lorry help distribute the heavy load (force) over a large surface area. This reduces the amount of pressure the truck exerts on the road, protecting it from damage.
22. When brakes are applied, mechanical energy is transformed into thermal (heat) energy through friction.
23. Class A fire can be controlled by applying water or sand.
24. Staining involves adding a drop of a solution, like iodine, to make parts of the cell (such as the cell walls and nucleus) clearly visible under a microscope.
25. Wanjiru wore sunglasses during a solar eclipse to prevent eye damage from looking directly at the sun.
26. The base of a water dam is made thicker than the top wall to prevent the dam from bursting due to the high pressure exerted by water at the bottom. This is based on the fact that pressure in a liquid increase with depth.
27. A hydrated substance contains water of crystallisation, whereas an anhydrous substance is formed when that water is lost due to heating.
28.
    a. The Grade Eight learners were investigating the diffusion of plant materials using a potato and food colouring.
    b. Observation: The food colouring spread into the potato tissue. Explanation: The colouring particles diffused into the potato from a region of high concentration to low concentration.
29. Impurities can slightly raise the boiling point of a liquid. They reduce the vapor pressure of the liquid, meaning more heat is required for it to vaporise.
30. Three differences between animal and plant cells:
    a. Plant cells are larger in size, while animal cells are smaller.
    b. Plant cells are surrounded by a rigid cell wall, whereas animal cells have no cell wall.
    c. Plant cells have a large central vacuole, while animal cells either lack vacuoles entirely or have small, scattered ones.

Assessment Test 2

1. Such a change that can be reversed is known as a temporary physical change.
2. The total magnification is obtained by multiplying the magnification powers of the eyepiece lens and the objective lens.
   = ×10 (eyepiece) × ×50 (objective) = **×500**.
3. Examples of renewable sources of energy are solar energy, wind energy and hydroelectric energy.
4.
   a. Carbon: **C**
   b. Aluminum: **Al**
   c. Hydrogen: **H**
5. Osmosis maintains hydration and fluid balance in animal cells. When someone eats excess salt, the concentration of water in the blood becomes lower than the concentration of water inside the body's cells. Through osmosis, water moves out of the cells and into the blood to balance this concentration. This cellular water loss triggers the feeling of thirst so the individual drinks water to restore the balance and prevent dehydration.
6. Maintaining a healthy reproductive system ensures reproduction, prevents infections and diseases and promotes fertility.
7. Information on packaging labels include: Product name, amount of the product, origin of the product, elements and compounds in the substance, usage instructions and manufacture and expiration date.
8.
   a. Water: **H_2O**
   b. Common salt (Sodium chloride): **NaCl**
9. An **element** is a pure substance made up of one type of atom and cannot be broken down into smaller substances chemically. A compound is a chemical substance composed of two or more elements which are chemically combined.
10. The change is likely a permanent chemical change. An example is burning wood to produce ash and smoke or heating potassium manganate (VII).
11. A hypertonic solution has a lower concentration of water (higher solute concentration) than the cell, causing the cell to lose water by osmosis and shrink. A hypotonic solution has a higher concentration of water (lower solute concentration) than the cell, causing water to enter the cell, making it swell.
12. Three human sexually transmitted infections include gonorrhea, syphilis and genital herpes (HIV/AIDS is also an acceptable answer).
13.
   a. Kinetic energy: It is a form of mechanical energy; the energy of moving objects.
   b. Chemical energy: The energy stored in substances and released during chemical reactions.
14. In a swimming body, **chemical energy** from stored from food is transformed into **mechanical/kinetic energy** as the body moves and heat energy as the body warms up.
15.
   a. Energy transformation provides heat for everyday use, such as cooking or heating homes.
   b. It provides light in homes and streets (e.g., electrical energy in LEDs transforming into light energy).
   c. It allows sound to be converted into electrical signals (e.g., using microphones).
16. Compressibility is the ability of a substance to be easily squeezed or compressed into a smaller volume. This is possible in gases because their particles are far apart.
17. Below are various ways in which change of state of matter can be used as a source of income.
   a. One can freeze water to make and sell ice cubes.
   b. One can manufacture candles, where wax melts and evaporates to produce light.
   c. One can produce and sell perfumes or deodorants, which are designed to evaporate and disperse fragrance in the air.

18. **Diffusion is an important process because:**
    a. It ensures animal cells get oxygen for respiration.
    b. It removes carbon dioxide and other wastes from the body.
    c. It supports photosynthesis in plants for energy production by allowing carbon (IV) oxide to diffuse into leaves.
19. A Class K fire involves cooking oils in kitchens, often resulting from overheating cooking oil or spilled oil on stove-tops catching fire.
20. Class C fire involves energised electrical equipment).
    It can be controlled by using Carbon (IV) oxide (CO_2) extinguishers or Dry Chemical extinguishers.
21. Broad shoulder straps provide a larger area of contact, which distributes the weight (force) of the bag and decreases the amount of pressure acting on the shoulders.
22. Pressure in liquids increases with depth. Locating the tap at the bottom ensures that the water flows out with the greatest force.
23. The type of change presented by burning wood (Logs to Ash) is a permanent chemical change.
    Reason: Burning wood produces ash and smoke (new substances are formed), which cannot easily be changed back into the original wood (the change is irreversible).
24. The luteal phase occurs from days 15–28 of the menstrual cycle. After the egg is released, hormones are released to keep the uterine lining thick and spongy, making it ready to support a pregnancy.
25.
    a. Cooking food with an electric stove: Electrical energy → Heat energy.
    b. A falling fruit from a tree: Gravitational potential energy → Kinetic energy.
26. Class C fire involves energised electrical equipment and can result from overloaded circuits or damaged wiring. It is controlled by shutting off the electrical power source.
27.
    a. Chloroplast: It is the site where photosynthesis takes place in a plant cell.
    b. Nucleus: It carries genetic materials and controls all the functions of the cell.
    c. Cytoplasm: It is the medium in which parts of a cell are suspended and is the place where most chemical reactions take place.
28. A diver feels more pressure on their ears at the bottom of a pool because liquid pressure increases with depth. The deeper the diver goes, the greater the pressure exerted by the water above them.
29. Five ways of using and caring for a microscope include:
    a. Always carry the microscope with two hands: one on the arm and the other supporting the base.
    b. Place it on a stable table before use.
    c. Use only the fine adjustment knob when focusing under high-power lenses to sharpen the image.
    d. Do not touch the lenses with your bare hands.
    e. Cover the microscope with a dust cover and store it in a dry, safe place after use.
30. Impurities can slightly raise the boiling point of a pure substance (for example, raising water's boiling point to around 102°C). This happens because impurities reduce the vapor pressure of the liquid, meaning more heat is required for it to vaporise.

KNEC Assessment Sample 1

Section A

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

Section B

31.
   a. Cell wall, Chloroplast
   b. Controls cell activities
   c. ×400

32.
   a. Sodium and Chlorine
   b. Sodium chloride
   c. A compound

33.
   a. The type of change represented by the image is a permanent physical change. This is because the chemical composition of the glass remains identical (it is still glass, just in smaller pieces) but the change in shape is irreversible.
   It is physical because no new substance is formed and permanent because the shards cannot be easily reassembled.
   b. Physical changes alter only the form or state of matter without forming new substances, whereas chemical changes form entirely new substances with different properties.
   Physical changes are generally reversible and often involve minimal energy changes, while chemical changes are typically irreversible and involve significant energy changes.

34.
   a. The three components required for a fire to burn are fuel, Oxygen and heat.
   b. A carbon (IV) oxide fire extinguisher puts out a fire by removing oxygen. Carbon (IV) oxide is denser than air and displaces the oxygen surrounding the fire, preventing it from reaching the fuel.

35.
   a. Depth and density of the Liquid.
   b. If the learners sealed the mouth of the bottle, no water would come out of any of the holes after a very small amount initially drips out.
   Reason: When the bottle is sealed, no air can enter to replace the water trying to

escape. As a tiny amount of water leaves, the air pressure inside the bottle drops, creating a partial vacuum.

c. A diver feels more pressure on their ears at the bottom of a pool because liquid pressure increases with depth. The deeper the diver goes, the greater the pressure exerted by the water above them.

36.

a. Diffusion
b. Osmosis
c. Water moves out of cells
d. It promotes gas exchange

37.

a. Gonorrhea, Syphilis
b. Abstinence, Condom use
c. 28 days

38.

a. Chemical → Electrical → Kinetic
b. Proper ventilation, avoid leaks

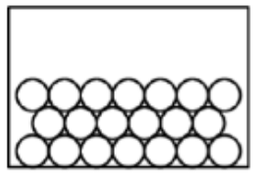
KNEC Assessment Sample 2

Section A

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

Section B

31.

a. 

b. Large spaces between particles

c. Increases

32.

a.

Element name	Chemical symbol
Oxygen	a. O
b. Iron	Fe
Mercury	c. Hg
d. Nitrogen	N

33.

a. Fertilisation is the fusion of sperm and egg (ovum).

b. Implantation

c. Some challenges associated with menstrual cycle include abdominal pain and irregular periods

d. Two ways to support a learner experiencing the challenges above include offering guidance and medical care

34.

a. Electrical → Light + Heat

b. Wind: Renewable; Coal: Non-renewable

c. Conserving energy saves resources.

35.

a. The blue hydrated copper (II) sulphate crystals turned into a white powder called anhydrous copper (II) sulphate.

b. The experiment represents a temporary chemical change because when a small amount of water is added to the white anhydrous copper (II) sulphate, it turns back to blue.

36.

a. Microscope

b. Peel, place, stain, cover

Peel and place: Using forceps, peel a thin, transparent layer of epidermis from the inner surface of an onion scale leaf and place it flat into a drop

of water (or dilute iodine/safranin) on a clean microscope slide.
Stain and cover: Add a drop of iodine solution or safranin to the peel to stain the nucleus and cell wall for visibility. Afterwards, carefully lower a cover slip using a mounting needle to avoid trapping air bubbles.

c. Improves visibility

37.

a.

i. Class A
ii. Class C

b. Water should not be used to put out an electric fire because it conducts electricity, which can lead to electric shock or electrocution of the person using it.
In addition, water can cause short circuits in the live electrical equipment, worsening the hazard or spreading the fire.

c. The colour of the flame when the air hole of a Bunsen burner is open is blue.

38.

a. Carbon + Oxygen → Carbon (IV) oxide
b. Water
c. oxygen is used in hospitals to support patients with breathing difficulties. It is also used in combustion.

KNEC Assessment Sample 3

Section A

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

Section B

31.
   a. Oxygen
   b. Aluminum
   c. Au
   d. Carbon
   e. Iron + Sulfur → Iron sulfide

32.
   a. The ice is melting
   b. 100°C
   c. If salt was added to the water the boiling point would be higher than 100°C.
   d. Gas

33.
   a. Diffusion is the movement of molecules from a high concentration region to a low concentration region whereas osmosis is the movement of water molecules from an area with a higher concentration of water to an area with a lower concentration of water through a semi-permeable membrane.
   b. Place a tea bag into a glass of hot water and leave it undisturbed. You will observe the tea particles moving from the area of high concentration inside the bag to the area of low concentration in the surrounding water, eventually spreading until the color is uniform.
   c. Temperature, concentration

34.
   a. New substance formed
   b.
      i. Physical
      ii. Chemical
   c. Lighting a matchstick is a chemical change because the heat from friction initiates a combustion reaction between the match head chemicals and oxygen, transforming them into new, irreversible substances like ash, smoke and gases.

35.
   a. A heavy truck has many wheels to increase the total surface area in contact with the ground, which reduces

the pressure exerted on the sandy road and prevents the truck from sinking.

b. 50 Pa

36.

a. Solar

b. Kinetic → Electrical

c. Low pollution

37.

a. The nucleus often called the control center of the cell because it controls every activity the cell performs.

b. Diaphragm or mirror

c. A plant cells has one large, central vacuole that occupies most of the cell and helps maintain turgor pressure. In contrast, an animal cell has several small, temporary vacuoles mainly used for storage and transport.

d. Chloroplast

38.

a. The menstrual cycle is the monthly changes in a woman's body that prepare it for pregnancy. If pregnancy does not happen, the body sheds the lining of the uterus as menstrual blood (a period).

b. A: fertilisation which involves the fusion of sperm and an ovum.
B: implantation which is the process where a fertilised egg attaches itself to the wall of the uterus.

c. Implantation is the process where a fertilised egg attaches itself to the wall of the uterus. After fertilisation, the egg divides to form an embryo, which then moves to the uterus and attaches to the thickened lining, where it begins to grow and develop.

Agriculture

1

Conservation of Resources

A. Soil Conservation Measures

1. Protecting the topsoil from erosion by wind or water and maintaining its fertility for sustained crop production.
2. Strip cropping, grassed waterways, stone lines, trash lines, soil bunds.
3. To safely carry away excess water from the farm without causing soil erosion.
4. Crop residues (e.g. maize stalks or bean haulms).
5. Strip cropping — growing crops with different habits in alternating strips across a slope.
   Soil bunds — mounds/ridges of soil piled along contours to hold back water and allow infiltration.
6. Cartons/cardboard, soil, papier mache. (Any three.)
7. Strip cropping.
8. Arranging along contours slows runoff horizontally, trapping soil and allowing water to infiltrate instead of channelling it downhill.
9. Stone lines — they use readily available stones at no extra cost, arranged along contours to slow runoff and trap soil particles.
10. A grassed waterway — it safely channels fast-moving water along a defined depression without causing further erosion.
11. Pile the maize stalks in rows along the contours of the garden to form trash lines that slow runoff and trap soil.
12. The cover crop strips act as barriers that slow down water flowing from the row crop strips, reducing erosion.
13. Papier mache or clay.
14. Along the contours (across the slope), not up and down it.
15. It reduces cost and promotes sustainability and creativity using locally available resources.
16. Conserving soil preserves its fertility, ensuring continued crop production, which sustains food supply in the community.

B. Water Harvesting and Storage

1. The collection of rainwater or surface runoff and storing it for future use.
2. Shallow water pans, water ponds, suitable water containers (tanks, drums, jerrycans, pots). (Any three.)
3. Shallow water pan — stores surface runoff, often in open fields or at the bottom of slopes.
   Water tank — stores rainwater harvested from roof catchments via gutters.
4. Clay, plastic sheets.
5. To prevent mosquito breeding and contamination by dust or animals.
6. Rainwater harvested from roof catchments (via gutters).
7. To direct rainwater from the roof into storage tanks.
8. Water that flows over the ground surface during or after rainfall rather than soaking into the soil.
9. Clearing gutters of leaves, dust and bird droppings regularly to prevent blockage and contamination.
10. Accumulated silt reduces the water-holding capacity of pans and ponds; desilting restores storage volume.
11. Install gutters on school roofs to direct rainwater into storage tanks for use in cleaning classrooms.
12. The gutters are likely blocked or dirty; clean the gutters and roof to remove leaves, dust and droppings before water enters the tank.
13. A shallow water pan — it is designed to collect and store surface runoff in large volumes and can be lined to prevent seepage.
14. Directing surface runoff into channels or pans reduces water flow speed, limiting soil erosion in the compound.
15. Open drums allow mosquito breeding, dust contamination and animal access. Safer alternative: covered plastic or concrete tanks.
16. Dig a small trench or channel along the path to direct surface runoff towards the base of the tree seedling (micro-catchment).
17. Accumulated leaves, dust and droppings on

the roof contaminate the first rainwater; cleaning ensures cleaner, safer water is stored.

18. Cover all storage containers; desilt and clean storage pans and ponds regularly; repair cracks and leaks in tanks promptly.
19. A shallow water pan requires more labour — it must be desilted regularly through heavy digging; a concrete tank mainly needs periodic cleaning and leak repairs.

2

Conservation of Resources

A. Kitchen and Backyard Gardening

1. A small piece of land near the house where vegetables, herbs and spices are grown for domestic consumption.
2. Production of fresh healthy food; saving money on food purchases; providing readily accessible food for daily cooking.
3. Kales (sukuma wiki), spinach, amaranth (terere). (Accept any three leafy vegetables mentioned in the text.)
4. Coriander (dania), mint. (Also accept: rosemary.)
5. Chillies, garlic. (Also accept: onion, ginger.)
6. For convenience — the cook can easily pick fresh ingredients during meal preparation without travelling to the market.
7. To improve soil fertility.
8. The removal of unwanted plants (weeds) that compete with crops for nutrients, water and sunlight.
9. Saves time and money that would otherwise be spent going to the market.
10. **Herbs** — plants used for flavouring or medicinal purposes (e.g. coriander, mint).
    Vegetables — plants grown mainly for their edible parts as food (e.g. kales, tomatoes).
11. Growing vegetables at home eliminates the need to buy them from the market, reducing household food expenditure.
12. Adequate sunlight; well-drained soil; close to a water source. (Any three.)
13. Digging/tilling the soil to loosen it (soil aeration and water infiltration) was ignored or done poorly.
14. Home-grown vegetables are fresher and more nutrient-rich; they are also free from contamination that may occur during transportation or storage.
15. Source seeds from agrovets or local markets; sow coriander seeds directly into prepared soil; plant chilli seeds in small pots or directly in the ground.
16. Watering maintains soil moisture essential for plant growth; without it, crops wilt and die, resulting in no harvest.
17. Weeds compete with spinach for nutrients, water and sunlight, causing stunted growth and a poor yield.
18. A vegetable stew made with kales, tomatoes, onions, garlic and coriander. (Accept any reasonable combination from garden crops.)
19. It reduces dependence on the market for food, empowering the family to produce and rely on what they grow.
20. Example: Monday – Watering; Wednesday – Weeding; Friday – Mulching/checking for pests. (Accept any reasonable weekly schedule with at least three distinct activities.)

B. Poultry Rearing in a Fold

1. A portable structure used for rearing poultry, consisting of a covered shelter and an attached enclosed run.
2. Covered shelter (for roosting and protection); enclosed run (for exercise and foraging).
3. To prevent the buildup of droppings, reduce parasite accumulation and provide birds with fresh pasture.
4. Wood/poles, recycled timber, bamboo. (Any three reasonable locally available materials.)
5. To allow ventilation and sunlight while keeping birds inside and predators out.
6. Chickens, ducks. (Also accept: guinea fowl.)
7. To protect birds from rain, cold and strong winds.
8. By moving the fold to fresh ground daily (preventing droppings buildup) and regularly cleaning the shelter section to remove old bedding and droppings.
9. Suspended from the roof or attached to the sides to prevent birds from knocking them over or contaminating the food and water.
10. Droppings accumulate, creating unsanitary conditions and encouraging parasite and disease buildup.
11. Old iron sheets or heavy-duty plastic sheeting — both are waterproof and durable in rain. (Accept either.)
12. Move the fold immediately to a fresh patch of ground.
13. Moving the fold daily spreads droppings over a wide area, breaking the lifecycle of soil-borne

parasites and disease-causing organisms.

14. The wire mesh roof and solid shelter prevent the hawk from entering and reaching the birds inside.
15. Hanging prevents birds from knocking the waterer over, stepping inside it and contaminating the water with dirt or droppings.
16. Gently lift the fold slightly, check no bird is trapped under the frame, then carefully slide or carry it to the next spot while keeping the birds calm.
17. Covering the run with a solid sheet blocks ventilation and sunlight, causing poor air quality and stress; the run must have wire mesh to allow airflow, while only the shelter needs a solid roof.
18. As the fold is moved, bird droppings are deposited on different areas of the compound, acting as organic manure that improves soil fertility.
19. Risks: predators can enter through the hole; birds can escape. Fix: patch the hole with recycled wire, strong plastic mesh or netting tied securely to the frame.
20. Birds depend entirely on the caretaker for feeding, watering and daily movement; any inconsistency leads to poor health or death of the birds.

C. Crop Pest and Disease Control

1. A living organism that causes physical damage to crops.
2. Punctured/holed leaves; cut-off seedlings; curling/distorted leaves.
3. Wilting plants; black and brown spots on leaves/stems; rotting of plant parts.
4. Underside of leaves; along stems and new shoot tips; in the soil around the base of the plant.
5. Manually pick visible pests (e.g. caterpillars, beetles) off the plant by hand and destroy them.
6. Wood ash (sprinkled around the base of the plant and on leaves to dehydrate and deter crawling insects).
7. Remove (prune) the affected leaves/parts immediately and destroy them away from the garden.
8. Young vegetable plants that have been severed at soil level, typically by soil-borne pests such as cutworms.
9. To prevent the pest or disease from spreading to neighbouring healthy plants.
10. To ensure high yields; to improve the quality of produce. (Also accept: to prevent economic loss; to sustain food security.)
11. Spray the undersides of the leaves with soapy water or apply wood ash to deter the sap-sucking insects.
12. Cutworms (soil-borne pests).
13. Uproot the severely affected plant and dispose of it far from the garden to prevent the disease from spreading to healthy plants.
14. The ash dehydrates and deters crawling insects, creating a barrier that they avoid.
15. Diseased leaves left near the plant can spread pathogens to the soil and surrounding healthy plants, increasing the risk of reinfection.
16. Localised pest infestation — remove/handpick the affected leaf or part.
    Severe disease infection (whole plant) — uproot and remove the entire plant from the garden.
17. Inspect the undersides of leaves, tips of new shoots/stems and the soil around the base of each plant.
18. Uncontrolled pests and diseases destroy crops, reducing harvests and leading to food shortages, higher market prices and increased food insecurity in the community.
19. Early control prevents physical damage and disease marks, producing quality, marketable produce that protects the farmer's income and investment in time and labour.
20. Early removal of diseased parts prevents spread and protects the yield.
    Uprooting severely diseased plants protects neighbouring crops, ensuring a larger, marketable harvest.

D. Preparation of Animal Products

1. The preparation of a slaughtered bird for cooking by removing feathers, the head and internal organs to make the carcass clean and ready for use.
2. To remove inedible parts (scales, internal organs) that cause rapid spoilage; to prevent bacterial contamination that causes food poisoning.
3. A knife or fish scaler.
4. Make a shallow incision along the belly with

a sharp knife; pull out the entrails completely; wash the abdominal cavity thoroughly with clean water.

5. To loosen feather follicles so that feathers can be plucked off easily without tearing the skin.
6. Intestines, heart, liver. (Also accept: gizzard.)
7. Bile from the gall bladder is very bitter and will contaminate the meat, making it unpalatable.
8. Slaughtering an animal quickly and efficiently using sharp tools to minimise pain and distress.
9. From tail to head (against the direction of the scales).
10. Keep knives sharp and handle with care to avoid accidental cuts; keep fingers away from the cutting edge/use a cutting board to stabilise the product.
11. Beheading →Defeathering →Removal of offal →Cleaning.
12. Scalding — dipping the bird in hot (not boiling) water to loosen feather follicles before plucking.
13. Leaving internal organs inside accelerates decomposition; the fish becomes bitter and spoils quickly due to bacterial growth from gut contents.
14. A small amount of salt seasons the fish for taste (cooking preparation); a larger amount draws out moisture through osmosis, inhibiting bacterial growth (preservation).
15. Scales should be scraped from tail to head (against the direction of the scales); this catches under the scale edges for effective removal.
16. Complete bleeding improves meat quality and appearance; retained blood promotes bacterial growth and accelerates spoilage.
17. Use a sharp knife to prevent slipping; keep fingers positioned away from the cutting direction and use a stable cutting board to secure the fish.
18. A blunt knife causes prolonged suffering and pain; humane killing requires a quick, efficient cut to end the animal's life instantly.
19. Bury feathers and intestines in a pit far from the food preparation area, or compost them; do not leave them exposed where they attract flies and spread disease.
20. Both involve washing the product thoroughly with clean water to remove blood, loose parts and contaminants from the body cavity after removing internal organs.

E. Preserving Animal Products

1. The treatment of food to stop or slow down the growth of spoilage microorganisms, extending its shelf life.
2. They contain high moisture and nutrients that support rapid bacterial and fungal growth.
3. Boiling, fermenting, home cooling techniques (charcoal cooler / placing container in cold water).
4. Salting, boiling, drying (sun-drying), smoking.
5. Boiling kills bacteria present in the milk, preventing it from souring.
6. Lactic acid.
7. Salt draws moisture out of meat cells through osmosis; without moisture, spoilage bacteria cannot survive or multiply.
8. Thin strips dry faster and more completely, preventing internal rotting.
9. The heat from the fire removes moisture from the meat; the smoke deposits natural chemicals that inhibit bacterial growth and repel flies.
10. The charcoal walls are kept constantly wet; as water evaporates, it draws heat from the interior (latent heat of evaporation), lowering the temperature and slowing bacterial multiplication.
11. Place the milk container in a basin of cold water, or use a wet charcoal cooler to lower the temperature and slow bacterial growth.
12. Smoking — cut meat into pieces, rub with salt, hang over a low smoky fire for several hours until completely dry; smoke and heat remove moisture and deposit preservative chemicals.
13. Preservation prevents waste of excess produce, reduces the need to buy fresh food constantly, and provides a steady protein supply during scarcity — saving household income.
14. Used too little salt (insufficient to draw out all moisture); the piece was too thick (should be cut into thin strips for salt to penetrate fully).
15. Similarity: both remove moisture from meat through heat to prevent bacterial growth.

Difference: drying uses only sunlight/heat; smoking also uses smoke that deposits preservative chemicals, adds flavour and repels flies.

16. Lactic acid produced during fermentation creates an acidic environment that prevents harmful spoilage bacteria from growing.

17. Boiling preserves meat for only a few days; smoking preserves it for weeks to months by removing moisture and using natural smoke chemicals that permanently inhibit bacterial growth.
18. Flies deposit eggs on drying meat, leading to maggot infestation and contamination. Smoking repels flies with its smell and smoke, preventing them from landing on the meat.
19. As water in the charcoal walls evaporates, it absorbs heat from the interior (latent heat of evaporation), cooling the inside and slowing bacterial multiplication in the stored milk.
20. Methods like smoking, salting and drying allow households to preserve surplus meat and milk without electricity, ensuring food is available during dry seasons — directly contributing to food security.

F. Cooking

1. A meal that contains the right proportions of carbohydrates, proteins, vitamins and minerals needed by the body.
2. Carbohydrates (energy-giving), proteins (body-building), vitamins and minerals (protective).
3. Age of consumers, health status, occasion, gender.
4. Family style service, blue plate style.
5. Growth and repair of body tissues.
6. Food is portioned and arranged neatly on individual plates in the kitchen before being served to diners, ensuring equal and balanced portions.
7. To support rapid physical growth and bone development.
8. A person with high blood pressure requires a meal prepared with minimal salt and fats. / A person recovering from illness needs meals rich in vitamins and minerals.
9. It encourages sharing and family interaction during meal times; diners can serve themselves according to appetite.
10. To provide a variety of nutrient sources, prevent monotony and ensure a nutritionally diverse diet.
11. Prepare soft, easily digestible foods (e.g. mashed potatoes, well-cooked soft ugali, steamed vegetables); avoid hard foods.
12. The teenage footballer has higher energy needs due to physical activity and growth, requiring larger carbohydrate portions; the office-working mother is less active and needs smaller energy portions.
13. Example: Ugali (carbohydrate) + fish or beans (protein) + kales/sukuma wiki (vitamins and minerals). (Accept any valid local combination.)
14. Vitamins and minerals (protective foods) — to boost the immune system and aid recovery from infection.
15. Overcooking destroys water-soluble vitamins (e.g. Vitamin C and B vitamins), reducing the nutritional value of the meal.
16. Blue plate style — food is pre-portioned in the kitchen, ensuring each person receives a specific, controlled and balanced amount.
17. Include vegetables in colourful, appealing recipes (e.g. vegetable stew, salads); present food attractively; mix vegetables into favourite dishes.
18. Normal Tuesday dinner: simple, quick meal (e.g. ugali and beans). Christmas Day dinner: wider variety and elaborate preparation (e.g. pilau, chicken, chapati, salads) to suit the celebratory occasion.
19. Dark leafy greens (e.g. spinach, kales), red meat/offal such as liver. (Also accept: beans, lentils.)
20. The family should plan varied weekly menus covering all nutrient groups, cook and eat balanced meals consistently, and involve all members in meal planning — making it a daily habit that prevents obesity, malnutrition and diabetes.

3

HYGIENE PRACTICES

A. Cleaning the Kitchen

1. A systematic, scheduled process of cleaning carried out regularly to maintain hygiene and order in the kitchen.
2. Washing used utensils; wiping down worktops/tables; sweeping the floor; emptying the dustbin. (Any three.)
3. Weekly cleaning — more thorough; targets floors, wall tiles, refrigerator and cupboards on a specific day.

Special cleaning — deep cleaning of harder-to-reach areas (windows, ceilings, inside cupboards) done occasionally, e.g. monthly or seasonally.

4. To prevent bad odours and remove food waste that attracts pests such as cockroaches, rats and flies.
5. Scrubbing brush, mop. (Also accept: hot soapy water, detergent.)
6. Clean from top to bottom — start at high areas (ceilings, tops of cupboards) and work downwards to the floor.
7. Special (deep/seasonal) cleaning.
8. To remove grease and bacteria; a dirty sink is a breeding ground for bacteria that can contaminate food.
9. Cockroaches, rats. (Also accept: flies.)
10. To kill germs/bacteria on food preparation surfaces, preventing contamination of food.
11. Scrub the floor with hot soapy water; wipe down wall tiles and cupboard doors; clean the refrigerator; wash the dustbin. (Accept any four valid weekly tasks.)
12. Wipe up the spill immediately — to prevent slipping accidents, staining and to remove the food source that would attract pests.
13. A broom or a long-handled duster.
14. Dust and dirt fall downwards; cleaning high surfaces last would re-dirty an already-cleaned floor.
15. Dirty dishes harbour bacteria (e.g. Salmonella, E. coli); an open dustbin attracts flies that transfer germs to food, causing food-borne illnesses and stomach upsets.
16. Remove all food items; unplug the refrigerator; wipe shelves and interior walls with warm soapy water; rinse with clean water; dry thoroughly; replace food and plug back in.
17. Grease spills on the floor cause slipping; cluttered worktops lead to accidental contact with hot pans or sharp knives; blocked pathways increase the risk of tripping.
18. Open windows for ventilation; use a deodoriser; boil lemon slices or vinegar to neutralise strong smells.
19. Materials: warm water, detergent, scrubbing brush or sponge, clean cloth. Procedure: apply warm soapy water to the tile; scrub to loosen grease; rinse with clean water; wipe dry with a clean cloth.

4

PRODUCTION TECHNIQUES

A. Sewing Skills — Constructing Household Items

1. The line where two or more layers of fabric are joined together using stitches.
2. Plain seam, open seam.
3. Plain seam — seam allowances are pressed to one side together; open seam — seam allowances are pressed apart and lie flat on opposite sides of the stitch line.
4. To hold fabric layers together temporarily and prevent them from shifting during permanent stitching.
5. Backstitch.
6. Pillowcase, cushion cover, work bag/lap bag. (Any three valid household fabric items.)
7. So that when the item is turned right-side out, the seam is hidden inside and the outer surface looks neat.
8. The unfinished cut edge of fabric that can fray (unravel) if not neatened.
9. An iron.
10. To prevent the raw edges from fraying (unravelling), which would weaken the seam.
11. Open seam — it reduces bulk by pressing allowances flat on opposite sides, ensuring flat, crisp corners in heavy fabric.
12. Tacking (basting) — temporarily stitching the layers together to hold them in place before permanent stitching.
13. Cut two equal pieces of fabric; place right sides facing with edges matched; tack along the seam line; permanently stitch using backstitch; remove tacking stitches; press allowances to one side.
14. Stitches should be firm and consistent; pull the thread snugly after each backstitch to close gaps and create a strong, secure seam.
15. Backstitch creates a continuous, overlapping stitch line similar to machine stitching, preventing the seam from splitting under stress; the running stitch has gaps and is weaker.
16. Choose an open seam when using heavier fabrics (e.g. denim, thick cotton) to reduce bulk, or when flat, crisp edges are needed (e.g. cushion covers).
17. Neatening the seam allowances (finishing/overcasting the raw edges) was neglected.
18. Press/iron all seams flat; remove all tacking threads; trim any loose threads; fold or stuff the bag to show its shape.
19. The seam allowance provides extra fabric beyond the stitch line for strength and neatening; stitching at the very edge leaves no allowance, causing the fabric to fray and the seam to tear apart.
20. Use a smooth, hard surface (e.g. the back of a spoon or a clean glass bottle) to rub and press the seam allowances open, or press with a heavy flat object.

B. Constructing Innovative Animal Waterer

1. A modified or improved water-providing device designed to enhance hygiene, reduce water wastage and conserve water for animals.
2. Contamination (dust, droppings, animals stepping in); water wastage through spillage; water loss through evaporation. (Any three.)
3. Dust, leaves and bird droppings fall into open vessels; poultry step inside the container, introducing mud and faeces into the water.
4. Atmospheric pressure (vacuum principle) — water flows out only until it covers the air inlet, then stops; as animals drink and the level drops, air enters the bottle, allowing more water to flow out.
5. Clean plastic bottle (2–5 litres), shallow basin/container, wire or wood for a stand. (Accept scissors/knife as additional tools.)
6. To prevent the inverted bottle from falling or being knocked over, which would waste water.
7. Concrete troughs are heavy and cannot easily be tipped to drain dirty water, making thorough cleaning difficult.
8. The practice of minimising water wastage when providing water to animals, ensuring efficient and sustainable use.
9. Wet bedding encourages the growth of harmful bacteria and parasites, increasing disease risk in the animals.
10. Construct an inverted bottle waterer using a plastic bottle and a shallow basin — the closed reservoir keeps water clean and prevents birds from contaminating it.

11. The hole/notch on the bottle is positioned too high relative to the rim of the basin, so water level rises above the opening before atmospheric pressure stops the flow.
12. The main water reservoir (bottle) is sealed and closed, exposing only a small surface area of water in the basin to air, greatly reducing evaporation.
13. Use an inverted bottle waterer mounted on a stable wooden or wire stand secured to the wall or fence so it cannot be knocked over by the animals.
14. The gravity-flow design automatically refills the drinking basin as water is consumed; the farmer does not need to refill as frequently, reducing daily labour.
15. To remove any chemical residues or contaminants from its previous contents that could harm the animals.
16. The inverted bottle waterer — its sealed reservoir prevents evaporation and spillage, conserving water — critical in a dry, water-scarce area.
17. Slightly enlarge the hole/air inlet on the bottle to allow air to enter and break the vacuum, enabling water to flow out.
18. A large jerrycan or a 20-litre plastic container inverted into a larger basin or trough. (Accept any large-volume locally available sealed container.)

C. ICT Support Services

1. Digital assistance and information resources available through electronic devices (phones, computers, tablets) that enable users to access essential services without physical travel.
2. Weather forecasts, veterinary services, supply services, extension services, market information, banking services. (Any four.)
3. It provides real-time data on rainfall and temperature, helping the farmer decide the best time to plant, harvest or irrigate, avoiding weather-related losses.
4. To connect animal keepers with veterinary officers for remote advice on animal health, disease diagnosis and treatment.
5. Items can be ordered online and delivered directly, saving the buyer time and transport costs.
6. Educational services that provide farmers with tutorials, expert articles and best practice guides on crop and animal management via digital platforms.
7. USSD codes (short codes dialled on a basic phone without internet).
8. It enables the farmer to know current prices for eggs or birds, helping them sell at the best price and avoid exploitation by middlemen.
9. Never share your banking PIN or password with anyone; use only official banking apps and secure internet connections.
10. Using polite and professional language; being honest and providing accurate information when requesting services.
11. Catering services — search on social media or a website; verify quality by reading customer reviews and viewing photos of past events.
12. Contact a veterinary officer via phone call, WhatsApp or video call, describing the symptoms; the vet can advise on immediate treatment or schedule a farm visit.
13. Search for agricultural input suppliers on a search engine or e-commerce site; select a verified supplier; place an order for the required fertiliser; arrange for delivery.
14. The forecast shows when rain is expected, allowing the family to clean gutters, prepare the storage tank and position containers in advance.
15. Market information services (via mobile apps or SMS) — they provide current commodity prices, helping her decide whether to transport and sell immediately or wait for a better price.
16. The person could use the PIN to access and drain the bank account; sharing PINs enables fraud and financial loss.
17. Customer reviews/ratings; contact details and physical address of the company. (Also accept: portfolio of previous work, verified business registration.)
18. The farmer can access tutorials, expert guides and best practice articles on planting, fertilisation and pest control, applying the knowledge to improve crop yield.
19. "Good morning, Dr. [Name]. I am a farmer from [location]. My cow has not been eating since yesterday and has a high temperature. Could you kindly advise me on what to do? Thank you."
20. The app saves time (available 24/7 without travelling to the bank).
    It allows instant transactions (transfers, payments, balance checks) from any location.

Assessment Test 1

1. Vegetables (e.g. kales, spinach, tomatoes) and herbs/spices (e.g. coriander, garlic). (Any two types.)
2. Punctured/holed leaves; cut-off seedlings; curling/distorted leaves. (Any valid signs of pest attack.)
3. Reduces food wastage and expenditure; ensures food supply during scarcity; reduces dependence on expensive appliances; empowers rural/low-income households.
4. Washing utensils; wiping worktops; sweeping the floor; emptying the dustbin; cleaning the sink. (Any valid daily tasks.)
5. Wear protective gear (gloves, mask); follow label instructions on dosage and pre-harvest interval. (Any two.)
6. Strip cropping, grassed waterways, stone lines, trash lines, soil bunds. (Any two.)
7. Technology (e.g. GPS mapping) identifies erosion-prone areas; digital resources give farmers access to best conservation practices and innovative techniques.
8. Community programs educate members on the importance and methods of soil conservation, motivating wider adoption of practices like stone lines and trash lines.
9. Organise a school campaign/presentation on balanced diets; establish a school kitchen garden; create informational posters on healthy eating. (Any two.)
10. Regular watering; weeding; mulching; pest and disease control; adding organic manure.
11. The message likely covered: reduction of water contamination, minimising spillage and evaporation, labour savings and improved animal health through use of innovative waterers.
12. A clean kitchen prevents food-borne illnesses; controls pests; promotes safety by preventing accidents; provides a pleasant cooking environment.
13. Diseases cause wilting, rotting and stunted growth; reduce yields and quality of produce; result in economic losses for the farmer; threaten food security in the community.
14. Construct trash lines using crop residues along contours; arrange stone lines along the slope; plant grass in waterways; construct soil bunds. (Any two with brief description.)
15. Duration of storage needed; available resources (firewood for smoking, sun for drying, salt); volume of product; availability of electricity/refrigeration.
16. Regular scouting/inspection; crop rotation; proper plant spacing; removing crop debris; using natural pesticides; disease-resistant varieties. (Any valid preventive measures.)
17. Advantages (any three): immediate professional advice; saves travel time and costs; accessible regardless of location.
    Limitation: poor network connectivity in rural areas may hinder communication; the vet cannot physically examine the animal.
18. Moving the fold to fresh ground daily; providing fresh feed and water; checking and repairing the fold structure; monitoring the health of the birds.
19. Distribute physical copies at local markets or barazas; share digitally via WhatsApp or social media; present at community meetings; post on school notice boards.
20. C
21. It will create awareness on soil conservation methods, leading to wider community adoption of practices that protect land and ensure sustained agricultural productivity and food security.
22. The daily movement of the fold is labour-intensive; maintaining the wire mesh and roof requires constant repair; keeping the shelter section clean is challenging. (Any one valid challenge.)
23. Learnt the correct steps of scaling, gutting, cleaning and salting; developed knife safety skills; understood the importance of hygiene during food processing.
24. Consistent daily movement keeps the environment sanitary; regular feeding and watering ensures healthy, productive birds; timely repair protects birds from predators and harsh weather.
25. Early detection and timely control prevent pests/diseases from spreading across the whole crop; delayed action results in severe

damage, reduced yields and economic loss.

26. Economic: protects the farmer's investment; ensures marketable, quality produce; prevents total crop loss.
    Environmental: early natural control reduces chemical use, protecting soil health and beneficial organisms.
27. Provides fresh healthy food; saves money on food expenditure. (Also accept: ensures food self-reliance; promotes a balanced diet.)
28. Slows the speed of surface runoff down the slope; traps soil particles, preventing erosion; cover crop strips improve soil organic matter when they decompose. (Any two.)
29. Using pesticides only when necessary and at correct doses prevents soil contamination, protects beneficial insects and avoids pesticide residues on produce — ensuring long-term crop and soil health.
30. **Example** 1: Blue plate style — arrange a specific portion neatly on a plate with colourful side vegetables.
    Example 2: Family style — serve in a decorative bowl at the centre of the table, garnished with fresh herbs.
    (Accept any two creative but reasonable presentations.)

Assessment Test 2

1. Description and construction of a fold unit; daily management (moving, feeding, watering); importance of sanitation; protection from predators; responsibility in poultry care.
2. Reduced crop losses community-wide; improved food security; better quality produce for markets; reduced use of harmful chemicals; healthier environment.
3. By educating community members through campaigns and demonstrations; training younger students; consistently practising good agricultural pest control in school gardens.
4. Production of fresh healthy food; saving money on food purchases; providing readily accessible food for household use.
5. Traditional methods like fermentation, smoking and sun-drying are culturally familiar and trusted; understanding their science helps households apply them correctly and confidently.
6. A clean kitchen prevents food-borne illnesses; controls pests; promotes safety; provides a pleasant cooking environment; prevents disease spread to family members.
7. To prevent food spoilage and food-borne illnesses; to ensure a steady food supply during scarcity. (Also accept: to save money by reducing waste.)
8. Scaling (tail to head); gutting (making belly incision to remove entrails); cleaning (washing with clean water); salting (for taste or preservation); frying or other cooking methods.
9. Early detection allows timely action before infestations or infections spread, minimising crop damage, protecting yield and reducing economic losses.
10. Stone lines — use stones arranged along contours to slow runoff.
    Trash lines — use crop residues (e.g. maize stalks) arranged along contours; also add organic matter to soil when they decompose.
11. Protects topsoil fertility, ensuring continued crop production.
    Prevents land degradation and gully formation that would make land unproductive.
12. Select a suitable site (sunlight, drainage, water source); clear and dig the soil; add organic manure; plant vegetables, herbs and spices; carry out regular watering, weeding and mulching.
13. To ensure availability of water during dry seasons; to reduce dependence on piped water and lower water bills; to provide water for domestic activities.
14. A balanced meal supports good health, growth and immunity; it should contain carbohydrates, proteins, vitamins and minerals; factors like age, health status and occasion should guide meal planning.
15. Awareness leads farmers to adopt timely, natural control methods, reducing chemical use, protecting soil health and biodiversity, and ensuring long-term crop productivity.
16. Regular monitoring and early intervention prevent large-scale crop damage, maintain plant health and vigour, improve harvest quality and ensure consistent high yields.
17. Buildup of bacteria causing food contamination and illness; pest invasion (cockroaches, flies, rats) due to food remains; grease and dirt accumulation; foul smells; unsafe cooking environment.
18. It educates farmers about the benefits of innovative waterers (hygiene, water conservation, labour savings), encouraging replacement of open basins with improved designs, improving animal health community-wide.
19. Use multiple channels: school assemblies, social media, WhatsApp groups, community notice boards; use colourful posters and food demonstrations; involve parents and community leaders.
20. Plain seam, open seam.
21. Increased awareness of how to use ICT safely and ethically; educated audience on available digital services for farming and household management; motivated responsible online behaviour.
22. Clean plastic bottle (2–5 litres), shallow basin or container, wire or wood for a stand. (Also accept: scissors or knife.)
23. Age of consumers, health status, occasion,

gender. (Also accept: available ingredients, budget.)

24. The poster should include: a title (e.g. "Grow Your Own Food!"); images of a kitchen garden; key messages (fresh food, saves money, healthier living); simple steps to start a garden; a call to action.
25. The site should be well-drained to prevent muddy, disease-prone conditions.
    It should have fresh grass/pasture for the birds to forage. (Also accept: secure from predators; accessible for daily management.)
26. Proper beheading allows complete bleeding; correct scalding and defeathering keep skin intact; careful evisceration prevents gall bladder contamination; thorough cleaning ensures a hygienic, appealing carcass.
27. Educational materials teach the science behind preservation methods, ensuring correct application; they raise awareness of hygiene standards, reducing food spoilage and food-borne illnesses.
28. Conserved soil maintains crop yields, ensuring sustained income; reduces the cost of replacing lost topsoil with fertilisers; prevents expensive land rehabilitation after severe erosion.
29. Social: individuals produce functional items for personal/family use; promotes creativity and pride.
    Economic: reduces expenditure on purchasing household items; enables small-scale sale of handmade goods as income.
30. Salt draws moisture out of meat cells through osmosis; without moisture, spoilage bacteria cannot survive or multiply, extending the shelf life of the meat.

KNEC Assessment Sample 1

SECTION A

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

SECTION B

31.

(a) Gutters (to collect water from the roof), downpipe/storage tank. (Any two components.)

(b) It is free/reduces water bills; it is natural and free from added chemicals like chlorine; available during interruption of tap water supply.

32. Moving the fold to fresh ground daily;
providing fresh feed and water;
checking and repairing the fold structure (wire, roof);
monitoring bird health and isolating sick birds. (Any three.)

33.

(a) Compost manure, farmyard manure (FYM)/ animal droppings.

(b) Handpicking pests; applying wood ash; removing affected plant parts; uprooting heavily affected crops. (Any two.)

34.

(a) Slaughtering/Dressing of poultry (the illustration shows the slaughter/bleeding stage of poultry preparation).

(b) Use a sharp knife to ensure a clean, swift cut; avoid contaminating the meat with feathers or dirt; allow complete bleeding after the cut.

35.

(a) The addition of nutrients (vitamins and minerals) to food products to increase their nutritional value.

(b) Iodine is essential for thyroid hormone production;
deficiency causes goitre and impaired mental development, especially in children.

36.

(a) Maximises farm resources (crops and animals support each other);
reduces waste (crop residues feed animals; manure fertilises crops);
increases farm income through diverse products. (Any two.)

(b) Animal droppings/manure are used as organic fertiliser to improve soil fertility for crops.

37.

(a) Knife/scissors, wire cutters. (Also accept: measuring tape, pliers.)

(b) Wash the basin and bottle regularly to prevent algae growth; check and tighten the stand for stability; refill the bottle with clean water as needed.

38. Avoid overcooking (steam or lightly boil);
cut vegetables just before cooking; use minimal water when boiling;
cover the pot during cooking to reduce cooking time. (Any three.)

39.

(a) Worktops/countertops, cooker surface, sink, floor. (Any two.)

(b) To kill harmful bacteria and pathogens on surfaces; to prevent cross-contamination of food.

40.

(a) Her increased nutritional needs (higher calories, calcium, iron, vitamins for milk production); adequate fluid intake.

(b) Ugali or rice (carbohydrate), fish or beans or meat (protein), kales or spinach (vitamins and minerals).

41.

(a) Cups/glasses, plates, bedsheets, spoons, towels. (Any two.)

(b) Boiling in hot water; soaking in a disinfectant solution (e.g. diluted bleach/Dettol).

42.

(a) To undo/remove incorrect stitches without damaging the fabric; to open seams for alterations.

(b) Even tension throughout; neat and well-finished edges; no loose or dropped stitches; correct shape and size; smooth, uniform surface. (Any three.)

KNEC Assessment Sample 2

SECTION A

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

SECTION B

31.
(a) Bamboo (split in half), PVC/plastic pipe, metal sheeting, plastic bottles cut lengthwise. (Any two.)
(b) To allow gravity flow from the tank through a tap; to prevent contamination from ground-level dirt or flooding.

32.
(a) Bright/alert eyes; smooth, shiny feathers; active movement; good appetite; upright posture; no discharge from eyes or nostrils.
(b) To prevent the disease from spreading to other healthy birds in the fold.

33.
(a) Multi-storey garden, wick garden/container garden. (Accept any two valid vertical garden types.)
(b) Watering regularly; weeding; checking water reservoir levels; replacing growing medium as needed.

34.
(a) Pasteurisation (heating milk to a specific temperature to kill germs, then cooling it rapidly).
(b) Too low a temperature will not kill all pathogens; too high a temperature destroys nutrients and alters milk quality.

35.
(a) A condition caused by eating too little, too much, or the wrong types of food, resulting in nutritional deficiencies or excesses that harm health.
(b) Marasmus, scurvy, rickets, night blindness, anaemia, goitre. (Any two.)

36.
Take a photo of the affected plant and search online for matching symptoms;
use a plant disease identification app;
send the photo to an extension officer via WhatsApp for diagnosis. (Any three.)

37.
(a) Wood/sticks, wire, bamboo. (Any two.)
(b) Handle knife/scissors with care to avoid cuts; ensure the work surface is stable; keep fingers away from the cutting direction.

38.
(a) Age of family members; health status; available/seasonal foods; budget. (Any three.)
(b) Beans, lentils, groundnuts, eggs or soya. (Any one.)

39.
(a) Scrubbing brush, mop. (Also accept: scouring pad, hot soapy water.)
(b) Open windows and doors; use an exhaust fan if available.

40.
Enables repair of torn clothing and household items, saving money;
develops creativity and practical life skills;
enables construction of simple household items for personal or commercial use. (Any three.)

41.

(a) Even width throughout; neat, straight edge; stitches are small and even. (Any two.)

(b) Tablecloths, pillowcases. (Also accept: towels, handkerchiefs, cushion covers.)

42.

(a) Conserving topsoil maintains soil fertility, ensuring continued crop production that sustains food supply for the community.

(b) Mobile apps with market information (e.g. M-Farm); SMS-based market information services; agricultural websites showing commodity prices.

KNEC Assessment Sample 3

SECTION A

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

SECTION B

31.

(a) Stone lines, trash lines, soil bunds, grassed waterways, strip cropping. (Any two.)

(b) To maintain soil fertility for the school garden; to prevent erosion and land degradation.

32.

Use lightweight materials (thin wood, light wire mesh);
make the structure small enough for one or two people to carry;
add handles or grip points for easy lifting;
avoid heavy permanent materials like concrete. (Any three.)

33.

(c) Kales/sukuma wiki, spinach, tomatoes, coriander, beans. (Any two.)

(d) Provides fresh, nutritious food; saves money on buying vegetables from the market.

34.

(a) A diet that contains all necessary nutrients in the right proportions needed for good health.

(b) Severe weight loss/emaciation; muscle wasting; sunken eyes; prominent ribs; lethargy. (Any two.)

35.

(a) Use a smartphone to identify pests via plant disease apps; access extension service websites/YouTube for pest control guides;
use GPS-guided sprayers for precision pesticide application. (Any two.)

(b) To track pest occurrence patterns over time and inform timely, appropriate control measures.

36.

(e) Handle knife/scissors carefully to avoid cuts; work on a stable surface; avoid leaving sharp tools unattended.

(f) Wire, string/rope. (Also accept: cable ties, rubber bands.)

37.

(a) Worktops/countertops, cooker/stove surface, sink, floor. (Any two.)

(b) Detergent removes grease and food residues that water alone cannot remove; it helps kill bacteria on surfaces.

38.

Steam or lightly boil (avoid overcooking);
use minimal water when boiling;
cook with the lid on to reduce cooking time and prevent vitamin loss;
prepare and cook immediately after cutting. (Any three.)

39.

(a) The process of folding and stitching the raw edge of fabric to create a neat, finished edge.

(b) Even width throughout; neat and straight; stitches are small and even/not visible from the right side. (Any two.)

40.

(g) Crochet hook, yarn/thread.

(h) Adding a crocheted border in a contrasting colour; using different coloured yarns in a pattern; adding tassels at the corners.

41.

(a) Social media campaigns (WhatsApp groups, Facebook posts); community drama/skit performances; informational posters in public places; mobile phone SMS broadcasts. (Any three.)

(b) Weather forecast apps (for planting decisions); e-commerce/supply platforms for agricultural inputs; extension service websites/YouTube (for farming techniques); market information apps.

42.

(a) Pasteurisation.

(b) Too low a temperature will not kill all harmful pathogens; too high a temperature destroys nutrients and alters the flavour and quality of the milk.

Pre-Technical studies

1

Foundations of Pre-Technical Studies

A. Fire Safety

1. The Fire Triangle is a model representing the three elements required for fire: Fuel, Heat and Oxygen. Removing any one element extinguishes the fire.
2. a. Flammable substances (petrol, kerosene), electrical faults (exposed/overloaded wiring), combustible materials (dry grass, paper), negligence (unattended stoves).
   b. Identifying causes allows workers to remove or control hazards before ignition, making the workplace safer.
   c. Educated employees identify and report hazards promptly, use correct extinguishing equipment and follow evacuation procedures, reducing injuries and deaths.
3. Overloaded electrical sockets; exposed/faulty electrical wiring. (Also accept: flammable substances stored near heat sources; dry combustibles near buildings.)
4. Regular maintenance identifies faulty wiring, worn components and gas leaks before they ignite. Replacing damaged parts prevents short circuits and uncontrolled heat that could cause fire.
5. Safety awareness trains people to identify hazards; teaches correct use of firefighting equipment; enables quick and calm evacuation; reduces panic during emergencies.
6. Benefits: prevents short circuits; protects equipment and property; ensures electrical systems meet safety standards; avoids expensive fire damage and potential loss of life.
7. Kerosene, petrol. (Also accept: methylated spirit, cooking gas.)
8. Smothering.
9. Water conducts electricity. Pouring it on an electrical fire allows current to travel through the water to the person using it, causing electric shock or electrocution.
10. Turn off the gas cylinder tap to stop the supply of fuel. Without fuel, the gas fire cannot continue to burn.
11. Cooling (using water to lower the temperature of the burning material below its ignition point).
12. Flammable substances catch fire very easily at low temperatures (e.g. petrol, kerosene). Combustible materials need more heat to ignite but fuel and spread fire rapidly once burning (e.g. dry grass, wood).
13. A lid smothers the fire by cutting off the oxygen supply. Pouring water on burning oil would instantly turn to steam, explosively scattering the burning oil and spreading the fire.
14. (i) Clear a wide strip of vegetation (firebreak) between the burning area and neighbours' farms; (ii) Burn only on calm days, keep water or sand nearby and supervise at all times.
15. A firebreak is a strip of land cleared of all vegetation. It removes the fuel from the fire's path. When the wildfire reaches the cleared strip, it finds no fuel and dies out.
16. Oxygen — sand covers the burning material, cutting off the oxygen supply (smothering).
17. (i) Alert others and call for help; (ii) Use the correct extinguisher (dry powder near a laboratory); (iii) Aim at the base of the flames; (iv) If too large to control, evacuate immediately and call the fire brigade.
18. The interrupting method uses dry powder chemicals that disrupt the chemical chain reaction of combustion. The fire stops even if fuel, heat and oxygen are still present because the sustaining chain reaction is broken.
19. "Do not play with matches or lighters! Fire can start in seconds but destroy everything in minutes. If you find matches, hand them to a teacher immediately."
20. Fire safety is a life skill because fires can occur anywhere at any time. Knowing how to prevent, identify and respond protects lives and property, empowering individuals to act calmly rather than panic.

B. Data Safety

1. Data refers to raw facts, figures, letters or symbols that have no specific meaning on their own until processed.
2. Data: raw facts with no meaning, e.g. "78, 45, 92". Information: processed data that conveys meaning, e.g. "The class average score is 71.7%".
3. (i) Enables easy and fast retrieval of learner records; (ii) Allows safe, long-term storage of large volumes of data; (iii) Facilitates quick sharing of information between teachers and administrators.
4. a. Spyware (malware — secretly records keystrokes to steal passwords).

b. Physical damage/threat (water destroys electronic components).

c. Unauthorised access (shoulder surfing — looking over a shoulder to see a PIN).
5. A virus attaches itself to files. When an infected file is shared (via flash disk or email) and opened on another device, the virus copies itself onto that device, corrupting or deleting files.
6. (i) Contains a mix of uppercase, lowercase, numbers and special characters; (ii) Is at least 8 characters long and avoids obvious information like name or birth year.
7. c (P@ssW0rd#99 — has uppercase, lowercase, numbers and special characters)
8. Antivirus software scans the device for known viruses, blocks suspicious files and removes or quarantines threats it detects, protecting data from damage or theft.
9. a. Phishing attack — a deceptive message designed to trick users into clicking a malicious link to steal personal information.

b. Do not click the link; delete the email immediately; report to a trusted adult. Never provide personal information to unknown senders.
10. Backing up data means making copies of files and storing them in a separate location (external hard drive, flash disk or cloud). If the original device is lost, stolen or damaged, the data can be recovered.
11. Spilling water/liquids on the computer; dust and excessive heat damaging internal components. (Also accept: dropping the device; theft of the device.)
12. Logging out prevents other users from accessing your personal files, emails or accounts on a shared computer.
13. Two-Factor Authentication (2FA) requires two different forms of verification before access is granted — typically a password AND a second check (e.g. an SMS code or fingerprint) — making unauthorised access much harder.
14. Protecting personal data prevents cyberbullies from accessing private photos, messages or information they could use to harass, embarrass or threaten the victim online.
15. "Always lock the tablet with a strong password when not in use."

"Never share your login password or install unapproved apps on the school tablet."
16. Human error causes data loss when a user accidentally deletes a file or formats a storage device without backing up. Example: A learner empties the Recycle Bin without realising important files were inside.
17. Public Wi-Fi in a cyber cafe is unsecured — hackers can intercept all data transmitted over the network, stealing passwords, banking PINs and personal information.
18. Losing medical data could lead to wrong treatment (life-threatening); delays in retrieving patient history; legal disputes; loss of patient trust. It could cost lives and result in legal penalties.
19. "123456" appears on every hacker's list of passwords to try first. Despite being easy to remember, it can be cracked within seconds by automated software, exposing all personal data.
20. Immediately quarantine/remove the threat. Do not copy any files from the flash disk. Run a full antivirus scan on the disk and delete infected files before further use.
21. Confidentiality ensures data is only accessible by authorised persons. Without it, sensitive information (bank details, health records, exam results) could be accessed and used for identity theft, fraud or blackmail.
22. (i) Download only from trusted, official websites or app stores.
    (ii) Check user reviews and ratings to ensure it is a genuine, safe application.
    (iii) Check the permissions the app requests — avoid apps that request unnecessary access to personal data.

2

COMMUNICATION

A. Plane Geometry

1. Ruler, pair of compasses, protractor, set square, pair of dividers, pencil, eraser. (Any three.)
2. Dividers transfer measurements accurately from a ruler to the drawing paper or from one part of a drawing to another without reading the measurement directly.
3. A 2H pencil is very hard, producing very faint lines that are easy to erase. Construction lines drawn with a 2H pencil serve only as guides and barely show in the final drawing.
4. A scale rule has multiple scales printed on it (e.g. 1:50, 1:100) and measures scaled distances directly. A straight edge (ruler) has a single standard scale used to draw and measure straight lines.
5. Fixing the drawing paper prevents it from moving while drawing, ensuring lines remain accurate and the drawing is not distorted.
6. A margin is a border line drawn around the edges of the drawing paper to frame the drawing, protect it from edge damage and separate the drawing area from the paper's edge.
7. (i) Frames the drawing, giving it a neat and professional appearance; (ii) Protects the main drawing from tearing or smudging at the edges.
8. Title of the drawing; name of the drafter; date; scale; unit of measurement; drawing number. (Any four.)
9. At the bottom-right corner of the drawing sheet.
10. A combined shape is a complex figure made by combining two or more basic geometric shapes (e.g. a rectangle with a semicircle on top forming an archway).
11. Steps for a house shape (square + triangle):
    (i) Draw the base rectangle/square using ruler and set square.
    (ii) Find and mark the midpoint of the top side.
    (iii) Draw two diagonal lines from each top corner meeting at the midpoint above to form a triangle (roof).
    (iv) Outline the final shape with an HB pencil.
12. A pair of compasses.
13. A pentagon.
14. Pen lines cannot be erased. Any mistakes made during construction become permanent and spoil the drawing. Technical drawings require corrections and erasure of construction lines.
15. A carpenter uses geometry to measure and cut wood to exact angles for joints and frames; to ensure door frames have perfectly square (90°) corners; to mark out precise height, width and thickness dimensions.
16. The scale tells the reader how much the object has been reduced or enlarged; without it, measurements cannot be correctly converted to real-world sizes, making the drawing useless for construction.
17. Use a pair of compasses. Set it by measuring exactly 4 cm between the needle and pencil point using a ruler. Place the needle firmly on the centre and swing the pencil around 360° to draw the circle.
18. Clean instruments produce clean, accurate lines. Dirty instruments transfer dirt onto the drawing, making it messy and inaccurate. Clean tools also last longer and perform better.
19. Practical construction — key steps: Draw the 6 cm × 4 cm rectangle; find the midpoint of one shorter (4 cm) side; set compass to 2 cm radius; draw the semicircle on the shorter side; outline the final combined shape with HB pencil.
20. Practical — title block at bottom-right corner. Must contain: name, school, title ("Practice 1"), date. Format: rectangular box.
21. A football pitch uses plane geometry: the rectangular pitch boundary is a rectangle; goal areas and penalty areas are rectangles; the centre circle is drawn with a compass; penalty spots are at specific measured distances — all requiring accurate geometric construction.
22. [Identify the specific instrument from the image and state its function. Examples: pair of compasses — draws circles/arcs of specific radius; protractor — measures and draws angles 0°–180°; set square — draws specific angles and parallel lines.]
23. The surface must be smooth and flat to prevent

the pencil from making uneven lines, poking through the paper or creating unwanted marks — ensuring accuracy throughout the drawing.

B. Dimensioning

1. Dimensioning is the process of adding measurements, notes and symbols to a technical drawing to specify the exact size, location and features of an object.
2. Linear dimensioning measures straight distances (horizontal, vertical or aligned) between two points. Angular dimensioning specifies the size of an angle in degrees.
3. Leader line.
4. Extension lines extend from the object outward to the dimension line, creating a gap between the object and the dimension line to keep the drawing clear and easy to read.
5. Ø (the diameter symbol).
6. Practical — draw a 5 cm line; add short extension lines perpendicular to it at each end (with a 2mm gap); draw a dimension line parallel to the main line with filled arrowheads at each end touching the extension lines; write "50" centred above the dimension line.
7. Chain dimensioning: dimensions placed end-to-end measuring between adjacent features (errors can accumulate). Parallel dimensioning: all dimensions start from a common baseline (datum); each measurement is independent and more accurate.
8. The small gap prevents the extension line from being confused with the outline of the object, keeping the drawing clear and easy to read.
9. Radial dimensioning (specifically radius dimensioning — marked with the letter "R").
10. Crossing dimension lines creates confusion — it is difficult to identify which arrowhead belongs to which measurement. It makes the drawing messy and violates standard dimensioning rules.
11. Practical — sketch a 60mm × 40mm rectangle. Use parallel dimensioning: all dimension lines starting from the same baseline for both length (60mm) and width (40mm), with extension lines and arrowheads correctly placed.
12. Practical — sketch a right-angled triangle; draw a curved arc between the two shorter sides at the right angle; write "90°" at the arc to show the angular dimension.
13. 20 + 15 + 35 = 70 mm.
14. R stands for Radius — the distance from the centre of a circle or arc to its edge.
15. Combined dimensioning is used in complex drawings because some features are best measured from a common datum (parallel) while others require spacing between adjacent features (chain). Using both allows the most appropriate method for each part.
16. Practical — draw a circle of radius 30mm; the diameter dimension line passes through the centre with arrowheads touching the rim on both sides; label it "Ø60mm".
17. Proper dimensioning gives the carpenter the exact sizes for every component (tabletop length, width, thickness; leg height). They can measure, cut and assemble materials accurately, ensuring the table is the right size and all parts fit together.
18. Practical — draw a 5-sided irregular polygon; dimension at least two sides using extension lines, dimension lines and arrowheads; show one internal angle with a curved arc and degree notation.
19. Consistent units prevent confusion — if some measurements are in mm and others in cm, errors occur when comparing or adding dimensions. Using one unit (usually mm) throughout ensures all measurements are meaningful and comparable.
20. Practical — draw a small circle; draw a thin leader line with an arrowhead pointing to the edge of the circle; write "Drill hole" at the other end of the line.
21. Arrowheads show the exact limits of a dimension — where it starts and ends. Without arrowheads, the reader cannot tell which part of the object the measurement refers to, leading to misinterpretation and manufacturing errors.
22. Practical — draw two lines meeting at 60°; place a curved arc dimension line between them; write "60°" at the arc.

C. Plain Scale Drawing

1. Scale is the ratio of the length of the drawing to the actual length of the object, representing how much the object has been reduced or enlarged.
2. Enlargement scale: the drawing is larger than

the real object (e.g. 2:1) — used for very small items like watch parts. Reduction scale: the drawing is smaller (e.g. 1:100) — used for large items like buildings or maps.

3. 1:50 means that 1 unit on the drawing represents 50 units of the actual building. Every drawing dimension must be multiplied by 50 to find the real measurement.
4. RF = Drawing distance ÷ Actual distance = 5 cm ÷ 500 cm = 1/100 (or 1:100).
5. Zero mark; main divisions; sub-divisions (and labelling of units and RF).
6. The zero is placed after the first division so that the first division to its left can be sub-divided into smaller parts (e.g. decimetres), allowing measurements to be read as both main units AND fractions of a unit simultaneously.
7. Using scale 1:10 (divide actual by 10):
   a. 100 cm ÷ 10 = 10 cm
   b. 50 cm ÷ 10 = 5 cm
   c. 1.5 m = 150 cm ÷ 10 = 15 cm
8. c (1:1 — full scale means the drawing is exactly the same size as the real object)
9. 10:1 (the drawing is 20mm but the actual insect is 2mm; 20 ÷ 2 = 10, so the scale is 10:1 — enlargement)
10. Sub-divisions to the left of zero allow reading fractions of the main unit. For example, if the main unit is metres, the first division is split into 10 decimetres, allowing measurements like 2.4 metres to be read directly.
11. Practical — draw a horizontal line AB exactly 4 cm long. Label both ends A and B. Write "4 m" above the line.
12. Actual distance = Drawing distance × Scale factor = 8 cm × 1000 = 8,000 cm = 80 metres.
13. Practical plain scale (RF 1:5, up to 5 dm):
    LOS = 1/5 × 5 dm × 10 cm = 10 cm. Draw 10 cm line, divide into 5 equal parts (each = 1 dm). Sub-divide first part into 10 equal portions (each = 1 cm).
    Place 0 after first division; label 1,2,3,4 to the right (DECIMETRES); label 5,10 to the left (CENTIMETRES). Write RF 1:5.
14. To read 3.6 dm: place one leg of dividers on "3" to the right of zero (3 dm); place the other leg on "6" on the left sub-division (6 cm = 6 tenths of a dm). Total = 3.6 dm.
15. A plain scale is a custom ruler built to the same scale as the drawing. The carpenter reads distances directly in real units (e.g. metres) without calculating, enabling accurate wood cutting from the plan.
16. Practical — scale 1:1000; 60 m = 60 mm; 40 m = 40 mm. Draw a 60mm × 40mm rectangle. Label with actual dimensions (60m × 40m) and scale.
17. [Verify the specific measurement from the plain scale diagram in the actual exam paper. Method: identify the main unit (right of zero) + sub-unit (left of zero) = total measurement.]
18. Units (e.g. "m" or "cm") give meaning to the numbers on the scale. Without units, a reader cannot tell if the scale measures centimetres or kilometres, making the scale impossible to interpret.
19. Drawing length = Actual length ÷ Scale factor = 2,000 cm ÷ 500 = 4 cm.
20. (i) Architecture — architects draw building plans to scale so builders can construct accurate structures; (ii) Cartography — map makers draw large geographic areas to scale so users can calculate real distances.
21. False — RF 1:10,000 is used for large areas like maps. For a wristwatch (a tiny object), an enlargement scale like 5:1 or 10:1 would be used.
22. Suitable scale for a 2-metre door in an exercise book: 1:20 (drawing = 10 cm) or 1:10 (drawing = 20 cm). (Accept any reasonable reduction scale that fits the exercise book page.)
23. (i) Place one leg of dividers on "4" to the right of zero (4 metres); (ii) Place the other leg on "7" on the left sub-division (7 decimetres); (iii) Total reading = 4 metres 7 decimetres = 4.7 metres.
24. Practical — scale 1cm = 10m; draw a right-angled triangle: 30m=3cm, 40m=4cm, 50m=5cm (verify: $3^2+4^2=5^2$). Label actual dimensions and scale.

D. Visual Programming

1. Visual programming is a method of creating computer programs by dragging and dropping graphical blocks or icons rather than typing text-based code.
2. Scratch, Blockly, Alice. (Also accept: Microsoft MakeCode Arcade, SpriteBox.)
3. The Stage is the visual area (screen) where the program runs and the output is displayed — where sprites move, sounds play and backgrounds change in response to the code.
4. Visual Programming: uses graphical blocks

dragged and dropped; no typing required; syntax managed by block shapes; easier for beginners.
Text-based Programming: requires typed code with strict syntax rules; more powerful but harder to learn; errors occur from spelling mistakes.

5. Sprites — the cat and mouse are characters (sprites) that perform actions in the visual programming environment.
6. A variable stores the current score value, which changes every time the player earns or loses points. It is updated using blocks like "Change Score by 1" when the player achieves a goal.
7. The Green Flag starts the program — when clicked, it begins running all scripts attached to the "When Green Flag Clicked" event block.
8. A Loop block makes a set of instructions repeat automatically a specified number of times (or forever), enabling continuous actions like animation.
9. Events block ("When Space Key Pressed") and Looks block ("Say 'Hello'"). (Also accept: Sound block for audio output.)
10. "When Green Flag Clicked" →"Repeat 4 times:" →"Move 100 steps" →"Turn 90 degrees right".
    (Each repeat draws one side of the square.)
11. Blocks are shaped differently so only logically compatible blocks can fit together. If two blocks don't fit, the logic is incorrect. This prevents programming errors and makes coding intuitive.
12. Visual programming improves maths skills by letting learners create interactive maths programs (e.g. quizzes); variables track scores and calculations; loops repeat exercises; learners see mathematical logic applied in a creative, engaging way.
13. Selection (conditional logic) — "If score > 10, say 'You Win'" is a conditional statement that selects different outcomes based on a tested condition.
14. Portfolio entry: Title: "My Walking Cat Animation"; Sprites used: Cat character (with two walking costumes); Challenges: ensuring smooth animation (adjusting wait time between costume changes), keeping the cat within screen boundaries.
15. Input: numbers and operation typed by the user (e.g. pressing 5, +, 3). Output: the result displayed on screen (e.g. 8). The calculator processes the input to produce the output.
16. "When Green Flag Clicked" →Switch costume to "Red" →Wait 3 seconds →Switch to "Yellow/Amber" →Wait 1 second →Switch to "Green" →Wait 3 seconds →(Repeat sequence in a loop.)
17. Visual programming encourages creativity because learners design their own games, stories and animations without needing complex typing syntax. The colourful, drag-and-drop interface makes it fun and accessible, inspiring experimentation and imagination.
18. False — in visual programming, you do NOT memorise complex commands. You drag and drop pre-made blocks, and the shapes guide you in creating correct logical sequences.
19. Visual programming is used in the entertainment industry to create simple animated cartoons, interactive stories and prototype video games before they are developed into full productions.
20. Programming is important in the 21st century because all digital technology depends on code. It develops logical thinking and problem-solving skills valuable in every career, and empowers people to create technology rather than just consume it.
21. a. "Ask [What is 5 + 3?] and wait" block (Ask and Wait block).
    b. Create a variable called "Correct Answers." Use a conditional: "If answer = 8, then change Correct Answers by 1."
22. a. "Say Hello for 2 seconds" →Output
    b. "When Space Key Pressed" →Input
    c. "Set Score to 0" →Processing (initialising a variable)
    d. "Move 10 Steps" →Output (also accept: Processing — it causes movement on the Stage)

3

MATERIALS AND PRODUCTION

A. Composite Materials

1. A composite material is a new material made by combining two or more different materials (constituents) that remain distinct within the final product, working together to provide superior properties.
2. Concrete (cement + sand + gravel); plywood/ MDF manufactured boards; brick walls; reinforced concrete. (Any two found in the school environment.)
3. Cement, sand, gravel (ballast), water.
4. Glue (adhesive) acts as the binder that bonds the wood chips, sawdust or veneer layers together under heat and pressure, creating a strong, flat, unified board.
5. Concrete: a mixture of cement, sand, gravel and water; strong under compression but can crack under tension. Reinforced concrete: concrete with steel bars (rebar) embedded inside; the steel provides tensile strength, making it capable of supporting large structures.
6. She should use fibreglass (a fibre-reinforced composite), or for a simpler project, paper-mâché sealed with a waterproof coating, to create a waterproof model boat.
7. Manufactured boards are made in large, uniform flat sheets without natural grain defects; more stable and less likely to warp than natural wood; available in sizes larger than natural timber.
8. Plastic-coated paper (polyethylene-coated cardboard). It is suitable because the plastic layer makes it waterproof (preventing milk from leaking), while the paper provides a printable surface and structural support.
9. Paper-mâché converts waste newspaper that would otherwise be discarded into a usable craft material, reducing landfill waste and promoting recycling — an environmentally responsible practice.
10. a. Concrete.
    b. Reinforced concrete.
11. Carbon fibre is extremely strong yet very lightweight, reducing the bicycle's weight without sacrificing strength, allowing faster performance and easier handling.
12. Manufactured board (e.g. plywood or MDF) — available in large flat sheets, has a smooth surface, is lighter than stone, easy to cut and shape, and less expensive.
13. Reinforced concrete or fibreglass — reinforced concrete is durable and weather-resistant; fibreglass can be moulded into complex shapes and resists weather, making both suitable for a durable outdoor sculpture.
14. Plywood consists of thin layers (veneers) of wood glued together with alternating layers having grains running at right angles to each other. The layers are visible at the edges; the outer face is smooth.
15. Gravel (ballast) provides bulk and strength to the concrete mixture, acting as an aggregate that fills spaces and gives the concrete its body while reducing the amount of cement required.
16. Reinforced concrete withstands both compression (from the weight of water) and tension (from water pressure and bending forces). The steel bars prevent the concrete from cracking under these enormous stresses.
17. Not all mixtures are composite materials. A composite requires distinct, separate components that retain their identity. Example: concrete is a composite (gravel pieces remain visible). Salt water is a mixture where salt dissolves completely — not a composite.
18. Civil engineering / construction / masonry.
19. Composite materials make vehicles and aircraft lighter (carbon fibre) yet stronger, improving fuel efficiency; reinforced concrete supports heavy transport infrastructure like bridges and roads; composite body panels provide safety and weight reduction.

B. Ceramics

1. A ceramic material is a hard, brittle, heat-resistant and corrosion-resistant non-metallic, inorganic material made by shaping natural minerals (such as clay and sand) and permanently hardening them at high temperatures in a kiln.

2. Clay, sand, flint. (Also accept: kaolin, silica.)
3. Porcelain — it is refined, white and translucent.
4. Flowerpots are made of earthenware because it is made from widely available natural clay and fired at low temperatures (affordable); it is slightly porous, allowing some air and moisture to reach plant roots, which benefits plant growth.
5. Brittleness — ceramics break easily on impact; car bumpers must absorb significant impact forces without shattering.
6. Earthenware: fired at relatively low temperatures; porous (absorbs water); needs glaze to become waterproof; used for flowerpots. Stoneware: fired at higher temperatures; non-porous; stone-like durability; used for everyday dinnerware.
7. (i) Water-resistant (non-porous) — tiles do not absorb moisture, preventing damage and mould growth in wet bathroom conditions; (ii) Easy to clean — smooth, hard surface does not harbour bacteria and can be wiped with disinfectants.
8. Ceramics are electrical insulators — they do not conduct electricity. This prevents electricity from leaking from high-voltage cables through the insulator to the ground, ensuring safety of the power distribution system.
9. Glass (made from sand/silica, transparent and breaks easily).
10. A kiln is a high-temperature oven used to fire (heat) shaped clay objects. The extreme heat causes permanent chemical and physical changes in the clay, hardening it into a strong, durable ceramic material.
11. Glazing is the process of applying a thin glassy coating to a clay pot before final firing. Its purpose is to make the pot waterproof (sealing the pores) and to add a decorative, smooth, shiny appearance.
12. Seashells are classified as ceramics because, like manufactured ceramics, they are made of inorganic, non-metallic calcium carbonate compounds that are hard and brittle — sharing similar chemical properties.
13. A potter's main activities: shaping clay by hand or on a wheel; firing objects in a kiln; applying glaze for decoration and waterproofing; creating functional items (pots, bowls, plates) and decorative objects.
14. A ceramic cup lasts many years (durable), does not leach chemicals into drinks, and its raw materials (clay) are natural and abundant. A disposable plastic cup pollutes the environment (non-biodegradable) and requires petroleum to manufacture. The ceramic cup is significantly more eco-friendly in the long run.
15. Ceramic floor/wall tiles, ceramic cooking pot, ceramic toilet/sink, glass windows, ceramic drinking mug, ceramic plate. (Any four distinct items from the home.)
16. Porcelain — it retains heat well (keeping coffee warm longer), is non-porous, smooth and comfortable to hold, and aesthetically attractive. (Accept earthenware with justification about heat retention and affordability.)
17. Ceramics are corrosion resistant because they are chemically stable inorganic materials that do not react with acids, salts, moisture or atmospheric conditions that cause rusting (metals) or rotting (wood).
18. Wear thick protective gloves; use a brush and dustpan (not bare hands) to collect broken pieces; dispose carefully in a rigid/puncture-proof container; never sweep up broken ceramic with bare feet.
19. Hardness: resistance to scratching or surface indentation — ceramics are very hard (cannot be scratched easily). Toughness: resistance to fracture when an impact is applied — ceramics are NOT tough; they are brittle and shatter easily when dropped, despite being hard.
20. Stoneware or porcelain — both are non-porous, chemically resistant to acids and harsh chemicals, easy to clean; ideal for a laboratory sink exposed to strong acids.
21. Some ceramic items with metallic glazes are not microwave-safe because metallic compounds in the glaze can cause arcing (sparking) inside the microwave, potentially damaging the oven or causing a fire.

4

TOOLS AND EQUIPMENT

A. Cutting Tools

1. Handsaw, hacksaw, coping saw, tin snips, cold chisel, plane, scraper, utility knife, wire strippers, side cutters. (Any five.)
2. Hacksaw blades have smaller, finer teeth because metal is harder and denser than wood. Smaller teeth cut through hard material without getting stuck or breaking, creating a finer, more controlled cut.
3. Wire strippers.
4. [Sketch: a cold chisel has a hexagonal/ octagonal steel shaft tapering to a flat, hardened, bevelled cutting edge at one end. Label: body/shank; cutting edge/blade.]
5. Coping saw (its thin blade held in a U-shaped frame is designed for cutting curves and intricate shapes).
6. (i) Always keep both hands behind the cutting edge — never hold the workpiece in front of the chisel while hammering; (ii) Secure the workpiece firmly in a vice or clamp before chiselling.
7. Oil creates a protective barrier between the metal blade and moisture in the air, preventing rust during storage. Rust weakens the blade and reduces cutting efficiency.
8. A scraper is a flat steel blade used to remove old paint, varnish or glue from a surface. A plane shaves off thin layers of wood to make surfaces smooth, flat and straight. A scraper removes coatings; a plane removes material from wood.
9. (i) Wipe the blade with a clean cloth to remove wood dust and sap (turpentine for sticky sap).
   (ii) Apply a thin coat of oil to the blade to prevent rust.
   (iii) Store in a toolbox or hang on a rack with the blade protected — do not pile tools on top of each other.
10. Securing the workpiece in a vice prevents it from moving or vibrating during cutting, allowing accurate cuts and preventing slipping that could cause the saw to jump and injure the user.
11. [Identify the specific tool from the image and state its function. Examples: hacksaw — cuts metals like pipes and rods; coping saw — cuts curves in thin wood; cold chisel — cuts or chips metal and stone with a hammer.]
12. A blunt knife requires more force to cut, making it more likely to slip suddenly. When it slips, the excess force can drive the blade toward the user's hand, causing serious injury. A sharp knife cuts cleanly with less force, giving more control.
13. A hacksaw (its fine-toothed blade is designed specifically for cutting hard metals like steel rods).
14. Wire strippers have calibrated notches matched to wire gauges. They cut only through the plastic insulation without touching or damaging the copper wire inside. Scissors would cut through both insulation and the conductor.
15. Cutting away from the body ensures that if the knife slips, the blade moves away from the user rather than toward them, preventing cuts and injuries.
16. A carpenter uses a plane after the initial rough sawing — to smooth and flatten the surfaces of cut wood pieces before assembling the table components.
17. "Always secure your workpiece in a vice or clamp before cutting — never hold it by hand."
    "Carry cutting tools with the sharp edge pointing downward and away from your body."
    "Return all tools to the rack or toolbox after use — never leave cutting tools loose on the workbench."
18. Hold the blades (or shaft) firmly and extend the handle toward the other person so they can grasp it safely, with no sharp points or blades facing them.
19. When using a cold chisel with a hammer, metal chips fly off at high speed. Safety goggles protect the eyes from these chips, which can

cause serious eye injury or blindness.

B. Computer Software

1. System software: Windows 10, Norton Antivirus, Printer Driver.
   Application software: Microsoft Word, Google Chrome, Excel.
2. a. Spreadsheet software (e.g. Microsoft Excel / Google Sheets).
   b. Graphic design / Desktop publishing software (e.g. Canva, Adobe Illustrator).
   c. Word processing software (e.g. Microsoft Word / Google Docs).
3. a. Columns: Employee Name; Date columns (Monday–Friday); Total Days Present; Total Days Absent.
   b. =COUNTIF(range,"P") to count "Present" entries, or =SUM(B2:F2) if presence is recorded as 1.
4. Mail merge — allows personalised letters/ emails to be sent to multiple recipients automatically by combining a template letter with a list of recipient details.
5. Presentation software displays information on visual slides with images, charts and animations that capture investors' attention, making complex data easy to understand at a glance. A printed report is less engaging; a presentation is more persuasive and time-efficient.
6. a. New folder: Right-click Desktop →Select "New" →Click "Folder" →Type name →Press Enter.
   b. Compress/zip: Right-click the folder →Select "Send to" →Click "Compressed (zipped) folder" (Windows). Or use WinRAR: right-click →"Add to archive."
7. Communication software like WhatsApp and Zoom allows people to work remotely, hold virtual meetings, share files instantly and collaborate in real-time regardless of location. It has made work more flexible, reduced travel costs and allowed businesses to operate globally.
8. Utility software (antivirus, firewall, disk cleanup) protects a workplace computer connected to the internet from malware, viruses and hacking attempts that could destroy data, slow down the system or expose confidential business information.
9. Practical portfolio: (a) Word document — personal introduction; (b) Excel spreadsheet — study timetable; (c) PowerPoint slide — photo of school; all saved in a folder named "My Digital Portfolio."
10. Hardware without software is just parts with no function; software without hardware has nothing to run on. They are interdependent. A hardware engineer builds the physical foundation; a software developer creates the instructions that make the hardware useful. Neither is independently "more important."

5

ENTREPRENEURSHIP

A. Bookkeeping

1. Bookkeeping is the systematic art of recording, organising and tracking the financial transactions of a business on a daily basis.
2. (i) Monitors cash flow — the owner knows how much money is available and prevents overspending.
   (ii) Enables performance evaluation — determines if the business is making a profit or loss.
   (iii) Ensures tax compliance — provides accurate records for correct tax calculation, avoiding penalties.
3. a. Delivery van →Fixed/non-current asset.
   b. Unpaid electricity bill →Current liability.
   c. Cash in the till →Current asset.
   d. Bank loan →Non-current liability.
   e. Computer used for work →Fixed/non-current asset.
4. Cash transaction: payment is made immediately at the time of sale (cash, mobile money, cheque). Credit transaction: goods/services are exchanged but payment is postponed to a future date, creating a debt relationship.
5. Capital + Liabilities. (Full equation: Assets = Capital + Liabilities.)
6. a. Capital = Sh. 50,000 (the owner's own invested money).
   b. Total liabilities = Sh. 20,000 (the bank loan).
   c. Total assets: Stock (40,000) + Furniture (10,000) + Cash (20,000) = Sh. 70,000. [Verify: Capital + Liabilities = 50,000 + 20,000 = 70,000 ⊣]
7. The Income Statement (Statement of Profit and Loss).
8. Rent; salaries/wages; electricity bills; purchase of hair products/shampoos; water bills. (Any three.)
9. Gross profit = Sales − Cost of goods sold = 100,000 − 60,000 = Sh. 40,000.
   Total expenses = Rent (10,000) + Wages (5,000) = Sh. 15,000.
   Net profit = 40,000 − 15,000 = Sh. 25,000.
10. Debtors (Accounts Receivable): customers who owe the business money for goods purchased on credit. Creditors (Accounts Payable): suppliers to whom the business owes money for goods bought on credit.
11. MAMA MBOGA GROCERS — Income Statement (June):
    Sales: Sh. 8,000 | Less Cost of Sales: (Sh. 3,000) | Gross Profit: Sh. 5,000.
    Less Expenses: Transport (500) + City council fee (200) = (Sh. 700).
    Net Profit: Sh. 4,300.
12. TECH SOLUTIONS — Statement of Financial Position:
    Non-current assets: Computers (150,000) + Furniture (50,000) = 200,000.
    Current assets: Cash = 20,000. Total assets: 220,000.
    Less: Bank loan (100,000). Net assets: 120,000.
    Financed by: Capital = 120,000. →
13. The income statement includes credit sales (money not yet received as cash) to calculate profit; the cash flow statement only records actual cash received and paid. A business can show a paper profit but still have no cash if most sales were on credit.
14. Capital is the owner's investment or net worth in the business — the money or resources introduced by the owner to start or expand the business. It equals Assets minus Liabilities.
15. a. No — cash balance does not decrease immediately; the goods are received but payment is deferred.
    b. Accounts payable (creditors) increases — the amount owed to the supplier increases.
16. Bookkeeping provides the financial records (income statements, balance sheets, cash flow statements) that banks require as proof of the business's financial health and ability to repay a loan.
17. Capital = Assets − Liabilities = 500,000 − 200,000 = Sh. 300,000.
18. Cash inflow is money flowing into the business. Two examples: cash sales received from customers; payments received from debtors; new capital injected; bank loan received. (Any two.)
19. Yes — a business may have high credit sales (showing profit on paper) but the cash has

not been received. Without cash, it cannot pay wages, rent or suppliers — known as a cash flow problem, despite being technically profitable.

20. Statement of Cash Flow (three main sections):
    1. Opening cash balance (beginning cash available).
    2. Add: Cash inflows (cash sales, debtor payments, new capital). Less: Cash outflows (purchases, rent, wages).
    3. Closing cash balance = Opening balance + Net cash flow.

B. Income and Budgeting

1. Income refers to the money received by an individual or business over a specific period of time in exchange for work, services or investments.
2. Salaries/wages; business profits; farming proceeds; rent income; investment returns; gifts and donations. (Any three found in the community.)
3. Salary: a fixed amount paid monthly to a permanent employee. Wage: paid based on hours worked or a daily rate, often paid weekly or daily. A salary is usually fixed; a wage varies based on hours or days worked.
4. a. Exam registration = Need (essential for his education); new phone = Want (desired but not essential for survival).
   b. Tom should pay for the exam registration first — it is a genuine need essential to his academic progress.
5. A surplus means money remains after all expenses are paid, which can be saved for emergencies or future goals. A deficit means spending more than you earn, leading to debt and financial stress.
6. a. Total expenses = 300 + 400 + 400 = Sh. 1,100.
   b. She has a deficit: Income (Sh. 1,000) − Expenses (Sh. 1,100) = −Sh. 100 deficit.
   c. Reduce airtime spending; buy food from a cheaper vendor; walk part of the route to cut transport costs.
7. Misappropriation — using funds meant for a specific purpose (the club's savings) for personal benefit (buying a personal watch).
8. Practical — personal weekly budget must include: income section (pocket money, other income); expenses section (transport, food, airtime, other); total income; total expenses; balance (surplus/deficit).
9. Impulse buying means spending on unplanned, unbudgeted items. It reduces money available for essential needs, creates budget deficits and makes saving or achieving financial goals impossible.
10. Honesty is important because it builds trust; prevents fraud and misappropriation; ensures all money is accounted for and used for the intended purpose; protects relationships and financial security.
11. Comparing prices ensures you get the same product at the lowest possible price, saving money that can be redirected toward essential needs or savings goals.
12. A budget helps a family plan for all regular bills (rent, school fees, food, transport) in advance. This eliminates surprise shortfalls, reduces anxiety about money and provides a clear financial plan to follow.
13. Rent/mortgage; school fees; transport subscription. (Any two consistent monthly costs that do not change.)
14. Practical interview task — learner records their parent/guardian's budgeting challenges (e.g. insufficient income, unexpected expenses, price increases) and writes a short reflective paragraph on their findings.

C. Marketing

1. Marketing is a continuous process of identifying, anticipating and satisfying customer needs profitably. It includes all activities from product design and pricing to distribution and promotion.
2. Customer satisfaction ensures consumers keep returning (customer loyalty), generating repeat sales and positive word-of-mouth referrals — essential for long-term growth and profitability.
3. Market research.
4. Newspapers, magazines, billboards. (Also accept: brochures, posters, flyers.)
5. a. Social media (Facebook/Instagram/TikTok); company website; Google Ads; YouTube video ads. (Any two.)
   b. Personal selling is effective for high-tech devices because a salesperson can demonstrate features directly, answer specific questions immediately, address concerns in

real-time and build a personal relationship that influences the buying decision.

6. Government reports are compiled by authorised agencies using scientifically conducted surveys and official data; they are neutral (not commercially biased); regularly updated; and cover large populations, making them statistically representative and trustworthy.
7. a. Quality/type of roads (to transport perishable vegetables quickly); availability of reliable transport vehicles.
   b. Perishable produce must reach the market quickly before spoiling; she needs reliable, fast transport. Poor infrastructure leads to spoilage and financial losses.
8. Advertising: a paid, non-personal form of communication using media (TV, social media, billboards) to promote a product or brand to a large audience. Sales promotion: short-term incentives (discounts, free samples, coupons) to stimulate immediate purchase.
9. Social media allows businesses to interact directly with customers (comments, messages, live videos); receive immediate feedback; target specific demographics at low cost; build a loyal online community.
10. a. Difficulty transporting goods (poor roads cause delays and high transport costs); inability to use digital payment systems (no mobile network).
    b. Goods limited to local customers only; high transport costs increase the price of goods; perishable goods may spoil during transit.
11. a. Sales promotion (50% off discount).
    b. Public relations (sponsoring a marathon to clean the city — building a positive image).
    c. Personal selling (salesperson visits home to demonstrate a product).
12. Target population refers to the specific group of people (defined by age, gender, income level, lifestyle) identified as the most likely buyers of a particular product.
13. Competitor analysis helps an entrepreneur understand rival businesses' pricing, quality, strategies and weaknesses. This allows differentiation of their product, identification of market gaps, and avoidance of costly mistakes already made by competitors.
14. Security; good infrastructure (roads, transport); communication networks (phone, internet); legal/regulatory framework; access to credit/ financing. (Any four enabling conditions.)
15. "Looking for a suit that combines elegance and culture? Our Kaunda suits are handcrafted from premium-quality fabric and tailored to perfection. Each suit is unique, blending traditional Kenyan style with modern craftsmanship. Available at affordable prices — contact us today!"
16. Brand awareness means customers recognise and remember the business and its products. When customers trust a brand, they prefer it over unfamiliar competitors, leading to increased repeat purchases and higher sales.
17. Radio advertising — reaches people with visual impairments through sound. (Also accept: audio podcasts, direct phone calls, tactile marketing materials in Braille.)
18. Marketing is essential for ALL businesses. Without it, even small businesses would not attract customers because potential buyers would not know the product exists. Marketing creates awareness, builds relationships and drives sales regardless of business size.
19. Market (or marketplace).

D. Distribution of Goods and Services

1. Distribution is the process of moving goods and services from producers to final consumers.
2. a. Retailer (buys 90kg sacks and sells in 2kg tins — breaks bulk).
   b. Agent/Broker (links plot buyer to seller and charges a commission).
   c. Wholesaler (buys cement in bulk from factory and supplies to hardware stores).
3. Breaking bulk is the process of dividing large quantities of goods into smaller, manageable units suitable for individual consumers. The wholesaler primarily performs this function.
4. Two-level channel flowchart: Producer → Wholesaler →Retailer →Consumer.
5. Direct channel: goods move straight from producer to consumer with no intermediaries (e.g. farmer selling at the roadside). Indirect channel: goods pass through one or more intermediaries before reaching the consumer.
6. a. Direct channel (zero-level) — selling directly to neighbours.
   b. Fresh milk is perishable and must reach consumers quickly; using a direct channel eliminates intermediaries who could cause delays or allow the milk to spoil.

7. Buying in bulk from producers and selling in smaller quantities to retailers; providing storage for goods; providing credit to retailers; transporting goods from producers to retailers. (Any three.)
8. a. Hoarding (deliberately hiding essential goods to create artificial scarcity and hike prices).
   b. (i) Sugar prices rise, causing hardship to low-income families; (ii) Creates artificial scarcity, public resentment and distrust; the trader may face legal penalties.
9. Overseas Manufacturer →Shipping/Clearing Agent →Kenya Revenue Authority (Customs) →Local Distributor/Importer →Showroom (Retailer) →Buyer (Consumer).
10. Services like haircuts or legal advice cannot be stored, transported or separated from the provider — the service is produced and consumed simultaneously at the same location. There are no intermediaries needed.
11. Proper warehousing stores agricultural products after harvest (when supply is high). As goods are gradually released during the off-season (when supply is low), a steady supply is maintained, preventing sharp price fluctuations.
12. a. Unreliable transport supplier; poor road conditions causing damage/delays.
    b. Switch to a more reliable transport company; negotiate delivery schedules with specific deadlines and penalties for late or damaged deliveries.
13. B (Selling goods that have expired — an unethical distribution practice that endangers consumer health).
14. An agent negotiates on behalf of farmers with international buyers; organises logistics and certification; ensures coffee meets export quality standards; handles payment; takes a commission from the sale proceeds.
15. Franchising allows rapid expansion without the capital cost of opening multiple shops; the franchisee invests their own money and manages the outlet; the franchisor earns royalties/fees while maintaining brand control without direct management costs.
16. To sell goods in small quantities directly to the final consumer.
17. Soda manufacturers use distributors because they cover large geographic areas impractical for the manufacturer to service directly; they have established retailer relationships; they handle transport and storage logistics, allowing the manufacturer to focus on production.
18. Direct channel (zero-level channel): Manufacturer →Consumer.
19. "Using a tampered weighing scale is dishonest and illegal. When customers discover they have been cheated, they stop buying from you and warn others. The short-term gain of cheating destroys permanent customer trust — the foundation of any successful business."
20. a. Flowchart: Factory →Distributor →Retailer (school tuck shop) →Learner.
    b. Intermediaries: Distributor (breaks bulk, delivers to retailers); Retailer (sells individual bottles to learners).
21. Poor road networks increase transport costs (fuel, time, vehicle wear) passed to consumers as higher prices. Goods arrive later and in poorer condition. Rural areas pay significantly more for the same goods than urban areas.
22. Hoarding is the deliberate withholding of essential goods to create artificial shortage. It is illegal because it manipulates the market for personal gain, causing price hikes and hardship; it violates laws against price gouging and anti-competitive practices.
23. (i) E-commerce allows manufacturers to sell directly to consumers online, eliminating traditional intermediaries; (ii) Digital payment systems (M-Pesa, online banking) have made cashless transactions possible, speeding up distribution significantly.
24. FOR: Intermediaries add costs — each link adds a profit margin. A wholesaler buys at Sh.10 and sells at Sh.12; a retailer sells at Sh.15 — the consumer pays Sh.15 for what cost Sh.10.
    AGAINST: Intermediaries provide valuable services (storage, transport, breaking bulk, credit) that producers and consumers cannot efficiently do themselves. Without them, the final price might be even higher.
25. Practical activity — learner visits a local market and lists five items with likely sources (e.g. milk →dairy farm; sugar →Mumias Sugar Company; textbooks →publisher via distributor).

Assessment Test 1

1. The Fire Triangle is a model representing the three elements needed for fire: Fuel, Heat and Oxygen. All three must be present simultaneously for fire to occur.
2. B (Kerosene — a flammable liquid that catches fire very easily at low temperatures)
3. Water conducts electricity. Pouring it on an electrical fire allows current to travel through the water back to the person using it, causing electric shock or electrocution — making a dangerous situation far worse.
4. Rectangle and Semicircle — a rectangle forms the base/body and a semicircle is placed on top to form the archway shape.
5. Data: raw facts with no meaning on their own, e.g. "78, 45, 92". Information: processed data that conveys meaning, e.g. "The class average score is 71.7%."
6. C (K@3nYa!24 — has uppercase, lowercase, numbers and special characters, making it the strongest password)
7. a. Phishing attack — a deceptive email designed to trick Jamal into clicking a malicious link to steal personal information or install malware.

   b. Do not click the link; delete the email immediately; report to a trusted adult or teacher.
8. Pair of compasses.
9. C (2H — its hardness produces very faint, thin lines ideal for construction work that must be barely visible in the final drawing)
10. The title block acts as an identity card for the drawing, providing essential information (title, drafter's name, date, scale, units, drawing number) needed to identify, interpret and file the drawing.
11. An Event block acts as a trigger — it starts a script when a specific action occurs (e.g. "When Green Flag Clicked" starts the program; "When Space Key Pressed" can make a sprite jump).
12. A Loop block makes a set of instructions repeat automatically. In an animation, it makes the sprite continuously switch costumes (e.g. walking poses) and move — creating the appearance of continuous motion rather than performing the action only once.
13. The layers are glued with alternating grain directions (cross-grain) to equalise strength in all directions. This prevents the board from warping, reduces splitting along the grain and makes it equally strong lengthwise and widthwise.
14. (i) Water-resistant/non-porous — ceramics do not absorb water, preventing damage and mould growth in wet bathroom conditions; (ii) Easy to clean — smooth, hard surface does not harbour bacteria and can be wiped with disinfectants.
15. A sharp chisel in the pocket is dangerous because the exposed cutting edge could pierce through the fabric and cut the thigh or hand severely if you accidentally bump into something or reach into the pocket.
16. A Jack plane is used to shave off thin layers of wood to make rough, uneven surfaces smooth, flat and straight.
17. System software: manages hardware and provides a platform for other programs to run (e.g. operating system, antivirus, device drivers). Application software: designed for end users to perform specific tasks (e.g. word processor, spreadsheet, presentation software).
18. a. = (equals sign — all Excel formulas must begin with the equals sign).

    b. =B2*C2 (multiplies the quantity in B2 by the price in C2 to give the total cost)
19. (i) Displays complex information visually (charts, images, bullet points) making it easy for the audience to understand at a glance; (ii) Keeps the presenter organised and the audience engaged through structured slides with transitions.
20. A liability is a financial obligation or debt that a business owes to outsiders (e.g. bank loans, unpaid supplier bills, bank overdraft).
21. B (Cash in hand — it is immediately liquid and available for use; the others are fixed/non-current assets)
22. A bad debt is money owed to the business by a customer who has failed or is unable to pay. Impact: it becomes a direct financial loss (expense), reducing profit. High bad debts seriously damage cash flow and profitability.

23. a. Total expenses = Sh.400 + Sh.200 + Sh.500 = Sh.1,100.

b. Alice has a deficit: Income (Sh.1,000) − Expenses (Sh.1,100) = −Sh.100 deficit.

24. Needs are essential requirements the product must fulfil (e.g. a school bag must carry books safely); Wants are additional desirable features the customer would like but can do without (e.g. a school bag with a USB charging port).

25. Transparency means recording all transactions honestly and making records accessible to authorised parties. It builds trust, prevents fraud, ensures accountability and demonstrates legal and ethical operation.

26. A firebreak removes all vegetation from a strip of land in the fire's path. When the wildfire reaches the cleared strip, there is no fuel left to burn, so the fire dies out at the firebreak.

27. If both the original files and backup are on the same device, any event that destroys the device (theft, fire, flood, malware) destroys both simultaneously, completely defeating the purpose of the backup.

28. Ø represents the diameter of a circle — the measurement across the full width through its centre. "Ø50" means the circle has a diameter of 50mm.

29. Actual distance = 5 cm × 100 = 500 cm = 5 metres.

30. A smart smoke detector could detect smoke early and automatically: send an alert to the homeowner's phone; trigger a loud alarm; notify the fire brigade — all faster than a human reaction. (Also accept: automated sprinkler systems; smart gas leak sensors.)

Assessment Test 2

1. Cooling, smothering, starving, interrupting.
2. C (Smothering — the heavy lid cuts off the oxygen supply to the burning pan)
3. A foam extinguisher sprays a foam layer that floats on the burning petrol, creating a blanket that separates the fuel from oxygen (smothering) while also cooling the surface — effectively stopping the fire from both sides.
4. From the image (tangled/exposed electrical cables on a desk): Hazard — exposed/tangled electrical cables presenting an electrical fault hazard. Consequence: could cause a short circuit leading to fire; someone could also trip over the cables causing physical injury.
5. Malware is harmful computer software designed to damage a computer or steal information. Example: computer virus. (Also accept: spyware, ransomware, Trojan horse.)
6. Sharing your password means another person knows your secret credentials. Even a trustworthy person could accidentally expose it to others, write it where it can be seen, or misuse it — any of these risks result in unauthorised access to your data.
7. Spilling dust or liquid (water, oil) on the device; dropping or knocking the device off the workbench due to vibration from nearby machinery tools.
8. A sketch is a rough, freehand drawing without accurate measurements or scale, used for quick ideas. A scale drawing is a precise, accurately measured drawing made using instruments to a specific scale, representing the object proportionally.
9. B (90°, 45°, 45°)
10. Dimension text must be placed above and along the dimension line (for horizontal) or to the right side (for vertical, read from the right). Numbers must be centred along the dimension line and must not touch it.
11. A Sprite is a character or object in Scratch that can perform actions (move, speak, change appearance, interact) based on code blocks attached to it.
12. "When Green Flag Clicked" →"Move 10 steps" →"Wait 1 seconds."
13. Sand prevents the clay from shrinking and cracking during drying and firing; it acts as a filler providing dimensional stability to the brick.
14. Pieces/strips of paper (or paper pulp) and a binder/adhesive (glue, starch paste or wallpaper paste).
15. Cleaning removes dirt, wood dust, metal filings, oil and moisture that cause corrosion (rust), dulling of cutting edges and damage to tools. Clean tools last longer and perform better when next used.
16. Hold the blades (or shaft) firmly and extend the handle toward the other person so they can grasp it safely, with no sharp points or blades facing them.
17. Word processing software (e.g. Microsoft Word).
18. Public Wi-Fi networks are unsecured, allowing hackers to intercept data transmitted over the network. This enables them to steal your banking login credentials and PIN, giving access to your bank account.
19. The Fill Colour tool changes the background colour of selected cells, making important data (e.g. totals, headings) visually stand out from other cells.
20. Fixed (non-current) assets: long-term resources not bought for resale, used for more than one year (e.g. land, machinery, vehicles, furniture). Current assets: short-term resources already in cash form or convertible to cash within one year (e.g. stock, debtors, cash at bank).
21. B (Rent paid — an expense representing money spent to run the business; cash in bank is an asset; furniture is an asset; loan from bank is a liability)
22. Integrity means being honest and transparent in all financial dealings — recording accurate figures, using money only for its intended purpose, not falsifying records or misappropriating funds. It builds trust and maintains the reputation and legal standing of the business.
23. a. Primary target population: pupils/school children (and their parents).
    b. Suitable product: small snacks, mandazi, juice boxes, packed lunches. (Any food item

appropriate for young children.)

24. Studying competition helps the entrepreneur understand existing market offerings, avoid pricing errors, identify gaps the competition has missed, and differentiate their product/ service to attract customers. It reduces the risk of business failure.
25. A fire assembly point is a designated safe area outside the building where all occupants must gather after evacuating during a fire emergency. It allows teachers/managers to account for everyone and ensure all occupants have safely exited.
26. Two-Factor Authentication (2FA) is a security process requiring two different forms of verification: a password AND a second factor (e.g. an SMS code, fingerprint or authentication app code). Even if a hacker knows your password, they cannot access the account without the second factor.
27. From the image (a pair of compasses): Pair of compasses — used to draw circles and arcs of a specific radius in technical drawing.
28. Reduction scale — a large field cannot fit on a small piece of paper at full size. A reduction scale shrinks the object proportionally so it fits on the available paper while maintaining accurate relative dimensions.
29. Cash flow problems can destroy a profitable business because: the business may record high credit sales (showing paper profit) but the actual cash has not been received. Without cash, it cannot pay wages, rent or suppliers — even though it shows a profit. Creditors may cut supplies, employees may leave, forcing closure despite technical profitability.
30. "Back it up before it breaks!" / "Don't wait until it's too late — back up your data today!" / "Your data, your safety — backup is your shield." (Accept any creative, relevant data backup campaign slogan.)

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

SECTION A (30 MARKS)

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

SECTION B (70 MARKS)

31.

(a) X = Fuel. (The Fire Triangle consists of Fuel, Heat and Oxygen. With Heat and Oxygen already identified, the missing element is Fuel.)

(b) The cooling method removes HEAT from the fire triangle. Water absorbs heat from the burning material, lowering its temperature below the ignition point. Without sufficient heat, the combustion reaction cannot be sustained and the fire goes out.

32. Three common causes of fire at home: (i) Overloaded or faulty electrical sockets/wiring (short circuits); (ii) Leaving cooking stoves unattended while food is cooking (negligence); (iii) Storing flammable substances (kerosene, petrol) near heat sources. (Also accept: children playing with matches; candles tipping over on combustibles.)

33.

(a) A strong password is difficult to guess; it typically includes a mix of uppercase letters, lowercase letters, numbers and special characters, and is at least 8 characters long.

(b) Example strong password: S@f3tY!2024 (or any valid password with mixed character types and ≥8 characters).

(c) (i) The other person could access your private accounts, files and personal information without your knowledge; (ii) If they write it down or share it further, your account becomes vulnerable to anyone who finds it.

34.

(a) Parallel dimensioning (all dimension lines start from a common baseline/datum — the 50mm and 30mm dimensions both reference from a common edge, stacked parallel to each other).

(b) Perimeter = 2 × (50 + 30) = 2 × 80 = 160 mm.

35.

(a) Pair of compasses.

(b) Before placing the compass on the paper: set it by adjusting the distance between the needle and pencil point to exactly 40mm (measured using a ruler). This ensures the circle will have the correct radius of 40mm.

36.

(a) A Loop block makes a set of instructions repeat automatically a specified number of times (or forever), enabling continuous actions like animation or game play without manually repeating the same blocks.

(b) From the script (when flag clicked →move 10 steps →say "Hello!"):When the green flag is clicked, the sprite will move 10 steps forward and then display the speech bubble "Hello!" on the screen.

37.

Ceramics: made from natural minerals (clay, sand, silica) shaped and permanently hardened by firing at high temperatures in a kiln; non-metallic and inorganic; made from a single

category of mineral. Composite materials: made by combining two or more different distinct materials that retain their identity within the final product; engineered to combine properties (e.g. concrete = cement + sand + gravel + water).

38.

(a) Assets: Motor vehicle (fixed asset); Stock (current asset).

(b) Liabilities: Creditors (current liability); Bank loan (non-current liability).

39.

(a) Formula in D2: =B2*C2 (multiplies Cost in B2 by Quantity in C2 to give Total for pens. From the spreadsheet: Cost=20, Quantity=5 →Total=100).

(b) One advantage: the spreadsheet automatically calculates totals using formulas, eliminating manual arithmetic errors and saving time when managing many items or large figures.

40. A composite material is a new material made by combining two or more different materials that remain distinct within the final product, providing superior properties. Example in construction: Reinforced concrete (concrete + steel bars) or plain Concrete (cement + sand + gravel + water).

41.

(i) Always cut away from the body/hand — direct the blade away from you; (ii) Retract the blade when not in use to prevent accidental cuts; secure the workpiece before cutting. (Any two.)

42. Backing up data means making copies of important files and storing them in a separate location (external hard drive, flash disk or cloud storage). It is important because: if the original device is lost, stolen, damaged or infected by malware, the backed-up data can be fully recovered, preventing permanent data loss.

43. [Verify the exact reading from the plain scale image in the exam paper. The scale shows main divisions (metres, right of zero) and sub-divisions (decimetres, left of zero). The arrow appears to indicate approximately 1 metre 5 decimetres = 1.5 metres. Teachers should read the arrow position against the exact scale shown.]

44. Three qualities of a successful entrepreneur: Innovation/creativity; risk-taking ability; determination/persistence; strong communication skills; financial management ability; leadership. (Any three.)

45.

(a) Impulse spending / living without a budget (spending all money immediately without planning).

(b) (i) Create a weekly budget listing all expected income and expenses before spending anything; (ii) Set a savings goal and put aside a fixed amount as savings before spending on other items.

46. Matching: a. Virus →Software that replicates and damages files. b. Theft →Physical removal of the device. c. Hacking →Attempting to guess a password to steal data.

47. A firebreak is a strip of land from which all vegetation and combustible materials have been completely removed. Using the principle of Starving, it removes the fuel from the fire's path. When the wildfire reaches the cleared strip, there is nothing left to burn, so the fire dies out.

48. Architect; civil engineer; mechanical engineer; cartographer/map maker; draughtsperson. (Any two careers related to technical drawing.)

49. [From the image of a worker wearing PPE (goggles, gloves, hard hat)]: The worker wears PPE because they are working with materials or tools posing risks of flying debris (eye injury), sharp objects (hand cuts) or falling objects (head injury). PPE protects from physical harm during hazardous work.

50. Data privacy: ensuring personal data is accessible only to authorised individuals (confidentiality — controlling who can access data). Data integrity: ensuring data is accurate, complete and has not been altered or corrupted without authorisation — the data remains trustworthy and correct.

51. Three functions of application software in a workplace: (i) Creates and edits documents (word processor); (ii) Organises and analyses data using formulas and charts (spreadsheet); (iii) Enables communication and collaboration (email, video conferencing). (Any three valid functions.)

52.

The Interrupting method uses specialised chemical fire extinguishers (dry powder) that release chemicals disrupting and breaking the chemical chain reaction of combustion. Even

if fuel, heat and oxygen are still present, the chain reaction stops — causing the fire to die. Extinguisher type: Dry Powder extinguisher.

53. Capital = Assets − Liabilities = Ksh 500,000 − Ksh 150,000 = Ksh 350,000.

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 2

SECTION A (30 MARKS)

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

SECTION B (70 MARKS)

31.

(a) Cooling (the technique of removing heat from the fire triangle).

(b) Water — the most common cooling agent used to lower the temperature of burning material below its ignition point.

32. PASS Procedure:.

P — Pull the safety pin from the handle of the extinguisher to unlock it.

A — Aim the nozzle at the BASE of the fire (not at the flames above).

S — Squeeze the handles firmly together to release the extinguishing agent.

S — Sweep the nozzle from side to side at the base of the fire until it is completely extinguished.

33.

(a) Presentation software (e.g. Microsoft PowerPoint / Canva / Google Slides).

(b) (i) Font size and style (large, bold, clear text); (ii) Colour and contrast (colourful text on contrasting background). (Also accept: images/graphics; word art; text effects; alignment.)

34.

(a) Hidden/dashed line (a series of short dashes indicating a feature not visible from the outside, such as an internal hole).

(b) Hidden lines show internal features (holes, grooves, recesses) not visible in the external view, allowing the manufacturer to understand the complete structure without cutting the object open.

35.

(a) Calculation: Actual length = 10 m = 1,000 cm. Scale = 1:50. Drawing length = 1,000 ÷ 50 = 20 cm.

(b) A scale is necessary because large objects cannot fit on a standard sheet of paper at their real size; the scale reduces the object proportionally so it fits on the drawing while maintaining accurate relative dimensions.

37.

Three advantages of visual programming blocks:

(i) Syntax errors are eliminated — blocks either fit together or they don't; mis-spelling is impossible. (ii) Colour-coded categories make it easy to find and understand commands visually. (iii) Beginners can focus on programming logic and problem-solving rather than memorising complex typing syntax.

38.

Data: raw facts and figures with no meaning on their own (e.g. "15, M, Nairobi"). Information: data that has been processed to give it meaning (e.g. "John is a 15-year-old male from Nairobi"). Data becomes information through processing — organising, calculating and interpreting.

39.

[From the workshop safety image]: Hazard 1:

Cables trailing on the floor — trip hazard; Solution: Secure cables along the wall using cable clips or covers. Hazard 2: Overloaded power sockets — fire/shock hazard; Solution: Use one appliance per socket; use a surge-protected multi-socket strip.

40.

Assets are valuable resources owned or controlled by a business used to generate income. Two examples of fixed assets: land and buildings; motor vehicles; machinery and equipment; furniture and fittings. (Any two fixed/non-current assets.)

41.

(a) Selling expired goods (an unethical distribution practice that endangers consumer health).

(b) (i) Customers who consume expired milk may become ill, leading to legal action against the shopkeeper; (ii) When discovered, the shopkeeper's reputation is permanently destroyed, causing loss of customers and potential business closure.

42.

Total assets = Fixed assets + Current assets = Sh.10,000 + Sh.5,000 = Sh.15,000.

43.

(a) Scraper: used to remove old paint, varnish, glue or grime from a surface before finishing.

(b) Try square: used to check that corners and edges are perfectly square (at 90°) and to mark right-angle lines on wood or metal.

44.

Ceramics are water-resistant (non-porous) — bathroom sinks and toilets are in constant contact with water; ceramics do not absorb moisture, preventing damage and mould. They are also easy to clean (smooth, hygienic surface) and chemically resistant to cleaning agents.

45.

A computer virus attaches itself to files. When an infected file is shared (via flash disk, email or download) and opened on another device, the virus copies itself onto that new device, potentially spreading to other devices it contacts through the same process.

46.

(a) Phishing attack.

(b) Do not reply; do not provide your password or any personal information; delete the email immediately; report to an administrator or trusted adult.

47.

Plain scale 1:100 up to 5 metres: LOS = 1/100 × 500 cm = 5 cm. Draw a 5 cm line, divide into 5 equal parts (each = 1 m). Sub-divide the first part into 10 equal portions (each = 1 dm). Place 0 after the first division; label 1,2,3,4 to the right (METRES); label 5,10 to the left (DECIMETRES). Write RF 1:100.

48.

Three sources of business ideas: personal skills and hobbies; identifying a gap/problem in the community that needs a solution; improving an existing product or service; observing market trends; prior work experience. (Any three.)

49.

Record keeping is important because: it provides accurate financial information for decision-making; enables tax compliance; provides evidence for obtaining bank loans; helps detect fraud and theft; enables performance evaluation (profit or loss analysis).

50.

[From the fire blanket image]: (i) Pull the tabs to release the blanket from its case; (ii) Hold the blanket to shield your hands and body; (iii) Gently slide the blanket over the burning pan from front to back; (iv) Do not lift the blanket once placed — leave it to smother the fire completely; (v) Turn off the heat source.

51.

Matching: Clay →Ceramic. Steel →Metallic. Plastic →Synthetic/Polymer.

52.

Two output devices to present a video to a class: Projector; monitor/TV/screen; speakers (for audio output). (Any two that display or output video/audio content.)

53.

Mistake: A 2H pencil produces faint, thin lines designed for construction guidelines — not for final outlines. The final outline must be drawn with an HB pencil (darker, bolder lines). Using a 2H for the final outline results in a drawing that is too faint to read clearly.

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 3

SECTION A (30 MARKS)

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

SECTION B (70 MARKS)

31.

(a) [Verify from the actual image. Dry powder extinguisher = Blue label. CO2 = Black label. Foam = Cream label. Teachers should confirm from the specific image shown in the paper.]
(b) [For dry powder]: Class A (solids like wood/paper), Class B (flammable liquids like petrol), electrical fires. [For CO2]: electrical fires and Class B fires. (Teachers should confirm from the specific image provided.)

32.

Cyberbullying is the use of digital technology (phones, social media, internet) to harass, threaten, embarrass or intimidate another person online. One way to prevent it: Never share personal information (photos, location, phone number) publicly online; report cyberbullying to a trusted adult; block and report bullies on social media platforms.

33.

(a) To insert an image into a slide: Click the "Insert" tab →Click "Pictures" (or "Images") →Select "This Device" (for a saved image) or "Online Pictures" →Choose the image →Click "Insert" →Resize and position the image as needed.
(b) Slides are visual aids, not documents. Too much text is hard to read from a distance and distracts the audience from the presenter. Key words and bullet points allow the audience to quickly grasp main points while focusing on the speaker.

34. [From the image showing construction lines forming a perpendicular bisector — compass arcs from points A and B intersecting above and below the line, with a vertical line through point M]: The learner is finding the perpendicular bisector of line AB — locating the exact centre point M using compass arcs from A and B.

35.

(a) Practical — freehand sketch of a rectangle labelled 8 cm (length) × 4 cm (width) with dimension lines, extension lines and arrowheads correctly placed.
(b) Area = Length × Width = 8 cm × 4 cm = 32 cm^2.

36.

(a) Enter Key: confirms/executes a command; accepts data entered into a cell; moves the cursor to the next line in a document; sends a message.
(b) Backspace Key: deletes the character immediately to the LEFT of the cursor.

37.

Two areas where visual programming can be used: (i) Education — teaching coding concepts to beginners; (ii) Entertainment/multimedia — creating animations, games and interactive stories. (Also accept: robotics; simulations; art and creativity projects.)

38.

(i. Fixed) Fixed expenses: costs that remain constant and must be paid regularly regardless of income (e.g. rent, school fees, transport subscription).
(ii. Variable) Variable expenses: costs that change in amount or frequency from period to period based on usage or choice (e.g. food, airtime, clothing).

39.
Three items in a First Aid kit in a workshop: bandages/plasters (for cuts); antiseptic/ disinfectant (for cleaning wounds); cotton wool; tweezers (for removing splinters); eye wash; burn treatment cream. (Any three valid first aid items.)

40.
(a) Debit side — money received is recorded on the Debit (left) side of the ledger.
(b) The two sides must balance to verify the accuracy of financial records. The double-entry principle requires every debit to have a corresponding credit. If the sides don't balance, there is an error that must be found and corrected.

41.
Encryption is the process of converting data into a coded/unreadable format (ciphertext) so that only authorised users with the correct decryption key can read it. It protects sensitive data from being understood by anyone who intercepts it without authorisation.

42.
(a) A suitable material: softwood (pine), hardwood, MDF board, or plywood.
(b) A tool to cut the shape: handsaw or coping saw (for curved shapes in the toy design).
(c) Material to smooth the surface: sandpaper (abrasive paper); wood plane; scraper.

43.
[From the image showing tangled/exposed electrical wires]: Danger: Exposed, frayed or tangled electrical wires can cause a short circuit, resulting in electric shock to anyone who touches them, or a fire if the wires spark near combustible materials. This is a serious electrical and fire safety hazard.

44.
Gross Profit = Sales − Cost of Goods = 10,000 − 6,000 = Ksh 4,000.
Total Expenses = Rent (2,000) + Transport (500) = Ksh 2,500.
Net Profit = Gross Profit − Expenses = 4,000 − 2,500 = Ksh 1,500 (Net Profit).

45.
(i) You are your own boss — freedom to make your own business decisions and set your own hours; (ii) You keep all the profits from your work rather than receiving a fixed salary. (Also accept: opportunity for unlimited income; personal fulfilment; ability to pursue your passion.)

46.
If a business is attacked by ransomware (malicious software that encrypts and locks all files demanding payment), having a current backup means all data can be restored from the backup without paying the ransom. Regular backups ensure that even if current data is destroyed, a clean, unaffected copy can be quickly recovered.

47.
Diameter = 2 × radius = 2 × 3 cm = 6 cm. (The distance between the compass needle and pencil point equals the radius = 3 cm; therefore diameter = 6 cm.)

48.
Architect; civil engineer; mason/bricklayer; plumber; electrician; quantity surveyor; carpenter/joiner. (Any three professionals in the construction industry.)

49.
The starving method in a forest fire: create a firebreak by clearing all vegetation and combustible material in a strip across the path of the fire. Without fuel to burn, the fire reaches the cleared strip and cannot continue spreading — it is "starved" of fuel and dies out.

50.
Matching: Word →.docx. Excel →.xlsx. PowerPoint →.pptx.

51.
(i) Lightweight and durable — protects contents from physical damage during transport; (ii) Waterproof — prevents moisture from contaminating contents and can be moulded into any shape. (Also accept: low cost, flexible, transparent allowing product visibility.)

52.
Opportunity cost is the value of the next best alternative you give up when making a choice. Example: if you have Ksh 500 and choose to buy a book instead of a snack, the opportunity cost is the snack. It helps in making better decisions by evaluating what is sacrificed for

each choice.

53.

(a) One health effect: back pain / neck strain; headaches; eye strain (Computer Vision Syndrome); repetitive strain injury.

(b) Correction: Sit upright with back well supported by the chair; position the screen at eye level; keep feet flat on the floor; keep elbows at 90°; take regular breaks to stretch.

Social Studies

1

Personal Management

A. Self-Improvement

Practice Assessment

1. Self-awareness is the ability to recognise and understand one's own emotions, strengths, weaknesses, values and goals.
2.
i) Lack of clarity about personal values, making it difficult to set goals.
ii) Limited self-awareness of one's own strengths and interests.
3. Personality traits are enduring patterns of thoughts, feelings and behaviours that characterise an individual's unique way of interacting with the world.
4. A
5. Any FIVE careers related to patience and self-discipline, e.g.: Doctor, Teacher, Engineer, Nurse, Lawyer, Pilot, Counsellor.
6. Any FOUR with explanation, e.g.:
i) Honesty – builds trust and ensures ethical behaviour.
ii) Respect – promotes positive relationships with others.
iii) Integrity – ensures consistency between one's words and actions.
iv) Responsibility – encourages ownership of one's choices and their consequences.
7. Personal values and goals guide decision-making; give direction and purpose in life; help one evaluate progress; motivate action; and help resist negative peer pressure.
8.
i) Honesty builds trust and credibility with others.
ii) It maintains personal integrity and self-respect even at the cost of personal gain.
9. Self-awareness helps one recognise strengths and work on weaknesses; enables reflective learning from mistakes; and improves emotional intelligence and interpersonal skills.
10.
i) Values guide choices toward what one considers important.
ii) They help evaluate options and choose the most ethical course of action.
iii) They influence how individuals treat others and build relationships.
11. Empathy is the ability to understand and share the feelings of others. It is significant in building meaningful relationships because it fosters connection, trust and mutual understanding.
12.
a. Integrity: The quality of being honest and having strong moral principles; moral uprightness.
b. Perseverance: Continued effort to achieve something despite difficulty, failure or opposition.
13. Any THREE, e.g.:
i) To excel academically and score high marks.
ii) To acquire new skills.
iii) To complete their studies and obtain certificates.
14.
i) Set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound).
ii) Break goals into smaller, manageable tasks.
iii) Track and review progress regularly.
iv) Seek mentorship and guidance from role models.
15. By participating in school clubs and community service; respecting school rules; taking care of the school environment; and supporting fellow learners in need.
16. Two dog characteristics, e.g.: Loyal, Obedient. (Accept any two relevant dog traits.)
17. Any THREE, e.g.: Courageous, Patient, Observant, Physically fit, Disciplined.
18.
i) It helps one achieve goals by maintaining focus and consistency.
ii) It builds character and improves decision-making.
19. B
20.
a. Volunteering / Community service.
b. Benefits: builds leadership skills; develops empathy and social skills; boosts self-confidence; provides a sense of purpose and fulfilment.

B. Self-Esteem Assessment — Practice Assessment

1. Self-esteem refers to an individual's overall

sense of personal worth or value; a person's perception of themselves encompassing beliefs about their abilities, appearance and overall worth.

2. B
3. Healthy self-esteem: Having a positive, realistic view of oneself with confidence in one's abilities.
   Unhealthy self-esteem: Having a negative view of oneself; doubting abilities and feeling unworthy.
4. Any FOUR, e.g.:
   i) Conflict in the family.
   ii) Poor academic performance creating self-doubt.
   iii) Negative peer influence or bullying.
   iv) Inability to deal with personal challenges.
5. Any THREE, e.g.:
   i) Fosters a positive view of oneself.
   ii) Enhances social skills and healthy relationships.
   iii) Enables one to cope with stress effectively.
6. Social media encourages harmful comparison with others' edited images; creates unrealistic standards of beauty and success; and exposes individuals to cyberbullying and negative comments.
7.
   i) Develops low self-esteem and feelings of worthlessness.
   ii) Leads to social withdrawal and isolation.
   iii) Reduces motivation to pursue personal goals.
8. Any FOUR with explanation, e.g.:
   i) Family environment – conflict at home lowers self-worth.
   ii) Peer relationships – bullying reduces self-confidence.
   iii) Physical appearance – feeling unattractive lowers self-esteem.
   iv) Academic performance – repeated failure creates self-doubt.
9.
   i) Journaling positive affirmations daily.
   ii) Group sharing sessions where participants celebrate each other's achievements.
10.
   i) Builds confidence and a positive self-image.
   ii) Reduces anxiety and stress.
   iii) Motivates one to pursue goals.
11. (Creative task – assess poster for clear, positive self-esteem awareness messages.)
12.
   i) Lack of motivation to study or complete assignments.
   ii) Fear of failure preventing risk-taking in learning.
   iii) Inability to concentrate due to anxiety and self-doubt.
13. Social withdrawal / isolation.
14.
   a. Self-acceptance: Recognising and accepting one's qualities, flaws and limitations without harsh self-judgment.
   b. Self-awareness: The ability to understand one's own thoughts, emotions and behaviours.
15. Journaling – it encourages self-reflection and positive thinking without negative social comparisons.
16.
   a. Social withdrawal / increased anxiety and reduced confidence in social situations.
   b. Joining social groups, participating in community activities or seeking counselling to gradually build confidence.
17. Any THREE, e.g.:
   i) 'Celebrate who you are – embrace your uniqueness!'
   ii) 'Replace self-doubt with self-belief.'
   iii) 'Focus on your strengths, not your weaknesses.'
18.
   i) Low self-esteem causing some learners to put others down to feel powerful.
   ii) Peer pressure to appear dominant or 'cool' among peers.
19. B
20.
   i) Helps one communicate effectively and assertively.
   ii) Enables one to form and maintain positive relationships.
   iii) Reduces fear of judgment and improves social interaction.
21.
   i) Social media promotes unrealistic standards of beauty and success.
   ii) Natural desire to fit in creates comparison pressure.
   iii) Differences in achievement or appearance lead to feelings of inadequacy.

2

COMMUNITY SERVICE LEARNING

A. Community Service Learning Project

Practice Assessment

1. Any relevant community problems, e.g.: drought, school drop-out, drug/substance abuse, soil erosion, child labour, insecurity, flooding, HIV/AIDS, corruption.
2.
i) Improves the well-being of community members.
ii) Promotes development and economic growth.
iii) Creates a safe and healthy living environment.
iv) Strengthens community bonds and social cohesion.
3. Any FOUR, e.g.:
i) Low crop yields.
ii) Flooding.
iii) Siltation of dams and rivers.
iv) Destruction of property and infrastructure.
v) Loss of lives.
4.
i) Educating people on tree planting.
ii) Planting cover crops.
iii) Practising agro-forestry.
iv) Mulching.
v) Constructing gabions and check dams.
5.
i) Identify the problem in the community.
ii) Plan the solution – gather materials and assign roles.
iii) Implement the plan.
iv) Monitor and check progress.
v) Give a progress report.
vi) Report on the concluded project with follow-up actions.
6. Any THREE, e.g.:
i) Poverty/lack of school fees.
ii) Early pregnancy.
iii) Child labour.
iv) Drug and substance abuse.
v) Peer pressure.
7. e.g.: Tree seedlings, jembes, water pipes and tanks, cement, sand, stones, fencing materials.
8.
i) Problem statement.
ii) Current state.
iii) Cause.
iv) Possible solutions.
v) Implementation plan.
vi) Results.
vii) Follow-up actions.
9.
i) Ensures all required resources are available on time.
ii) Helps assign roles to members effectively.
iii) Prevents delays and wastage of resources.
iv) Increases the chances of project success.
10. Problems: a) Child labour, c) Soil erosion, d) Early Pregnancy.
Not a problem: b) Enough water, e) Decrease in malaria.
11.
i) Use social media platforms to interact with community members.
ii) Walk around and observe the community.
iii) Ask community members directly about their challenges.
iv) Research past recurring problems in the area.
12. e.g.:
i) Practise modern farming techniques.
ii) Introduce irrigation systems.
iii) Plant drought-resistant crops.
iv) Educate the community on food storage and preservation.
13.
i) Records information useful for solving similar problems in the future.
ii) Guides the implementation of solutions.
iii) Helps evaluate the project's success.
iv) Contains recommendations and suggestions for improvement.
14. e.g.: Construct flood control structures/ gabions; plant trees along riverbanks; build raised drainage systems; educate people on responsible land use management.
15. e.g.: Community elders, local government officials, religious leaders, youth groups, NGOs.
16.
i) Ensures efficiency and accountability in the project.
ii) Prevents duplication of tasks.

iii) Each member contributes their specific skills.
iv) Promotes teamwork and a sense of ownership.

17. (Accept any realistic challenges, e.g.: lack of funds, community resistance, inadequate materials, disagreements among group members.)

18.

i) Improves the quality of life of community members.
ii) Creates a safe and healthy environment.
iii) Promotes social cohesion and unity.
iv) Encourages personal growth and civic responsibility.

19. e.g.: Conduct awareness campaigns; establish counselling centres; collaborate with law enforcement; provide youth with alternative productive activities.

20. e.g.: Waste management and recycling initiative; tree planting campaign; community clean-up exercise.

3

PEOPLE AND RELATIONSHIPS

A. Scientific Theory about Human Origin

Practice Assessment

1

a. Mutation: A change in the genetic makeup and physical attributes of human organisms.
b. Natural selection: A process whereby only the fittest or strongest organisms survive after undergoing mutation.

2. Stages in order:

i) Aegyptopithecus
ii) Dryopithecus
iii) Kenyapithecus / Ramapithecus
iv) Australopithecus
v) Homo habilis
vi) Homo erectus
vii) Homo sapiens
viii) Homo sapiens sapiens

3. Evolution theory / Darwinism.
4. Mutation is a change in the genetic makeup and physical attributes of human organisms, resulting in new traits that may be passed on to offspring.
5. Homo erectus (Upright Man).
6.

i) Earliest ancestor of both humans and apes.
ii) Discovered in Egypt.
iii) Had a tail.
iv) Moved on four limbs.

7. Ramapithecus.
8. Kenya, Ethiopia, Morocco, South Africa and Algeria.
9.

i) Changes in teeth, arms, body shape, brain size, leg structure and head shape.
ii) Transition to walking on two legs (bipedalism).
iii) Growth of the brain leading to advanced cognitive abilities.
iv) Development of language for communication.
v) Reduction of body hair.
vi) Formation of complex social structures and communities.

10. Kenyan archaeological sites include: Fort Ternan, Hyrax Hills (Nakuru), Koobi Fora (Turkana Basin), Kariandusi.
11. (Visual reference required. Identify the stage from the features shown in the image at Hyrax Hills and list the characteristics matching that stage.)
12.

i) Modern humans originated in Africa.
ii) Human evolution was a gradual, step-by-step process.
iii) All humans share physical and behavioural characteristics inherited from common ancestors.
iv) Genetic and fossil evidence links humans to other great apes.

13. Africa is considered the cradle of humanity because the earliest known human fossils were found there; multiple stages of evolution were discovered on the continent; and DNA evidence links all humans to African ancestors.
14. Homo sapiens.
15. Homo sapiens sapiens.
16. Ethiopia and Kenya.
17. Fort Ternan is where Kenyapithecus (Ramapithecus) was discovered; it is a key archaeological site confirming Africa's central role in human evolutionary history.
18.

i) Environmental changes requiring adaptation.
ii) Natural selection (survival of the fittest).
iii) Genetic mutation.
iv) Climate change affecting available food and habitat.

19. Homo sapiens sapiens is the most advanced stage — the most intelligent, with the most refined physical features and the most complex social and cultural structures.
20. Early ancestors ate plants and fruits; as tools developed, meat was added to the diet; the discovery of fire enabled cooking, making food more digestible; and teeth gradually evolved to suit a more varied diet.
21.

i) Development of language for complex communication.
ii) Ability to create and use complex tools.
iii) Formation of complex social structures and communities.
iv) Advanced problem-solving and abstract

thinking.

22. All humans share a common ancestor in Africa; humans have far more similarities than differences; the shared evolutionary history creates a sense of global kinship and common humanity.
23. Homo habilis differed from Australopithecus by: having a larger brain capacity; being more human-like in appearance; living in organised family groups; using stone tools; and having longer arms.
24.

i) Enabled cooking of food, improving nutrition.
ii) Provided protection from wild animals.
iii) Allowed early man to stay warm in cold environments.
iv) Extended hours of activity into the night.
v) Facilitated more complex social interaction and community gatherings.

B. Early Civilisation

Practice Assessment

1. Any FIVE from: Arabs, Portuguese, Indians, Persians, Chinese, Greeks, Egyptians, Phoenicians, Romans, Syrians.
2.

i) Development of the Swahili language.
ii) A blend of Islam and African traditional religions.
iii) Introduction of new clothing (kanga, kanzu, taqiyah).
iv) Introduction of special foods (biryani, pilau).
v) Establishment of city-states (Kilwa, Mombasa, Zanzibar).
vi) Use of dhows for maritime navigation.
vii) Creation of extensive trade networks.

3.

i) Bantu migration and interaction with Arab traders.
ii) Flourishing trade with India, China, Persia and Arabia.
iii) Monsoon winds facilitating maritime trade.
iv) Spread of Islam linking Swahili states to trade networks.
v) Presence of natural harbours.
vi) Significance of the Swahili language and culture.

4.

i) Innovations in building technology (ancient Egypt) shaped modern engineering.
ii) Development of writing systems (hieroglyphics) contributed to modern education and literacy.
iii) Record-keeping practices aided weather forecasting and agriculture.
iv) Ancient irrigation techniques influence modern agriculture.
v) Development of tools such as jembes and hoes, essential in contemporary farming.

5. Trade created wealth for merchants and city-states; attracted traders from different regions; led to establishment of permanent trading settlements; and encouraged local production of export goods.
6. Swahili served as a common language facilitating trade; it linked different coastal regions; fostered a unique Swahili cultural identity; and promoted social cohesion among diverse traders and communities.
7. Islam linked Swahili states to the wider Islamic trade network; created a common cultural and religious identity among traders; introduced Islamic architectural styles; and encouraged literacy through the Arabic writing system.
8. Coral stones, lime/mortar, mangrove poles and carved wooden panels.
9. Gold, ivory, slaves, spices, iron tools and tortoiseshell.
10. Natural harbours provided safe docking for trading vessels; protected ships from strong ocean currents; facilitated loading and unloading of cargo; and attracted more traders to settle and trade.
11. Swahili people used dhows for navigation; developed expert knowledge of monsoon wind patterns; and established regular trade routes across the Indian Ocean.
12. The northeast monsoon carried traders from Asia to East Africa; the southwest monsoon carried them back; providing a reliable and predictable annual cycle for maritime trade.
13. Bantu migration brought agricultural skills and ironworking to the coast; increased the local population, creating demand for trade goods; and intermarriage with Arab traders gave rise to the Swahili culture.
14. Ancient writing systems such as hieroglyphics led to the development of modern alphabets; record-keeping created the foundation for modern literacy; and ancient scripts directly influenced modern writing systems.
15. Agriculture and water management/ engineering.
16. The Swahili civilisation blended African, Arab

and Asian cultures; introduced new languages, clothing, food and religion; created a unique Swahili identity; and spread these cultural practices widely along the East African coast.

17. Somalia, Kenya, Tanzania and Mozambique.
18. Coral stones, mangrove poles, mud and lime.
19. Adopted Islam as their religion; adopted Arabic-influenced clothing (kanzu, taqiyah); incorporated Arabic vocabulary into the Swahili language; and adopted Arab architectural styles.
20. Gold, ivory, slaves, iron tools and tortoiseshell.
21. Kanga, kanzu and taqiyah were adopted widely across the coast; Swahili spread as a common trade language; and Arabic loanwords became firmly embedded in the East African vocabulary.
22. e.g.: Wearing kanga and kanzu; eating pilau and biryani; speaking Swahili; practising Islam in coastal communities.
23. e.g.: It facilitated trade and commerce; provided a common language for communication; brought attractive cultural and culinary practices; and the Islamic religion offered community structures and governance systems.

C. Trans-Saharan Slave Trade

Practice Assessment

1. The Trans-Saharan Slave Trade was a system of human trafficking and enslavement that existed across the Sahara Desert, mainly between North African and West African peoples.
2. Mali, Ghana and Songhai.
3. Camels could travel very long distances in arid desert conditions; carry large loads; and required far less water than other animals, making large desert crossings possible.
4. West Africa exported: gold, slaves, kola nuts and ivory.
   North Africa supplied: salt, horses and various luxury items.
5. The spread of Islam created shared trade networks among Muslim traders; established trust based on common religious values; Islamic merchants actively participated in the trade; and it provided a cultural framework linking North and West Africa.
6. Trade routes provided established paths across the Sahara; connected West African kingdoms to North Africa; enabled regular movement of caravans; and facilitated the organised exchange of goods and enslaved people.
7.
   i) Slaves were obtained through raids, kidnapping, punishment for crimes and purchase.
   ii) Middlemen facilitated transactions between buyers and sellers.
   iii) Camel caravans were the primary mode of transport.
   iv) North African cities (Algiers, Tunis, Cairo) served as major slave markets.
   v) Enslaved people were distributed to households and plantations in North Africa and the Middle East.
8. The Tuaregs acted as expert desert guides; provided armed protection against bandits; and served as trusted middlemen in the trade.
9. Wealthy merchants provided the capital to purchase goods and enslaved people; hired armed guards; organised the logistics of the caravans; and invested in camels and supplies.
10.
   i) Many Africans were forcibly removed from their homes and communities.
   ii) Depopulation of certain regions in sub-Saharan Africa.
   iii) Increased warfare and internal conflicts within African kingdoms.
   iv) Cultural exchange between African societies and the outside world.
11. Through armed raids on villages, kidnapping of individuals, punishment for crimes, purchase from other traders, and enslavement of prisoners of war.
12. Economic gain and demand for labour; the desire for political power and dominance; and cultural practices that devalued certain groups of people.
13.
   i) Economic factors: the growing demand for labour in the Middle East, North Africa and parts of Europe.
   ii) Technological advancements: development of efficient camel caravans for desert transport.
   iii) Political conflicts between African kingdoms, leading to the capture and enslavement of large numbers of people.
14. Generated wealth through the sale of gold and slaves; provided access to scarce salt and

luxury items; strengthened trade relationships; and contributed to the rise of kingdoms such as Mali, Ghana and Songhai.

15. Raise awareness through community campaigns; collaborate with local leaders; use social media to spread the message; speak out against discrimination; and advocate for equal rights and opportunities.
16. (Digital research task – students to list regions such as Western Sudan and sub-Saharan West Africa.)
17. Harsh desert conditions including extreme heat and sandstorms; scarcity of water and food; attacks by bandits; exhaustion and disease; and the deaths of many people during the crossing.
18. e.g.: Construction of water reservoirs; development of irrigation systems; food preservation technologies; diversification of food sources; and international food aid and relief programmes.
19.

i) Loss of human life and suffering.
ii) Depopulation of affected communities and regions.
iii) Increased internal warfare and destabilisation of kingdoms.
iv) Disruption of families and social structures.
v) Long-term psychological trauma in affected communities.

20. Enacting anti-discrimination laws; providing equal access to education and healthcare; supporting and empowering marginalised communities; funding human rights institutions; and addressing the root causes of social inequality.

D. Population Growth in Africa

Practice Assessment

1. Population growth is the increase in the number of people living in a given area over a period of time.
2. Positive population growth refers to a situation where the birth rate exceeds the death rate, resulting in an overall increase in the total population.
3. When people migrate into an area, that area's population increases; international migration adds new residents to host countries; rural-to-urban migration concentrates people in cities; and refugees fleeing conflicts add to host country populations.
4.

i) High fertility rates driven by cultural, social and economic factors.
ii) Improved healthcare and access to clean water, which lower death rates.
iii) Migration of people from other regions into an area.
iv) Lack of education, which limits understanding and use of family planning methods.

5. Causes of negative population growth include: high mortality rates due to disease, war and famine; and high rates of emigration.
6.

i) Development of urban centres.
ii) Congestion in cities.
iii) Greater cultural diversity.
iv) Growth of informal settlements and slums.
v) Increased pressure on public services.
vi) Separation of families.
vii) Remittances sent home boosting the local economy.

7.

i) Rural-to-urban.
ii) Urban-to-rural.
iii) Rural-to-rural.
iv) Urban-to-urban.

8. More people survive to reproductive age; life expectancy increases; children are more likely to survive to adulthood; all resulting in more births than deaths over time.
9. Urbanisation is the process by which people move from rural to urban areas to seek better opportunities. It concentrates populations in cities, increases demand for services and drives rapid urban growth.
10. Population census data helps governments plan for resources and services; enables prediction of future population needs; guides the distribution of development funds; and helps track demographic changes over time.
11. Growth of informal settlements and slums; severe overcrowding; unemployment and poverty; strain on public services such as water, healthcare and schools; and higher crime rates.
12. (Note: It is population growth that leads to over-exploitation of resources, not the reverse. Accept answers that correctly explain this relationship.)
13.

i) Kenya's population has been steadily growing, estimated at around 50 million.
ii) Urbanisation is increasing as more Kenyans move to urban areas.
iii) The population has a relatively young age structure.
iv) Kenya is ethnically diverse, presenting both strengths and challenges.
v) Progress has been made in health outcomes, but challenges such as high infant mortality and HIV/AIDS remain.

14. External migration refers to the movement of people from one country to another. Effects include: bringing new skills to host countries; causing brain drain in source countries; generating remittances sent back home; and promoting cultural exchange between nations.
15. Limited knowledge of family planning methods; early marriage leading to more children; cultural beliefs encouraging large families; and women lacking the empowerment to make independent reproductive decisions.
16. Natural calamities increase mortality rates; cause mass displacement and migration; create food insecurity leading to malnutrition; and destroy essential healthcare facilities.
17. Overcrowding of schools and hospitals; water and sanitation systems become strained; housing shortages worsen; and public transport systems are overwhelmed.
18. Urbanisation increases demand for housing and infrastructure; attracts investment; creates more employment opportunities; and leads to the expansion of city boundaries and services.
19. Enables the government to target health interventions; helps in planning and allocating healthcare resources; guides disease prevention strategies; and provides data for measuring development progress.
20. Internal migration refers to movement within a country. Types: rural-to-urban, urban-to-rural, rural-to-rural and urban-to-urban.
21. Migration causes separation of family members; leads to changes in traditional family roles; can create single-parent households; and may weaken family bonds over time.
22. Remittances sent home by migrants boost local economies; labour supply increases in urban areas; brain drain reduces the skilled workforce in rural and source areas.
23. Cities become overcrowded, reducing the quality of services; healthcare facilities are overwhelmed; schools face shortages; and water and sanitation systems are severely strained.
24. e.g.: Using social media to share information; organising community meetings and awareness campaigns; creating posters and fliers; and performing educational skits and drama.
25. Loss of productive working-age population; reduction in the agricultural workforce; economic decline in rural communities; and the remaining population is mostly elderly and very young.

E. Diversity and Interpersonal Skills

Practice Assessment

1. Social-cultural diversity refers to the differences in culture, traditions, language, beliefs and social practices that exist among different groups of people in a society.
2.
i) Individual diversity.
ii) Ethnic diversity.
iii) Religious diversity.
iv) Economic diversity.

3. Culture refers to the shared beliefs, values, customs, behaviours and artefacts that characterise a group or society and are passed from one generation to the next.
4. Individual diversity refers to the unique characteristics, beliefs, attitudes and experiences that differ from one person to another.
5. Inclusion ensures that every person feels supported and respected regardless of their background; it provides equitable opportunities for all; and guarantees everyone an equal right to participate in society.
6. Any THREE, e.g.:
i) Celebrating a cultural day to showcase diversity.
ii) Acknowledging achievements of people from different backgrounds.
iii) Organising cultural events or festivals to celebrate community diversity.

7. The Luyia/Bukusu community of Western Kenya.
8. (Drawing task – assess for culturally appropriate and recognisable artefacts from Kenyan communities.)

9. To preserve cultural heritage and knowledge for future generations.
10. Ethnic refers to relating to a group of people sharing a common national or cultural tradition; differences arising from belonging to different tribes or races.
11.
i) Different cultures have different ways of expressing emotions.
ii) Cultural gestures and facial expressions vary and may be misinterpreted across cultures.
iii) Awareness of these differences helps accommodate and respect people from all backgrounds.
12. e.g.: Celebrating achievements of all backgrounds equally; participating in cultural exchange activities; building self-confidence by acquiring new skills; engaging with supportive diverse peers.
13. Factors include: one's cultural background; language and communication styles; religious beliefs and values; economic status; and individual personality and attitudes.
14. e.g.: Promote open dialogue; organise conflict resolution workshops; encourage mutual respect for different cultures; involve community leaders as mediators; create awareness on the value of diversity.
15. (Accept any three relevant cultural items, e.g.: traditional songs, dances, instruments, storytelling, folk poetry.)
16.
i) Through cultural awareness programmes.
ii) By resisting negative peer influence.
iii) Through mentorship programmes.
iv) By building self-confidence and self-esteem.
v) By seeking support from trusted adults or counsellors.
17. October 10th.
18. By providing accessible facilities such as ramps and appropriate signage; offering sign language interpretation; creating equal employment opportunities; and advocating for their rights and fair representation.
19. e.g.: The types of socio-cultural diversities in Kenya; the importance of embracing diversity; ways of promoting inclusion; and cultural practices from different Kenyan communities.
20. Report the behaviour to a teacher or school counsellor, and sensitise the classmate on the importance of respecting socio-cultural diversity and inclusion.

F. Peaceful Conflict Resolution

Practice Assessment

1. A family is a group of people related by blood, marriage or adoption who live together and care for one another.
2. Peace is the state of no war or disagreement among people; living together in harmony and with mutual respect.
3. Conflict is a disagreement between two people or parties.
4.
i) Misunderstandings between family members.
ii) Financial problems.
iii) Sibling rivalry.
iv) Personal differences.
v) Unequal sharing of resources.
5.
i) Negotiation.
ii) Mediation.
iii) Arbitration.
6. Arbitration involves a neutral third party called an arbitrator who listens to both sides of the dispute and then makes a binding decision that all parties are legally obliged to follow.
7. Mediation is the process in which a neutral third party (the mediator) assists the conflicting parties to arrive at a mutually acceptable agreement, without imposing a decision on them.
8.
i) Active listening.
ii) Use of 'I' statements to express feelings without placing blame.
iii) Practising empathy.
(Also accept: iv) Focusing on the issue and not the person.)
9.
i) Respecting each other's opinions.
ii) Showing empathy.
iii) Good communication skills.
iv) Sharing responsibilities.
v) Resolving conflicts peacefully.
10. Healthy family relationships create peaceful and stable communities; promote the emotional well-being of all members; equip children to become responsible citizens; and enable families to contribute positively to community development.

11.

i) Listening to survivors without judging them.
ii) Showing that you understand and acknowledge their pain.
iii) Providing emotional support and comfort.
iv) Showing genuine empathy and compassion.

12. Cultivating a culture of peace promotes economic development; enhances the preservation of social and cultural diversity; reduces conflicts within society; and fosters a strong sense of belonging and community unity.
13. Negotiation is the process whereby the conflicting parties themselves discuss the matter in order to arrive at a mutually agreeable solution, without requiring a third party.
14. Mwangi should listen to his friend's problems without judgment, encourage open communication between the friend and his siblings, and advise him to seek help from a school counsellor or a trusted adult.
15. Negotiation – it is the only method that does not require a third party, as the conflicting parties resolve the dispute directly between themselves.
16. Peace in the family promotes the emotional well-being of all members; creates a stable environment for children; encourages open communication and trust; and enables the family to cooperate in achieving shared goals.
17. Arbitration – since it involves a binding decision by a neutral third party, appropriate for a complex dispute such as land ownership where the parties cannot reach agreement on their own.
18. Peaceful conflict resolution preserves relationships; prevents violence and further harm; creates lasting and mutually accepted solutions; and promotes justice, equality and social harmony.
19. (Accept a reasonable campaign plan involving: visual aids; demonstration of active listening and 'I' statements; role-play exercises; distribution of informational fliers; and invitation of a resource person.)
20. Children in conflict-ridden families experience emotional trauma and anxiety; suffer poor academic performance; exhibit social withdrawal and behavioural problems; and often have difficulty forming healthy relationships later in life.

4

NATURAL AND HISTORIC BUILT ENVIRONMENTS

A. Map Reading and Interpretation

Practice Assessment

1. A map is a visual representation of an area showing its physical and human features such as roads, rivers, buildings and boundaries.
2. e.g.: Political maps, physical/topographical maps, road maps, climate maps and vegetation maps.
3. The elements of a good map are: Scale, Key/ Legend, Title/Name of the map, Compass direction, Latitudes and longitudes, and Grid coordinates.
4. A key is necessary because it helps the reader interpret the symbols and colours used. A compass direction shows the orientation of the map and helps the user determine direction between features.
5. A topographical map is a detailed map that represents the physical features of an area, including roads, rivers, hills, valleys and human-made features, using contour lines and conventional symbols.
6. Marginal information refers to supplementary information placed around the edges of a map to aid interpretation, including the scale, key, compass, grid coordinates, publisher details and map identification.
7. Scale, Key, Name of the map, Compass direction, Latitudes and longitudes, Map identification, Index to adjoining sheets, Publisher copyright, Conversion table and Grid coordinates.
8. Latitudes are horizontal lines measuring distance north or south of the equator. Longitudes are vertical lines measuring distance east or west of the Prime Meridian. Used together, they enable one to locate any specific place on Earth.
10. (Wazalendo map). d – Crop farming (tea plantation symbols are visible on the map).
11. (Wazalendo map). a – Cool and wet (tea grows well in cool, wet highland conditions; dense vegetation is evident on the map).
12. (Wazalendo map). d – Christians (church symbol is visible on the map).
13. (Wazalendo map). c – Confluence.
14. (Wazalendo map). b – Nucleated (the settlement is concentrated in one central area).
15. (Wazalendo map). b – 60 Km (measure the railway length on the map and convert using the scale 1 cm = 1 km).
16. (Drawing task – assess the sketch map for the presence of correct marginal information: title, scale, key and compass direction.)
17.
i) Statement scale.
ii) Linear/graphic scale.
iii) Representative Fraction (RF) scale.
18. A statement scale is written in words (e.g., '1 cm represents 10 km') and is easy to understand. A representative fraction scale is expressed as a ratio or fraction (e.g., 1:100,000) and is more precise and universally applicable.
19.
i) Area calculation on a map.
ii) Distance measurement on a map.
iii) Estimating travel time between places.
20. 1:10,000 means 1 cm on the map represents 10,000 cm (100 m or 0.1 km) on the ground.
21. Straight distances: place a ruler along the straight line, measure in centimetres, then convert using the map scale.
Curved distances: lay a piece of string along the curved feature, mark the end points, straighten the string, measure in centimetres, then convert using the map scale.
22.
i) Observation – carefully identifying map elements, features and symbols.
ii) Analysis – interpreting the meaning of symbols and the map scale.
iii) Communication – describing locations using directional terms.
iv) Inference – drawing conclusions based on observations from the map.
23.
i) Contour lines – drawn connecting places of equal height above sea level.
ii) Spot heights – a dot with a number showing height above sea level.

iii) Trigonometrical stations – a circle or triangle with a dot showing the actual height of a place.
iv) Rock and cliff drawings – representing areas with exposed rock faces and cliffs.
24. Rivers (permanent and seasonal), lakes, dams and swamps.
25. Use the key to identify the colours and symbols representing different types of vegetation; then describe the vegetation accordingly (e.g., green for forest, light brown for grassland).
26. A trigonometrical station shows the actual height of a specific place on a map and is represented by a circle or triangle with a dot at the centre. Spot heights show the height above sea level at a specific point, using a dot accompanied by a number.
27. Maps contain complex symbols, scales and features that require careful analysis; one must draw logical inferences from limited visual data; and accurate interpretation demands the integration of multiple map elements simultaneously.
28. Dams, canals and irrigation channels.

B. Weather and Climate

Practice Assessment

1. Weather refers to the day-to-day changes in the conditions of the atmosphere. Climate refers to the average weather conditions of a place recorded over a long period of time (usually 30 years or more).
2.
i) Tropical/Savannah climate.
ii) Equatorial climate.
iii) Mediterranean climate.
iv) Mountain climate.
v) Desert and semi-desert climate.
3. Equatorial climate (also known as hot and wet climate).
4. Kitale (a highland town) has a cool and wet climate. As the family travels southward to Maasai Mara (a lower-altitude Savannah region), temperatures rise, humidity decreases and rainfall becomes seasonal, with distinct wet and dry seasons.
5. Equatorial climate (it has the lowest annual temperature range of only 3°C–8°C).
6. Equatorial climate (the eastern coast of Madagascar experiences equatorial climate).
7. (Climate map of Africa – typical identification:
A = Desert (northern Sahara region)
B = Semi Desert (middle belt)
C = Equatorial (Congo basin area)
D = Savannah (North African coast / southern tip of Africa).
Accept reasonable answers based on the position of each region on the map.)
8. Mount Kenya or the Aberdare Ranges. (Accept any Kenyan highland area experiencing mountain climate.)
9.
i) Altitude and relief – temperatures decrease with increasing altitude.
ii) Latitude – areas at the equator are warmer than areas near the poles.
iii) Winds, land and sea breeze – cool sea breezes lower temperatures in coastal areas.
iv) Distance from the sea – places near large water bodies receive more convectional rainfall.
v) Ocean currents – warm currents raise temperatures; cold currents lower them.
10. (Digital research task – accept correct Mediterranean countries, e.g.: Morocco, Algeria, Tunisia, Egypt north coast, South Africa's Western Cape.)
11. Equatorial climate.
12. Sahara Desert (North Africa), Kalahari Desert (Southern Africa) and Namib Desert (Namibia).
13.
i) Hot and wet throughout the year.
ii) Annual temperature range of only 3°C–8°C.
iii) Found in areas between 5°N and 5°S of the equator.
14.
i) Clear skies with very little cloud cover.
ii) Very high temperatures during the day and cold temperatures at night.
iii) Extremely low annual rainfall (below 250 mm).
iv) A very large diurnal (day-to-night) temperature range.
15.
i) High concentration of carbon dioxide (CO_2) leading to rising temperatures.
ii) Burning of fossil fuels by industries and vehicles.
iii) Poor agricultural practices such as burning of vegetation.
iv) Deforestation, which reduces CO_2 absorption.
16. Cold water currents: Canary Current and Benguela Current.
Warm water currents: Guinea Current,

Mozambique Current and Somali Current.

17.

i) Seeking social support from family, friends and community.
ii) Educating people on expected climate changes and coping strategies.
iii) Making early preparations before disaster strikes.
iv) Focusing on positive and productive activities while avoiding those that increase anxiety.

18.

i) Global warming – a sustained increase in temperatures worldwide.
ii) Rising sea levels threatening coastal communities.
iii) More frequent and severe flooding.
iv) Unpredictable changes in weather patterns.
v) Prolonged droughts and desertification.

19. e.g.: Providing emergency relief (food, water, shelter); relocating residents to safer areas; constructing flood barriers and improved drainage; and providing medical care and psychosocial support.
20. Mountain climate (characterised by vegetation zones based on altitude and cool temperatures due to high elevation).
21. Olive trees, cork oak, citrus trees. (Accept any correct Mediterranean vegetation species.)
22. e.g.: Reducing use of fossil fuels; promoting renewable energy; planting more trees; practising sustainable agriculture; and reducing industrial emissions through regulation.
23.

i) Human health: extreme temperatures increase mortality rates and the spread of disease.
ii) Agriculture and food production: shifts in growing seasons and water scarcity threaten food security.
iii) Economic activities: disruption of tourism, manufacturing and trade causes financial losses.
iv) Displacement of people: extreme weather events force communities to abandon their homes.

C. Vegetation in Africa

Practice Assessment

1. Vegetation refers to the diverse plant life covering a specific area or region, including trees, shrubs, grasses and other plant species.
2. Tropical savannah, Mediterranean, Tropical rainforest (Equatorial), Desert/semi-desert, Mangrove, Mountain and Temperate grassland.
3.

i) Climate.
ii) Human activities.
iii) Soils.
iv) Altitude.

4. Climate is the main factor influencing vegetation distribution in Africa.
5. Mangrove vegetation (covers most of coastal Kenya's shoreline, swamps and river estuaries).
6.

i) Trees are evergreen throughout the year.
ii) Presence of tall hardwood trees.
iii) Trees have broad leaves.
iv) Trees form a continuous canopy layer at the top.
v) Presence of tall grass.

7. Any TWO, e.g.:

i) Trees are conical in shape and deciduous – they shed leaves during the dry season.
ii) Presence of aromatic shrubs.
iii) Trees have waxy, shiny, needle-like leaves to reduce water loss.

8.

i) Trees are evergreen and of medium height.
ii) They grow in saline (salty) water along the coastline, in swamps and muddy waters.
iii) Trees have aerial (breathing) roots that absorb oxygen from the air.

9. Tropical savannah/grassland vegetation (found in Serengeti National Park and Maasai Mara National Reserve).
10. Desert vegetation.
11.

i) Plants are drought-resistant.
ii) They have very deep roots to access underground water sources.
iii) They have small, thorny leaves to minimise water loss through transpiration.
iv) They have thick, waxy stems to store water.

12. Mangrove vegetation (it grows in saline/salty water along the coastline).
13. Tropical rainforest / Equatorial rainforest (trees form a continuous canopy layer at the top).
14. Lavender, rosemary and thyme. (Accept any correct aromatic shrubs native to the Mediterranean zone.)
15. Tropical savannah/grassland (elephant grass is a characteristic plant of the savannah).
16. Equatorial rainforest (the eastern shores of

Madagascar experience equatorial conditions).

17. Mangrove vegetation (trees of medium height, evergreen, with aerial breathing roots).
18. (Vegetation map of Africa – typical identification:
    A = Desert
    B = Tropical savannah
    C = Savannah grassland
    D = Equatorial rainforest
    Accept reasonable answers based on the location of each zone on the map.)
19. Acacia and baobab trees.
20.

i) Planting trees.
ii) Educating people on the importance of tree planting and conservation.
iii) Creating and maintaining forest reserves.
iv) Practising agro-forestry.

21. Vegetation regulates the local climate and contributes to rainfall; trees prevent soil erosion; forests provide habitat for wildlife; and vegetation supplies timber, medicine and other natural resources essential for human life.
22. Forester and Botanist. (Also accept: Ecologist, Park Ranger, Horticulturist, Environmental Consultant.)
23. e.g.: Organising county-wide tree planting events; creating awareness through social media; writing to local authorities advocating for forest reserves; and joining or forming school environmental clubs.

D. Historical Sites and Monuments

Practice Assessment

1. A historical site is a place where an important event in history took place. A monument is a structure or building created in honour of a memorable person or historical event.
2. Historical sites: Kilwa (Tanzania), Timbuktu (Mali), Robben Island (South Africa).
   Monuments: Fort Jesus (Kenya), Great Zimbabwe (Zimbabwe), Giza Pyramids (Egypt), Meroe (Sudan).
3.

i) They preserve the cultural heritage of a society.
ii) They are a source of inspiration for future generations.
iii) They attract tourists, generating revenue for the country.
iv) They serve as a reminder of important historical events.

4.

i) Regular maintenance and repairs.
ii) Educating the public on their importance.
iii) Fencing the sites to control access.
iv) Framing and securing artefacts found at the sites.
v) Controlling pollution in and around the sites.
vi) Enhancing security to prevent vandalism and theft.

5. Fort Jesus – Kenya; Kilwa – Tanzania; Great Zimbabwe – Zimbabwe; Giza Pyramids – Egypt; Meroe – Sudan; Timbuktu – Mali; Robben Island – South Africa.
6. Painting protects sites from weathering; helps restore their original appearance; makes them more attractive to tourists; and demonstrates respect for cultural heritage.
7. The Giza Pyramids were built by the ancient Egyptians under the orders of the Pharaohs, as elaborate tombs and burial sites for the Pharaohs and other royalty.
8. e.g.: Enacting laws to protect historical sites; funding restoration projects; promoting sites through tourism campaigns; training conservation personnel; and formally declaring sites as national monuments or heritage areas.
9. Historical sites create employment through: tour guide positions; security and maintenance jobs; hospitality and accommodation industry; craft and souvenir making; and conservation and restoration work.
10. Kenya benefits from tourists through: revenue from entry fees; creation of employment; development of infrastructure; enhancement of Kenya's international image; and growth of the hospitality and service industry.
11.

i) Regular maintenance and structural repairs.
ii) Fencing and providing adequate security.
iii) Conducting public education and awareness campaigns.
iv) Involving local communities actively in preservation efforts.
v) Controlling vandalism, graffiti and pollution around sites.

12.

i) Incorporating traditional patterns into modern fashion and digital design.
ii) Developing online platforms offering virtual

tours and digital exhibitions.

iii) Organising food festivals and cooking classes celebrating traditional dishes.

iv) Creating programmes where younger generations learn traditional skills from community elders.

13. The Giza Pyramids (used as burial tombs for the ancient Egyptian Pharaohs).

14. Any THREE, e.g.:

i) They preserve and transmit cultural heritage to future generations.

ii) They attract tourists and generate significant revenue.

iii) They provide valuable educational opportunities for communities and researchers.

15. (Map task – identify the historical sites and monuments in the countries marked on the map of Africa.)

16. Timbuktu, located in Mali (West Africa).

17. Fencing protects sites from vandalism; preserves their physical integrity; deters theft of artefacts; and helps maintain their authenticity for future generations.

18. The Portuguese built Fort Jesus in Mombasa, Kenya (constructed in 1593).

19. Meroe in Sudan served as the burial site for the Nubian kings and queens.

5

POLITICAL DEVELOPMENT AND GOVERNANCE

A. The Constitution of Kenya

Practice Assessment

1. A constitution is a set of fundamental rules and principles that govern a state or country, establishing the basic framework and principles for governance.
2.
i) Bill of Rights.
ii) Government structure.
iii) Devolution.
iv) Citizenship.
v) Land and environment.
vi) Leadership and integrity.
vii) Public finance.
viii) National security.
ix) Amendment.
3.
i) Legislature.
ii) Executive.
iii) Judiciary.
4. Mistakes:
Card A (Executive) incorrectly includes 'High court', which belongs to the Judiciary.
Card B (Legislature) incorrectly includes 'President', who belongs to the Executive.
5. Making laws; approving the national budget; overseeing the Executive arm of government; and representing the interests of the people.
6. The Judiciary is responsible for interpreting laws and protecting the rights of individuals; it ensures impartiality and fairness in the application of all laws.
7.
i) The Executive proposes laws, which the Legislature debates and approves.
ii) The Judiciary ensures all laws are constitutional and applied fairly.
iii) The Legislature has the power to impeach Executive officials for misconduct.
Each arm checks and balances the power of the others to prevent abuse.
8. Accountability, Inclusivity, Transparency, Participatory governance and Good governance.
9. e.g.: Representing all groups in decision-making; ensuring equal access to public resources; encouraging participation of marginalised groups; and creating policies that benefit all citizens equally.
10. Honesty, Ethics, Anti-corruption, Public interest and Accountability.
11. The preamble sets out the fundamental principles and aspirations of the Kenyan people; provides the historical context for the Constitution; declares commitment to core national values; and guides the interpretation of the entire Constitution.
12.
i) By birth – born in Kenya to at least one Kenyan parent.
ii) By registration – e.g., through marriage to a Kenyan citizen.
iii) By naturalisation – after residing legally in Kenya for the required number of years.
13. The Senate represents the interests of county governments at the national level; reviews and approves bills affecting counties; protects the powers and interests of devolved units; and participates in oversight of the Executive.
14. The Executive is distinguished by its responsibility for implementing and enforcing all laws and government policies; it is led by the President, Deputy President and Cabinet; and it directly manages public affairs and national administration.
15. The Judiciary.
16. Through parliamentary oversight and scrutiny of government spending; the budget approval process; initiating impeachment proceedings; and holding ministers accountable through question time and committee investigations.
17. Transparency builds public trust in government; reduces corruption and misuse of public resources; empowers citizens to hold leaders accountable; and is a fundamental pillar of good governance.
18.
i) Introduce the bill formally to the National Assembly.
ii) The bill undergoes three readings with debate at each stage.
iii) Members of the National Assembly vote to

approve the bill.

iv) If the bill affects counties, it is forwarded to the Senate for review.

v) The bill is presented to the President for formal assent.

19. e.g.: Consulting citizens especially minority groups; holding public participation forums; ensuring diverse representation on policy committees; using accessible language in public engagement; and creating clear feedback mechanisms.

20.

i) Promotes integrity, transparency and accountability in all actions.

ii) Serves the people diligently and promotes national unity.

iii) Upholds social justice, equality and the freedoms guaranteed by the Constitution.

iv) Encourages good governance and consistently demonstrates ethical conduct.

21. e.g.: Elected student leaders being accountable to fellow learners; school prefects demonstrating integrity and discipline; transparent management of school funds; and inclusive participation in school activities and decision-making.

22. e.g.: Publicly declaring personal assets; implementing strong anti-corruption policies; protecting whistleblowers; and ensuring that corrupt officials are held fully accountable through the law.

23. (Accept any well-reasoned proposal involving regular public expenditure audits, e-government systems, citizen budget participation and independent oversight institutions.)

24. (Accept answers demonstrating understanding that accountability, transparency, inclusivity and ethical leadership are essential to promoting good governance and preventing abuse of public office.)

B. Human Rights

Practice Assessment

1. Human rights are the fundamental rights that all human beings possess, irrespective of their race, nationality, religion or any other status. They are considered fundamental because they ensure the dignity, equality and justice that every person deserves.

2. The community can raise awareness about human rights; report violations to relevant authorities; support law enforcement in protecting rights; demonstrate respect for rights in daily interactions; and actively encourage diversity and inclusion.

3.

i) Speak out clearly against discriminatory actions and language.

ii) Support victims of discrimination with solidarity and practical help.

iii) Promote inclusivity and equal treatment in all interactions.

iv) Report discrimination to the appropriate authorities.

v) Educate others on the harmful effects of discrimination.

4. e.g.: Treating all people with dignity and respect; actively listening to others without discrimination; supporting equal opportunities for everyone; and respecting others' right to freedom of expression and belief.

5. Actively listening to others shows respect for their perspectives and dignity; prevents misunderstandings that lead to conflict; acknowledges their right to self-expression; and fosters an atmosphere of mutual respect.

6. Children are vulnerable because they lack the power to advocate for themselves; are fully dependent on adults who may exploit them; are often unaware of their own rights; and have very limited access to legal systems and formal protection.

7. e.g.: Eliminating school fees for children from needy families; prosecuting those who employ children instead of sending them to school; building schools in remote areas; providing scholarships and bursaries; and engaging parents through community education.

8. Enactment and enforcement of the Children's Act 2022; provision of free primary education; provision of free healthcare including immunisation; the Department of Children Services overseeing child welfare; and the African Charter providing legal protection.

9. Collaboration creates a broader support network; pools resources to strengthen child protection; enables interventions to reach remote communities; and builds and strengthens the overall framework for children's rights.

10. Empowering children teaches them their rights and how to assert them; gives them

a meaningful voice in decisions affecting them; builds the confidence needed to report violations; and creates future child rights advocates within their communities.

11

a. Investigating violations helps identify root causes for targeted intervention; creates awareness to prevent future violations; helps develop appropriate protective measures; and ensures that perpetrators are held accountable.

b. World Children's Day commemorates the adoption of the Declaration of the Rights of the Child; it raises global awareness on children's rights and welfare; and encourages advocacy and action for children's well-being around the world.

12. Both provide a legal framework to protect children's rights; set welfare standards; define specific children's rights and government obligations; and establish mechanisms for reporting and addressing violations.
13. Common rights include: the right to life; the right to education; the right to healthcare; the right to protection from abuse and exploitation; and the right to freedom from torture.
14. e.g.: Use simple and clear language; employ relevant visual aids and practical local examples; allow adequate time for questions; be empathetic and culturally sensitive; and provide practical, actionable tips on what community members can do.
15. Promoting human rights protection ensures dignity and equality for all; prevents discrimination and abuse; creates a just and peaceful society; promotes social harmony; and lays the foundation for sustainable development.
16. e.g.: By treating all people equally; promptly reporting violations to the relevant authorities; actively advocating for vulnerable groups; and participating in community initiatives that promote and protect human rights.
17. Raising awareness informs community members of their rights; encourages the reporting of violations; creates a culture of respect for rights; and empowers communities to advocate collectively for justice.
18. Education teaches learners about their rights and civic responsibilities; promotes values of equality, dignity and respect; trains future leaders and advocates; and creates a rights-conscious generation.
19. Encouraging diversity and inclusivity prevents discrimination against minority groups; ensures all groups enjoy their rights equally; promotes genuine mutual respect; and creates an environment in which every person feels valued and included.
20. Active community members hold one another accountable; local engagement ensures specific violations are identified and addressed; active citizens report abuses and support victims; and community participation strengthens the culture of rights protection at grassroots level.
21. Governments are responsible for enacting and enforcing laws that protect human rights; providing citizens with access to justice through the courts; funding public services that guarantee social and economic rights; and ratifying and implementing international human rights treaties.
22. Addressing violations promptly prevents further harm to the child; sends a clear message that violations will not be tolerated; supports the child's recovery and reintegration; and deters future perpetrators.
23. Communities can support affected children by: providing emotional support and professional counselling; ensuring continued access to education and healthcare; actively advocating for justice on behalf of the child; and creating safe and supportive spaces for children to share their experiences.
24. Child empowerment means equipping children with the knowledge, skills and opportunities needed to grow, make informed decisions and advocate for their own rights. It is relevant because empowered children can recognise violations, confidently report them and build the resilience needed to overcome adversity.
25. Community partnerships pool resources to create a greater impact; extend the reach of awareness campaigns; strengthen community accountability; and enable a more coordinated and effective collective response when violations occur.

C. Citizenship

Practice Assessment

1. Global citizenship refers to identifying oneself as part of an emerging world community whose actions contribute to shared values and practices that promote sustainability,

equality and social justice globally.

2. A global citizen identifies as part of the world community and actively works toward sustainability, equality and global peace. Their role includes advocating for social justice, promoting environmental sustainability, respecting diversity and engaging in international cooperation.
3. Active community participation builds a sense of shared identity and belonging; encourages civic responsibility; creates opportunities to address local and regional challenges; and strengthens relationships and cooperation between countries and communities.
4. Caring for the environment ensures that natural resources remain available for both current and future generations; helps prevent climate change and associated disasters; maintains ecological balance; and protects the livelihoods of communities dependent on natural resources.
5. Embracing cultural diversity promotes understanding and tolerance; creates a richer sense of shared African identity; reduces ethnic and cultural conflicts; and strengthens social cohesion across the continent.
6. (Digital research task – e.g.: Respecting human rights for all; promoting environmental sustainability; advocating for social justice; and supporting international cooperation and peace.)
7.

i) Sharing of advanced technology to drive development.
ii) Maintaining a peaceful environment enabling free movement and trade.
iii) Common languages (e.g., Swahili, French) facilitating communication.
iv) Membership in regional bodies such as AU, IGAD and EAC promoting cooperation.
v) Common currency aspirations within the EAC region.

8. Respecting human rights ensures all people are treated with dignity regardless of nationality; promotes equality across borders; fulfils the global citizen's responsibility to advocate for others; and builds trust and cooperation between nations.
9. Supporting sustainable development ensures natural resources and opportunities are available to future generations; addresses climate change shared by all nations; promotes economic and social well-being globally; and reflects the interconnected nature of global challenges.
10. e.g.:Volunteering to help communities in need; actively advocating for victims of injustice; donating to humanitarian causes; genuinely listening to others' lived experiences; and taking a firm stand against all forms of discrimination.
11. Wangari Maathai founded the Green Belt Movement, organising women to plant millions of trees; she advocated for environmental conservation; championed women's rights and political empowerment; engaged in political activism for democracy; and used non-violent resistance to challenge oppressive policies.
12. Both used exclusively peaceful protests and civil disobedience; neither resorted to violence; both inspired mass popular movements through peaceful example; and both believed lasting change could only be achieved through principled dialogue and non-violent action.
13. Both advocated for women's access to education and empowerment; both challenged traditional systems that oppressed women; and both recognised women as indispensable agents of lasting social change.
14. Courage enables global citizens to stand for what is right even at personal cost; inspires others to take action against injustice; leads to meaningful social and political change; and overcomes the fear and apathy that allow injustice to persist.
15. The people of Baraka Area can show empathy by publicly recognising Yunika's dedication and sacrifices; supporting her campaigns; collectively protecting her from threats; and creating a community support fund to sustain her work.
16. Wangari Maathai's Green Belt Movement organised rural women to plant millions of trees, directly combating deforestation; she connected environmental degradation to poverty and poor governance; and she advocated for stronger environmental protection policies at national level.
17. Mahatma Gandhi focused on poverty and inequality affecting ordinary Indians; the injustice of the rigid caste system; economic exploitation under British colonial rule; and the struggle to ensure basic resources for all

Indians.

18. Both Maathai and Gandhi recognised the broader global impact of their locally-rooted actions; inspired international movements for justice and environmental stewardship; showed that sustained individual action can fundamentally change the world; and promoted universal values of equality, human dignity and sustainability.
19. Educational programmes equip individuals with knowledge and skills for meaningful community development; raise awareness about rights and civic participation; train future community leaders and advocates; and cultivate engaged critical thinkers capable of solving complex community problems.
20. Indigenous African languages carry centuries of cultural knowledge and historical memory; their preservation prevents the irreversible loss of unique cultural identity; languages encode traditional practices and social values; and genuine multilingualism promotes deep intercultural understanding and mutual respect.
21. Global citizens support sustainable development by reducing their carbon footprints; advocating for renewable energy; supporting environmentally responsible local businesses; and participating in community-based environmental conservation programmes.
22. The lives of Maathai and Gandhi teach us that individual action can spark transformative global change; non-violent resistance is a highly effective and morally superior tool for challenging injustice; connecting local issues to global causes amplifies their impact; and unwavering persistence, courage and moral integrity are essential foundations of meaningful global citizenship.
23.

i) Sharing of advanced technology promotes economic growth and digital inclusion across East Africa.
ii) A stable and peaceful environment enables the free movement of people, goods and services.
iii) Common languages such as Swahili and French facilitate communication and cultural exchange.
iv) Membership in the AU, EAC and IGAD creates frameworks for regional cooperation and shared development.
v) Aspirations toward a common EAC currency facilitate trade and economic integration.

24. (Digital research task – e.g.: Promoting environmental stewardship; upholding and defending human rights; supporting international peace and security; advocating for social justice; and respecting and celebrating cultural diversity.)
25. Technology promotes East African and African citizenship by enabling faster and more affordable communication across borders; facilitating cross-border trade and economic integration; supporting e-learning and knowledge sharing; and enabling diverse peoples across the continent to connect, collaborate and solve shared challenges together.

ASSESSMENT TEST

Assessment Test 1

1. C – Mutation
2. B – Increase in brain capacity
3. Internal migration (within a country): rural-to-urban, urban-to-rural, rural-to-rural and urban-to-urban migration.
   External migration: movement from one country to another.
4. C – Increased remittances sent home
5. Good communication enables family members to express their feelings calmly and openly; it prevents misunderstandings and assumptions; it encourages active listening and empathy; and it helps conflicts to be identified and resolved before they escalate into serious problems.
6.

i) They preserve the cultural heritage of societies.
ii) They are a source of inspiration for future generations.
iii) They attract tourists, generating revenue for the country.
iv) They serve as a reminder of important historical events.

7.

i) Contour lines – connecting places of equal height above sea level.
ii) Spot heights – a dot and number showing height above sea level at a specific point.
iii) Trigonometrical stations – a circle or triangle with a dot showing actual height.
iv) Rock and cliff drawings – representing areas with exposed rock faces.

8. B – Steep slopes
9. It helps governments plan and allocate resources and services appropriately; guides the equitable distribution of development funds; enables the tracking of population changes over time; and allows for the prediction of future population needs.
10. Weather is the day-to-day changes in the conditions of the atmosphere.
11. D – Members respecting one another
12. B – Blend of Islam and traditional African religions
13. e.g.: Enacting and enforcing environmental protection laws; investing in climate-resilient infrastructure; providing disaster relief and resettlement support; and promoting the adoption of renewable energy.
14. A – Gold and ivory
15. B – Swahili civilisation
16. (Drawing task – assess the sketch map for correct marginal information: title, scale, key and compass direction.)
17. C – Making laws
18. Adequate preparation ensures that all required resources are available when needed; helps in organising tasks and managing time; reduces the risk of costly delays and wastage; and increases the overall likelihood of the project's success.
19. B – Bill of Rights
20. e.g.: Extremely harsh desert conditions including intense heat and sandstorms; severe scarcity of water and food; constant threat of attacks from bandits; physical exhaustion and disease; and the deaths of many people during the long and dangerous crossing.
21. Slaves were obtained through raids, kidnapping, punishment for crimes and purchase; middlemen organised transactions; camel caravans were the primary means of transport; North African cities such as Algiers, Tunis and Cairo served as main slave markets; and enslaved people were distributed to households, plantations and industries in North Africa and the Middle East.
22. e.g.: Planting more trees to absorb carbon dioxide; switching to and investing in renewable energy sources; or practising sustainable and climate-smart agriculture.
23. C – Tropical Savannah
24. C – By fostering diversity and inclusivity
25. e.g.: Water plants and trees regularly; never cut or uproot growing plants; actively plant more trees and flowers; promptly report any damage to vegetation; and take pride in maintaining a green and healthy school environment.
26. C – Tropical Savannah
27. Resolving conflicts effectively prevents violence and further harm; helps restore and preserve relationships; creates a harmonious, stable

living environment; and promotes genuine mutual understanding, trust and long-term cooperation.

28. C – Pyramids of Giza and Great Zimbabwe
29. Both Maathai and Gandhi advocated firmly for non-violent resistance; both championed women's rights and empowerment; both addressed pressing socio-economic injustices; both demonstrated global citizenship through the broader impact of their local actions; and both engaged courageously in political activism against oppressive governance systems.
30. B – Caring for the environment and conserving natural resources

Assessment Test 2

1.
i) Economic factors: the growing and sustained demand for labour in the Middle East, North Africa and parts of Europe.
ii) Technological advancements: particularly the development of efficient camel caravans capable of crossing the Sahara.
iii) Political conflicts between African kingdoms, which led directly to the capture and enslavement of large numbers of people.
2. D – Negotiation
3. B – A scale expressed as a fraction or ratio
4. e.g.: Seeking social support from family, friends and community networks; accessing community education on effective population management; engaging regularly in physical exercise and healthy recreational activities; and focusing consistently on positive, productive activities that build resilience.
5. B – Recognising one's role in the global community
6. D – Availability of pack animals and the existence of established trade routes
7. Teaching socio-cultural diversity in schools promotes tolerance and genuine respect among learners from different backgrounds; actively reduces prejudice and discrimination; and prepares learners for life in an increasingly diverse and interconnected global society.
8. A – Adoption of the Declaration of the Rights of the Child
9. The Executive branch contributes to governance by implementing and enforcing all laws and government policies; managing and delivering public services and national resources; formally proposing new legislation to the Legislature; and coordinating national security and foreign affairs.
10. Tropical rainforest vegetation is found in: the Congo Basin, Eastern Madagascar, the south coastal area of Madagascar, and parts of coastal West Africa.
11. C – Gold and spices
12. Human rights are the fundamental rights that all human beings possess, irrespective of their race, nationality, religion or any other status.
13. Mortality rate: the number of deaths occurring within a population over a given period of time.
Fertility rate: the average number of children born per woman during her reproductive lifetime.
14. Marginal information includes: Scale, Key/ Legend, Name of the map, Compass direction, Latitudes and longitudes, Grid coordinates, Publisher copyright, Conversion table and Index to adjoining sheets.
15. B – Distance
16. Relief features are represented on topographical maps using: contour lines, spot heights, trigonometrical stations and rock/cliff drawings.
17. (Digital research task – accept relevant cultural factors, e.g.: shared language, common traditions, religious practices, cultural festivals and shared historical experiences.)
18. C – Desert and semi-desert
19. Global warming and a sustained rise in average temperatures; rising sea levels; more frequent and severe flooding; unpredictable and shifting weather patterns; increased frequency of droughts; and accelerating desertification.
20. C – Temperatures decrease with an increase in altitude
21. (Accept relevant, well-reasoned answers based on the learner's specific county, identifying real local problems with appropriate proposed solutions.)
22. e.g.: Clearly define the campaign message and identify the specific target audience; use multiple communication platforms; actively involve respected community leaders and role models; provide practical examples of global citizenship behaviours; and design a clear system for evaluating the campaign's impact.
23. A project report typically includes: Problem statement, Current state, Cause, Possible solutions, Implementation plan, Results/outcomes, Follow-up actions and recommendations.
24. c – Tropical Savannah
25. Resolving conflicts peacefully prevents

violence and harm; helps restore and maintain important relationships; creates and sustains a harmonious community environment; and promotes mutual understanding and long-term cooperation.

26. They can identify community problems by: using social media to engage with community members; walking around and observing the community; directly asking community members about their challenges; and learning from past recurring problems that have affected the area.
27. C – Diversity and inclusivity
28. C – Deforestation
29. (Digital research task – accept correct characteristics of tropical Savannah vegetation, e.g.: large area covered by grass and scattered trees; dominant species are acacia and baobab; most trees have deep roots and small leaves; distinct alternating wet and dry seasons; presence of tall elephant grass.)
30. B – To ensure project progress

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

SECTION A

1. B – Cartography and geographical research
2. C – The invention of complex composite tools and language
3. B – A steep, mountainous terrain
4. C – Development rights
5. A – Arbitration
6. C – The Mediterranean climate
7. B – The Indian Ocean Trade driven by monsoon winds
8. B – Chapter Six: Leadership and Integrity
9. C – The project recommendations / follow-up actions
10. A – Tuaregs
11. B – Regions with distinct, alternating wet and dry seasons
12. B – Positive peer pressure management
13. C – Protect and promote a sense of indigenous cultural heritage and identity
14. B – The expansion of informal settlements (slums) and strain on infrastructure
15. C – Recognises their role in the wider world, respects diversity and advocates for social justice
16. A – Unhealthy, low self-esteem
17. C – Implementing water-harvesting techniques and planting drought-resistant crops
18. B – Negotiation and compromise
19. B – A reliable method to lift water from the Nile for irrigation during dry seasons
20. C – Implement and enforce the laws and policies of the state

SECTION B

21 (5 marks). Any FIVE barriers (1 mark each):

i) Poor communication and persistent misunderstandings between family members.
ii) Lack of empathy or genuine willingness to understand the other party's perspective.
iii) Ego and pride that prevent compromise and cooperation.
iv) A significant power imbalance between the conflicting parties.
v) Intense negative emotions such as deep-rooted anger and resentment blocking constructive dialogue.
vi) Fundamental distrust between the parties involved.

22. (3 marks). Any THREE (1 mark each):

i) Setting and genuinely celebrating small, achievable goals to build confidence progressively.
ii) Consistently practising positive self-talk and daily affirmations.
iii) Deliberately surrounding oneself with supportive diverse peers who actively affirm one's worth and potential.

23. (3 marks). Any THREE (1 mark each):

i) Join debate or drama clubs to improve confidence in public speaking.
ii) Actively volunteer for student leadership roles to build self-assurance.
iii) Develop persistence and resilience by consistently practising environmental writing and seeking regular constructive feedback.

24. (3 marks). Any THREE (1 mark each):

i) Raise sustained community awareness about the dangers and signs of child trafficking.
ii) Strengthen law enforcement capacity to proactively detect and vigorously prosecute traffickers.
iii) Equip children with clear knowledge of their rights and practical guidance on how to seek immediate help.

25.

a. (2 marks). i) The Speaker of the National Assembly.
ii) The Deputy Speaker of the National Assembly.
b. (8 marks). Any FOUR roles, explained (2 marks each):

i) Making legislation – debating, amending and passing bills into law.
ii) Approving the national budget and exercising ongoing oversight of all public expenditure.
iii) Representing the interests and concerns of their constituencies and the wider citizenry.
iv) Providing oversight of the Executive through parliamentary questions, motions and committee investigations.

26.

a . (4 marks). Any FOUR push factors (1 mark each):

i) Severe lack of employment opportunities in rural areas.
ii) Poor access to quality education and

healthcare in rural areas.

iii) Persistent drought, crop failure and acute food insecurity.

iv) Chronic lack of basic infrastructure and essential services.

v) Progressive land scarcity or severe land degradation.

b. (4 marks). Any TWO (2 marks each):

i) Rapid urbanisation overwhelms existing infrastructure – roads, water supply, sanitation and housing – leading to systemic breakdown of essential services.

ii) The government faces increasing spending demands on social services such as schools and hospitals without the corresponding tax revenue to sustain them.

27. (5 marks). Any FIVE (1 mark each):

i) Widespread depopulation of productive sub-Saharan regions.

ii) The violent and traumatic disruption and destruction of families and entire communities.

iii) A sharp increase in inter-kingdom conflicts and warfare driven by the demand for captives.

iv) The catastrophic loss of skilled, able-bodied and productive community members.

v) Severe and lasting long-term psychological trauma and deep social instability in affected communities.

28 (5 marks). Any FIVE (1 mark each):

i) Raising widespread awareness of injustice through targeted campaigns and social media.

ii) Volunteering time, skills and resources with organisations supporting marginalised communities.

iii) Actively advocating for policy changes that promote equality and social justice.

iv) Providing both material and sustained emotional support to victims of injustice.

v) Participating meaningfully in peaceful community protests and organised civic action.

29. (5 marks). Any FIVE national values from Article 10 (1 mark each):

i) Patriotism and national unity.

ii) Sharing and devolution of power.

iii) The rule of law.

iv) Democracy and the active participation of the people.

v) Human dignity, equity, social justice and non-discrimination.

vi) Good governance, integrity, transparency and accountability.

30.

a. (1 mark). Road transport (a tarmac road is clearly visible running through Juhudi area on the map).

b. (2 marks). North-West. The church (Abdi's home) is located in the central part of the map, while Zawadi Market is situated to the north-west of it.

c. (2 marks). i) Forestry/Lumbering – forest symbols are visible in the north-eastern part of Juhudi area.

ii) Tea farming – tea symbols are visible in the northern section of the map.

d. (1 mark). Chief's Camp (C.C). (Also accept: Civil Registration Department.)

e. (2 marks). Hot and wet. The southern part of Juhudi area features a lake and maize growing, indicating warmer, wetter, lower-altitude conditions.

f. (2 marks). Using the scale (1 cm = 1 km), measure the length of the murram road from where it branches off the tarmac road to the sisal plantation. The measured distance is approximately 3 km.
(Award 1 mark for correct method; 1 mark for a reasonable, correctly calculated answer.)

31. (8 marks). Any EIGHT effects (1 mark each):

i) Increased human mortality and morbidity from extreme and prolonged heat.

ii) Disruption of agricultural growing seasons, threatening food security.

iii) Rising sea levels flooding and inundating coastal communities.

iv) More frequent and severe flooding and prolonged droughts.

v) Forced displacement of communities from their homes and livelihoods.

vi) Accelerating loss of biodiversity and collapse of vital ecosystems.

vii) Major disruption to economic sectors such as tourism, manufacturing and trade.

viii) Worsening scarcity of freshwater resources in many regions.

ix) Increased incidence and spread of climate-sensitive diseases.

32. (5 marks). Any FIVE (1 mark each):

i) Extensive deforestation and the burning of forests for agriculture and charcoal.

ii) Severe overgrazing by livestock, stripping the land of protective vegetation cover.

iii) Pollution of rivers, lakes and water bodies by industrial and domestic waste.

iv) Destructive farming practices such as burning

crop residues and monoculture.

v) Industrial activities that emit pollutants and destroy surrounding natural land cover.

vi) Rapid urban sprawl that permanently converts natural ecosystems into built-up areas.

33.

a. (1 mark). Desert/Semi-desert climate (Region X covers the vast Sahara Desert of North Africa).

b. (2 marks). Region Y (equatorial/Congo basin area): Its location close to the equator means it receives the sun's rays almost directly overhead throughout the entire year. This intense heating causes warm, moisture-laden air to rise rapidly and condense as extremely heavy and reliable convectional rainfall, experienced consistently year-round.

c. (2 marks). Region Z (Ethiopian highlands/ mountain region):

i) The very high altitude creates extremely cold temperatures that make permanent human settlement difficult.

ii) The steep, rugged mountainous terrain makes construction of homes, farms and essential infrastructure extremely challenging, which significantly discourages settlement.

34. (5 marks). Any FIVE (1 mark each):

i) Development of hieroglyphic writing systems – contributed to the evolution of modern literacy and record-keeping.

ii) Remarkable innovations in engineering and construction (pyramids, obelisks) – influenced the principles of modern architecture.

iii) Development and application of irrigation techniques using the shadoof – shaped foundations of modern agricultural water management.

iv) Sophisticated advances in mathematics including geometry and arithmetic – provided essential foundations for all modern mathematics.

v) Significant medical knowledge including surgery, anatomy and herbal medicine – contributed to the development of modern medical practice.

vi) Detailed astronomical observations and calculations – contributed to the development of modern calendar systems

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 2

SECTION A

1. B – Design a structured plan and mobilise necessary resources
2. C – Homo Erectus
3. D – Map legend (Key)
4. D – Wangari Maathai
5. D – Low self-esteem and need for approval
6. A – Timbuktu
7. A – Effective human rights communication
8. C – The camel
9. A – Relocating to higher ground and unblocking drainage systems
10. B – Constructive negotiation
11. C – Desert and semi-desert vegetation
12. B – Any law that contradicts the constitution is null and void
13. A – Indigenous Bantu traditions mixed with Arab and Persian influences
14. C – Immense pressure on educational and paediatric health facilities
15. A – Inclusivity and advanced interpersonal skills
16. A – Setting goals for self-improvement
17. D – Selfishness
18. C – Utilising the grid square method
19. B – The discovery of the oldest, most complete hominid fossils in the Great Rift Valley
20. B – Discrimination and rights violation against vulnerable groups

SECTION B

21. (5 marks). Any FIVE strategies (1 mark each):

i) Practising sincere active listening by each party without interrupting the other.
ii) Using 'I' statements clearly to express personal feelings without assigning blame.
iii) Maintaining consistent calm and respectful communication throughout all discussions.
iv) Keeping the focus firmly on the specific issue in dispute, never attacking the person.
v) Actively seeking a trusted, neutral third-party mediator to guide the dialogue.
vi) Practising genuine empathy by trying sincerely to understand the other party's position and feelings.

22. (3 marks). Any THREE (1 mark each):

i) Consistently celebrating the achievements of learners from every cultural background without favouritism.
ii) Creating and maintaining a genuinely inclusive school environment in which every learner feels respected, safe and valued.
iii) Actively organising meaningful cultural exchange activities that build mutual appreciation and confidence across the school community.

23. (3 marks). Any THREE practical daily exercises (1 mark each):

i) Actively speak up and contribute opinions during class discussions and school debates every day.
ii) Regularly volunteer for student leadership roles, even in small group settings, to practise confident decision-making.
iii) Engage in structured role-play exercises practising assertive communication scenarios with trusted peers or within drama activities.

24. (3 marks). Any THREE stringent measures (1 mark each):

i) Enact and rigorously enforce strict laws with serious penalties against the employment of underage children.
ii) Actively and systematically prosecute all employers found to be using child labour.
iii) Provide targeted financial assistance, bursaries and school feeding programmes to poor families to eliminate the economic pressure driving child labour.

25.

a. (2 marks). i) The National Assembly.
ii) The Senate.
b. (8 marks). Any FOUR ways (2 marks each):

i) Interpreting the Constitution to determine the legal validity of all government actions, laws and policies.
ii) Declaring any law or government action unconstitutional and null and void when it violates the Constitution.
iii) Conducting judicial review of Executive decisions and actions to prevent abuse of power.
iv) Operating with full constitutionally guaranteed independence from all undue interference from

the other arms of government.

26.

a. (4 marks). Any FOUR social and political factors (1 mark each):

i) Ongoing political instability, armed conflicts and active warfare.

ii) Systematic political persecution and serious violations of human rights.

iii) The fundamental absence of genuine political freedom and functioning democracy.

iv) Violent ethnic, tribal and communal conflicts causing widespread displacement.

v) Chronic and pervasive extreme poverty

b. (4 marks). Any TWO (2 marks each):

i) Sending regular, significant remittances to family members and communities back home, substantially boosting household incomes and national GDP.

ii) Returning with highly valuable specialised skills, professional expertise and investment capital that are reinvested directly in building and growing the home country's economy.

27. (5 marks). Any FIVE brutal methods (1 mark each):

i) Conducting large-scale armed raids on defenceless rural villages.

ii) Systematically kidnapping individuals directly from their homes and communities.

iii) Purchasing enslaved people from other slave traders operating within Africa.

iv) Enslaving all prisoners captured during inter-kingdom wars and violent conflicts.

v) Imposing criminal enslavement as a form of punishment for various offences.

28. (5 marks). Five qualities of a global citizen (1 mark each):

i) Open-mindedness – being genuinely receptive to new ideas, perspectives and cultures.

ii) Empathy – sincerely understanding and sharing the feelings of others facing hardship or injustice.

iii) Courage – consistently having the moral bravery to stand for what is right, regardless of personal cost.

iv) Patience – remaining calm and persevering purposefully in challenging situations, understanding that lasting change takes time.

v) Respect – genuinely and actively upholding human rights and dignity for every individual without exception.

29 (5 marks). Any FIVE standards from Chapter Six (1 mark each):

i) Publicly declaring all personal wealth and assets as legally required.

ii) Not maintaining any unauthorised bank accounts outside Kenya.

iii) Never misusing their position of power or abusing their public office for personal gain.

iv) Making every official decision clearly and demonstrably in the public interest rather than for personal benefit.

v) Consistently behaving in a manner that upholds public confidence in the integrity of their office.

vi) Never engaging in any form of bribery, corruption or financial misconduct.

30.

a. (4 marks). Four economic activities with specific map evidence (1 mark each):

i) Fishing – fish trap (FT) symbols are visible near the lake and river in the western part of Kibo Area.

ii) Tea farming – tea (TT) symbols are visible on the right/eastern side of the map.

iii) Trade and commerce – a Market (MKT) and Bus Station (BS) are visible, indicating active trade.

iv) Lumbering/Forestry – forest symbols (large tree icons) are visible in the top-left and bottom-right portions of the map.

b. (4 marks). Two physical factors (2 marks each):

i) Extremely mountainous and steeply sloping terrain – the south-western area has high elevation ridges extending from the prominent 3120m mountain in the south-east, making construction and productive farming virtually impossible.

ii) Proximity to the lake and associated waterlogged/swampy conditions – the lake in the western area creates persistently waterlogged and unstable ground conditions in south-western parts, making it structurally unsuitable and prone to flooding, strongly discouraging permanent settlement.

c. (2 marks). The Kibo Area has a generally hilly to mountainous relief, particularly in the eastern and south-eastern parts where altitude rises sharply to 2870m in the north-east and 3120m in the south-east. The central area is dissected by the River Nama valley, creating a relatively gentler, lower-lying corridor through the area. The western part features a lake, suggesting comparatively flat, low-lying terrain.

(Award 1 mark for correctly identifying the highlands/mountains and 1 mark for accurately describing the overall variation in relief.)

31. (8 marks). Any EIGHT specific human activities (1 mark each):

i) Extensive deforestation and the burning of forests for agriculture and charcoal production.
ii) The large-scale burning of fossil fuels in industry, vehicles and domestic energy generation.
iii) Industrial pollution through massive discharge of greenhouse gases into the atmosphere.
iv) Overgrazing by large numbers of livestock, degrading protective vegetation cover.
v) Improper and uncontrolled disposal of waste through open dumping and burning.
vi) Large-scale and environmentally destructive mining operations.
vii) Excessive use of synthetic chemical fertilisers and pesticides in intensive modern agriculture.
viii) Overfishing and destructive fishing practices depleting marine ecosystems.
ix) Rapid and largely uncontrolled urban sprawl that permanently converts natural ecosystems.

32. (5 marks). Any FIVE distinct characteristics (1 mark each):

i) All plants are highly drought-resistant, having evolved specifically to survive extreme water scarcity.
ii) Plants develop very deep tap-roots enabling them to access moisture from deep underground sources.
iii) Leaves are small, waxy, thorny or altogether absent (replaced by spines) to minimise water loss.
iv) Stems and trunks are thick, fleshy and heavily waxed to store significant amounts of water.
v) Many plant species can complete their entire life cycle extremely rapidly during the brief annual rainy season.
vi) Vegetation is characteristically very sparse and widely scattered, reflecting the extreme scarcity of available water.

33.

a. (1 mark). X = Robben Island (located off the coast of Cape Town, South Africa, as clearly indicated by its map position).
b. (2 marks). Robben Island served as a maximum-security prison where Nelson Mandela and other anti-apartheid activists were imprisoned. It is globally recognised as a powerful and enduring symbol of the fight against apartheid, racial injustice and the systematic violation of human rights. Today, as a UNESCO World Heritage Site and functioning museum, it stands as an inspiration to all people committed to the universal values of human dignity, racial equality and freedom from oppression.
c. (2 marks). Any TWO (1 mark each):

i) The physical preservation of the coastal ruins provides irreplaceable material evidence of the ancient Swahili civilisation and Indian Ocean trade networks, enabling ongoing scholarly historical research and archaeological investigation.
ii) The preserved ruins actively promote cultural heritage tourism, which generates vital revenue while simultaneously educating both local and international visitors about the region's rich and complex history.

34.

a. (2 marks). Desert/Semi-desert vegetation. The picture clearly shows an extremely arid landscape with very sparse, dry, thorny plants, bare and sandy/stony soil and no evidence of any significant rainfall.
b. (3 marks). Any THREE correct characteristics (1 mark each):

i) Vegetation is extremely drought-resistant and well-adapted to severe and prolonged water scarcity.
ii) Plants have very small, thorny or waxy leaves specifically designed to minimise water loss through transpiration.
iii) Plants have thick, heavily waxed stems or trunks that function as reservoirs for

storing water during long dry periods.

iv) The soil is visibly dry, sandy, stony and rocky, with minimal organic matter and very limited water retention capacity.

v) All vegetation present has evolved very deep root systems to access any available underground moisture.

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 3

SECTION A

1. C – Project reflection and reporting
2. B – The six-figure grid reference
3. C – Fire and composite stone tools
4. D – County Assembly
5. B – They minted their own coins and engaged in complex international trade
6. A – Self-improvement and social management
7. C – Barometer
8. B – Social entrepreneurship
9. C – Tolerance and respect for diversity
10. B – Mediation
11. B – Mediterranean vegetation
12. B – Economic and social rights
13. B – The most able-bodied, skilled and productive individuals were forcibly removed
14. A – Serves as a vital link to the community's ancestral heritage and historical identity
15. B – Help them understand media manipulation and focus on their intrinsic worth and unique strengths
16. C – 0–14 years
17. C – A national referendum where citizens vote directly
18. D – True North
19. A – The search for fertile land to support their expanding agricultural practices
20. B – Global warming resulting from elevated greenhouse gas emissions

SECTION B

21. (5 marks). Any FIVE vital communication skills (1 mark each):

i) Deep and genuinely attentive active listening, without any interruption or impatience.
ii) Consistent empathy – making an active and visible effort to understand both parties' perspectives equally and without bias.
iii) Consistently neutral, non-judgmental and carefully measured language throughout the entire process.
iv) Clear, calm and firmly assertive expression of ideas and boundaries.
v) The ability to accurately summarise and meaningfully reflect back what each party has said, so they feel genuinely heard.
vi) Exceptional patience – allowing each party all the time they genuinely need to express themselves fully.

22. (3 marks). Any THREE negative impacts (1 mark each):

i) Persistent social withdrawal leading to serious difficulty in forming and sustaining meaningful friendships.
ii) Chronically poor academic performance driven by a paralysing and persistent fear of failure.
iii) Debilitating and persistent anxiety, depression and emotional distress that significantly impair the learner's ability to function effectively in daily life.

23. (3 marks). Any THREE structured and actionable goals (1 mark each):

i) Create a detailed, realistic daily study and task timetable and make a firm personal commitment to adhere to it consistently.
ii) Break all large and overwhelming tasks into specific, small, clearly defined steps with firm individual deadlines for each.
iii) Establish a protected and strictly observed daily 'focused study block' with all distractions removed, and introduce a meaningful system of personal rewards for consistent task completion.

24. (3 marks). Any THREE effective strategies (1 mark each):

i) Use widely accessible social media platforms strategically to raise broad and sustained public awareness about specific violations in a safe and responsible manner.
ii) Formally report documented violations to established human rights organisations and the relevant legal authorities.
iii) Actively engage and mobilise respected and trusted community leaders and credible local media organisations to amplify and sustain the advocacy effort.

25.

a. (1 mark). Chapter Six of the Constitution of Kenya.

b. (8 marks). Any FOUR ways (2 marks each):

i) Proactively and fully declaring all personal wealth, income and assets publicly as mandated by law, demonstrating complete

financial transparency.

ii) Consistently and demonstrably making every official decision purely and exclusively in the public interest, and never for personal or private financial benefit.

iii) Strictly and consistently avoiding every form of bribery, corruption, nepotism and misuse of public resources in all official duties.

iv) Maintaining full, proactive and radical transparency and complete accountability in the management, use and public reporting of all public funds under their stewardship.

v) Consistently behaving in every professional and personal interaction in a manner that actively upholds and meaningfully promotes public confidence in the integrity of their public office.

26.

a. (4 marks). Any FOUR primary causes (1 mark each):

i) Persistently high fertility rates, strongly driven by deeply embedded cultural and social norms that value large families.

ii) Dramatic and sustained improvements in healthcare systems, which have significantly reduced both child and adult mortality rates.

iii) Large-scale and sustained migration into the East African region, which directly increases the receiving population.

iv) Widespread lack of access to quality education, particularly for girls and women, which severely limits awareness and uptake of effective family planning methods.

b (4 marks). Any TWO evidence-based government strategies (2 marks each):

i) Making a major, sustained and equity-focused investment in girls' education at all levels, which consistently delays early marriage and first childbirth, thereby effectively reducing overall fertility rates over time.

ii) Ensuring the universal, affordable and non-judgmental provision of a comprehensive range of family planning services and reproductive health information to all citizens across all regions.

27. (5 marks). Any FIVE distinct factors (1 mark each):

i) The progressive European colonisation of Africa and the sustained international abolitionist movement which eventually pressured trading nations to abandon the trade.

ii) Powerful and increasingly effective campaigns by committed European anti-slavery activists which created irresistible moral and political pressure for abolition.

iii) A sustained decline in the demand for slave labour in the receiving regions of the Middle East and North Africa.

iv) The gradual development of alternative, faster and more economically efficient transcontinental trade routes which bypassed the Sahara entirely.

v) Significant and destabilising political changes, including the external conquest and eventual internal collapse of the major slave-trading kingdoms such as Songhai, Mali and Ghana.

28. (5 marks). Any FIVE genuinely empathetic actions (1 mark each):

i) Listening patiently, respectfully and completely to survivors' deeply personal stories without any judgment, minimisation or interruption.

ii) Providing tangible and immediately practical material support, such as food, emergency clothing and temporary safe shelter, to those in acute need.

iii) Actively, persistently and fearlessly advocating on behalf of affected survivors to the relevant authorities, demanding full justice and appropriate legal redress.

iv) Establishing and maintaining dedicated safe spaces within the community where survivors can share their experiences freely and receive peer support without fear.

v) Proactively connecting survivors to professional mental health counselling, qualified psychosocial support services and appropriate community-based rehabilitation programmes.

29 (5 marks). Any FIVE major components (1 mark each):

i) The Bill of Rights.

ii) The structure of government (Executive, Legislature and Judiciary).

iii) Devolution and county governments.

iv) Citizenship and its acquisition.

v) Land and environment.

vi) Leadership and integrity.

vii) Public finance management.

viii) National security.

30.

a. (4 marks). Two methods, explained (2 marks each):

i) Contour lines – lines drawn on the map connecting all places of exactly equal height

above sea level. On this map, the clearly visible concentric circular contour lines show the shape, height and degree of steepness of the terrain.

ii) Spot heights/trigonometrical stations – the triangle symbol (▲312) on this map is a trigonometrical station showing the precise surveyed actual height (312 metres above sea level) of that specific point; spot heights (dots with numbers) also show specific heights at particular points on the map.

b. (2 marks). i) A hill or mountain – clearly shown by the prominent concentric circular contour lines.

ii) A valley – evident from the V-shaped contour lines pointing clearly in an upstream direction, with the river flowing through it.

c. (1 mark). Blue.

31. (8 marks). Any EIGHT practical and evidence-based community measures (1 mark each):

i) Planting trees widely and actively restoring severely degraded forests and watershed areas.

ii) Transitioning rapidly to and actively promoting the widespread use of renewable energy sources such as solar, wind and geothermal power.

iii) Systematically reducing dependence on fossil fuels across all sectors of transport, industry and domestic energy use.

iv) Adopting and promoting climate-smart, conservation-based sustainable agricultural methods that reduce greenhouse gas emissions.

v) Constructing effective flood barriers, retention dams and community-based water harvesting and storage systems.

vi) Investing in comprehensive, culturally appropriate community education programmes on climate change adaptation and mitigation strategies.

vii) Establishing reliable early warning and rapid response systems for climate-related disasters to minimise human casualties and economic losses.

viii) Enacting, strengthening and rigorously enforcing comprehensive environmental protection laws with meaningful penalties.

ix) Actively promoting agro-forestry practices and developing green, sustainable urban planning standards for all new developments.

32. (6 marks). Six characteristics of Mediterranean vegetation (1 mark each):

i) Most trees in this zone are distinctively conical or pyramidal in shape.

ii) The majority of plants are deciduous – they shed their leaves during the hot, dry summer season to conserve water.

iii) The zone is characterised by the distinctive presence of strongly fragrant aromatic shrubs such as lavender, rosemary and thyme.

iv) Trees have waxy, shiny, hard and often needle-like leaves that are specifically adapted to minimise water loss.

v) All plants are well-adapted to survive prolonged hot, dry summers and mild, wet winters.

vi) Characteristic tree species include the olive, cork oak, cedar, citrus and various pine species.

33.

a. (3 marks). A = Desert/Semi-desert vegetation (covering North Africa, corresponding to the Sahara Desert region above the Tropic of Cancer).
B = Tropical Savannah vegetation (covering the broad middle belt of sub-Saharan Africa).
C = Equatorial (Tropical Rainforest) vegetation (covering the dark green central area around the Congo Basin, close to the equator).

b. – Characteristics of C (5 marks). Characteristics of Equatorial rainforest vegetation (C) (1 mark each):

i) All trees are permanently and densely evergreen throughout the entire year, never losing their leaves seasonally.

ii) The forest is dominated by very tall, commercially valuable hardwood tree species.

iii) All trees have characteristically large, broad, flat leaves to maximise light capture in the dense, shaded forest environment.

iv) The tallest trees form a continuous, dense and closed canopy layer high above the forest floor, blocking most sunlight from reaching the ground below.

v) The zone experiences very high, heavy and remarkably reliable rainfall distributed consistently throughout the entire year.

vi) Temperatures are consistently high throughout the year, with no cold season, reflecting the equatorial location of this vegetation zone.

34.

a. (3 marks). Any THREE other human activities significantly influenced by changing climate (1 mark each):

i) Tourism – changing and increasingly unpredictable climate patterns severely affect beach, wildlife and adventure tourism.
ii) Fishing – rising water temperatures and ocean acidification are altering fish migration patterns, reproduction cycles and stock availability.
iii) Construction and infrastructure development – more frequent and severe flooding events and prolonged droughts cause major and increasingly costly damage to buildings, roads, bridges and other essential infrastructure.

b. (2 marks). Climate change causes a sustained increase in average global temperatures (global warming), driven by the accumulation of greenhouse gases in the atmosphere. This fundamental warming effect then progressively disrupts established global rainfall patterns, causing an increase in the frequency and severity of extreme weather events including prolonged droughts in some regions and catastrophic floods in others, and significantly shifting the seasons and weather patterns that communities have traditionally relied upon.
(Award 1 mark for correctly explaining the global warming effect; 1 mark for correctly explaining the disruption of rainfall patterns and weather systems.)

Christian Religious Education

1 HUMAN RIGHTS

A Origin and Consequences of Sin

1. Sin is any act, thought or word that goes against God's laws and commands. It is the deliberate disobedience of God's will, causing separation between human beings and God.
2. Sin originated when the serpent tempted Eve to eat the forbidden fruit from the tree of knowledge of good and evil. Eve ate the fruit and also gave some to Adam. By eating the fruit, they disobeyed God's command not to eat from that tree. This act of disobedience introduced sin into the world.
3. [Personal reflection — accept any honest account of an unacceptable behaviour at home or school, such as: lying to a parent; cheating on a test; disobeying a teacher; fighting with a sibling. Teacher assesses honesty, self-awareness and relevance.]
4. [Personal reflection — accept any honest reason for the unacceptable behaviour, such as: peer pressure; laziness; greed; desire for what belongs to others; self-interest; fear; lack of self-control. Teacher assesses self-awareness and honesty.]
5. [Personal reflection — accept any honest account of consequences experienced, such as: punishment from parents or teachers; loss of trust; guilt and shame; broken friendships; suspension from school. Teacher assesses awareness of consequences and responsibility.]
6. Consequences of sin according to Genesis 3:14-19: The serpent was cursed to crawl on its belly and eat dust; enmity was placed between the serpent and the woman; pain and sorrow in childbearing for Eve; the ground was cursed and would produce thorns and thistles; man would toil and sweat to get food; man would return to dust (physical death). (Accept any valid consequences from the passage.)
7. [Group discussion — learners may mention: sexual immorality; drug and substance abuse; theft; lying; bullying; cyberbullying; disobedience to parents; alcohol abuse; gambling; violence; pornography. Accept any relevant sins common among young people.]
8. Causes of sin among the youth today: low self-esteem; lack of faith in God; negative peer influence; lack of self-control; greed for money and power; negative influence from social media; idleness; poor role models; family breakdown; poverty. (Any valid causes.)
9. The best thing for Musa to do is to firmly say no to Omash's request to engage in disobedience. He should use assertiveness to resist the peer pressure, explain to Omash why disobedience is wrong, pray to God for strength to resist temptation and stay away from friends who encourage bad behaviour.
10. According to the story of creation, sin originated from the Garden of Eden when Adam and Eve disobeyed God's command not to eat from the tree of knowledge of good and evil. Eve was tempted by the serpent and ate the forbidden fruit, then gave it to Adam.
11. Monica will likely face consequences for her disobedience: her mother may punish her (withdraw a privilege or discipline her); her mother may lose trust in her; Monica will feel guilty for disobeying; the relationship between Monica and her mother may become strained; more utensils may pile up making the task harder later.
12. Three things to advise young people to avoid in order not to sin: (i) Avoid negative peer pressure — say no to friends who encourage sinful behaviour; (ii) Avoid idleness — keep busy with productive activities like reading, sports and hobbies; (iii) Avoid bad company — choose friends who share your Christian values. (Accept any three valid, biblically grounded pieces of advice.)
13. Advice to Waiya on avoiding sexual sin: Pray to God daily for strength to resist sexual temptation; avoid situations, places and media that trigger sexual desires; fill her mind with God's Word through Bible reading and Christian fellowship; keep busy with productive activities; talk to a trusted

Christian adult or counsellor; remember that her body is the temple of the Holy Spirit (1 Corinthians 6:19).

14. Two ways to overcome sins as leader of the Christian Union: (i) Regular prayer and Bible study — praying together and reading God's Word gives strength to resist sin; (ii) Accountability partnerships — encouraging members to hold each other accountable and confess struggles openly in a safe, supportive environment. (Also accept: fasting; avoiding tempting situations; seeking godly mentorship.)
15. Eve could have avoided sin by: refusing to listen to the serpent's temptation; redirecting her mind to what God had commanded; walking away from the serpent and the forbidden tree; calling Adam to be with her and praying to God for strength; remembering God's warning about the consequences of eating the fruit.
16. Advice to Musa about bhang: Tell Musa firmly that bhang (cannabis) is illegal and harmful. Taking bhang will not make him truly happy — it creates addiction and dependency, harms the brain and body, leads to poor academic performance and causes family suffering. He should stay away from anyone who offers him drugs, report the matter to a trusted adult and pray for strength to resist.
17. B (Adam was sleeping when the snake came — this is NOT stated anywhere in the Bible; it is false. The Bible states that Adam was with Eve when the serpent approached.)
18. b. Assertiveness (Wangari demonstrated assertiveness — the life skill of firmly and confidently saying no to sin and peer pressure despite opposition).
19. True (after sinning, a person typically feels guilty and embarrassed — these are normal emotional consequences of disobedience to God's commands, as experienced by Adam and Eve when they hid from God after eating the forbidden fruit).
20. God said to satan (the serpent): "You will crawl on your belly and you will eat dust all the days of your life. And I will put enmity between you and the woman, and between your offspring and hers; he will crush your head, and you will strike his heel." (Genesis 3:14-15)

B. God's Plan for Redemption

1. Redemption is the act of being saved from sin. It is the deliverance of human beings from sin and its consequences through Jesus Christ, who gave His life as a ransom for the human race.
2. Genesis 3:20 says that Adam named his wife Eve, because she would be the mother of all living. This is related to redemption as it signifies the beginning of humanity's story — through Eve, the offspring would come who would ultimately crush the serpent's head (the promise of redemption in Genesis 3:15).
3. Isaiah teaches about our redemption through the suffering servant (Isaiah 53). Isaiah prophesies that the coming Messiah would be wounded for our transgressions and bruised for our iniquities; by His stripes we are healed. The servant (Jesus Christ) would bear our sins and carry our sorrows, offering us redemption through His sacrifice.
4. If Willy sins again after being forgiven, his parents may find it harder to forgive him the next time because trust is broken repeatedly. However, true Christian parents should still forgive him, following the teaching of Jesus to forgive seventy times seven (Matthew 18:22). Willy risks losing the trust and respect of his parents and may face stricter consequences.
5. God demonstrated His love for humankind after the fall by: appointing prophets in the Old Testament to bring people back to Him; sending His only Son Jesus Christ to die for the sins of the world; promising in Genesis 3:15 that the offspring of the woman would crush the serpent's head (first promise of redemption); giving laws and commandments to guide people back to Him.
6. John 3:16: "For GOD so loved the world that He gave His only begotten SON that whoever believes in Him shall not PERISH but have ETERNAL LIFE."
7. This shows that God is a loving God — He was willing to sacrifice what was most precious to Him (His only Son) for the sake of sinful human beings. It demonstrates God's unconditional, sacrificial love (agape) for humanity and His deep desire for all people to be saved and restored to a relationship with Him.

8. Salvation is the deliverance from sin and its consequences. It is being saved from spiritual death and the power of sin through faith in Jesus Christ. Through salvation, human beings are transferred from the kingdom of darkness to the kingdom of God and are given the gift of eternal life.
9. Three reasons why redemption is important: (i) It restores our relationship with God that was broken by sin; (ii) It offers hope of eternal life — salvation from spiritual death; (iii) It transforms our character and empowers us to live righteous lives through the Holy Spirit. (Any three valid reasons.)
10. Three things the welfare club could do at the home for the needy:
(i) Donate food, clothing and other essential supplies.
(ii) Visit and spend time with the residents, offering them companionship and emotional support.
(iii) Organise activities like games, songs and prayer to bring joy to the residents.
(Any three valid acts of mercy.)
11. According to Ephesians 1:7: "In him we have redemption through his blood, the forgiveness of sins, in accordance with the riches of God's grace." This teaches that when Mwangi's son returns home, his parents should forgive him completely and freely — just as God forgives us through the blood of Jesus Christ — and welcome him back home with grace and love (like the father in the parable of the Prodigal Son).
12. Two things you would do to show forgiveness in a broken relationship: (i) Sincerely apologise to the other person and acknowledge the wrong done — without conditions or excuses; (ii) Let go of the hurt and bitterness — actively choose not to bring up the past wrong again, allowing the relationship to heal and move forward in trust. (Any two valid acts of forgiveness and reconciliation.)
13. Megan's teacher's forgiveness likely affected Megan in the following positive ways: she felt relieved and free from the guilt that had been weighing her down; her relationship with her teacher was restored; she learned the value of honesty and confession; her self-esteem and confidence improved; she became more motivated to do the right thing in future.
14. If my friend refuses to apologise: I would pray for God to soften their heart; I would give them time and not force the reconciliation; I would still choose to forgive them in my heart even without their apology — because forgiveness is for my own peace and obedience to God, not just for the other person; I would continue to treat them with kindness and leave the door open for reconciliation when they are ready.
15. Kiarie's act of offsetting Karee's debt represents redemption — he paid a debt he did not owe to set another person free from a burden they could not carry. This mirrors what Jesus Christ did for humanity: He paid the price for our sins (which we could never pay ourselves) through His death on the cross, setting us free from the debt of sin and its consequence of death.
16. A world without redemption would be a world without hope — everyone would be permanently separated from God due to sin with no way of reconciliation; sin and evil would have the final word in every life; there would be no forgiveness, no restoration and no eternal life; the power of sin would dominate every aspect of human life; fear, guilt and spiritual death would be universal and permanent.
17. "In him we have redemption through his blood, the forgiveness of sins, in accordance with the riches of God's grace." (Ephesians 1:7)
18. Christians require salvation in their day-to-day life because: sin is a daily reality — we all fall short of God's standards and need ongoing forgiveness; salvation brings peace and freedom from guilt; it empowers Christians to live godly lives through the Holy Spirit; it gives hope and purpose in facing daily challenges; it restores our broken relationship with God that enables us to pray and receive His guidance.
19. d. Bitterness (bitterness is NOT a character of God's redemption; God's redemption is characterised by love, mercy and kindness — bitterness is the opposite of these redemptive qualities).
20. I would tell Maxwell: It was absolutely necessary for Jesus Christ to die on the cross because: sin requires payment — "the wages of sin is death" (Romans 6:23) and

only a perfect, sinless sacrifice could pay the full price; there was no other way for humanity to be reconciled to God; through Jesus' death and resurrection, death and sin's power were defeated; Jesus' death fulfilled all the Old Testament prophecies about the Messiah and completed God's plan of redemption for all humankind.

2 THE BIBLE

A. Faith and God's Promise

1. Faith is the confidence that what we hope for will happen. It is the assurance of things hoped for and the evidence of things not seen (Hebrews 11:1). Faith is trusting in God even when circumstances are difficult and His plan is not yet visible.
2. Abraham was referred to as the father of faith because of his remarkable obedience and trust in God. He left his homeland for an unknown land at God's command; he believed God's promise of many descendants even in old age; he was willing to sacrifice his only son Isaac in obedience to God.
3. How God tested Abraham's faith (Genesis 22:1-9):
   God told Abraham to take his only son Isaac to the region of Moriah and offer him as a burnt offering.
   Abraham woke early the next morning, saddled his donkey and set out with Isaac and two servants.
   On the third day, Abraham saw the place from a distance and left the servants behind. Isaac asked his father where the lamb for the burnt offering was; Abraham told him God would provide.
   Abraham built an altar, arranged the wood, bound Isaac and laid him on the altar.
   As he raised the knife, the Angel of the LORD stopped him and provided a ram as substitute — God saw Abraham's faith and obedience.
4. Members of Abraham's family: Father — Terah; Brothers — Nahor and Haran; Wife — Sarah; Nephew — Lot (Haran's son).
5. Munila's action is an expression of faith/hope — she hopes and believes that one day she will have a new bike, even though she does not currently have it. This is similar to how Abraham believed God's promises even before they were fulfilled.
6. [Personal reflection — accept any three realistic personal goals a learner believes they will achieve through faith, such as: passing exams; becoming a doctor; having a better life; serving God faithfully; making their parents proud. Teacher assesses relevance and sincerity.]
7. [Personal reflection — accept any honest answer about how faith is exercised daily, such as: praying before meals; trusting God when sick; relying on God in difficult school situations; believing God will provide for family needs. Teacher assesses depth of personal faith expression.]
8. Two ways Abraham displayed his faith: (i) He obeyed God by leaving his homeland and going to an unknown land without questioning; (ii) He was willing to sacrifice his only son Isaac when God commanded, trusting that God would provide. (Also accept: he agreed to circumcision; he never questioned God's promises despite long delays.)
9. Musau and Wario should: continue to trust and hope in God through prayer; study the Bible passages about faith, especially examples like Abraham, to be encouraged; remain patient — God's timing is perfect even when it seems delayed; work hard and be good stewards of what they currently have while trusting God for the rest.
10. Abraham displayed obedience as part of his faith by: immediately obeying God's call to leave Haran and go to an unknown land; following God's instruction to circumcise himself and all males in his household; being willing to sacrifice his only son Isaac without delay when God commanded.
11. People in Hebrews who demonstrated faith: Abel; Enoch; Noah; Abraham; Sarah; Isaac; Jacob; Joseph; Moses; Rahab; Gideon; Barak; Samson; Jephthah; David; Samuel and the prophets. (Hebrews 11 — the "faith chapter" — lists many heroes of faith.)
12. Advice to Anna using Abraham's story: Tell Anna not to give up — Abraham waited 25 years for the birth of Isaac but God came through for him. God's timing is perfect and He does not forget His promises. She should continue to trust God, pray faithfully, seek help from her school or church and remain hopeful. God will provide her school fees in His perfect time.

13. Steps of faith Abraham took when told to sacrifice Isaac:
(i) He woke early the next morning — no delay or procrastination in obeying God.
(ii) He prepared what was needed (wood, donkey, servants) and set out on the journey.
(iii) He left his servants behind and went with Isaac alone to the place God showed him.
(iv) He built an altar, arranged the wood and bound Isaac — preparing to obey completely.
(v) He raised the knife in full willingness to obey, showing absolute trust in God.
(vi) He trusted that God would provide — telling Isaac, "God himself will provide the lamb."
(Any steps showing complete trust and obedience.)
14. Using Abraham's story, advice to Carol: Abraham was willing to give up what he loved most (Isaac) in obedience to God, and God blessed him greatly for it. Carol should trust that when we obey God and give generously to others, God replaces what we give with something greater. She should donate the bicycle and trust God to bless her, perhaps with an even better bicycle or a deeper sense of joy from giving.
15. Advice to Eunice using Abraham's story: Abraham's servant demonstrated faith that God would bless generosity — Abraham himself was generous with Lot and trusted God to provide. Eunice should encourage Patricia with the biblical principle that generous giving brings blessing (Proverbs 19:17, Luke 6:38). She should not be discouraged by Patricia's negativity but step out in faith and give her old clothes, trusting God to provide new ones.
16. A promise is a commitment or assurance made by one person to another to do or provide something specific in the future. A promise creates an obligation to fulfil what has been committed.
17. Promises God made to Abraham (Genesis 12:2-3):
(ii) God would bless Abraham and make his name great.
(iv) God would curse those who curse Abraham.
(Any three/four valid promises from Genesis 12:2-3.)
18. God tested Abraham's faith by asking him to sacrifice his only son Isaac — the very son through whom God's promise of many descendants was to be fulfilled. This was the ultimate test of Abraham's trust in God — whether he loved God more than his most precious possession.
19. Two points on the importance of God's promises to Christians today: (i) They give Christians hope and confidence that God is faithful — what He promises, He fulfils in His perfect timing; (ii) Christians are the spiritual descendants of Abraham through faith in Jesus Christ and therefore partake in God's blessings promised to Abraham. (Also accept: God's promises teach us to trust Him in all circumstances; they show God's deep personal relationship with His people.)
20. [Personal reflection — Andega would feel hurt, disappointed, betrayed and angry if his friend did not keep his promise. He would lose trust in his friend and feel disrespected. This experience helps us understand why keeping promises is so important for building strong, trustworthy relationships — and why God's faithfulness in keeping His promises is such a source of comfort and security.]

B. Abrahamic Covenant

1. A covenant is an agreement between two people or groups that brings them together in a binding relationship. It involves mutual commitments, duties and responsibilities. In the Bible, a covenant is a sacred agreement between God and His people.
2. [Personal reflection — accept any honest account of a personal agreement entered into, such as: a friendship vow; a school project agreement; a family promise; a club membership agreement. Teacher assesses honesty, relevance and ability to reflect on personal experience.]
3. The purpose of an agreement is to: establish clear expectations and responsibilities for all parties; create a binding relationship of trust and mutual commitment; promote order and harmony between the parties; provide accountability — each party is held responsible for fulfilling their part; ensure that both parties benefit from the arrangement.
4. [Personal reflection — accept any honest account of the results of a personal agreement, such as: the agreement was kept and both

parties benefited; trust was built; or the agreement was broken and consequences followed. Teacher assesses reflection and awareness of the importance of keeping agreements.]

5. Four examples of modern covenants: Marriage (vows between husband and wife); Baptism (commitment to follow Christ); Employment contracts (agreement between employer and employee); Oath of office (commitment by a leader to serve faithfully); Ordination/ priesthood; Business contracts; Land sale agreements. (Any four.)
6. Importance of modern covenants: They promote peace and trust between parties; they state clear duties, responsibilities and commitments; they promote order and harmony in relationships and society; they promote integrity in leaders; they provide legal protection for all parties involved. (Any valid importance.)
7. COVENANT (a covenant is a binding agreement or vow, which is more solemn and lasting than a casual promise, exactly like the vow Musa and Malachi made to always maintain their friendship).
8. Two marriage vows that couples make:
   (i) "I promise to love, honour and cherish you, in sickness and in health, for richer or poorer, for better or worse, until death do us part."
   (ii) "I will be faithful to you and forsake all others as long as we both shall live."
   (Accept any valid traditional or Christian marriage vows.)
9. Advice to Munga who is about to be baptised: Baptism is a covenant with God — a public declaration of faith and a commitment to leave a sinful life and follow Christ. I would advise Munga to take this commitment seriously; study the Bible consistently to understand what it means to live as a Christian; join a good church and fellowship that will support his growth; pray daily for strength to keep his vow; find a mature Christian mentor to guide him; avoid old friends and places that might lead him back into sin.
10. Three things from Genesis 15:1-8 (God's covenant with Abraham):
    (i) God promised to be Abraham's shield and great reward.
    (ii) Abraham questioned God about being childless since he had no son of his own — his servant Eliezer was set to inherit.
    (iii) God reassured Abraham that his own biological son would be his heir.
    (iv) God told Abraham to look at the stars — his descendants would be as numerous as the stars.
    (v) Abraham believed God and it was credited to him as righteousness.
    (Any three.)
11. Advice to Kadenge: Remind him of the promise he made to his parents — a covenant/promise is binding and breaking it has consequences (damaged trust, disappointment of parents, poor academic results). Encourage him to renew his commitment to hard work; seek help from teachers if he is struggling academically; remember that his parents' support depends on his honouring his word; pray to God for discipline and motivation.
12. How to tell the difference between Godly and ungodly covenants:
    Godly covenants: bring people together in a way that honours God; promote peace, love and integrity; are transparent and open; lead to blessing for all parties; are consistent with the word of God.
    Ungodly covenants: are secretive and hidden; are illegal or immoral; may involve harmful rituals; go against God's will; do not promote human dignity; may lead to violence, murder or exploitation.
13. Two things Jesus told satan in Matthew 4 about resisting the devil:
    (i) "Man does not live on bread alone, but on every word that comes from the mouth of God." (Matthew 4:4)
    (ii) "Do not put the Lord your God to the test." (Matthew 4:7)
    (iii) "Away from me, satan! For it is written: 'Worship the Lord your God, and serve him only.'" (Matthew 4:10)
    (Any two from Jesus's responses to satan's temptations.)
14. Two ways to resist the devil: (i) Use the Word of God — quote Scripture against the temptation, just as Jesus did when tempted by satan; (ii) Pray — ask God for strength and protection against the devil's schemes. (Also accept: flee from tempting situations; surround yourself with godly people; fast; worship God.)
15. True (when we keep our promise/covenant

with God by obeying His word and living righteously, God fulfils His promises in our lives — He is faithful to His covenant. Examples: Abraham kept his faith and God gave him Isaac; the Israelites who obeyed received God's blessing).

16. Abraham made a physical sign (covenant) with God through circumcision. God commanded Abraham to circumcise himself and all male members of his household as an outward sign of the covenant between God and Abraham. This physical sign served as a mark of identity and an assurance of God's covenant promises.
17. Advice to Amicha: Tell her that struggling to trust God in difficult times is normal — even Abraham had moments of doubt, yet he held on to his faith. She should remember God's past faithfulness in her life; read the Psalms, especially Psalm 91, for comfort; keep praying even when it feels like God is not listening; surround herself with supportive Christians; remember that faith is especially powerful when circumstances make trust difficult — this is exactly when God shows up.
18. Abraham circumcised his descendants because: It was the outward sign of the covenant between God and Abraham — a mark of their special relationship with God; it was an assurance of inheriting God's promises and blessings; it was a mark of identity as God's chosen people; it was an act of obedience to God's command; it symbolised the purification and dedication of one's life to God. (Genesis 17:9-14)
19. [Personal reflection — accept any honest account of a situation requiring strong faith, such as: a serious illness in the family; financial hardship; waiting for results; facing a difficult challenge. Teacher assesses depth of personal reflection and spiritual insight.]
20. I would firmly refuse to participate in any activities that compromise my Christian values and beliefs. I would politely but clearly tell my friend that I cannot take part in these activities because they go against my faith in God. I would leave the ceremony immediately, seek a trustworthy adult to report the matter and pray to God for protection. I would also caution my friend about the spiritual dangers of such ceremonies.

C. Abrahamic Covenant

1. Kingship in Israel refers to the system of government in which a human king was chosen to rule over the people of Israel. Before this, God was considered the supreme ruler of Israel and leaders like judges (e.g., Samuel) were appointed to lead God's people. The Israelites eventually demanded a human king to be like other nations.
2. Reasons the Israelites wanted a king (1 Samuel 8): They wanted a warrior leader who could lead them to war against their enemies; they wanted to be like other nations around them; they wanted a human leader they could see, talk to face to face and hear; Samuel's sons (who were judges) were corrupt and the people did not want them to rule; they felt they needed a central human authority to unite them. (Any three valid reasons.)
3. According to 1 Samuel 8:1-9, the Bible teaches that when the Israelites demanded a king, they were in effect rejecting God as their ruler. God told Samuel to listen to the people but to warn them sternly about how a human king would treat them — with forced labour, over-taxation, taking their children and properties. God said He was still their true King and their request represented unfaithfulness.
4. Reasons against kingship in Israel according to Samuel: A human king would not treat the Israelites well; it would destroy their true identity as God's chosen people; by accepting a king, the Israelites were rejecting God as their unseen ruler; God would ultimately reject them if they placed a human king above Him; the king would oppress them through forced labour, heavy taxation and confiscation of property and children.
5. The link between the learners' behaviour and the Israelites is very clear: Just as the Israelites rejected Samuel's sons (corrupt judges) and demanded human prefects/leaders they could relate to instead of trusting God's leadership, the Grade 8 learners are dissatisfied with teacher leadership alone and want peer leaders they can identify with. Both situations show the human desire for visible, peer-level leadership rather than trusting in appointed authority.
6. Qualities to look for in a class prefect: Honesty

and integrity; fairness and impartiality; good communication skills; respectfulness toward all learners; self-discipline; academic responsibility; teamwork skills; God-fearing nature; ability to make good decisions; empathy and concern for others.

7. A leader might rule wrongly by: being corrupt — taking bribes and favouring certain members; abusing their position for personal gain; making decisions without consulting those they lead; being proud and unwilling to listen to advice; using fear and intimidation to control others; failing to discharge their duties and responsibilities faithfully.
8. Prophet Samuel's reasons against Israel demanding a king: He believed God was Israel's true king and their request was a rejection of God's authority; he foresaw that a human king would exploit and oppress the people; he was concerned that the Israelites were abandoning their unique identity as God's covenant people; he warned that a king would impose heavy burdens (taxes, forced labour, military conscription) on the people.
9. Dorothy's presentation on King Saul's failures should include:
   (i) Saul disobeyed God's command to completely destroy the Amalekites and their possessions — he kept the best animals and spared King Agag.
   (ii) Saul offered a burnt sacrifice to God at Gilgal instead of waiting for Prophet Samuel — this was not his role (reserved for priests/prophets).
   (iii) His failures led to God rejecting him as king and the Spirit of God leaving him, replaced by an evil spirit.
   (Any of Saul's key failures with their consequences.)
10. When Martin's pastor found Martin performing his priestly duties (offering sacrifice), the pastor would likely react with: correction and rebuke — reminding Martin that he is not ordained to perform sacrificial duties; disappointment — the pastor would be hurt that Martin overstepped his role; teaching — using it as an opportunity to explain proper roles and authority in the church; prayer with Martin to address his pride or misunderstanding of authority.
11. Tasks God gave Prophet Samuel: To anoint Israel's first king (Saul) from the tribe of Benjamin; to rebuke Saul for disobedience; to deliver God's messages to the king and people; to offer sacrifices and intercede for the people; to later anoint David as the new king after God rejected Saul. (Accept any tasks fulfilled by Samuel as recorded in 1 Samuel.)
12. Three ways to avoid the consequences of disobedience: (i) Pray to God for strength to obey His commands and those of authority above you; (ii) Read and meditate on God's Word so that you understand what is expected of you; (iii) Develop self-discipline — stop and think about the consequences before taking any action. (Any three valid preventive actions.)
13. Three ways to treat people well as a community leader:
   (i) Listen to the concerns and needs of the people you lead before making decisions.
   (ii) Treat everyone fairly and impartially — do not show favouritism based on friendship, wealth or family connections.
   (iii) Be transparent and honest — communicate clearly and account for resources entrusted to you.
14. The learners likely complained about: the leader being unfair and showing favouritism; making decisions without consulting the community; being corrupt or dishonest; being absent when needed; failing to fulfil promises; abusing power; not listening to people's concerns; taking resources for personal benefit. (Any valid complaints about poor leadership.)
15. I would tell Lisa: The Bible and all democratic constitutions clearly state that leaders are subject to the same laws as the people they lead — no one is above the law. In the Bible, King David was rebuked by Nathan the prophet for his sins; King Saul was rejected by God for disobedience. Leaders who abuse their power face serious consequences: God removes His favour from them; the people lose trust in them; they may face legal punishment. Good leadership means being accountable to both God and the people.
16. Mwea has the following attributes: faithfulness and obedience (he keeps God's commands consistently); self-discipline; a God-fearing nature; integrity; trustworthiness; righteousness; loyalty to God. These are all qualities that reflect a committed Christian

life.

17. As a leader in school, I will: treat all learners fairly and without favouritism; listen to the concerns of those I lead before making decisions; be transparent and honest in my role; lead by example in academics, behaviour and service; pray for wisdom and guidance in my leadership; be humble enough to accept feedback and correction from teachers and peers.
18. King Saul's failures according to 1 Samuel 13:8-14:
    Saul waited seven days for Samuel to arrive at Gilgal before battle with the Philistines.
    When Samuel did not come and his troops began deserting him, Saul panicked and offered the burnt offering himself — a duty reserved for the prophet/priest.
    When Samuel arrived immediately after, he found Saul had disobeyed by performing the sacrifice.
    Samuel rebuked Saul: "You have not kept the command the LORD your God gave you" — and told him his kingdom would not endure.
19. Consequences of King Saul's failures: God rejected Saul as king of Israel; God's Spirit left Saul and was replaced by an evil/tormenting spirit; God chose David (a man after God's own heart) to replace Saul; Saul's kingdom would not endure or be passed to his children; Saul eventually took his own life (committed suicide) after being defeated in battle.
20. Helena's failure to fulfil her duties likely affected her relationship with her mother seriously: her mother would be disappointed, hurt and angry; trust would be broken between them; Helena might be punished or given stricter rules; her mother might question whether she can be trusted with responsibilities in future; the relationship would be strained until Helena takes responsibility and makes amends. Similarly, when we disobey God, our relationship with Him is affected until we repent.

3 MIRACLES OF JESUS CHRIST

A. Healing of Blind Bartimaeus

1. [Community survey question — accept any relevant sicknesses and challenges common in the learner's community, such as: malaria; typhoid; HIV/AIDS; cancer; poverty; unemployment; disabilities; mental illness; accidents; drought. Teacher assesses awareness of community needs.]
2. By healing Bartimaeus, Jesus Christ was demonstrating: compassion for the suffering; His divine power and authority as the Son of God; that faith is the key to receiving miracles; that He came to restore human dignity to those marginalised by society; that He fulfils Isaiah's prophecy about the Messiah giving sight to the blind (Isaiah 35:5).
3. Bartimaeus demonstrated faith by: shouting out to Jesus as "Son of David" — publicly acknowledging Jesus as the Messiah despite the crowd's attempts to silence him; refusing to be quiet when the crowd rebuked him, instead crying out even louder; immediately responding when called by Jesus; when asked what he wanted, he clearly stated his need — "I want to see" — showing specific faith; he immediately followed Jesus after being healed, showing his commitment to discipleship.
4. Grade Eight learners' explanation of the healing of Bartimaeus:
   A blind man named Bartimaeus, son of Timaeus, sat begging by the roadside in Jericho.
   When he heard that Jesus was passing by, he began to shout, "Jesus, Son of David, have mercy on me!"
   The crowd tried to silence him, but he shouted even louder.
   Jesus stopped and called for him. Bartimaeus threw off his cloak, jumped up and came to Jesus.
   Jesus asked him, "What do you want me to do for you?" Bartimaeus replied, "I want to see."
   Jesus said, "Go, your faith has healed you." Immediately Bartimaeus received his sight and followed Jesus.
5. Ways to help Paul the blind beggar: Give him food or money to meet his immediate needs; advocate for his access to services like rehabilitation or government support; help connect him with organisations that support people with visual impairment; encourage him to develop skills or small income-generating activities; pray with him; help him access medical care to determine if his blindness can be treated.
6. I would tell Musili to hold on to his faith — just as Bartimaeus did not give up when the crowd tried to silence him. Musili should: continue to pray specifically about his lost wallet and trust God even when the situation seems hopeless; be honest and transparent about the loss; take practical steps like reporting to the relevant authorities; accept help from others graciously while trusting God for restoration.
7. Lessons from the healing of blind Bartimaeus: We should be merciful and compassionate to those who are suffering; we should have a personal relationship with God and call on Him in times of need; we should trust in Jesus's healing power and not lose faith because of what others say; we should not listen to negative people who try to discourage us from seeking God; we should be persistent in prayer; we should commit to following Jesus after receiving His blessings.
8. The fruit vendor demonstrated the same spirit as Bartimaeus: she was not deterred by obstacles (the bodyguards) from pursuing her goal, just as Bartimaeus was not silenced by the crowd. She showed determination, courage and initiative in reaching the president. Bartimaeus showed the same determination to reach Jesus despite opposition. Both succeeded because they refused to give up.
9. Wakio demonstrated faith, hope and courage in a time of need. Like Bartimaeus who trusted that Jesus would help him, Wakio trusted that God would provide for the orphanage. Her positive confession ("all would be well") reflects childlike faith that believes without seeing. Her trust was rewarded when the women's group visited with donations — showing that faith

in God is never disappointed.

10. [Group discussion — accept any challenges where faith is exercised, such as: praying for healing from illness; trusting God for school fees; believing God will restore a broken family; maintaining faith despite the death of a loved one; holding on to faith during drought or poverty. Teacher assesses depth of faith understanding.]
11. Wakibe would likely tell the people: The story of Bartimaeus teaches us that no obstacle is too great when we call on Jesus with faith. Despite his blindness and the crowd's opposition, Bartimaeus received his miracle because he refused to give up. She would encourage people to call on Jesus in their specific challenges, trust His power to heal and not be silenced by negative voices around them. She would emphasise that faith and persistence in prayer bring results.
12. The people who used to take Bartimaeus to the roadside likely felt: joy and amazement at his miraculous healing; possibly some guilt for not doing more to help him beyond leaving him to beg; wonder at the power of Jesus; inspired to help others with disabilities; and happy for their friend who now had his sight restored.
13. The faith of blind Bartimaeus was exceptional: he had strong, persistent faith despite his physical blindness; he identified Jesus as the Messiah ("Son of David") showing spiritual insight beyond his physical limitation; he refused to be silenced by social pressure; he was specific about what he needed; his faith was immediately rewarded with healing. Jesus himself affirmed this: "Your faith has healed you."
14. Ways to involve God when faced with challenges: Pray to God and lay your needs before Him specifically; read the Bible for encouragement, guidance and promises; fast and seek God's intervention; trust and believe that God hears and answers prayer; ask fellow Christians to pray with and for you; thank God in advance for His help, demonstrating faith in His answer.
15. [Prayer writing activity — accept any sincere, personal prayer for healing that addresses God, expresses trust in His power to heal, presents the specific need and expresses gratitude. Example: "Lord Jesus, just as you healed Bartimaeus in an instant when he called out to you, I believe you can heal [name/situation]. I come to you in faith, trusting in your mercy and power. Please bring healing and restoration. Amen."]
16. The best thing to do is: visit Tabitha at home or in hospital; take her something to eat or drink and basic necessities; pray with her and read encouraging Bible passages; reassure her of the class's care and love; report to the class teacher so that official support can be organised; keep in touch to update her on classwork. (Accept any caring, practical and prayerful response.)
17. To console Aisha: Acknowledge her pain and express sincere sympathy; help her contact a teacher or school nurse for medical assistance; pray with her and read comforting Scripture (e.g., Psalm 23, Isaiah 41:10); stay with her until help arrives so she does not feel alone; encourage her that God is with her in her pain and will bring healing.
18. Other non-transmissible (non-communicable) diseases: Diabetes; cancer; heart disease; stroke; epilepsy; mental health disorders (depression, schizophrenia); hereditary diseases (sickle cell anaemia, haemophilia); arthritis; asthma; hypertension. (Any valid non-communicable diseases.)
19. Wakanie is a remarkable example of resilience, independence and determination. Despite her blindness, she has found ways to carry out her daily responsibilities effectively. This shows that disability does not mean inability — it is a reminder that with the right support and mindset, people with disabilities can live full, productive and dignified lives.
20. Advice to Wemy's parents: Locking Wemy away and hiding her from visitors is wrong and a violation of her rights and dignity as a human being created in God's image. She deserves love, acceptance and opportunities like any other child. They should seek support from organisations that help children with visual impairment; enrol her in a school for the visually impaired; embrace her disability as part of God's plan; show her love and help her develop her God-given talents and abilities.

B. Calming of the Storm

1. A storm refers to a violent disturbance in the atmosphere characterised by strong winds, heavy rain, thunder and lightning. In the context of life, a storm can metaphorically represent any severe challenge, crisis or difficult situation that threatens peace and stability.
2. The storm in the miracle represents the challenges, fears, difficulties and crises that Christians face in daily life — such as illness, loss, financial difficulty, persecution or uncertainty. Just as the storm threatened the disciples' lives, life's challenges can make us feel overwhelmed and afraid. The miracle shows that Jesus has authority over all our "storms."
3. The disciples could have been afraid even with Jesus in the boat because: the storm was extremely violent — the waves were crashing into the boat and it was filling with water; despite seeing Jesus's miracles before, their faith was still weak; Jesus was asleep and seemed unaware of their danger; they may have felt that the storm was beyond even Jesus's ability to control; human fear and survival instinct can override faith, especially in life-threatening situations.
4. [Group discussion — accept any relevant challenging life situations such as: illness of a family member; financial hardship; failure in exams; family conflicts; loss of a loved one; natural disasters; unemployment; social rejection. Teacher assesses relevance and depth of reflection.]
5. Ways to overcome life's challenges: Pray to God and trust Him with the challenge; read the Bible for encouragement and guidance; seek support from family, friends and church; maintain a positive attitude and hope in God; take practical steps to address the challenge while trusting God for outcomes; fast and seek God's specific direction.
6. How Jesus calmed the storm (Mark 4:35-41): Jesus and His disciples were sailing across the Sea of Galilee. A furious storm arose with strong winds and crashing waves. The disciples panicked as the boat began to fill with water while Jesus was asleep in the stern. They woke Jesus, crying out, "Teacher, don't you care if we drown?" Jesus woke up and rebuked the wind and commanded the waves: "Quiet! Be still!" The sea immediately became completely calm. Jesus then asked them why they were afraid and why they had so little faith.
7. Jesus's response shows that He has supreme authority over all nature — the wind and waves obey His command. By rebuking the wind and waves, Jesus demonstrated that the disciples' fears were ultimately under His control. This response also shows His compassion — He responds to the disciples' cry even when He rebukes their lack of faith. His action of calming the storm is a reassurance to all believers that Jesus can bring peace to any situation, no matter how chaotic.
8. Jesus's response to the disciples' fear shows: He is both compassionate (responding to their cry) and challenging (questioning their faith); He wants His followers to trust Him completely, not just in calm times but especially in crises; His rebuking the wind and waves demonstrates that He is Lord over all creation — nature itself obeys Him; by questioning their faith, He teaches them (and us) that fear and faith cannot coexist — faith drives out fear; calming the storm externally also serves to calm their internal storm of fear.
9. Jesus questioned the disciples' faith after calming the storm to: teach them that their lack of faith was the real problem, not the storm; challenge them to grow deeper in their trust in Him; show them that His presence in the boat should have been enough to give them confidence; help them understand that true faith trusts God even in the worst circumstances without panicking; use the moment as a teaching opportunity so they would remember it and grow in faith for future challenges.
10. [Personal reflection — accept honest accounts of personal "storms" (challenges) that resonate with the miracle, such as: a family crisis that seemed overwhelming but was resolved; health challenges; fears about the future. Teacher assesses depth of personal connection to the text.]
11. This miracle offers comfort and guidance by: reminding someone in difficulty that Jesus is present with them even when He seems silent or distant; showing that Jesus has power over

every situation — no "storm" is beyond His authority; encouraging them to cry out to Jesus in prayer rather than giving in to panic or despair; providing the reassurance that after every storm, Jesus can bring complete calm — things will get better.

12. Modern-day equivalents to the storms the disciples faced: a global pandemic (like COVID-19) causing widespread fear and disruption; financial crises that threaten families and nations; family breakdown and conflict; severe illness or mental health challenges; natural disasters; loss of employment; war and political instability. (Any valid modern parallels to overwhelming challenges.)
13. Lessons about faith, trust and reliance on God: True faith trusts God even when circumstances seem impossible; we should take our fears and burdens to Jesus in prayer rather than relying solely on our own ability; God's presence with us is more powerful than any storm we face; fear is the opposite of faith — we cannot fully exercise one while dominated by the other; God rewards persistent trust with peace that surpasses understanding (Philippians 4:6-7).
14. In the miracle of calming the storm, Jesus is portrayed as Lord over nature — He is not just a teacher or healer but the Creator with authority over physical elements. This is consistent with other Gospel stories where Jesus demonstrates divine authority: healing the sick, raising the dead, forgiving sins and walking on water. All these miracles point to His divine identity as the Son of God.
15. Alternative lessons that can be drawn: The importance of community — the disciples were together in the boat; facing crises is often easier when shared with others; the lesson about persistence — the disciples called on Jesus even when He was asleep, showing we should not give up in prayer; the lesson about divine timing — Jesus allowed the storm to reach its peak before calming it, teaching that God sometimes allows challenges to continue in order to grow our faith.
16. Benefits of depending on God (Psalm 91:1-6): Those who dwell in God's shelter are protected from harm, terror, disease and danger; God covers and protects like a shield; God promises to rescue and protect those who call on His name; we are shielded from the "terror of night" and the "arrow that flies by day"; God's faithful protection enables a life of peace and security even in dangerous times.
17. To help a friend facing challenges: Listen with empathy and without judgment; pray with them and for them; share relevant Bible verses that offer comfort; offer practical help where possible (food, transportation, etc.); help them connect with a counsellor, pastor or professional if the challenge is serious; remind them of God's faithfulness and how He has helped them in the past; continue to check in on them regularly.
18. True (faith in God helps us face challenges in life — the Bible clearly teaches that faith gives strength, casts away doubt and enables God to act on our behalf. The disciples who exercised faith were comforted by Jesus's presence; Bartimaeus's faith brought healing; Abraham's faith brought promises to fulfilment).
19. Four values to overcome challenges in day-to-day life: Faith (trusting God in all circumstances); perseverance (not giving up despite difficulties); patience (waiting calmly for God's timing); courage (facing challenges boldly without fear); hope (maintaining a positive expectation that things will improve). (Any four valid values.)
20. [Personal reflection — accept any honest example of how the chosen values are applied to overcome challenges, e.g., using patience and faith while waiting for exam results; using courage to speak up against injustice; using perseverance to continue studying despite difficulties. Teacher assesses depth of application.]

C. Healing of the Paralytic

1. Paralysis is a condition that causes loss of the ability to move one or more muscles — it makes it difficult or impossible for a person to move parts of their body. It can affect the limbs, making walking impossible, or can affect the entire body. It may be caused by injury to the spine, stroke, nerve damage or disease.
2. Help a friend who is sick and cannot walk to school: Offer to carry their schoolwork and bring assignments home to them; pray with them and for their healing; help them access medical care if they have not yet done so; visit them regularly to offer companionship

and emotional support; communicate with their teacher about their situation so that accommodation can be made; help them with schoolwork so they do not fall too far behind.

3. Explanation of the healing of the paralytic (Luke 5:17-26):
   Jesus was preaching to a large crowd that included Pharisees and teachers of the law.
   Four men brought a paralysed man to Jesus but could not get through the crowd.
   They climbed to the roof, removed tiles and lowered the man on his mat to where Jesus was.
   When Jesus saw their faith, He said to the paralysed man, "Son, your sins are forgiven."
   The Pharisees objected silently: only God can forgive sins — Jesus was blaspheming.
   Jesus, knowing their thoughts, challenged them: "Which is easier — to forgive sins or to heal?"
   He told the paralysed man, "Get up, take your mat and go home" — and the man walked out praising God.
   The crowd was amazed and praised God.
4. Lessons from the healing of the paralytic (Luke 5:17-26): True faith in God often requires extra effort and persistence — the four men did not give up; our friends' faith can bring us blessings we cannot obtain ourselves; Jesus has authority to forgive sins as well as heal the body — He addresses both spiritual and physical needs; we should always bring our friends and loved ones to Jesus through prayer; Jesus's miracles challenge religious prejudice and prove His divine identity.
5. How to help Valentine who is very sick without money: Pray with her and for her healing; inform the school administration or church, which may have welfare funds or connections to medical facilities; contact a social worker or community health officer; help raise small contributions from classmates; reach out to her family; contact a non-governmental organisation that provides free or subsidised healthcare; offer practical help like cooking or caring for siblings while her parents seek treatment.
6. Blasphemy is talking about God in a disrespectful, insulting or irreverent way — using God's name or attributes wrongly, or claiming divine powers or attributes that belong to God alone. In Jesus's context, the Pharisees accused Him of blasphemy for claiming the authority to forgive sins, which they believed only God could do.
7. The Pharisees accused Jesus of blasphemy because: they did not acknowledge Jesus as the Messiah or as God's Son; they believed that only God had the power to forgive sins, and Jesus's declaration of forgiveness was a claim to divine authority that they considered outrageous; they did not understand the mission of Jesus Christ; they did not believe that Jesus was God incarnate.
8. [Personal reflection — accept any honest account of a personal experience of praying to God for healing — whether for themselves, a family member, a friend or a community member. Teacher assesses sincerity, depth of reflection and spiritual insight.]
9. This statement is true and is illustrated powerfully in the story of the paralysed man. His four friends carried him, found a creative way through the crowd (removing the roof) and presented him before Jesus. It was their collective faith that moved Jesus to act. In the same way, when we intercede for others in prayer — supporting them, encouraging them and bringing them before God — our faith can be instrumental in bringing God's intervention into their lives.
10. DETERMINED (the men who removed part of the roof were determined — they refused to give up despite the obstacle of the crowd; their determination to reach Jesus was an expression of their strong faith and love for their paralysed friend).
11. The act of removing part of the roof teaches us: extraordinary faith requires extraordinary effort — sometimes reaching Jesus means going beyond conventional methods; we should never let obstacles stop us from pursuing God's help; creativity and persistence in seeking God's intervention are honoured by Jesus; our love for others should motivate us to go the extra mile to help them access healing and salvation.
12. [Personal reflection — accept any honest account of daily challenges such as: peer pressure; academic difficulties; family conflict; illness; poverty; bullying. Teacher assesses self-awareness and honest reflection.]
13. [Personal reflection — accept any honest account of how faith is exercised in daily

challenges, such as: praying before exams; trusting God when a parent is sick; believing God will provide school fees; reading Psalms for comfort in difficult times. Teacher assesses depth of faith application.]

14. Values required to apply faith in God when faced with challenges: Perseverance (continuing to trust God despite delays); patience (waiting calmly for God's answer); humility (acknowledging our dependence on God); courage (facing challenges without despair); honesty (being truthful before God about our needs and weaknesses); commitment (continuing to follow God's Word even in hard times).
15. [Personal reflection — accept any honest example of applying the values above in daily challenges, such as: exercising patience while waiting for exam results; showing humility by admitting you need help; demonstrating courage by praying publicly despite peer pressure. Teacher assesses depth of application.]
16. Ways to lead people to Jesus like the four men: Share the gospel with friends and family; invite others to church, prayer meetings or Bible study; pray with and for those who are struggling; demonstrate Christian love and care through acts of service; encourage those who are spiritually lost to seek a relationship with Jesus; be a positive Christian role model in school and community.
17. Faith is significant to Christians today because: faith is the foundation of the Christian life — "without faith it is impossible to please God" (Hebrews 11:6); faith enables us to receive God's miracles and answers to prayer; faith gives hope and strength during difficult times; faith helps Christians resist temptation and sin; faith connects Christians to God's power and enables transformation; faith motivates acts of service and mission.
18. [Prayer writing activity — accept any sincere, specific prayer for a sick friend: addressing God, expressing faith in His healing power, presenting the specific need, asking for healing and recovery, expressing gratitude for answered prayer. Example: "Lord Jesus, please lay your healing hand on [name] who is sick and in pain. Just as you healed the paralytic, I believe you can restore their health completely. Give them strength, peace and healing. Amen."]
19. The healing of the paralysed man showed Jesus's power in multiple ways:
    (i) Authority to forgive sins — demonstrating divine power that only God possesses.
    (ii) Authority to heal the body — making a paralysed man walk instantly.
    (iii) Ability to read minds — knowing the Pharisees' unspoken thoughts.
    (iv) Authority over religious law — challenging the Pharisees' interpretation of blasphemy.
    This miracle proved that Jesus was more than just a teacher — He was the divine Son of God with power over sin, sickness and human thought.
20. Isaiah 53:4-5 teaches that our healing comes from Christ who bore our griefs, carried our sorrows and was wounded for our transgressions. By His stripes we are healed. This means Jesus's suffering was substitutionary — He took on our pain, sickness and sin so that we could be free. Christians believe this extends to physical healing, emotional healing and spiritual healing — all through Christ's atoning sacrifice.

4 TEACHINGS OF JESUS CHRIST

A. Teachings on Prayer

1. Prayer is communication with God. It is the act of talking to God — making requests known to Him, asking for forgiveness, expressing gratitude for blessings and drawing closer to Him. Prayer can be silent or spoken aloud.
2. [Personal reflection — accept any honest account of prayer practices in daily life, such as: praying before meals; morning and evening prayers; prayer during difficulties; praying with family members; prayer at school. Teacher assesses authenticity and depth of personal spiritual practice.]
3. Advice to Orwa: Tell him to continue praying with faith and patience. Abraham waited 25 years for Isaac; the disciples waited 10 days for the Holy Spirit at Pentecost. God's timing is perfect — He answers prayers according to His will and plan, not necessarily according to our timeline. Orwa should also examine whether what he is praying for aligns with God's will; if so, he should keep praying without giving up (Luke 18:1).
4. It is important to pray every day because: prayer keeps our relationship with God strong and intimate; it provides guidance, wisdom and direction for daily decisions; it gives us strength and peace to face challenges; it is a commandment — "Pray without ceasing" (1 Thessalonians 5:17); it allows us to intercede for others; it aligns our hearts and desires with God's will; it expresses gratitude and acknowledges our dependence on God.
5. It is important to have faith when praying because: faith is the channel through which God's power flows in answer to prayer; "Without faith it is impossible to please God" (Hebrews 11:6); Jesus said, "Whatever you ask for in prayer, believe that you have received it, and it will be yours" (Mark 11:24); faith casts away doubt and fear that can hinder prayer; God honours faith — every miracle in the Bible was preceded by faith.
6. Mark 11:22-24 teaches: "Have faith in God. Truly I tell you, if anyone says to this mountain, 'Go, throw yourself into the sea,' and does not doubt in their heart but believes that what they say will happen, it will be done for them. Therefore I tell you, whatever you ask for in prayer, believe that you have received it, and it will be yours." This teaches that bold, specific faith in prayer moves impossible obstacles and that our prayers should be offered with full, unshaking trust in God.
7. [Personal reflection — accept any honest account of praying for others, such as: praying for a sick friend; praying for a family member in difficulty; praying for classmates before exams; praying for the school; interceding for community needs. Teacher assesses depth of intercessory prayer practice.]
8. [Personal reflection — the reasons for praying for others include: Christian love calls us to intercede for those in need; Jesus taught us to pray for all people including our enemies; prayer is the most powerful gift we can give someone; intercession is a spiritual act of compassion and love. Teacher assesses sincerity of motivation and biblical grounding.]
9. Matthew 5:44-45 teaches: "Love your enemies and pray for those who persecute you, that you may be children of your Father in heaven." This passage teaches that Christians should pray for all people — including enemies and those who mistreat them — because God loves all people without discrimination. When we pray for our enemies, we reflect God's universal love and become spiritually mature.
10. [Personal reflection — accept any honest description of home prayer practices, such as: family devotions before bed; prayers at mealtimes; morning prayers; praying during challenges. Teacher assesses authenticity and awareness of personal prayer habits.]
11. Advice to Wema: Tell her that prayer without action is incomplete — James 2:17 says "Faith without works is dead." She should pray AND study hard, use her time well, complete assignments diligently and seek help from teachers. Prayer prepares her heart and invites God's guidance, but she must also work hard with the abilities God has given her. Praying for good results while not studying shows a

misunderstanding of how God answers prayer.

12. [Personal/home prayer activity — learner identifies family needs and writes a specific prayer addressing them. Accept any sincere, relevant prayer that: addresses God, identifies the specific family need, expresses faith and trust, and closes with thanksgiving. Teacher assesses personal depth and biblical grounding.]
13. Advice to people laughing at Grace: Tell them they are wrong to mock a prayerful person. Wealth is not the only measure of God's blessing or favour. God's blessings include peace, health, joy, wisdom and eternal life — not just financial prosperity. Grace's prayerfulness is a great virtue, not a weakness. The Bible says the righteous person is like a tree planted by water — blessed in due season (Psalm 1:3). We should admire her commitment to prayer, not mock it.
14. The situation shows the power of persistent prayer — Karambu prayed faithfully for years without visible results, but she did not give up. When her son finally came home changed, it was the fruit of her years of intercession. This is a powerful example of the parable of the persistent widow (Luke 18:1-8) — we must always pray and not give up. It teaches that no prayer is wasted and God hears every prayer.
15. The prayer Wangari would make after receiving the job call would be a prayer of THANKSGIVING/GRATITUDE. After waiting for seven years, she would thank God for His faithfulness, praise Him for answering her prayer in His perfect timing, express joy and gratitude for His provision and ask for wisdom and strength to perform well in her new job.
16. Advice to Waruini: Tell her that no sin is too big for God to forgive — 1 John 1:9 says "If we confess our sins, He is faithful and just and will forgive us our sins." God's love and mercy are unlimited. She should come to God honestly, confess her sin and ask for forgiveness with a repentant heart. She does not need to feel worthy to pray — it is precisely sinners who need to come to God. Prayer is the pathway to forgiveness, not a reward for the sinless.
17. Aquila and her family should: pray to God, pouring out their grief and confusion honestly — God can handle their tears and questions; remember that God does not make mistakes and that their child is fearfully and wonderfully made (Psalm 139:14); seek support from a pastor, counsellor or support group for parents of children with special needs; allow themselves to grieve while trusting in God's plan and purpose; pray for strength to be the best parents they can be.
18. What Wendy should do: She should not retaliate with anger. Instead, she should pray to God to clear her name and give her peace; calmly and clearly deny the accusation to her classmates; speak privately to her deskmate and ask her to retract the false accusation; report the matter to the class teacher if it is not resolved; trust God to vindicate her innocence. Matthew 5:44 also teaches her to pray for her deskmate who has falsely accused her.
19. What to tell a friend who says praying is a waste of time: Prayer is the most powerful tool a Christian has — it is direct communication with the Creator of the universe. Jesus Himself, the Son of God, prayed regularly and taught His disciples to pray. Prayer changes situations: it brought rain for Elijah, healed the sick, opened prison doors for Peter and provided for families in need. Without prayer, we live in our own limited strength; with prayer, we access God's limitless power. Praying is never a waste — it is the greatest investment of time.

B. The Lost Sheep

1. "The lost sheep" in the parable refers to sinners — people who have gone astray from God and are living separated from Him in sin. They represent anyone who has wandered from God's love, truth and purpose for their life.
2. A sinner is a person who has committed sin — who has transgressed God's laws and commands, whether through thoughts, words or actions. In the context of the parable, a sinner is someone who has strayed from God's path and needs to repent and return to Him.
3. The shepherd leaving the ninety-nine to look for one lost sheep shows: the immense value God places on each individual person — no one is disposable or too small to matter; the unconditional, pursuing love of God who

actively seeks the lost rather than waiting for them to return; the nature of grace — God's love is not limited to those who stay faithful; He goes out of His way to find and restore even one who has gone astray.

4. Best things to do for a friend who no longer goes to church after disappointment: Pray for them first; visit them and listen with empathy to what disappointed them without judging; gently remind them of God's unconditional love and that the church is made of imperfect people; share encouraging Bible verses; invite them to a different fellowship or church activity that might help; continue to love and show God's love through your actions; be patient — like the shepherd, keep reaching out without giving up on them.
5. Lessons from the parable of the lost sheep: God values every individual — He seeks and saves the lost one; there is great joy in heaven when one sinner repents; Christians should actively reach out to those who have strayed from God; no person is beyond God's love and redemption; we should show the same persistent love toward others that God shows to us.
6. Jesus taught the parable of the lost sheep to: the Pharisees and teachers of the law who complained that Jesus welcomed sinners and ate with them (Luke 15:2); He was teaching them (and us) that God's love is for all people, including those considered sinners, and that seeking and saving the lost is central to God's mission.
7. Mission work refers to the work done by Christians who are sent out to spread the gospel of Jesus Christ, serve others in His name and share God's love with those who have not heard or responded to the Good News. It involves evangelism, discipleship, service and compassionate action.
8. The shepherd left the ninety-nine because: the one lost sheep was as valuable as all the rest — every person is precious to God; leaving the majority temporarily for the sake of one demonstrates the priority of the lost over the found; this reflects God's heart of compassion — He will go to extraordinary lengths for even one person; it also shows responsibility — a good shepherd ensures that none are left behind.
9. If I were the shepherd: I would also leave the ninety-nine in a safe place and go to look for the one lost sheep because: every sheep has equal value; leaving one lost is a failure of responsibility as a shepherd; finding the lost one and returning with all one hundred is the right outcome. This is consistent with God's character — He does not give up on us.
10. Ways to show love to the lost as a Christian: Pray for them consistently; engage them in honest, compassionate conversations about God's love; invite them to church activities, Bible study or fellowship; show them love through practical acts of kindness; share your personal testimony of what Jesus has done in your life; demonstrate God's love through your consistent Christlike behaviour.
11. A close relationship with God is needed because: it is the source of spiritual strength and guidance; it keeps us from straying and enables us to identify when we are going astray; it sustains us in times of challenge and temptation; it motivates and equips us for service and mission; it is the foundation of a meaningful and fulfilling life; God's Word says "I am the vine; you are the branches... apart from me you can do nothing" (John 15:5).
12. Advice to Musa: The shepherd left the majority to find one — this shows the immeasurable value God places on each person. It was not unwise but rather an expression of deep, unconditional love. Musa should understand that if we apply human logic to God's love, we miss the point of the gospel. God's love is not subject to percentage calculations — it is complete for every individual. The wisdom in the shepherd's action is that he recovered what was lost.
13. Jesus associated with sinners because: He came to seek and save the lost — "It is not the healthy who need a doctor, but the sick" (Matthew 9:12); His mission was redemption, not condemnation; He demonstrated God's love that reaches out to all people without discrimination; He created opportunities for sinners to hear the gospel and repent; He embodied the Good Shepherd who goes after the one lost sheep.
14. [Creative song-writing activity — accept any original song (hymn, chorus or modern song) on God's love for the lost, covering themes of: God seeking the lost, joy at restoration, unconditional love, invitation to return. Teacher

assesses creativity, relevance to theme and spiritual depth.]

15. As a missionary to James: I would keep praying for him; I would continue to attend fellowship myself and report his attendance to a caring pastor or elder; I would visit James personally with love and patience, not judgment; I would try to understand why he is not attending and address any genuine barriers; I would invite him to activities that might appeal to him; I would share the parable of the lost sheep to show him how much God values him.
16. [Group activity — ways to show God's love at a rehabilitation center: organise prayer sessions; bring food, clothing and basic supplies; share testimonies and encouraging Bible stories; conduct Bible study or devotional sessions; play interactive games and sing songs; listen without judgment to the young people's stories; invite guest speakers with testimony of transformation; celebrate milestones of progress. Teacher assesses creativity and compassion in planning.]
17. Ways to help teenagers addicted to alcohol and drugs: Pray for them and with them; share your personal testimony; connect them with a pastor, counsellor or rehabilitation centre; organise awareness activities in the community; provide alternative constructive activities (sports, creative arts, community service); approach them with love and compassion, not condemnation; involve parents, community leaders and church in a coordinated response.
18. [Discussion on the importance of loving one another — key points Tina and friends may have mentioned: love builds strong, lasting relationships; love reflects God's character in us; love covers a multitude of sins (1 Peter 4:8); love promotes forgiveness and reconciliation; love makes the community stronger and more united; loving others fulfils the greatest commandment (Matthew 22:37-39). Teacher assesses depth of discussion and biblical grounding.]
19. Ways to reach out to the lost in the community: Organise outreach programmes (door-to-door evangelism, community events, crusades); visit the sick, elderly and marginalised to show God's love; use social media and other platforms to share the gospel; model Christlike living that attracts others to God; pray for specific people who are spiritually lost; disciple those who have recently come to faith.
20. Things that would make people stray from God's love: Negative peer pressure; moral failure leading to guilt and shame that makes a person feel unworthy of God's love; disappointment with the church or other Christians; personal tragedy that leads to bitterness and questioning God's love; addiction that pulls a person away from God; pride and self-sufficiency; influence of false teaching. (Any valid reasons.)

4 THE CHURCH

A. The Holy Spirit

1. The Day of Pentecost refers to the day, fifty days after Easter, when the Holy Spirit was poured out on the disciples and other believers who were gathered in Jerusalem. It marks the beginning of the Christian Church and fulfilled Jesus's promise to send the Holy Spirit as a helper to His followers.
2. Events on the Day of Pentecost:
   (i) The disciples and other believers were all gathered together in one place in Jerusalem, praying as Jesus had instructed.
   (ii) Suddenly a sound like a strong, rushing wind came from heaven and filled the entire house.
   (iii) Tongues of fire appeared and rested on each person.
   (iv) The Holy Spirit filled them all.
   (v) They began to speak in different tongues (languages) as the Holy Spirit enabled them.
   (vi) People from many nations who were in Jerusalem heard them speaking in their own languages and were amazed.
   (vii) Peter stood up and preached — about 3,000 people repented and were baptised that day.
3. The Day of Pentecost is important in the life of Christians because: it fulfilled Jesus's promise to send the Holy Spirit as a helper and counsellor; it marked the birth of the Christian Church; it empowered the disciples to preach the gospel boldly to all nations; it demonstrated that God's Spirit is available to all believers, not just a few special people; it shows the universal nature of the gospel — people of all languages and nations can receive God's Spirit.
4. The fruits of the Holy Spirit are the visible qualities and characteristics that are produced in the life of a believer when they allow the Holy Spirit to guide them. They are the natural outward expressions of the Holy Spirit's presence within a Christian, described in Galatians 5:22-23.
5. Fruits of the Holy Spirit from Galatians 5:22-23: Love; Joy; Peace; Patience (forbearance); Kindness; Goodness; Faithfulness; Gentleness (humility); Self-control.
6. The disciples and other believers were gathered in Jerusalem because: Jesus had instructed them to wait there for the gift of the Holy Spirit before going out to preach (Acts 1:4-5); they needed the empowerment of the Holy Spirit to fulfil the Great Commission; Jerusalem was where the disciples were based after Jesus's ascension; they gathered together for prayer and fellowship as they awaited the promised Holy Spirit.
7. [Personal reflection — accept any church activities the learner participates in, such as: choir; ushering; Sunday school teaching; youth group; community outreach; prayer team; Bible study group. Teacher assesses honesty and variety of church engagement.]
8. "Tongues of fire" likely represented: the presence and power of God — fire is often used in the Bible to represent God's presence (burning bush, pillar of fire); purification — fire purifies and refines; spiritual empowerment — the fire symbolised the igniting of the disciples' hearts and lives for God's service; the ability to speak for God with passion and boldness; the beginning of a new covenant era of God's Spirit dwelling in believers.
9. From Acts 2:1-11, the verses teach: The Holy Spirit descended on the day of Pentecost with the sound of a rushing wind and tongues of fire; the disciples were filled with the Holy Spirit and spoke in different languages; Jews from many nations heard them speaking in their own native languages; they were amazed and asked, "What does this mean?"; some mocked and said they were drunk; Peter explained that this was the fulfilment of the prophecy of Joel about the outpouring of God's Spirit.
10. The Holy Spirit coming down on many people on the Day of Pentecost meant: God was fulfilling His promise to pour out His Spirit on all people (Joel 2:28-29); the era of the Church had begun; every believer — not just prophets or priests — could receive the Holy Spirit; the gospel would now spread to all nations

through Spirit-empowered witnesses; the Holy Spirit was now available as a permanent helper, counsellor and guide for all who believe in Jesus Christ.

11. The roaring wind that came where the disciples were gathered represented: the power and presence of God — the Hebrew word for spirit (ruach) and Greek word (pneuma) both mean "breath/wind"; the dynamic, moving, uncontrollable nature of the Holy Spirit; God's dramatic announcement that something extraordinary and powerful was happening; the Holy Spirit coming to fill the room and the lives of the disciples, just as the wind fills a sail to propel a boat forward.
12. The gift Wanjiku needs is LOVE and GENTLENESS — she demonstrates jealousy and fighting behaviour, which are the opposite of these fruits of the Holy Spirit. Love would cause her to care genuinely for her friends; gentleness would help her resolve conflicts without fighting.
13. Ken is lacking PATIENCE — one of the fruits of the Holy Spirit. Patience is the ability to wait calmly and trustfully for something, even when it seems delayed. Ken feels God is not answering at the "right time," showing impatience in his prayer life.
14. Fruits of the Holy Spirit guiding the Grade Eight learners who visited the elderly home: Kindness (treating the elderly with care and respect); Goodness (donating their time and resources to help others); Love (showing genuine care and concern for the elderly); Gentleness (handling vulnerable elderly people with care); Joy (bringing happiness and joy to the residents through their visit). (Any relevant fruits demonstrated in the scenario.)
15. [Discussion on self-control as a gift of the Holy Spirit — key points: Self-control is the ability to regulate our emotions, desires and impulses in alignment with God's will; it helps us resist sin and temptation; it prevents outbursts of anger, sexual immorality and addictive behaviours; it allows us to make wise decisions rather than impulsive ones; it is developed through prayer, the Word of God, accountability and the Holy Spirit's guidance. Teacher assesses depth of theological understanding.]
16. Help for Kimani who is afraid to speak publicly despite being a good preacher: Pray with him for courage and confidence in the Holy Spirit — Acts 4:31 shows the Spirit enables bold speech; remind him that God said "I will be with your mouth" (Exodus 4:12); encourage him to start small by sharing in small group settings; help him practise in a safe environment; remind him of his God-given gift and that God equips those He calls; connect him with a mentor who can help him develop his public speaking gift.
17. Church activities to show responsibility: Teaching Sunday school; helping organise and lead youth group meetings; volunteering to clean the church premises; assisting in worship (choir, playing instruments); helping to welcome visitors and newcomers; supporting community outreach activities; taking notes and preparing minutes for church meetings; assisting in fundraising for church projects.
18. Andrew should handle the foul smell from Grace's compound sensitively and responsibly: First, approach Grace privately and with kindness, asking if everything is alright — the smell may indicate she needs help; offer assistance (perhaps help with cleaning); if it seems like a health or sanitation hazard, inform a trusted adult (parent, community leader or local health authority); do this with compassion, not judgement or public embarrassment.
19. Grade Eight learners who want to proclaim the gospel should equip themselves: Through prayer and Bible study — the Word of God equips us for every good work; learning what the gospel message is clearly so they can explain it; asking a pastor or youth leader to train them in evangelism; going in pairs or groups for accountability and mutual support; carrying Bibles, gospel tracts or other resources; asking the Holy Spirit for guidance, courage and the right words.
20. What to tell John: Speaking in tongues on the Day of Pentecost was a real, supernatural event — not pretence. The Holy Spirit gave the disciples the ability to speak in actual foreign languages they had not learned (Acts 2:6-11), and people from many nations heard them in their own native languages. This was a verifiable, public miracle witnessed by thousands. The Holy Spirit's outpouring was also seen in the physical signs of wind and fire. It changed the disciples from fearful, hiding believers to bold public preachers who

could not be silenced.

B. Acts of Compassion

1. Compassion is a deep feeling of sympathy and concern for the suffering or misfortune of others, accompanied by a strong desire to alleviate that suffering. In Christian terms, it is love in action — seeing others' needs and responding with care, kindness and practical help.
2. A needy person is someone who lacks the essential necessities of life such as adequate food, water, clothing, shelter, healthcare, education or emotional support. The needy include those living in poverty, the sick, the elderly, orphans, street children, refugees and the less fortunate.
3. [Community survey/reflection — accept any list of people with diverse needs in the learner's community, such as: elderly people with no family support; orphans; disabled persons; single mothers; school dropouts; the chronically ill; homeless people; refugees. Teacher assesses community awareness and empathy.]
4. [Personal reflection — accept any relevant identification of needs such as: food, clothing, shelter, school fees support, healthcare, emotional support, companionship, love and care. Teacher assesses depth of empathy and awareness of specific needs.]
5. [Personal reflection — accept any honest account of occasions when the learner has helped the needy, such as: donating food or clothes to a poor classmate; visiting a sick neighbour; helping an elderly person with chores; collecting contributions for a needy family. Teacher assesses honesty, detail and reflection on the experience.]
6. Christians care for and help the needy by: donating food and clothes; taking the sick to hospital; visiting the elderly and offering cleaning and companionship services; establishing orphanages and children's homes; feeding street children and showing them love; praying for the needy and their situation; advocating for their rights; providing education support. (Any valid acts of Christian care.)
7. Being generous helps a person be compassionate because: generosity opens the heart to the needs of others and cultivates a giving spirit; the practice of giving trains us to see others' needs as more important than our own comfort; it develops empathy by putting us in the shoes of those who are less fortunate; generosity flowing from a loving heart grows into full-blown compassion — an ongoing commitment to alleviate suffering.
8. What the Bible teaches about care for the needy (Matthew 25:35-46):
   Jesus says: "I was hungry and you gave me food; I was thirsty and you gave me drink; I was a stranger and you welcomed me; I was naked and you clothed me; I was sick and you visited me; I was in prison and you came to me."
   When the disciples ask when they did these things, Jesus replies: "As you did it to one of the least of these my brothers, you did it to me."
   Those who refuse to help the needy are condemned: "For I was hungry and you gave me no food..."
   This teaches that serving the needy is equivalent to serving Jesus Himself.
9. [Personal/group reflection — accept any church activities that fulfill care for the needy, such as: church feeding programmes; visiting hospitals and prisons; orphanage support; bursary funds for needy learners; community clean-up activities; provision of school uniforms for the poor. Teacher assesses awareness of the church's compassion ministry.]
10. If I were Peter, I would: stop and offer the elderly woman a ride — this is a simple act of compassion that costs little but means everything to a vulnerable person in the rain; offer to take her to her destination or at least to a shelter; check if she needs any other help; approach the situation with kindness and treat her with the dignity she deserves as a human being created in God's image.
11. Waithera who treats people with respect and kindness is a compassionate person — she exemplifies the qualities Jesus described in Matthew 25:31-46. She is a "righteous person" who feeds the hungry, welcomes strangers, clothes the naked and cares for the sick — because in doing so, she serves Christ. She will receive the inheritance of the Kingdom prepared for those who love God and love their neighbours.
12. Christians are encouraged to help the needy

because: Jesus identified Himself with the needy — helping them is helping Christ; it fulfils the second great commandment to love your neighbour; it reflects God's own compassionate nature; it is a witness to the world of God's love; it brings physical and spiritual transformation to communities; it builds the Kingdom of God on earth; God promises reward to those who help the needy.

13. Three ways God takes care of me:
(i) Provision — God provides my daily needs including food, clothing, shelter and education.
(ii) Protection — God keeps me safe from danger, harm and sickness.
(iii) Guidance — God directs my life through His Word, the Holy Spirit and wise counsellors.
(Accept any personal, heartfelt examples of how God takes care of the learner.)
14. [Personal reflection — accept any honest account of witnessing an act of compassion that was deeply impactful. The learner should describe the situation, how it made them feel (moved, motivated, humbled) and what they learned (e.g., the importance of empathy; the joy of giving; how small acts can change someone's day). Teacher assesses depth of emotional and spiritual reflection.]
15. [Personal reflection — accept any honest account of receiving an act of compassion (help from a teacher, friend, family member or stranger in a time of need). The learner should describe how it affected them (felt valued, encouraged, loved) and whether it changed their perspective on kindness and empathy. Teacher assesses depth of personal reflection and gratitude.]
16. [Personal reflection — accept any honest account of showing compassion to someone in need. The learner should describe: the situation; what motivated them; what they did; the outcome or impact. Teacher assesses authenticity, empathy and awareness of the impact of compassion.]
17. Practical ways to foster a culture of compassion and empathy: Model compassionate behaviour as a role model; organise community service activities in school and church; teach about compassion through Bible study and CRE lessons; recognise and celebrate acts of kindness in the community; create spaces (clubs, groups) where people can discuss the needs of the vulnerable and organise help; advocate for policies that protect and support vulnerable groups.
18. [Personal story — accept any sincere account of helping someone in need. The learner should describe: the need they observed; what motivated them to act; how they helped; and the results/outcome. Teacher assesses genuine compassion, the motivation for action and the impact of the help given.]
19. Acts of compassion build stronger relationships by: creating a bond of trust and gratitude between the giver and receiver; demonstrating genuine love and care that goes beyond surface-level connection; showing reliability — people trust and value those who come through for them in difficult times; it establishes a culture of mutual support and reciprocal care in communities and relationships.
20. Acts of compassion address societal issues like poverty, inequality and discrimination by: providing immediate relief to those in need (food, healthcare, education support); challenging systemic injustice by demonstrating that all people have equal worth and dignity; breaking down social barriers through cross-cultural acts of service; mobilising communities to address root causes of suffering rather than only symptoms; embodying the Kingdom of God values of justice, equity and love for all.

4 CHRISTIAN LIVING TODAY

A. Family Relationships

1. A family is a group of people related by blood, marriage or adoption. It is made up of parents or guardians, children and other members who live together and share common bonds of love, responsibility and care for each other.
2. A healthy family is one where members communicate openly and regularly, show love and respect to each other, resolve conflicts peacefully, support one another during challenges and pray and worship together. Members feel safe, valued and cared for in a healthy family.
3. Practices of a healthy family: Regular and honest communication; planning together and setting goals; visiting other family members together; consulting each other when making decisions; praying together; playing together; spending quality time together; making jokes and being free with each other. (Any valid healthy family practices.)
4. It is important for family members to live in harmony because: harmony creates a peaceful and loving home environment where every member can thrive; it reduces stress and emotional suffering; it provides a safe foundation for children to grow up with confidence and security; it reflects Christian values of love, unity and respect; it strengthens relationships and builds trust among family members; a harmonious family is a witness of God's love to the community.
5. Musa's parents are playing the role of PROVIDERS — fulfilling their responsibility of providing financial support for the family by meeting the children's basic needs (food, education, clothing and shelter). They are also demonstrating their role as nurturers by caring for their children's wellbeing.
6. [Personal reflection — accept any honest list of roles parents/guardians perform, such as: providing food, clothing, shelter and school fees; providing emotional support and guidance; disciplining children; teaching values and morals; praying for and with children; taking children to hospital when sick. Teacher assesses depth of appreciation for parental roles.]
7. Victor's family may be having serious disagreements due to: poor communication — not expressing feelings or concerns clearly; mistrust about financial decisions; having different interests and values; misjudgement or jumping to wrong conclusions; lack of understanding and patience with each other; external pressures (financial stress, work stress); unresolved past conflicts that keep resurfacing.
8. Core morals in a family: Honesty and truthfulness; respect for all family members; love and care for one another; faithfulness and loyalty; responsibility — fulfilling one's duties; forgiveness — letting go of offences; humility — being willing to admit mistakes; self-discipline; faith in God and adherence to Christian values.
9. Causes of Mbaara's family fights may include: poor communication — members not listening to each other or expressing feelings without shouting; financial stress — disagreements over money; jealousy or favouritism; unresolved grudges that keep building up; influence of alcohol or substance abuse; differing parenting styles; external interference from relatives or neighbours; lack of shared values or goals.
10. No, this is not right behaviour. Parents who pretend to be okay in front of visitors while arguing privately are: modelling dishonesty and pretence for their children; failing to address the real issues in their relationship; experiencing internal emotional stress that will worsen if not resolved. While it is good to maintain dignity in public, the solution is to genuinely resolve the conflict through honest communication, not pretence.
11. Other ways Baba Mwangi and Mama Mwangi can resolve conflicts without shouting: Agree to pause a heated conversation and resume when both are calm; use "I feel" statements rather than blaming language ("I feel hurt when..." instead of "You always..."); listen actively — let the other person finish without interrupting;

write down concerns and share them calmly; seek help from a pastor, counsellor or trusted mediator if they cannot resolve it alone; pray together before discussing sensitive issues.

12. How to handle a friend who doesn't want to talk after an argument: Give them space and time to calm down — do not force conversation immediately; send a calm, kind message or note expressing that you value the friendship and are ready to talk when they are; avoid badmouthing them to others; when the time is right, approach them gently, acknowledge your part in the disagreement and express your desire to make things right; pray for reconciliation.
13. How to deal with bad friends who influence you to do bad things: Limit time spent with them; set clear boundaries and firmly say no when they pressure you to do wrong; seek out new, positive friendships with those who share your values; talk to a trusted adult (parent, teacher, pastor) about the situation; pray for wisdom and strength to resist negative influence; remember that "bad company corrupts good character" (1 Corinthians 15:33).
14. Respect is a good value in families to avoid conflicts because: when we respect each other, we listen carefully before reacting; we value each other's opinions and feelings even when we disagree; we speak to each other in a dignified way rather than with insults or harsh words; respect creates an atmosphere of trust and safety where all family members feel heard and valued, making it much easier to resolve disagreements peacefully.
15. Peer pressure can cause family conflicts when: a child's new friends and peer-influenced behaviours (dress, language, activities) clash with family values; parents and the child argue over friendships the parents consider harmful; peer influence leads a child to disobey family rules (staying out late, ignoring chores); a teenager rebels against parental authority because peers normalise disrespect for parents.
16. Ways to overcome peer influence or rebellion against parents: Pray for strength to stand firm in your values; choose friends who have similar Christian values; develop a strong personal identity rooted in God's Word so peer pressure is less effective; communicate openly with your parents about the pressures you face; involve yourself in church youth groups that provide positive peer community; remember the biblical command: "Honour your father and mother" (Ephesians 6:2).
17. Ephesians 6:1-4 on healthy family relationships:
    Verse 1: "Children, obey your parents in the Lord, for this is right."
    Verse 2-3: "Honour your father and mother — which is the first commandment with a promise — so that it may go well with you and that you may enjoy long life on the earth."
    Verse 4: "Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord."
    This teaches: children should obey and honour parents; parents should discipline with love and Christian teaching, not harshness.
18. Integrity enhances healthy family relationships because: an integrity-filled family keeps its promises — parents keep their word to children and children keep theirs to parents; members are honest with each other even when it is uncomfortable; integrity builds deep trust that sustains the family through difficulties; when family members of integrity make mistakes, they own them and apologise, which models maturity for children and strengthens the family bond.
19. [Speech-writing activity — accept any speech addressing a family in conflict that: acknowledges the reality of family disagreements; identifies common causes of conflict; offers practical biblical solutions (communication, forgiveness, prayer, respect); encourages hope for reconciliation; cites relevant Bible verses (Ephesians 6:1-4, Colossians 3:13-14). Teacher assesses relevance, biblical grounding, empathy and communication quality.]
20. Ways to help a rebellious friend who prefers peers over parents: Speak privately and with genuine care — not lecture but listen to understand his feelings; share what the Bible says about honouring parents (Ephesians 6:1-3) and the consequences of rebellion; use examples of young people who were influenced badly by wrong peers; encourage him to talk to his parents respectfully about his concerns; introduce him to positive peer relationships through church youth activities; pray for him consistently.

B. Human Sexuality: Responsible Sexual Behaviour

1. Human sexuality refers to the complex interplay of biological, psychological, social and cultural factors that influence a person's sexual thoughts, feelings, behaviours and identity. It encompasses sexual orientation, gender identity, sexual behaviours, desires, attractions and relationships.
2. Sexual abuse refers to any form of sexual activity or behaviour that occurs without the explicit consent of one or more individuals involved. It is an act intended to intimidate, manipulate or exploit others for sexual gratification, power or control.
3. Forms of sexual abuse: Rape (forced sexual intercourse without consent); defilement (sexual abuse of a minor); sexual harassment (unwanted sexual comments, touching or advances); exploitation (using a position of power to coerce sexual favours); incest (sexual abuse within a family); exposure to pornography without consent; online sexual exploitation; stalking with sexual intent. (Any valid forms.)
4. How to avoid sexual abuse: Know and understand your personal boundaries and communicate them clearly; say no firmly to any unwanted sexual advances; avoid isolated places with people you do not know or trust; report any suspicious behaviour to a trusted adult immediately; dress modestly and avoid situations that may expose you to risk; educate yourself about your rights; trust your instincts — if something feels wrong, leave the situation.
5. Irresponsible sexual behaviour refers to engaging in sexual activities in ways that disregard one's health, safety, values, the consent of others or the consequences of those actions. It includes premarital sex, multiple sexual partners, unprotected sex and any sexual activity outside the boundaries God has set in marriage.
6. Forms of irresponsible sexual behaviour: Premarital sex; adultery/unfaithfulness; engaging in sexual activity under the influence of alcohol or drugs; having multiple sexual partners; watching pornography; sending or receiving sexual images (sexting); engaging in sexual activity due to peer pressure or coercion; engaging in sexual activity with a minor. (Any valid forms.)
7. The importance of not engaging in irresponsible sexual behaviours: Protects physical health (avoids STIs including HIV/AIDS); prevents unwanted pregnancies; maintains emotional and psychological wellbeing; upholds God's design for sexuality within marriage; preserves family honour and relationships; ensures educational and career goals are not interrupted; honours one's body as the temple of the Holy Spirit (1 Corinthians 6:19-20). (Any valid reasons.)
8. Advice to Wema about her attraction to Wito: Tell her it is natural to have feelings of attraction, but how she responds to those feelings is what matters. She should: pray about her feelings rather than immediately acting on them; focus on building a genuine, respectful friendship first; avoid being alone together in private places; speak to a trusted Christian adult (parent, pastor, counsellor) about her feelings; remember that emotional maturity and spiritual grounding should come before romantic involvement.
9. Forms of sexual abuse that learners may have listed: Rape; defilement; sexual harassment; sexual exploitation; incest; online sexual exploitation (sending/demanding sexual images); sexual coercion (being threatened into sexual activity); exposure to pornographic material. (Any valid forms of sexual abuse.)
10. Carol should: firmly and clearly say no to Jacob's threat — her right to refuse sexual immorality is non-negotiable and should not be compromised for a friendship; report Jacob's threatening behaviour to a trusted adult, teacher or school counsellor; remember that a friend who threatens you for upholding your values is not a true friend; seek the support of other positive friends and family; pray for strength to stand firm in her convictions.
11. Talk to young people about avoiding sexual abuse: Set clear personal boundaries and communicate them firmly; never go to isolated places with people you do not trust; always tell a trusted adult where you are going and who you will be with; if someone touches you inappropriately or makes you uncomfortable, report it immediately — it is NOT your fault;

know that no one has the right to touch your body without your consent; stay away from people who pressure, threaten or manipulate you sexually.

12. Winnie can clearly communicate her personal limits by: assertively stating her boundaries verbally ("I am not comfortable with that") without apologising for them; using body language that reinforces her message (stepping back, maintaining eye contact); writing them down for clarity in a relationship if needed; consistently acting in accordance with her stated boundaries; surrounding herself with friends who respect her values; consulting a trusted adult to help her articulate and maintain boundaries.
13. Causes of early pregnancies in your community (from the textbook): Lack of information about reproductive health and sex; sexual violence by known and unknown people; peer pressure; cultural beliefs and practices; forced marriages; dropping out of school; use of drugs and alcohol; poverty; idle time. (Any valid, community-relevant causes.)
14. What Kotina should do now that she is pregnant and full of regrets: Accept the situation honestly and seek support rather than trying to hide it; confide in a trusted parent, guardian, counsellor or health worker; seek proper antenatal healthcare for herself and her unborn child; seek forgiveness from God and understand that He offers redemption and a new beginning; consider all available options with the guidance of trusted adults; commit to making responsible choices going forward to rebuild her life.
15. Situations to avoid to be safe from sexual abuse: Being alone with unfamiliar adults in isolated places; accepting gifts, money or favours from people you do not know; attending parties, events or gatherings where alcohol or drugs are present; walking alone at night or in deserted areas; sharing personal information or images online with strangers; going to a stranger's home or vehicle. (Any valid situational precautions.)
16. Advice to a friend going through sexual abuse: Tell them that what is happening to them is NOT their fault — they are a victim; encourage them to report the abuse to a trusted adult (parent, teacher, school counsellor, police) immediately; assure them of your full support and that you will not tell others without their permission; help them access professional support (counsellor, healthcare worker); pray with them for healing, courage and justice.
17. Values and life skills needed to avoid irresponsible sexual behaviour: Self-awareness (knowing your worth and setting boundaries); assertiveness (firmly saying no to pressure); decision-making (making responsible choices based on Christian values); self-control (not giving in to sexual desires outside marriage); critical thinking (identifying risky situations and avoiding them); resilience (bouncing back from peer pressure without compromising values); prayer and faith in God for strength. (Any valid values and skills.)
18. Ways of preventing early pregnancies among teenage girls: Comprehensive sexual education that includes abstinence, consequences and responsible behaviour; keeping girls in school — educated girls make better life choices; empowering girls with assertiveness skills to say no to sexual pressure; involvement of parents in open conversations about sexuality; church and community programmes that promote abstinence and Christian sexual values; strict enforcement of laws against defilement and sexual exploitation. (Any valid prevention strategies.)
19. What to do if a friend is watching pornography: Do not join in watching — excuse yourself from the situation; speak to your friend privately and with care about the harmful effects of pornography (it distorts views of sexuality, leads to addiction, damages relationships); share what the Bible says about keeping minds and hearts pure (Philippians 4:8); encourage them to seek help from a counsellor or trusted adult; report to a parent or guardian if the friend is a minor and seems addicted; continue to pray for your friend.
20. Points for a campaign on effects of forced marriages:
    (i) Forced marriages violate human rights — every person has the right to choose their partner freely.
    (ii) Girls forced into early marriage are denied their right to education and future opportunities.
    (iii) Early marriage leads to health risks — young girls' bodies are not ready for pregnancy.

(iv) Forced marriages often involve domestic violence and emotional abuse.
(v) They perpetuate cycles of poverty — denying girls opportunities for economic empowerment.
(vi) The Bible teaches mutual respect and consent in relationships.
(Any five valid points for the campaign.)

C. Sacredness of Life

1. The sacredness of life refers to the belief that human life is holy, precious and God-given. Since human beings are created in God's image (Genesis 1:27), life has inherent worth and dignity that must be protected and respected. No human being has the right to take away the life that God alone has given.
2. Genesis 4:10-11 on the sacredness of life:
After Cain killed his brother Abel, God said: "Your brother's blood cries out to me from the ground."
God cursed Cain: "You are under a curse and driven from the ground, which opened its mouth to receive your brother's blood from your hand."
This teaches: God is aware of every life taken; murder has severe consequences; human life is so sacred that even the blood of a murdered person cries out to God for justice; the taking of life brings a divine curse on the one who does it.
3. [Research activity — learner's findings on sacredness of life should include: life is a gift from God; the Bible forbids murder (6th commandment); human beings are created in God's image; only God has the authority to give and take life; Jesus came that we may have life and have it to the full (John 10:10); the body is the temple of the Holy Spirit. Teacher assesses biblical accuracy and depth of research.]
4. To "violate" means to break, disregard or dishonour something that should be respected and protected. To violate the right to life means to act in a way that denies, endangers, destroys or diminishes another person's right to live — through murder, abortion, violence, neglect or any harmful act.
5. How the right to life is violated (Wayua's points): Female Genital Mutilation (FGM); fights and violence in the country and homes; murder; abortion; organ trafficking; gender-based violence; drunk driving. (Any valid examples from the textbook or real life.)
6. What Karambu and Karembo should do when their aunt wants them to undergo FGM: They should firmly but respectfully decline — FGM is a violation of their right to bodily integrity and physical safety; they should report the matter to a trusted adult outside the home (a teacher, school counsellor, social worker or the police); contact child protection authorities who can intervene on their behalf; seek support from the church or a faith community; know that God has made their bodies complete and sacred, and no cultural practice justifies mutilating them.
7. Killing is morally wrong because: God created human life and declared it sacred — "You shall not murder" (Exodus 20:13); every human being is made in God's image and has inherent worth; murder destroys what God has created and what only God can give; the Bible teaches that murderers will face God's judgment; killing denies the victim their God-given right to life, relationships, purpose and destiny; it causes irreversible pain and suffering for the victim's family and community.
8. Causes of suicide among the youth: Mental health problems (depression, anxiety disorders, bipolar disorder); bullying and cyberbullying; different forms of abuse (physical, emotional, sexual); bereavement and grief that is not properly supported; extreme academic pressure; broken family relationships; drug and substance abuse; hopelessness and loss of purpose in life. (Any valid causes.)
9. Effects of suicide on individuals and families: Families are left with deep grief, guilt and confusion; siblings and friends of the deceased may develop mental health issues (trauma, depression); family relationships are often strained after a suicide; the community loses a valuable member; the religious community grieves the loss; families face financial and social difficulties; the memory of the suicide can haunt survivors for years. [Note: If the learner is personally affected by this topic, respond with care and direct them to appropriate support.]
10. Abortion means the deliberate termination (ending) of a pregnancy before the baby can survive outside the womb. It is the intentional

removal or destruction of an unborn child in the mother's womb. In the Christian context, abortion is considered a violation of the sanctity of life.

11. Advice to a friend who carried out an abortion: Approach her with compassion and without judgment — she is likely experiencing deep guilt and emotional pain; assure her of God's forgiveness: "If we confess our sins, He is faithful and just to forgive us" (1 John 1:9); encourage her to seek professional counselling to process the grief and trauma; pray with her and help her find healing in God's Word; do not condemn her but help her find hope and restoration in Christ.
12. Consequences of violating the right to life: Hatred and desire for revenge from the victim's family; persistent anger in the community; emotional and psychological suffering for the perpetrator (guilt, nightmares, sleep disorders); family separation and breakdown; fear and anxiety in the community; isolation of the perpetrator; legal consequences (imprisonment); spiritual consequences — separation from God.
13. Values and skills needed to uphold the sacredness of life: Recognising that human life is valuable (by God's design); understanding the consequences of reckless and destructive behaviour; self-worth — recognising personal value to avoid self-destructive choices; standing for truth and justice in defending life; handling disagreements peacefully through dialogue; maintaining a healthy lifestyle and resisting negative peer influence; finding peaceful and constructive solutions to life's challenges.
14. What to do if a friend has suicidal thoughts: Take it very seriously — never dismiss suicidal thoughts as "attention-seeking"; stay with your friend and listen with compassion without judging; immediately tell a trusted adult (parent, teacher, school counsellor) who can get professional help; do not leave them alone; pray with them if they are receptive; reassure them of God's love and that there is hope and help available. [Note: If the learner personally identifies with this, provide appropriate crisis resources.]
15. Help for a person attacked by robbers in the park: Call for help or emergency services (999/112) immediately; ensure your own safety before approaching; stay with the person and reassure them; provide basic first aid if trained to do so; do not move a seriously injured person unless in immediate danger; call their family or a trusted contact if possible; report the incident to the police; remain until help arrives.
16. Help Purity change her mind about suicide: Listen to her with genuine empathy — let her speak without interrupting or judging; acknowledge her pain and validate her feelings without minimising them; gently remind her that her life is precious to God and to others; share a reason to hope — God has a plan for her life (Jeremiah 29:11); immediately involve a trusted adult (teacher, pastor, counsellor, parent of a trusted friend); pray with her if she is receptive; do not leave her alone. [Note: Provide crisis helpline information if needed.]
17. Three ways Mike can maintain a healthy lifestyle while resisting negative influences:
    (i) Fill his time with positive and productive activities — sports, church activities, creative hobbies, study groups — so there is little idle time for negative influences to take hold.
    (ii) Build strong relationships with positive, God-fearing friends and mentors who share his values and who will encourage him rather than lead him astray.
    (iii) Maintain a consistent prayer and Bible study routine that keeps his mind renewed and his convictions strong (Romans 12:2).
18. "You shall not murder" (the 6th Commandment from Exodus 20:13) — this commandment directly promotes human life as sacred and forbids killing. (Also accept Psalms 127:3 — "Children are a heritage from the Lord, offspring a reward from him" — which affirms the sacredness of life at every stage.)
19. Being assertive helps uphold the sacredness of life by: enabling a person to clearly and firmly say no to situations that threaten life (drug use, violence, sexual immorality, dangerous peer activities); standing up for the rights of others who are vulnerable (speaking against bullying, FGM, abortion); refusing to be coerced into actions that violate one's own dignity or the dignity of others; being a bold witness for the value of life in the community.
20. "Children are a heritage from the Lord, offspring a reward from him." (Psalm 127:3) This verse affirms that children — and by extension all human life — are a gift and a

blessing from God. Life is not given by human beings but by God, and therefore human life at every stage is precious, valuable and deserving of protection and care.

D. Bullying

1. Bullying is the intentional and repeated hurting of a person who may be defenseless. It involves an imbalance of power where one person or group uses their strength, social status or other advantage to harm, intimidate, manipulate or control others. Bullying can be physical, verbal, psychological or online (cyberbullying).
2. Forms of bullying: Physical bullying (hitting, kicking, pushing, stealing belongings); verbal bullying (name-calling, insults, teasing, threats); psychological/emotional bullying (exclusion, spreading rumours, manipulation); cyberbullying (sending threatening messages, posting embarrassing content online, spreading rumours on social media); sexual bullying (inappropriate touching, sexual harassment); relational bullying (deliberately excluding someone from a group). (Any valid forms.)
3. Young people bully others because of: poor upbringing — growing up in violent or abusive environments teaches bullying behaviour; seeking attention and power; low self-esteem — bullying others makes them feel superior; racial, religious or ability differences; peer pressure — wanting to appear "tough" or impress a group; lack of empathy — not understanding or caring about the feelings of others; retaliating against being bullied themselves. (Any valid reasons.)
4. Advice to Wangui who talks ill of her blind friend: Tell Wangui that talking ill of her friend because of her disability is verbal bullying and is morally wrong. Her friend's blindness is not her fault and does not diminish her worth as a human being created in God's image. Wangui should instead show compassion, speak with kindness and defend her blind friend from others who also mock her. She should apologise to her friend and treat her with the dignity she deserves.
5. Causes of bullying in schools: Differences in race, religion, sexuality, abilities and stature; poor upbringing in violent or unstable homes; seeking attention or a sense of power; lack of love and positive affirmation at home; poor peer relationships and unhealthy social environments; weak school anti-bullying policies; normalisation of bullying behaviour in media, games and popular culture. (Any five valid causes.)
6. A child brought up in a violent environment may: struggle to regulate emotions because violence is all they have known; tend to bully others as a way of coping with their own pain; have difficulty trusting others and forming healthy relationships; be hypervigilant and defensive — ready for conflict; struggle with anger management; need professional counselling and a stable, loving environment to learn healthy relationship skills.
7. Advice to Raphael who body shames his friend: Tell Raphael that body shaming is a form of verbal bullying that causes serious emotional harm. His friend's physical appearance is not something she chose, and mocking it is cruel, disrespectful and sinful. The Bible teaches that we are all fearfully and wonderfully made (Psalm 139:14). Raphael should immediately stop, apologise sincerely to his friend and practise speaking words that build up rather than tear down (Ephesians 4:29).
8. No, Allan is not right. Bullying does not bring true power — it brings fear, not respect. Real power and leadership come from kindness, integrity and service. The Bible says the greatest among you will be your servant (Matthew 23:11). Kevenge's "power" through bullying will lead to: loss of real friendships; disciplinary action; legal consequences if the bullying is extreme; a reputation that will follow him negatively.
9. Effects of bullying: The victim may experience stress and depression; low self-esteem and damaged self-confidence; shyness and social withdrawal; loneliness and isolation; physical illness caused by stress; self-harm or suicidal thoughts; loss of focus and poor academic performance; fear of coming to school; anxiety. (Any valid effects.)
10. Mumo being mocked because of his health condition can affect him: emotionally (feelings of shame, embarrassment, sadness and worthlessness); socially (withdrawal from friendships and school activities); academically (poor concentration due to emotional distress); psychologically (developing anxiety,

depression or low self-esteem). He needs compassionate friends and a supportive school environment to help him thrive despite his condition.

11. Ways to end bullying in school: Report all bullying incidents to teachers or school administrators; support and befriend victims of bullying rather than ignoring or joining in; form an anti-bullying club or committee in school; implement clear school rules and consequences for bullying behaviour; organise awareness talks, forums and campaigns about the effects of bullying; promote a culture of kindness, respect and inclusion; involve parents in anti-bullying education.
12. Advice to Alice who body shames classmates: Alice's behaviour is a form of bullying that is causing classmates to avoid her. If she wants her friends back, she needs to: sincerely apologise to every classmate she has called "ugly"; understand that true beauty is not external but comes from character, kindness and inner qualities; ask God to help her develop humility, empathy and genuine care for others; change her words to build up, not tear down (Proverbs 12:18).
13. Help to offer Furaha who is stressed, alone and unhappy after being bullied: Approach her warmly and with genuine compassion; listen without judging — let her share what she has been going through; assure her that what happened to her is not her fault; help her report the bullying to a teacher or school counsellor; invite her to join group activities so she feels less alone; pray with her; continue to check on her regularly to show she is valued and not forgotten.
14. [Personal experience — accept any honest account of bullying experienced (physical, verbal, cyberbullying, exclusion). The learner should describe: what happened; how it made them feel; how it was resolved or how they coped; what they learned. Teacher assesses honesty, self-awareness and emotional intelligence.]
15. Benefits of having open forums on the effects of bullying: They create a safe space for victims to speak out and be heard; they raise awareness among all students, reducing bystander silence; they help perpetrators understand the real harm they cause; they create a school culture where bullying is not tolerated; they empower students with knowledge of how to report and address bullying; they demonstrate that the school community cares about every student's wellbeing.
16. Other values Betty should have to be an effective anti-bullying ambassador: Courage (to speak out against bullying publicly, even when it is uncomfortable); empathy (deeply understanding and feeling the suffering of others); patience (the journey of changing a school culture takes time); humility (not boasting about her advocacy but serving quietly); fairness (treating all students equally and defending all who are bullied); perseverance (continuing the work even when change is slow).
17. What to do when witnessing bullying: Do not join in with or encourage the bully; show support for the victim through your presence or a reassuring gesture; if it is safe to do so, calmly tell the bully to stop; report the incident immediately to a teacher, school counsellor or other responsible adult; check on the victim afterwards and offer comfort and support; encourage the victim to report if they have not already done so.
18. Values needed to coexist peacefully at home, school and community: Respect; honesty; integrity; peace; responsibility; love; social justice; compassion; forgiveness; empathy; patience; humility. (Any valid values from the textbook.)
19. Ways of showing love in interactions with one another: Speaking kind and encouraging words; listening actively and with patience; forgiving quickly when hurt; helping others without expecting anything in return; celebrating others' successes; showing empathy in times of difficulty; including everyone in activities without discrimination; treating all people with dignity regardless of their background.
20. "Drive out the mocker and out goes strife; quarrels and insults are ended." (Proverbs 22:10) This verse teaches that arrogant, mocking people are the source of much conflict, quarrelling and insults. When an arrogant bully or mocker is removed from a situation, peace is restored. It teaches that arrogance and bullying destroy community harmony, while removing such people or behaviour brings peace.

E. Work: Talents and Abilities

1. a. Talent: a natural aptitude or ability that a person is born with or develops toward certain activities or skills (e.g., singing, athletics, artistic ability). Talents are often described as God-given gifts that need to be developed through practice.
   b. Gift: an exceptional ability or quality that a person possesses, often considered a blessing or divine bestowment. Gifts may be supernatural (spiritual gifts from the Holy Spirit) or natural (exceptional abilities given by God).
   c. Ability: the capacity or skill to perform a task or action effectively. Abilities are broader than talents and encompass learned competencies and innate capacities.
2. [Personal reflection — accept any honest list of activities enjoyed at home, school and community, such as: cooking; drawing; playing football; reading; singing; farming; helping others; playing chess. Teacher assesses self-awareness and breadth of interests.]
3. [Personal reflection — accept any honest account of the learner's own talents, gifts and abilities (e.g., singing, drawing, leadership, cooking, football, compassion for others). Teacher assesses self-awareness, honesty and ability to recognise God-given abilities.]
4. How to discover your talents, gifts and abilities: Try out different activities and notice what comes naturally to you; pay attention to what you enjoy doing most; ask trusted people (parents, teachers, friends) what they notice you are good at; observe what kinds of problems you find yourself naturally wanting to solve; pray and ask God to reveal your gifts and how He wants you to use them; explore different hobbies, sports, arts and academic subjects.
5. [Personal reflection — accept honest answer about how the learner uses their gifts, talents and abilities, such as: singing in church choir; helping classmates with difficult subjects; playing in a school sports team; drawing and designing; organising school events. Teacher assesses awareness of how talents are actively used for self and others.]
6. Teachings from the Parable of the Talents (Matthew 25:14-30):
   A master gave his servants different amounts of money (talents) according to their ability and went away.
   The servant with five talents invested them and gained five more; the one with two talents gained two more.
   The servant with one talent buried it out of fear.
   When the master returned, he rewarded the servants who invested but took away the one talent from the servant who buried it.
   Lesson: God gives everyone unique gifts and talents; we are expected to use and invest them faithfully; wise use of talents brings greater blessing while burying/wasting them has consequences; God rewards those who are faithful stewards of what He has given.
7. Ways to help someone identify their talent: Encourage them to try many different activities and observe what they enjoy and excel at; ask them questions about what they love doing in their free time; observe their natural behaviour and note what they do effortlessly; affirm and encourage when you see a potential talent; suggest they take aptitude or personality assessment tools; pray with them and ask God to reveal their gifts.
8. An income generating enterprise is an activity or business carried out to earn money and ensure financial sustainability. It is a project or venture that generates revenue to meet financial needs and create economic independence.
9. Examples of income generating enterprises: Rabbit keeping; poultry farming; making manila/paper bags; bead making; pottery; vegetable farming; tailoring; baking and cake making; car washing; graphic design; tutoring. (Any valid enterprises.)
10. Income-generating activities for a young person: Poultry keeping (selling eggs and chicken); market gardening (growing and selling vegetables); making and selling crafts (beads, bags, art); tutoring younger students; baking and selling baked goods; managing a school tuck shop; social media content creation; photography. (Any relevant, age-appropriate income activities.)
11. [Personal reflection — accept honest activities or hobbies the learner gravitates to in free time, such as: reading; drawing; cooking; gaming; sports; music; helping others. Teacher assesses self-awareness and depth of

reflection.]

12. Joy will likely: be rewarded with more responsibilities and greater opportunities; develop her talents further and gain more skills; earn a good reputation and be trusted by others; experience great personal fulfillment; potentially generate income and create a meaningful career from her abilities; fulfil the teaching of the parable of the talents — "Well done, good and faithful servant."
13. [Personal reflection — accept honest discussion of how the learner's talents contribute to fulfillment, such as: singing in choir brings joy; helping others with maths brings satisfaction; cooking well for family brings a sense of pride and purpose. Teacher assesses depth of connection between talent and personal fulfillment.]
14. [Personal reflection — accept any honest example of how the learner's gifts contribute to relationships, such as: making friends through a shared sport; being appreciated for helping others with homework; bringing joy to family by cooking or singing. Teacher assesses awareness of how gifts bless and strengthen relationships.]
15. [Personal reflection — accept honest discussion of using gifts for the betterment of others and society. The learner should reflect on whether they feel a responsibility to share their gifts and how they currently do or plan to do so. Teacher assesses sense of social responsibility and Christian stewardship.]
16. [Personal reflection — ways to nurture gifts include: practising regularly; taking formal training or lessons; seeking mentorship from someone skilled in the area; watching educational content; joining clubs or groups related to the talent; reading books or taking online courses. Teacher assesses initiative, intentionality and depth of reflection on developing gifts.]
17. Gifts, talents and abilities contribute to personal fulfillment because: using our God-given abilities connects us to our divine purpose; there is a deep sense of joy and satisfaction when we excel at something we are passionate about; our talents make us valuable contributors to our family, school and community, giving us a strong sense of identity and belonging; the parable of the talents shows that faithful use of gifts brings reward and greater blessing.
18. Yes, someone's gifts can be suppressed or overlooked by: negative or discouraging environments (parents, teachers or peers who say "you can't do that"); poverty that denies access to training, equipment or opportunities; lack of awareness — not knowing what one's gifts are; disabilities that prevent access to platforms for expression; cultural norms that restrict certain activities (e.g., girls not allowed to play sports). Ways to address this: seek out alternative platforms; find a mentor; advocate for change; pray for open doors; never give up on developing the gift.
19. [Creative/innovative thinking activity — ways to capitalise on unique gifts: combining coding ability with artistic talent to create apps or digital art; using leadership and communication talent to start a community project; combining cooking ability with business talent to start a food enterprise; using musical gifts to create original content for online platforms. Teacher assesses creativity, entrepreneurial thinking and Christian stewardship of gifts.]
20. [Opinion question — accept a thoughtful, balanced response discussing both recognition and undervaluing of different gifts. Key points: society tends to value academic and financial success over creative, spiritual or social gifts; diversity of gifts is essential for a functioning society; Christians believe all gifts, however "small," are valuable when used for God's glory. Teacher assesses critical thinking, empathy and ability to express a well-supported opinion.]

F. Leisure

1. Leisure refers to free time or activities that individuals engage in voluntarily and for enjoyment, relaxation or personal development, rather than out of necessity or obligation. It is time spent outside of work, chores or other responsibilities, characterised by pleasure, satisfaction and a sense of fulfillment.
2. [Personal reflection — accept any honest account of how the learner uses their leisure time, such as: reading; playing sports; watching TV; helping at home; attending church; spending time with friends. Teacher assesses self-awareness and variety of leisure

activities.]

3. Youths misuse their leisure today by: spending excessive time on social media; gaming for long hours; hanging out with wrong company; watching pornography or violent content; abusing drugs and alcohol; being idle; engaging in reckless outdoor activities. (Any valid examples of misuse of leisure.)
4. Reasons youths misuse their leisure: Negative peer pressure; negative influence from social media and television; poor role models who normalise unhealthy leisure; availability of money with no guidance on spending; idleness — no planned activities; stress and frustration; lack of parental supervision; boredom. (Any valid reasons.)
5. Negative results of misusing leisure time: Poor performance in school (lack of study time); poor physical and mental health; early and unplanned pregnancies; addiction (to drugs, alcohol, social media or gaming); stress and depression; dropping out of school; involvement in criminal activities; family conflicts. (Any valid negative consequences.)
6. Constructive ways to use free time: Engage in religious activities (church, Bible study, prayer); do community services (visiting the sick, helping the elderly); play organised sports and games; take care of the environment; participate in educational programmes; read books and develop knowledge; pursue hobbies that develop skills; spend quality time with family and friends. (Any valid constructive leisure activities.)
7. Exodus 20:11 on leisure: "For in six days the Lord made the heavens and the earth, the sea, and all that is in them, but he rested on the seventh day. Therefore the Lord blessed the Sabbath day and made it holy." This teaches that rest and leisure are God-given — modelled by God Himself after creation. Christians are to rest and use the Sabbath (Sunday) for worship, refreshment and restoration, not continuous work. Leisure is part of God's design for human wellbeing.
8. [Poster design activity — poster should include positive ways to use leisure time such as: playing sports; reading; attending church; visiting the sick; community service; gardening; creative hobbies. The poster should be visually attractive, clear and relevant. Teacher assesses creativity, clarity of message and relevance to positive leisure.]
9. Values needed to use leisure time appropriately: Self-discipline (not giving in to idleness or destructive entertainment); wisdom (choosing activities that build rather than destroy); responsibility (balancing leisure with duties); creativity (finding constructive ways to enjoy free time); godliness (using leisure in ways that honour God); respect for time (recognising that leisure time is a gift not to be wasted).
10. [Personal reflection — accept any activities the learner enjoys during free time, such as: reading; cooking; playing football; singing; drawing; farming. Teacher assesses self-awareness and honesty.]
11. [Personal reflection — accept honest reflection on whether the learner has ever misused their leisure time (e.g., spent too much time on social media, gaming or idle activity). Teacher assesses honesty, self-awareness and willingness to reflect on personal behaviour.]
12. [Personal reflection — balance strategies include: making a timetable that allocates time for both productive activities and rest; completing responsibilities first before leisure; setting time limits for screen activities; including physical exercise; ensuring some leisure time involves family or community engagement. Teacher assesses ability to plan and self-regulate leisure time.]
13. Yes, leisure time is important for overall wellbeing because: rest restores physical energy and health — God Himself rested after creation; it provides mental refreshment, reducing stress and improving mood; it creates space for personal development through hobbies and learning; it allows time for social bonding with family and friends; it enables spiritual renewal through worship, prayer and Bible reading. A person who never rests cannot function at their best — God designed rest as part of the human rhythm.
14. Technology can both enhance and detract from leisure: Enhance — access to educational content, online communities of faith, creative platforms, learning apps, connecting with family and friends across distances. Detract — social media addiction, cyberbullying, exposure to harmful content (pornography, violence), wasting time on meaningless entertainment, reducing face-to-face social interaction and physical activity. The key is intentional and

disciplined use of technology.

15. Cultural differences influence leisure in various ways: Some cultures prioritise communal leisure activities (group celebrations, community sports, traditional dances); others value individual pursuits (reading, solo sports); some cultures restrict leisure for certain age groups or genders; religious cultures may dedicate leisure time to worship; economic backgrounds affect what leisure activities are accessible. Christians across cultures are called to use their leisure time in ways that glorify God regardless of cultural context.
16. Strategies to avoid unhealthy leisure habits: Create a structured daily schedule that includes balanced activities; set and enforce screen time limits; join positive clubs, sports teams or church groups that provide constructive leisure; identify personal triggers for unhealthy leisure (boredom, stress) and develop healthy alternatives; involve friends and family who will hold you accountable; pray for self-discipline and wisdom in leisure choices.
17. Leisure time can be a source of personal growth and development because: hobbies and interests pursued in leisure time often develop into valuable skills (a person who draws for fun may become a graphic designer); reading improves knowledge and vocabulary; sports develop physical fitness, teamwork and discipline; creative activities (music, art, writing) develop emotional intelligence and self-expression; community service during leisure develops empathy and leadership.
18. Differences in availability of leisure time between urban and rural areas: Urban areas — people may have more organised leisure facilities (cinemas, gyms, malls, parks) but also more work-related stress and time pressure; rural areas — leisure may be simpler (community sports, farming activities, community events) with fewer commercial options but potentially more community-based and outdoor activities; economic factors affect what leisure is accessible in both environments.
19. Examples of leisure activities that promote physical health: Playing football, netball, basketball or other team sports; jogging and running; swimming; hiking; cycling; aerobics and dancing; gymnastics; skipping rope; community gardening; traditional games. (Any valid physical leisure activities.)
20. Socioeconomic factors affect leisure by: determining what leisure activities are financially accessible — wealthy people have access to gyms, travel, paid sports; poverty restricts leisure to low-cost or free activities; children from poorer families may spend "leisure time" on child labour or household responsibilities; communities with better infrastructure (parks, sports facilities) offer more leisure options; access to education influences the type of leisure activities pursued and enjoyed.

ASSESSMENT TEST SAMPLES

ASSESSMENT TEST 1

1. The fall of man was caused by: the temptation of Eve by the serpent (satan); Eve's pride and desire to be like God; the disobedience of both Adam and Eve who ate the forbidden fruit despite God's clear command; their greed and lack of contentment with all the other trees God had provided; lack of self-control in the face of temptation.
2. The world would be very different without the fall of man: there would be no sin, sickness, pain or death; human beings would live in perfect harmony with God, each other and nature; the Garden of Eden would still be the home of humanity; there would be no need for redemption, hospitals, courts or prisons; relationships between people would be characterised by love, trust and peace; eternal life would be the natural state of all human beings.
3. Advice to Wairimu and friends: Disobeying parents and sneaking out to a night party is sinful and dangerous. The Bible commands children to obey their parents (Ephesians 6:1) and parents set boundaries to protect their children. Running away from home and disobeying authority always has consequences. They should respect their parents' decision, discuss their feelings calmly with their parents and suggest alternative appropriate social activities.
4. [Personal reflection — if friends talk ill of me, I would: not retaliate with anger; pray for them; confront them calmly and privately to understand why they are speaking badly of me; seek the help of a trusted adult mediator if needed; forgive them following Matthew 18:15-17; maintain my integrity and not allow their words to define my identity. Teacher assesses emotional maturity and biblical grounding of response.]
5. Thomas's mother would likely react with: fear and deep concern for Thomas's safety; anger and disappointment that Thomas directly disobeyed her specific instruction; she might discipline Thomas; she would have a serious conversation about the importance of obedience and the dangers of swimming alone; she might restrict future freedom until trust is rebuilt. This mirrors how sin causes us to lose God's trust and results in consequences.
6. Acts of mercy that children in the church can engage in: Visiting the sick in hospital; donating food and clothes to the needy; visiting children's homes; helping the elderly with household chores; organising community clean-ups; fundraising for needy families; praying for and visiting those who are suffering; preparing meals for grieving families. (Any six valid acts of mercy.)
7. God's blessings to Abraham: Promised to make him a great nation; promised to bless him and make his name great; promised to bless those who bless Abraham and curse those who curse him; promised that all peoples on earth would be blessed through him; gave him the land of Canaan; gave him a son (Isaac) in old age; protected and shielded him; gave him many descendants (as numerous as the stars). (Any valid blessings from the text.)
8. [Personal reflection — a personal experience of exercising faith, such as: praying for healing when sick; trusting God to provide school fees; believing for family restoration; holding on to faith during bereavement. Teacher assesses depth of personal faith experience and ability to articulate faith in action.]
9. Reasons against kingship in Israel (Samuel's concerns): The people were rejecting God as their true ruler; a human king would not treat the Israelites well (forced labour, over-taxation, enslavement, loss of property); it would destroy their identity as God's chosen people; God would reject them for placing a human king above Him; a human king would exploit them rather than serve them.
10. People's likely reaction after the healing of Bartimaeus: Great amazement and wonder at Jesus's power; praise and glory to God; many people would have had their faith in Jesus strengthened; others might be moved to follow Jesus; some Pharisees and religious leaders would be disturbed and suspicious; Bartimaeus himself followed Jesus with gratitude and joy.
11. [Prayer-writing activity — accept any sincere, well-structured healing prayer for a sick friend: addressing God by name; expressing faith

in His power to heal; presenting the specific person and their illness; asking for healing, peace and recovery; declaring trust in God's will; closing with praise and thanksgiving. Teacher assesses sincerity, faith-expression and biblical grounding.]

12. [Journal creation activity — a trust-building journal would include: specific answers to past prayers (small and large); Bible verses about God's faithfulness; specific prayers offered and the dates; answers received (noting dates); reflections on what God teaches through both answered and unanswered prayers; expressions of gratitude. Teacher assesses depth, consistency and spiritual reflection.]
13. Muhujia going around the village preaching God's love is directly related to what happened on the Day of Pentecost: when the Holy Spirit came on the disciples, they immediately went out and preached boldly. Peter preached to thousands about Jesus. Muhujia is fulfilling the same calling — empowered by God's love and the Holy Spirit to spread the gospel. This is mission work in action, reflecting the Great Commission (Matthew 28:19).
14. Stella's personality trait is HOPE and FAITH (or optimism rooted in faith). She consistently believes her life will change for the better — this is the biblical definition of faith: "the assurance of things hoped for, the conviction of things not seen" (Hebrews 11:1). Christians with hope trust that God's plans for them are good (Jeremiah 29:11).
15. Advice to Baba Leon: It is never too late or too old to pray. The Bible says "pray without ceasing" (1 Thessalonians 5:17) — there is no retirement from prayer. Far from his many years of prayer being wasted, they represent a lifetime of relationship with God. Jesus is the perfect example — even He prayed constantly throughout His ministry. Prayer is not just about asking for things but about maintaining relationship with God; that relationship needs prayer as long as we live.
16. James is practising the act of compassion of FEEDING THE HUNGRY (or "visiting the elderly/feeding the vulnerable") — specifically as described in Matthew 25:35-36, where Jesus says "I was hungry and you gave me food." This corresponds to the compassionate acts the Church is called to perform for the needy.
17. Ways the rest of the family can show Baba Tabby love while he is sick and unable to work: Take over household responsibilities (cooking, cleaning, caring for younger siblings); pray for his healing daily; spend quality time with him offering companionship and encouragement; seek medical help and accompany him to hospital; maintain a positive and hopeful atmosphere at home; budget carefully and avoid unnecessary expenses; rely on God's provision and support from the church community.
18. [Personal reflection — accept any honest account of showing compassion to someone in need: describing the situation, what motivated them to act, what they did and the outcome. Teacher assesses authenticity, depth of compassion and reflection on impact.]
19. Advice to Kalulu who has suicidal thoughts: Take his thoughts very seriously — never dismiss them; listen with genuine compassion without judging; tell him that his life is precious and valued by God and by others; share Jeremiah 29:11 — God has plans to give him hope and a future; immediately involve a trusted adult (parent, teacher, counsellor); do not leave him alone; pray with him; connect him with professional mental health support. [Note: Provide crisis support information if needed.]
20. Ken needs the fruit of SELF-CONTROL (to manage his anger) — self-control is one of the fruits of the Holy Spirit (Galatians 5:23) and refers to the ability to regulate behaviour, emotions and responses in accordance with God's will.
21. Evans possesses the fruits of GOODNESS (choosing to do morally kind things for others in his free time) and KINDNESS (treating the elderly with care and generosity). His act of voluntary service during free time also demonstrates LOVE for his community.
22. Ways to show concern for those who go astray from God: Pray for them consistently and specifically; maintain relationship with them without endorsing their sinful behaviour; share the gospel and personal testimony of God's love and grace; invite them to church or fellowship activities; demonstrate God's love through acts of kindness; be patient — like the shepherd seeking the lost sheep; speak the truth in love (Ephesians 4:15).
23. [Personal reflection — describe a situation

where you demonstrated faith in God during a challenge: being sick and trusting God for healing; academic struggles and trusting God for results; family financial difficulty and trusting God's provision. Teacher assesses authenticity, spiritual depth and biblical grounding of faith expression.]

24. Eve and the parents should handle their disagreement according to Ephesians 6:1-4: Eve should obey and respect her parents even when she disagrees, and express her feelings respectfully; parents should listen to Eve's concerns without dismissing them and avoid exasperating her; both parties should communicate openly, seek understanding and arrive at a decision that reflects Christian love and mutual respect; pray together for wisdom and peace.
25. [Personal reflection — describe any form of bullying experienced or witnessed: the type (physical, verbal, cyber); who was involved; how it felt; how it was handled; what was learned. Teacher assesses honesty, emotional intelligence and awareness of bullying dynamics.]
26. Skills Kiprop needs to advocate against early marriage of girls: Assertiveness (to speak firmly and clearly against the practice even when it is culturally normalised); communication skills (to present arguments effectively); knowledge of human rights and Christian values (to support his arguments biblically and legally); conflict resolution skills (to engage communities without causing hostility); courage and resilience (to continue advocating despite opposition).
27. Musa and Ann are making a MARRIAGE covenant — a sacred, binding agreement before God and witnesses to love, honour, cherish and remain faithful to each other for the rest of their lives. Marriage is a covenant modelled on God's covenant relationship with His people.
28. [Poster design activity on the consequences of drug abuse. The poster should include: effects on health (brain damage, liver failure, HIV/AIDS risk); effects on relationships (family breakdown); effects on academic performance; effects on finances; spiritual consequences; legal consequences. Teacher assesses clarity, creativity, accuracy and effectiveness of the message.]
29. [Personal reflection — how do you exercise faith in your daily life? Examples: praying before meals and exams; trusting God for family needs; reading the Bible for strength; believing God will heal a sick family member. Teacher assesses authenticity and depth of daily faith expression.]
30. At the secret party with compromising activities, I would: leave the venue immediately without participating in the activities; speak privately to my friend who invited me — explain clearly that the activities go against my Christian values and that I cannot remain; report the matter to a trusted adult if the activities involve illegal or dangerous behaviour; pray for protection and wisdom; use the experience to be more discerning in future about accepting invitations without knowing what to expect.

ASSESSMENT TEST SAMPLES

ASSESSMENT TEST 1

1. To avoid being tempted, Eve should have: refused to listen to the serpent and walked away immediately; remembered God's command not to eat the forbidden fruit and held firmly to it; called Adam to be with her for mutual accountability; prayed to God for strength to resist the temptation; avoided spending time near the forbidden tree; reminded the serpent that God had warned of death as a consequence.
2. Impact of watching pornographic movies on youth: It distorts the understanding of healthy, God-designed sexuality; creates addiction and unhealthy obsession with sex; leads to irresponsible sexual behaviour and increased risk of STIs and unwanted pregnancies; damages healthy relationships by creating unrealistic expectations; causes guilt, shame and spiritual separation from God; can lead to sexual violence as it normalises exploitation; affects academic concentration and performance.
3. Advice to a friend who bullies others: Approach the friend privately with care, not anger; explain clearly how their bullying behaviour hurts others emotionally and physically; share the effects of bullying on the victims; tell them that bullying is sinful and has consequences (disciplinary action, loss of friends, reputation damage); encourage them to develop empathy by imagining being in the victim's position; pray with them for a change of heart; suggest they speak to a counsellor or trusted adult.
4. Reasons God's promises to Abraham are important to Christians today:
   (i) Christians are Abraham's spiritual descendants through faith in Jesus Christ (Galatians 3:29) and therefore inherit the promises made to Abraham.
   (ii) The promises show that God values personal relationship with human beings and rewards faithful obedience.
   (iii) They give Christians hope and confidence that God is faithful to His word — what He promises, He fulfils.
   (iv) Christians can trust that God will protect and bless them just as He protected and blessed Abraham.
   (v) The promises show that God can call and use anyone regardless of background for His divine purpose.
   (Any four with explanations.)
5. Drug abuse can affect Kim's sexual behaviour by: impairing judgment and decision-making, leading to risky and irresponsible sexual behaviour; lowering inhibitions so he engages in sexual activity he would not normally consider; increasing vulnerability to sexual exploitation; creating a cycle of addiction where drugs and sexual immorality reinforce each other; increasing risk of contracting STIs and HIV/AIDS; leading to addiction that destroys relationships including healthy sexual relationships.
6. Promises of Jesus Christ to His disciples before He ascended to heaven:
   (i) He promised to send the Holy Spirit — "You will receive power when the Holy Spirit comes on you" (Acts 1:8).
   (ii) He promised that they would be His witnesses to the ends of the earth.
   (iii) He promised to be with them always, to the very end of the age (Matthew 28:20).
   (iv) He promised to return and take them to be with Him (John 14:3).
   (Any valid promises made before the ascension.)
7. Advice to Wema who keeps reminding Ann of her past sin: Tell Wema that true forgiveness means choosing not to bring up a forgiven sin again. If she has forgiven Ann, she should let the matter rest completely. The Bible says love "keeps no record of wrongs" (1 Corinthians 13:5). Constantly reminding Ann of her sin is causing unnecessary pain and damaging their relationship. Wema should pray to fully release the matter and move forward in genuine forgiveness and restored friendship.
8. Advice to Amina's family living in poverty and almost losing hope: Encourage them to hold on to their faith in God — the Bible says God provides for those who trust Him (Philippians 4:19); share the example of Abraham who trusted God even when circumstances seemed impossible; pray with them and ask God for provision; connect them

with support resources (church welfare fund, government social programmes, community support); encourage them to identify and use their skills and talents for income generation; remind them that God has a plan for their lives (Jeremiah 29:11).

9. Reasons the Israelites demanded a king:
   (i) They wanted a warrior leader who could lead them to war against their enemies.
   (ii) They wanted to be like other nations around them.
   (iii) They wanted a human leader they could see and talk to face to face.
   (iv) Samuel's sons (who were judges) were corrupt — taking bribes and perverting justice.
   (v) They felt they needed a central, visible human authority to unite them.
   (Any relevant reasons from 1 Samuel 8.)
10. The best thing to do when meeting a beggar at the market: Give what you can spare — food, money or clothing; speak to them with dignity and respect, not pity; pray with them if they are receptive; connect them with local social services or church welfare programmes if you are aware of them; remember Matthew 25:35 — serving the needy is serving Jesus Himself. Do not walk past someone in obvious need when you have the ability to help in some way.
11. Ways to bring sinful people back to Christ: Share the gospel — explain God's love, Jesus's death and resurrection and the offer of salvation; model Christlike living that demonstrates the transformation that comes from following Jesus; pray consistently for them; invite them to church, fellowship or Bible study; show unconditional love and kindness without endorsing their sinful behaviour; share your personal testimony; be patient and persistent — salvation is ultimately God's work, but we are His instruments.
12. Action to take when classmates want you to accompany them to a night party: Firmly and politely decline — explain that you have values and principles that prevent you from attending; do not allow peer pressure to overrule your convictions; suggest an alternative activity you can enjoy together that does not compromise your values; inform a trusted adult if you believe the party involves dangerous or illegal activities; pray for strength to maintain your convictions and for your classmates who are attending.
13. Lesson from the story of Jesus calming the storm: Even when Jesus seems "asleep" (distant or silent) during the storms of our lives, He is always present and has complete authority over every situation. We should trust Him fully rather than give in to fear and panic. The disciples' question "Don't you care?" is often our question too — and Jesus's response shows that He does care, deeply, and that He can bring complete calm to our most terrifying storms. True faith trusts God in the storm, not only in calm weather.
14. What to do with a friend who is rebellious against parents: Approach with genuine care and avoid joining in the rebellion; listen to understand what has caused the rebellion without judging; share what the Bible says about honouring parents (Ephesians 6:1-3) and the long-term consequences of rebellion; share stories of those whose rebellion ended badly; encourage honest, respectful communication between your friend and their parents; suggest family counselling or a pastoral meeting; pray for your friend and for the family relationship to be restored.
15. Actions if Mwangi does not seem to change when his parents talk to him:
    His parents should: remain loving and patient — do not respond to rebellion with harshness or rejection; pray for Mwangi consistently; involve a trusted mentor, pastor or counsellor that Mwangi respects; remove some privileges to demonstrate that behaviour has consequences, while making it clear that love is unconditional; ensure he is not associating with people who are negatively influencing him; maintain communication and keep the relationship open; never give up on praying for and loving their child.
16. Other people's faith can be beneficial to us because: their prayers on our behalf can bring God's intervention into our lives (just as the four men's faith brought healing to the paralytic); their faith can encourage us when our own faith is weak; their testimony can reignite hope in our hearts; when we are too weak to carry our burden to God ourselves, those who intercede for us can bring us before the throne of God on our behalf. Community faith is powerful (Matthew 18:19-20).
17. Family members should do the following to

live harmoniously: Communicate regularly, openly and honestly; listen to each other's concerns and feelings; resolve conflicts peacefully through dialogue; show respect for each member's role and contributions; pray together and read the Bible as a family; forgive quickly and not hold grudges; share responsibilities and make decisions together; celebrate each family member's achievements; have regular family time — eating, playing and worshipping together.

18. Wanjie as a child protection officer is responsible for: identifying and responding to cases of child abuse, neglect and exploitation; investigating reports of harm to children; working with families, schools and communities to prevent child abuse; advocating for the rights and wellbeing of all children; removing children from dangerous situations when necessary; connecting vulnerable children and families with support services; educating communities on child rights and child protection laws.
19. Consequences of Allan's gambling activities: Financial loss — he will likely lose money and possibly go into debt; addiction — gambling is highly addictive and can consume increasing amounts of time and money; negative impact on academic performance; family conflict when parents discover his activities; spiritual consequences — gambling reflects poor stewardship of God's resources; social consequences — association with wrong company; legal issues if gambling is illegal in his jurisdiction.
20. Different ways God rewards us when we use our talents well:
    (i) He gives us more talents and abilities (as in the parable — "to everyone who has, more will be given").
    (ii) He opens doors of opportunity — new platforms to use our gifts more widely.
    (iii) He gives personal fulfillment — a deep sense of joy and satisfaction.
    (iv) He uses our talents to bless and impact others, multiplying our influence for His Kingdom.
    (v) He provides financial blessing when talents are used as income-generating enterprises.
    (Any valid ways from the parable of talents or biblical principles.)
21. "Drive out the mocker and out goes strife; quarrels and insults are ended." (Proverbs 22:10) Benefits of staying away from arrogant and proud people: Peace and harmony are restored in relationships; conflicts, quarrels and insults decrease or cease; the environment becomes healthier and more conducive to positive relationships; we protect our own emotional wellbeing from the toxicity of arrogant behaviour; we are protected from being influenced by their pride.
22. [Income-generating project reflection — the learner should describe: what product or service the project provides; how it generated funds for the school (buying equipment, supporting a welfare fund, funding trips); what skills were developed (teamwork, entrepreneurship, financial management); how it helped beneficiaries. Teacher assesses depth of reflection, entrepreneurial thinking and sense of community impact.]
23. Advice to Janet who joins drug-abusing youth due to too much free time: Too much idle time with no purpose or structure is dangerous — "idle hands are the devil's workshop." Janet should use her free time constructively: join a church youth group or community volunteer programme; take up a hobby or skill development activity; set personal goals and use her time to work toward them; seek mentorship from a positive adult; pray for wisdom in how to use her time and pray against the pull of wrong company.
24. Irresponsible sexual behaviour can result in broken relationships because: unwanted pregnancy causes conflict between partners, and with family members who did not plan for it; STIs can cause irreparable mistrust if a partner was exposed through infidelity; the emotional trauma of sexual abuse or exploitation destroys trust; early sexual activity before emotional maturity leads to unhealthy attachments and painful breakups; parents lose trust in a child who engages in irresponsible sexual behaviour; shame and guilt can cause a person to withdraw from God and community.
25. Importance of faith and humility when praying: Faith: without faith, it is impossible to please God (Hebrews 11:6); faith is the channel through which God answers prayer — Jesus said "whatever you ask for in prayer, believe that you have received it" (Mark 11:24); faith

transforms prayer from a religious ritual into a powerful conversation with God.
Humility: humility acknowledges that we are dependent on God and cannot solve everything on our own; it opens our hearts to receive God's will rather than insisting on our own; James 4:6 says "God opposes the proud but shows favour to the humble" — humble prayer is heard by God; humility also means being willing to wait for God's answer in His timing.

26. How the Pharisees opposed the healing of the paralytic:
(i) They accused Jesus of blasphemy — claiming He spoke disrespectfully about God by claiming authority to forgive sins.
(ii) They reasoned in their hearts that only God has the power to forgive sins, so Jesus was overstepping His bounds.
(iii) They did not acknowledge Jesus as the Messiah or as God's Son, so His words of forgiveness sounded like sacrilege.
(iv) Despite seeing the man healed before their eyes, they refused to believe in Jesus's divine authority.
(v) Their opposition was rooted in jealousy, pride and theological rigidity that prevented them from accepting the truth.

27. How Abraham demonstrated faith in God:
(i) He obeyed God's call to leave his homeland and people and go to an unknown land — without questioning.
(ii) He believed God's promise of many descendants even when he and Sarah were very old and had no children.
(iii) He agreed to circumcise himself and all male members of his household as God commanded.
(iv) He was willing to sacrifice his only son Isaac on Mount Moriah — the ultimate test of faith.
(v) He trusted God to provide — telling Isaac "God himself will provide the lamb."
(Any relevant demonstrations of faith with explanation.)

28. Negative effects of bullying in society:
(i) Psychological damage — victims suffer depression, anxiety, low self-esteem and trauma.
(ii) Academic disruption — victims lose focus, miss school or drop out, affecting their future.
(iii) Social harm — victims become isolated, withdrawn and unable to form healthy relationships.
(iv) Physical harm — physical bullying causes injury; emotional harm can lead to self-harm or suicide.
(v) Creates a culture of fear — other students become afraid to speak up or report wrongdoing.
(vi) Generational impact — bullied children may become bullies themselves in adulthood.
(Any four negative effects with explanation.)

29. Talk on appropriate ways of spending leisure time for Grade Eight learners:
(i) Use leisure time for worship, prayer and Bible study — spiritual growth is the most important investment.
(ii) Engage in constructive hobbies — reading, creative arts, sports and community service.
(iii) Spend quality time with family — builds relationships and creates positive memories.
(iv) Avoid activities that lead to sin — alcohol, drugs, pornography and idle company.
(v) Volunteer in community service — visiting the sick, elderly and those in need.
(vi) Set daily and weekly schedules that balance rest, productivity and service.
(Any five appropriate points with biblical backing where possible.)

30. "Anyone who hates a brother or sister is a murderer, and you know that no murderer has eternal life residing in him." (1 John 3:15)
Consequences of hatred: Hatred is spiritually equivalent to murder — it murders love, relationship and community; it separates us from God and from eternal life; it poisons the person who carries it, leading to bitterness, anger and a hardened heart; it destroys friendships, families and communities; unaddressed hatred can escalate into actual physical violence; it violates Jesus's command to love one another and to forgive our enemies.

KNEC Assessment Sample 1

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

(a) Four causes of sin among the youth in Kenya today:

(i) Low self-esteem — feeling worthless or unloved makes young people vulnerable to temptation.

(ii) Lack of faith in God — without a solid spiritual foundation, resisting temptation is difficult.

(iii) Negative peer influence — friends who encourage sinful behaviour are the most common cause of sin among the youth.

(iv) Lack of self-control — giving in to desires and impulses without restraint leads to sin.

(v) Greed for money and power — the desire for wealth at any cost leads to dishonesty, theft and exploitation.

(vi) Negative influence from social media — exposure to immoral content normalises sinful behaviour.

(Any four with explanation.)

(b) How consequences of sin in Genesis 3 affect human relationships today:

(i) Separation from God: The broken relationship with God removes the source of unconditional love, causing humans to relate to each other with selfishness, exploitation and pride rather than genuine love.

(ii) Brokenness in human relationships: Sin brought conflict between people (exemplified in Cain killing Abel in Genesis 4). Today we see domestic violence, broken marriages, community conflicts and wars.

(iii) Suffering and pain: Physical and emotional pain caused by sin leads people to lash out and hurt others, creating cycles of hurt in relationships.

(iv) Spiritual death: Separation from God removes the moral compass that enables healthy, loving relationships — without God's Spirit, relationships become self-centred.

(v) Corruption of the created order: Competition for scarce resources (caused by the cursed earth) creates greed, conflict and exploitation in human relationships.

(Any four consequences with clear application to today.)

22.

(a) Difference between conditional and unconditional covenant:

Unconditional covenant: Example — God's covenant with Abraham (Genesis 15 & 17). God made promises to Abraham based entirely on His own grace and faithfulness, not dependent on Abraham's perfect obedience. God alone passed between the sacrificial pieces (as a smoking firepot and blazing torch), signifying that He alone would fulfil the covenant regardless of human faithfulness.

Conditional covenant: Example — The Mosaic/Sinai Covenant (Exodus 19-20). God made a covenant with Israel conditioned on their obedience to the Law: "If you obey me fully and keep my covenant, then out of all nations you will be my treasured possession" (Exodus 19:5). Blessings were conditional on obedience; disobedience brought specific curses (Deuteronomy 28).

(b) Four characteristics of ungodly covenants in modern society:

(i) They are illegal — ungodly covenants involve activities that break national laws (e.g., secret criminal oaths, gang initiations).

(ii) They are highly secretive — members are

forbidden from disclosing the activities, which itself indicates something wrong is being done.
(iii) They may lead to murder — some secret societies demand blood oaths or human sacrifice as proof of commitment.
(iv) They go against the will of God — ungodly covenants contradict biblical principles and lead people away from God.
(v) They do not promote human dignity — they exploit, control or harm members rather than uplifting them.
(Any four with explanation.)

23.

(a) Reasons the Israelites demanded a human king (1 Samuel 8):
(i) They wanted a warrior leader who could lead them into battle against their enemies and give them military victories.
(ii) They wanted to be like other surrounding nations who had visible human kings as symbols of national identity and strength.
(iii) They wanted a human leader they could see, hear and relate to face to face — unlike the invisible God.
(iv) Samuel's sons (Joel and Abijah) who were appointed as judges were corrupt — taking bribes and perverting justice — so the people could not trust them.
(v) They felt they needed a central, visible human authority to unite all the tribes of Israel under one leadership.
(Any four reasons with explanation.)
(b) Four lessons Kenyan political leaders can learn from King Saul's failures:
(i) Obedience to law and mandate: Saul was given a specific command by God and failed to obey it completely. Kenyan leaders must follow the Constitution and their mandate fully — partial obedience (selective law enforcement) is not acceptable.
(ii) Patience and proper procedure: Saul's impatience at Gilgal (offering the sacrifice before Samuel arrived) led to disaster. Leaders must follow proper constitutional processes rather than acting impatiently outside their authority.
(iii) Integrity and accountability: Saul kept the best Amalekite livestock for himself and the soldiers, then blamed the people when confronted. Kenyan leaders must be transparent and accountable in handling public resources.
(iv) Full discharge of duties: Saul only partially fulfilled God's command — he destroyed what was "despised and weak" but kept the best. Leaders must fulfil their duties completely, not selectively.
(Any four with relevant application to Kenyan leadership context.)

24.

(a) Justification that faith is essential for a miracle — Healing of the Paralytic (Luke 5:17-26):
(i) "When Jesus saw THEIR faith" — it was the visible, active faith of the four men that prompted Jesus to act. Faith moved the miracle.
(ii) The four men demonstrated extraordinary faith through extraordinary effort — carrying the man, climbing to the roof, removing tiles and lowering him through — this persistent action was an expression of deep faith.
(iii) Jesus addressed sin before the physical condition — showing that faith creates the context in which God works holistically (spiritually and physically).
(iv) Without the men's faith, the paralytic would never have reached Jesus. Faith is the bridge that connects human need to divine power.
(v) Jesus's challenge to the Pharisees ("Which is easier?") demonstrates that both forgiveness and healing operate through the same principle — faith.
(vi) Isaiah 53:4-5 confirms that healing flows from Christ's atonement, received through faith.

(b) Four ways the Lost Sheep challenges the church's attitude toward sinners:
(i) The church should actively SEEK sinners, not wait for them to come — the shepherd LEFT the 99 to go looking for the one. The church must go to where sinners are, not simply open doors and expect them to walk in.
(ii) The church should value each individual sinner equally — the shepherd valued the one lost sheep as much as all 99. The church must not write off anyone as "too far gone" or "not worth the effort."
(iii) The church must celebrate and welcome the repentant sinner without judgment or condemnation — the shepherd called his neighbours to celebrate. The church should not make repentant sinners feel like second-

class members.
(iv) The church must reflect God's persistent, pursuing love — the shepherd did not give up until he found the sheep. The church must be patient and persistent in reaching out to the lost.
(Any four with clear application to the modern church.)

25.

(a) Role of the Holy Spirit in fostering unity in the early church:
(i) The Spirit was poured out on ALL believers equally — regardless of gender, age or social status (Acts 2:17-18). This created a community of equals who were all Spirit-filled, removing hierarchical barriers.
(ii) The Spirit gave gifts for the COMMON GOOD (1 Corinthians 12:7) — not for personal glory but to build up the whole body of Christ, creating interdependence and unity.
(iii) The Spirit enabled sacrificial sharing — the early church sold possessions and shared with all in need (Acts 2:44-45), creating economic unity and care for one another.
(iv) The Spirit created bold, united witness — all disciples proclaimed the same message of Jesus's resurrection in different languages, creating doctrinal unity with diversity.
(v) The Spirit's fruit (love, joy, peace, kindness) created an environment where Christians lived harmoniously together and attracted others to their community.
(Any four points with explanation.)

(b) Four ways to apply the fruit of "Kindness" in the CSL project:
(i) Speak to community members with warmth, respect and courtesy regardless of their social background or how they respond to us.
(ii) Go beyond the minimum assigned tasks — offer extra help cheerfully where you see an additional need.
(iii) Show special attention and care to the most vulnerable people encountered in the project (the elderly, disabled or very young children).
(iv) Use encouraging, uplifting words when interacting with beneficiaries — avoid language that patronises or demeans them.
(Any four specific, practical applications of kindness in the project.)

26.

(a) Three reasons the Bible regards the human body as sacred:
(i) The body is the Temple of the Holy Spirit: 1 Corinthians 6:19 — "Do you not know that your bodies are temples of the Holy Spirit, who is in you?" God's Spirit literally dwells in the believer's body, making it a holy sanctuary that must not be defiled.
(ii) Human beings are created in God's image: Genesis 1:27 — "God created mankind in his own image." The human body bears the likeness and dignity of God Himself, making it inherently sacred and worthy of respect.
(iii) God personally breathed life into the human body: Genesis 2:7 — "God breathed into his nostrils the breath of life and the man became a living being." Life is not merely biological — it is a divine gift breathed directly by God into the body.

(b) Four life skills to resist peer pressure regarding irresponsible sexual behaviour:
(i) Assertiveness — the skill of confidently and clearly saying "No" to sexual pressure without apologising or being swayed by emotional manipulation.
(ii) Decision-making — carefully and deliberately thinking through the short and long-term consequences of sexual decisions before acting, rather than making impulsive choices.
(iii) Self-awareness — understanding your own personal values, worth, boundaries and goals so that peer pressure feels less compelling than your own convictions.
(iv) Critical thinking — questioning and evaluating peer pressure rather than blindly accepting it; asking "Why am I being pressured?" and "What will the real consequences be?"
(v) Refusal skills — practising specific, effective ways to decline sexual pressure in various situations.
(Any four with explanation.)

27.

(a) Christian teaching on the sanctity of life in relation to abortion:
(i) Life begins at conception: Jeremiah 1:5 — "Before I formed you in the womb I knew you" — God recognises and values life from its earliest moments; abortion takes a life that God already knows and has plans for.
(ii) Only God has authority over life:

Deuteronomy 32:39 — "I put to death and I bring to life" — human beings do not have the right to end the life that only God can give.
(iii) Abortion violates the 6th Commandment: "You shall not murder" (Exodus 20:13). Christians believe this command applies to all human life including the unborn.
(iv) Children are God's heritage: Psalm 127:3 — "Children are a heritage from the Lord" — they are gifts from God, not burdens to be discarded.
(v) God creates each life intentionally: Psalm 139:13-16 — God knits each child in the womb; every life has divine purpose from conception.
(Any five points.)

(b) Five steps to resolve bullying conflict peacefully:
(1) Separate the parties — speak with the bully and victim individually to hear both sides of the story without bias.
(2) Listen carefully and without judgment — allow each person to fully express their feelings and perspective.
(3) Pray for wisdom and a peaceful resolution before attempting mediation.
(4) Bring both parties together in a safe, supervised setting and guide a dialogue where the bully acknowledges the harm caused and the victim is heard.
(5) Agree on a fair, forward-looking solution — establish clear boundaries for future interaction and confirm agreement from both parties.
(6) Follow up to confirm the bullying has stopped and relationships are recovering.
(7) Report to a teacher or authority if the peer mediation is insufficient.
(Any five steps in a logical order.)

KNEC Assessment Sample 2

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

(a) God's plan of redemption from the Fall of Man to the New Testament:

(i) Genesis 3:15 — The Protoevangelium (first gospel): God promised that the offspring of the woman would crush the serpent's head — the very first hint of a Redeemer to come.

(ii) God appointed prophets to call people back to Him and to speak about the coming Messiah (Isaiah 53 — the suffering servant; Micah 5:2 — born in Bethlehem).

(iii) God gave the Law through Moses at Sinai as a guide for righteous living and as a temporary framework to point to the need for a Saviour.

(iv) God established the sacrificial system — animal blood sacrifices that temporarily covered sin while foreshadowing the ultimate sacrifice of Christ.

(v) God sent John the Baptist to prepare the way for Jesus — calling people to repentance in anticipation of the Messiah's arrival.

(vi) The Incarnation — Jesus Christ was born of the Virgin Mary, fulfilling Isaiah 7:14, fully God and fully man, sent to redeem humanity.

(vii) Jesus died on the cross and rose on the third day — the ultimate redemption, defeating sin and death permanently.

(viii) Pentecost — the Holy Spirit was poured out, empowering the Church to proclaim the message of redemption to all nations.

(Any five points in chronological order.)

(b) Four ways a Christian can help reduce environmental pollution in Kenya:

(i) Proper waste management — separating recyclable waste, disposing of garbage responsibly and avoiding open burning of waste.

(ii) Tree planting — participating in reforestation programmes to reduce deforestation and reverse soil erosion.

(iii) Using environmentally friendly alternatives — avoiding single-use plastics, using reusable bags and eco-friendly products.

(iv) Educating others — raising awareness in school, church and community about the importance of environmental stewardship.

(v) Participating in community clean-up activities — organising or joining clean-ups of public spaces, rivers and neighbourhoods.

(vi) Advocating for responsible environmental policies — supporting local and national efforts to regulate pollution.

(Any four with explanation.)

22.

(a) Five promises God made to Abraham when He called him from Haran (Genesis 12):

(i) God would make him into a great nation.

(ii) God would bless Abraham and make his name great.

(iii) God would bless those who bless Abraham.

(iv) God would curse those who curse Abraham.

(v) All peoples on earth would be blessed through Abraham.

(b) Five reasons why it is important to translate the Bible into local languages:

(i) Universal access to God's Word — everyone deserves to read and understand Scripture in the language they understand best; translation removes the barrier of language for non-English/non-Greek speakers.

(ii) Deeper comprehension — people

understand, memorise and apply God's Word more effectively in their mother tongue; the heart resonates with the language of childhood.
(iii) Fulfils the Great Commission — Jesus commanded the gospel to be preached to ALL nations (Matthew 28:19); translation enables this by making the Bible available in every language.
(iv) The Pentecost precedent — on the Day of Pentecost, the Holy Spirit enabled each person to hear the gospel in their own native language. Translation continues this divine principle.
(v) Cultural preservation — Bible translation incorporates local language, idiom and metaphor, helping preserve local languages that might otherwise be lost.
(vi) Evangelism and church growth — new believers grow more rapidly in their faith when they can read the Bible in their own language without relying on translation.
(Any five with explanation.)

23.

(a) Circumstances that led to the rejection of King Saul by God in 1 Samuel 15:
(i) God commanded Saul through Samuel to attack the Amalekites and completely destroy everything belonging to them — all people and animals, without keeping any plunder.
(ii) Saul attacked the Amalekites but spared King Agag (their king) and kept the best of the sheep, cattle, fat calves and lambs — directly violating God's specific command.
(iii) Saul and the soldiers destroyed only what was "despised and weak" — a clear example of selective, partial obedience.
(iv) When Samuel arrived, Saul initially claimed he had "carried out the LORD's instructions" — showing dishonesty.
(v) When confronted further, Saul blamed the soldiers and claimed the animals were kept to sacrifice to God — rationalising disobedience.
(vi) Samuel declared: "Because you have rejected the word of the LORD, He has rejected you as king." Saul was rejected because of deliberate, rationalised disobedience.
(Any five circumstances in narrative order.)

(b) Four consequences of poor leadership:
(i) The people suffer — corrupt or incompetent leaders fail to serve the public interest, leading to poverty, injustice and exploitation.
(ii) National disunity — poor leaders create divisions along tribal, religious or political lines, undermining social cohesion.
(iii) Economic decline — misuse of public resources, corruption and poor planning lead to underdevelopment and widespread poverty.
(iv) Social instability — weak or corrupt leadership creates conditions for crime, unrest, protests and conflict.
(Any four with explanation.)

24.

(a) What the calming of the storm teaches about fear and faith (Mark 4:35-41):
(i) Fear and faith cannot coexist at full strength — the disciples' intense fear revealed their lack of faith; Jesus rebuked them for this, showing that fear diminishes faith.
(ii) Jesus's presence should be our anchor in storms — the disciples had the Son of God in the boat, yet they panicked. Christians should remember that Jesus is always present, even when He seems silent.
(iii) Faith trusts Jesus even when circumstances seem hopeless — the disciples' question "Don't you care?" shows how fear distorts our perception of God's love and concern.
(iv) Jesus has absolute authority over every "storm" — His command to "Quiet! Be still!" was instantly obeyed by nature, showing that no challenge is beyond His control.
(v) After the storm, healthy reverential fear of God replaced destructive human fear — the disciples' amazement was worship, not panic.
(Any four points with explanation.)

(b) Four examples of how God performs miracles in the lives of modern believers:
(i) Physical healing — people receive miraculous healing from terminal illnesses (cancer, HIV complications) that doctors declared incurable, following prayer.
(ii) Miraculous provision — families receive food, financial help or employment at the exact moment of crisis, with no natural explanation.
(iii) Dramatic conversion — hardened, seemingly unreachable people have sudden, life-transforming encounters with God and completely change.
(iv) Protection in danger — people survive accidents, attacks or disasters that should have been fatal, testifying to God's miraculous protection.

(v) Restored relationships — completely broken marriages or estranged families are miraculously reconciled through prayer.
(Any four with brief explanation.)

25.

(a) Difference between the Fruit of the Holy Spirit and the Gifts of the Holy Spirit:
FRUIT (Galatians 5:22-23): Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. These are CHARACTER QUALITIES — the moral and relational transformation of a believer's inner life produced by the Holy Spirit's presence. All believers are expected to grow in ALL the fruits.
GIFTS (1 Corinthians 12): Healing, prophecy, speaking in tongues, wisdom, knowledge, faith, miracles, discernment, administration, etc. These are SPIRITUAL ABILITIES given to specific believers for SERVICE — building up and equipping the Church. They are distributed by the Spirit as He determines (1 Cor 12:11), not every believer has every gift.

(b) Four Christian values to demonstrate during a children's home visit:
(i) Compassion: Genuinely caring about the children's emotional, physical and spiritual wellbeing — seeing their need and responding with your whole heart, not just obligation.
(ii) Kindness: Speaking gently and warmly, being generous with time, attention, resources and kind words; treating every child with warmth.
(iii) Humility: Serving without seeking recognition or praise; treating the children as equally valuable to ourselves, not looking down on them because of their situation.
(iv) Love: Treating every child as valued and deeply loved by God — showing unconditional acceptance regardless of their background or behaviour.
(Any four with explanation.)

26.

(a) Four ways the church can support families undergoing conflict:
(i) Pastoral counselling — trained pastors or church counsellors provide a safe, confidential space for family members to express concerns and receive biblical guidance.
(ii) Prayer support — a dedicated church prayer team intercedes specifically for families in conflict, bringing their needs before God.
(iii) Family life seminars — the church organises workshops on Christian marriage, communication, parenting and conflict resolution to equip families with practical skills.
(iv) Practical support — if financial stress is driving the conflict, the church welfare fund provides emergency assistance to reduce this pressure.
(v) Mentorship — connecting struggling families with mature, stable Christian couples or families who can walk alongside them.
(vi) Professional referral — connecting families with qualified counsellors, social workers or therapists when conflict is beyond the church's capacity.
(Any four with explanation.)

(b) Four high-risk behaviours that can lead a young person into irresponsible sexual conduct:
(i) Drug and alcohol abuse — impairs judgment, lowers sexual inhibitions and creates vulnerability to sexual exploitation.
(ii) Watching pornography — distorts understanding of healthy sexuality, fuels lustful desires and normalises irresponsible sexual behaviour.
(iii) Spending unsupervised time alone with romantic interests in private places — removes the natural accountability that comes from being in public.
(iv) Negative peer pressure — associating with friends who normalise, encourage or pressure sexual activity before marriage.
(Any four with explanation.)

27.

(a) Four dangers of spending too much time on social media as leisure for a Grade 8 learner:
(i) Cyberbullying exposure — online platforms expose young people to harassment, threatening messages, humiliation and hate speech that causes serious emotional harm.
(ii) Addiction — excessive social media use is habit-forming; it reduces time for study, exercise, sleep, prayer and face-to-face relationships.
(iii) Exposure to harmful content — social media algorithms can expose learners to pornography, violence, drug promotion, self-harm content and extremist ideas.
(iv) Low self-esteem and poor body image — constant comparison with filtered, unrealistic

portrayals of others' lives causes feelings of inadequacy and dissatisfaction.

(v) Privacy risks — sharing personal information, location data or images online creates opportunities for predators, stalkers and identity theft.

(vi) Shallow socialisation — replacing deep, meaningful relationships with superficial likes and comments reduces emotional intelligence and genuine connection.

(Any four with explanation.)

(b) Why work is viewed as a blessing and not a curse in the Bible:

(i) Work was part of God's original, pre-sin design: In Genesis 2:15, BEFORE the Fall, God placed Adam in the Garden "to work it and take care of it." Work itself was not a consequence of sin — only the TOIL and hardship of work (thorns, sweat) came as a result of the curse (Genesis 3:17-19).

(ii) Work reflects God's own nature: God worked for six days in creating the world (Genesis 1). When we work, we reflect the creative, productive image of God in us.

(iii) Work enables provision and stewardship: "Lazy hands make for poverty, but diligent hands bring wealth" (Proverbs 14:23). Through work, God blesses us with the means to provide for ourselves, our families and others.

(iv) Work gives purpose and dignity: Meaningful work connects us to God's larger purpose in the world and gives us a sense of contribution and fulfilment.

KNEC Assessment Sample 3

` SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

(a) Four ways the Fall of Man (Genesis 3) affected the relationship between humans and the environment:

(i) The ground was cursed — God declared "Cursed is the ground because of you; through painful toil you will eat food from it all the days of your life" (Genesis 3:17). The earth no longer cooperated freely with human beings; productive work now required painful struggle.

(ii) Thorns and thistles were introduced — (Genesis 3:18) the environment became hostile and resistant to human cultivation, complicating the original harmonious relationship between humans and creation.

(iii) Death entered creation — both human and animal life became subject to mortality and decay. The environment itself became "subject to frustration" and "groans as in the pains of childbirth" (Romans 8:20-22).

(iv) Expulsion from the Garden — humans were driven out of the perfect, God-designed environment of Eden (Genesis 3:23-24), losing their ideal home and the closest form of harmonious relationship with nature.

(v) Exploitation replaced stewardship — human sin introduced the tendency to exploit and abuse natural resources rather than carefully steward them as God originally intended.

(Any four with explanation.)

(b) Three ways Christians can show stewardship over God's creation today:

(i) Proper waste disposal — disposing of rubbish responsibly, recycling and avoiding pollution of soil, water and air.

(ii) Tree planting and forest conservation — participating in reforestation activities and protecting forests to preserve biodiversity and water catchment.

(iii) Using natural resources wisely — not wasting water, food, fuel or land; choosing sustainable products and practices.

(iv) Environmental advocacy — speaking up for environmental protection policies in school, church and community.

(Any three with explanation.)

22.

(a) Main features of the covenant God made with Abraham in Genesis 15 and 17:

Genesis 15: God promised to be Abraham's "shield and very great reward"; God promised a biological heir to Abraham; God showed Abraham the stars and promised his descendants would be as numerous; Abraham believed God and it was credited as righteousness; God formalised the covenant by passing between pieces of sacrificed animals as a smoking firepot and blazing torch — signifying that God alone bound Himself to fulfill the covenant.

Genesis 17: God revealed Himself as "God Almighty" (El Shaddai); God renamed Abram as Abraham (father of many nations); God promised Abraham would be father of many nations and kings; God declared the covenant as everlasting for all future generations; God promised the land of Canaan as an everlasting possession; God instituted circumcision as the outward sign of the covenant; God renamed Sarai as Sarah and promised she would bear Isaac within a year.

(b) Importance of keeping promises in modern society (lessons from God's covenant with Abraham):

(i) Trust is built — when people consistently keep their promises, deep trust develops in relationships, businesses and institutions. Abraham's trust in God grew as each promise was faithfully fulfilled over decades.
(ii) Social stability — societies depend on the assumption that agreements, contracts, laws and treaties will be honoured. When promises are broken at a national level, social order breaks down.
(iii) Character and integrity — keeping promises requires and develops integrity, one of the most admired human qualities. Promise-keepers are respected and trusted by their communities.
(iv) Legal and economic systems function on promise-keeping — commercial contracts, employment agreements and international trade all require parties to honour their commitments; broken promises lead to legal disputes and economic disruption.
(v) Broken promises cause deep harm — they destroy relationships, betray trust and cause lasting emotional pain. God's example of absolute faithfulness to Abraham sets the standard for human promise-keeping.
(Any five with explanation.)

23.

(a) Five failures of King Saul that led to his rejection by God:
(i) He offered a burnt sacrifice at Gilgal without waiting for Samuel — performing a priestly duty that was not his role (1 Samuel 13:8-14).
(ii) He failed to completely destroy the Amalekites as commanded — spared King Agag and kept the best livestock (1 Samuel 15).
(iii) He lied to Samuel, claiming he had obeyed God's command fully, when he had not.
(iv) He consulted a medium (the witch of Endor) to communicate with the dead Samuel — an act of occultism expressly forbidden by God (1 Samuel 28).
(v) He repeatedly tried to kill David out of jealousy, despite David's innocence and loyalty (1 Samuel 18-26).

(b) Qualities of good leadership from Saul's initial call (1 Samuel 9-10):
(i) Humility — Saul initially responded to Samuel's prophecy with self-deprecation: "I am only a Benjaminite, from the smallest tribe of Israel." True leaders do not overestimate their own importance.
(ii) Discretion — after his anointing, Saul did not boast or announce his future kingship; he kept it to himself when asked by his uncle. Good leaders exercise wisdom about what and when to share.
(iii) Physical and moral courage — Saul was described as impressive in stature and was prepared to lead; good leaders must have the courage to step into difficult roles.
(iv) Responsiveness to God — Saul had an encounter with God's Spirit (he prophesied with the prophets) and was initially responsive to divine leading.
(v) Servant posture — Saul was found simply looking for his father's lost donkeys before Samuel found him; he emerged from humble, ordinary service. Great leaders often emerge from faithfulness in small, ordinary tasks.
(Any four qualities with explanation.)

24.

(a) Role of persistence in prayer using Healing of Blind Bartimaeus (Mark 10:46-52):
(i) Bartimaeus cried out to Jesus even when the crowd rebuked him and told him to be silent — showing that true faith-prayer persists despite opposition and discouragement.
(ii) Instead of being silenced, Bartimaeus "shouted all the more" — his persistence actually increased under pressure, showing that obstacles should fuel rather than extinguish persistent prayer.
(iii) His persistence drew Jesus's direct attention and action — "Jesus stopped and said, 'Call him.'" The miracle came as a direct result of his refusal to give up.
(iv) Luke 18:1-8 (the Parable of the Persistent Widow) directly teaches: "Always pray and not give up." Bartimaeus lived this principle in action.
(v) His persistence is contrasted with the crowd's discouragement — demonstrating that external pressure to stop praying must be resisted; God honours those who persist.
(Any four points with explanation.)

(b) How Jesus's healing miracles challenged the Pharisees' understanding of the Sabbath:
(i) The Pharisees had developed extensive oral laws prohibiting virtually any "work" on the Sabbath, including healing. Jesus deliberately healed on the Sabbath, directly confronting

their interpretation.
(ii) Jesus declared the foundational principle: "The Sabbath was made for man, not man for the Sabbath" (Mark 2:27). God designed the Sabbath as a gift for human rest and renewal — not as a religious burden of restriction.
(iii) In healing the paralytic (and similar miracles), Jesus demonstrated that relieving human suffering on the Sabbath is not a violation of the day but its fulfilment — showing that God's love and mercy never rest.
(iv) The Pharisees' objections revealed that they had elevated religious ritual above human dignity and wellbeing — exactly the inversion of God's intention.
(v) Jesus's Sabbath miracles were a pointed challenge: if the Pharisees would rescue an animal fallen into a pit on the Sabbath (Luke 14:5), how much more should a suffering human being be healed?
(Any four points with explanation.)

25.

(a) Events of the Day of Pentecost as recorded in Acts 2:1-13:
(i) About 120 disciples and other believers were all gathered together in one place in Jerusalem, praying and waiting as Jesus had instructed.
(ii) Suddenly a sound like a mighty, rushing wind came from heaven and filled the entire house where they were sitting.
(iii) What appeared to be tongues of fire separated and rested on each one of them.
(iv) All of them were filled with the Holy Spirit.
(v) They began to speak in other tongues (foreign languages) as the Holy Spirit enabled them.
(vi) Jews from every nation under heaven who were in Jerusalem for the festival heard the sound and gathered. They were amazed because each one heard the disciples speaking in their own native language.
(vii) The crowd was bewildered and asked, "What does this mean?" Some mocked and said the disciples were drunk.
(Any five events in order.)

(b) Four ways the Holy Spirit helps Christians in their daily lives:
(i) Guidance and teaching: Jesus promised "the Holy Spirit... will teach you all things and will remind you of everything I have said to you" (John 14:26). The Spirit illuminates Scripture, convicts of wrong decisions and guides into all truth.
(ii) Power for witness: "You will receive power when the Holy Spirit comes on you; and you will be my witnesses" (Acts 1:8). The Spirit gives boldness and ability to share the gospel effectively.
(iii) Intercession in prayer: Romans 8:26 — "The Spirit himself intercedes for us through wordless groans." When we do not know how to pray, the Holy Spirit prays through us and on our behalf.
(iv) Conviction of sin: John 16:8 — "He will convict the world of guilt in regard to sin." The Spirit alerts Christians when they are going wrong and motivates repentance and restoration.
(v) Character transformation: The Spirit produces the fruit of love, joy, peace, patience, kindness, etc. (Galatians 5:22-23) — transforming who we are from the inside out.
(Any four with explanation.)

26.

(a) Four biblical teachings on the sanctity of marriage:
(i) Marriage is God's design from Creation: Genesis 2:24 — "For this reason a man will leave his father and mother and be united to his wife, and they will become one flesh." God instituted marriage before the Fall — it is a creation ordinance.
(ii) Marriage is between one man and one woman: Jesus affirmed the original design in Matthew 19:4-5 — "at the beginning the Creator made them male and female... they are no longer two but one flesh."
(iii) Marriage is a sacred covenant before God: Malachi 2:14 — "The LORD is the witness between you and the wife of your youth." Marriage is not merely a social contract but a covenant with God as witness.
(iv) Faithfulness is required — adultery is forbidden: Exodus 20:14 — "You shall not commit adultery." Marriage partners are exclusively committed to each other; unfaithfulness is a serious sin against both spouse and God.
(v) Marriage reflects Christ's love for the Church: Ephesians 5:25 — "Husbands, love your wives, just as Christ loved the church and gave himself up for her." Marriage is a

living picture of divine love.
(Any four with explanation.)

(b) Negative effects of irresponsible sexual behaviour on a young person's education and future:
(i) School dropout — unwanted pregnancy forces many girls (and sometimes boys) to leave school, ending their formal education and limiting future career options permanently.
(ii) Academic disruption — emotional trauma from sexual abuse, sexual exploitation or the consequences of irresponsible sexual behaviour severely affects concentration, motivation and academic performance.
(iii) Financial burden — costs of treating STIs, raising an unplanned child or managing pregnancy interrupt studies and create long-term financial strain.
(iv) Social stigma — students who become pregnant or contract STIs often face social rejection, isolation and bullying, compounding emotional suffering and affecting school attendance.
(v) Limited career prospects — without qualifications (due to dropout), a young person faces a lifetime of limited economic opportunities and dependence on others.
(vi) Emotional and relational wounds — irresponsible sexual behaviour causes guilt, shame and emotional damage that affects future healthy relationships and marriage.
(Any five with explanation.)

27.

(a) Christian teaching on work and laziness based on 2 Thessalonians 3:10:
"If a man will not work, he shall not eat." Key teachings from this verse:
(i) Responsibility — Christians are responsible to earn their own living and not be a burden on the community without reason; idleness is not a Christian virtue.
(ii) Work was God's design from Creation — in Genesis 2:15, before the Fall, God placed Adam in the Garden to work. Work is not a punishment but a divine calling.
(iii) Paul modelled the teaching — "Night and day we worked so that we would not be a burden to any of you" (2 Thessalonians 3:8). Christian leaders should model hard work, not exploit others' generosity.
(iv) Proverbs 10:4 — "Lazy hands make for poverty, but diligent hands bring wealth." Industriousness is a biblical virtue consistently affirmed in Proverbs.
(v) Work enables generosity — Ephesians 4:28 — "stealing no more, but rather doing something useful with their own hands, so they have something to share with those in need." The purpose of work is not just personal comfort but the ability to give.

(b) Five ways youth can use talents to generate income and avoid idleness:
(i) Starting a small enterprise using their natural skill — baking, sewing, making crafts, art, jewellery or beadwork to sell at school or in the community.
(ii) Offering tutoring services — using academic ability to teach younger students at a fee.
(iii) Digital skills for income — using design, photography, video editing or social media management to provide freelance services.
(iv) Agricultural enterprises — vegetable gardening, rabbit keeping, poultry or fish farming that generate income while developing practical skills.
(v) Using musical or performing talents to earn — providing entertainment at events, recording content for online platforms or offering music lessons.
(vi) Joining a youth cooperative — pooling talents and resources with peers to run a shared income-generating project.
(Any five with brief explanation.)

Islamic Religious Education

1

Qur'an

A. Modes of Preservation of the Qur'an

Practice Assessment

1.
- Recitation during prayers led by the Prophet (S.A.W.)
- During Ramadhan, the Prophet recited the whole Qur'an and encouraged the Swahaba to recite the revealed verses and surahs.
- Written on materials such as tree barks, skins, stones and bones.
- The Prophet taught his wives the Qur'an and asked them to teach other women; he also encouraged the Swahaba to learn and teach it.
- Memorisation by the Prophet (S.A.W.) and his Swahaba.

(Any 3 valid points – 1 mark each)

2.
- Tree barks
- Animal skins
- Stones
- Bones

(Any 2 – 1 mark each)

3. Abu Bakar (R.A.)

4.
- The Qur'an was recited in daily prayers during both periods.
- Memorisation of the Qur'an continued during both periods.
- Teaching and transmission of the Qur'an continued in both eras.

(Any 2 – 1 mark each)

5. Uthman (R.A.)

6. Many Huffadh (memorisers) died in the Battle of Yamama, creating the risk that parts of the Qur'an could be lost; compilation into a single book was necessary to safeguard it.

7.
- The Qur'an is widely available in digital formats (apps, websites).
- Broadcasting Qur'an programmes on Islamic radio and television.
- Mass production of printed copies.
- Memorisation in mosques and educational institutes.
- Organising Qur'an recitation competitions locally and internationally.

(Any 2 – 1 mark each)

8. It encourages Muslims to memorise the Qur'an, thereby preserving it in their hearts and minds.

9.
- Teaching them to memorise short surahs used in Swalah.
- Providing them with translated/ transliterated copies of the Qur'an.
- Using digital Qur'an apps to guide their recitation.

(Accept any reasonable answer)

10.
- Preserving the Qur'an is a religious obligation that earns reward from Allah (S.W.T.).
- It ensures access to unaltered Islamic teachings.
- It ensures continuity of Islamic practices for future generations.
- It promotes unity and peace among Muslims.

(Any relevant reason)

11. To verify the accuracy of their recitation and correct any mistakes, thereby ensuring the Qur'an was memorised correctly.

12.
- Sharing Qur'an recitation videos or audio on social media.
- Posting Qur'anic verses with their meanings/translations.
- Promoting Qur'an apps or recitation competitions online.

(Any 2 – 1 mark each)

B. Divisions of the Qur'an

Practice Assessment

1. The Qur'an is arranged into systematic sections and sub-divisions (Surahs, Ayahs, Juzuu, Ruk'u, Manzil) to make reading, memorisation, recitation and understanding easier.
2. Ayah (verse)
3. By reading one Juzuu (part) per day. The Qur'an is divided into 30 equal Juzuu, so reading one daily completes it in 30 days.
4. A sub-division within longer surahs, each of which usually deals with a specific matter or theme.
5.
   - Makkan surahs were revealed before the Hijrah; Madinan surahs were revealed after the Hijrah.
   - Makkan surahs are generally shorter; Madinan surahs are longer with detailed verses.
   - Makkan surahs focus on Tawheed and morality; Madinan surahs focus on laws and social organisation.

   (Any one valid difference)
6. 36 more surahs (The Qur'an has 114 surahs; 114 – 78 = 36)
7.
   - Surahs (chapters)
   - Ayahs (verses)
   - Juzuu (parts) – 30 portions
   - Ruk'u – sub-divisions within surahs
   - Manzil – 7 equal parts

   (Any 3 – 1 mark each)
8.
   - Revealed after the Hijrah to Madinah.
   - Longer surahs with detailed and explanatory verses.
   - Focus on laws, governance, social organisation and community building.
   - Addressed to the Muslim community and the People of the Book.
   - Legislative and instructive in style.

   (Any 2 – 1 mark each)
9.
   - Makkan examples: Al-Ikhlas, Al-Kafirun, Al-Asr, Al-Fil, Al-Fatiha (short surahs).
   - Madinan examples: Al-Baqarah, Al-Imran, An-Nisa, Al-Maidah (longer surahs).
10. Manzil is the division of the Qur'an into 7 equal parts, designed for those who wish to complete the Qur'an in 7 days (one Manzil per day).
11.
    - Makes it easy to recite, read and memorise.
    - Allows students to focus on specific themes or teachings.
    - Smaller sections help learners memorise the Qur'an systematically.
    - Enables scholars to reference and explain specific parts.

    (Any relevant answer)

C. Selected Verses (Surah Al-Luqman)

Practice Assessment

1. Luqman
2. Because Luqman was grateful/thankful to Allah (S.W.T.). (Q31:12: 'We had certainly given Luqman wisdom and said: Be grateful to Allah.')
3.
   - Enjoining what is right (commanding good).
   - Forbidding what is wrong (forbidding evil).
   - Bearing patiently whatever befalls you.
4. Allah (S.W.T.) does not benefit from man's gratefulness. It is man himself who benefits – gratefulness is for his own soul's good. (Q31:12: 'Whosoever gives thanks, gives thanks for his own good.')
5. Parents (both mother and father)
6.
   - Gratitude to Allah (S.W.T.)
   - Respect and obedience to parents
   - Enjoining good and forbidding evil
   - Patience in adversity
   - Accountability for deeds and intentions
   - Humility and modesty
   - Lowering the voice
   - Avoiding arrogance and boasting
   - Choosing righteous companions
7. She should stop/discourage her friends and report the matter to the relevant authorities. Surah Al-Luqman teaches Muslims to enjoin

what is right and forbid what is evil.

8. '...for his own good / for the benefit of his own soul.'

9.
   - Promoting gratitude leads to contentment and reduced materialism.
   - Respect for parents strengthens family bonds.
   - Commanding good and forbidding evil reduces crime and immorality.
   - Humility and patience reduce conflicts and promote peaceful coexistence.

10.
   - Through posters, social media posts and community notice boards.
   - Giving talks or presentations at school, the mosque or community events.
   - Writing articles for school magazines or local newspapers.

   (Any reasonable answer)

2

HADITH

A. Ulum al-Hadith

Practice Assessment

1.
- The Prophet (S.A.W.) was entrusted with divine revelation; his actions and teachings served as guidance and formed the basis of Hadith.
- He addressed challenges facing Muslims through his teachings, which were recorded.
- His companions recorded his teachings and actions and spread them to other Muslims.
- He encouraged the Swahaba to teach others the Hadith they had learnt.

(Any 2 – 1 mark each)

2. To spread Islamic knowledge widely and ensure the preservation and accurate transmission of Hadith to future generations.
3. He sent teachers/companions to newly conquered areas to teach Hadith and Islam to new Muslims.
4.
- The Swahaba (companions) who had memorised Hadith continued to teach others.
- The wives of the Prophet (S.A.W.) also taught Hadith to women.

5.
- Practical demonstration (e.g., showing how to perform prayer and ablution).
- Storytelling – narrating stories to convey lessons and moral values.
- Question and answer – asking/answering questions to educate.
- Repetition – repeating important teachings for memorisation.
- Parables – using comparisons and analogies for clearer understanding.
- Written documentation – encouraging companions to write down Hadith.

(Any 2 – 1 mark each)

6. So that his wives could teach other women, ensuring Islamic knowledge reached all members of the Muslim community.
7. To ensure they followed the correct way of worship (Sunnah) and so that they could transmit and preserve the Prophet's practices accurately for others.
8.
- Expansion of the Islamic community created the need to teach new Muslims Hadith.
- Emergence of learning centres where Hadith was formally taught.
- The Rightly Guided Caliphs recognised the need to preserve the Prophet's teachings.
- The Prophet had died and could no longer provide guidance directly; Hadith became the primary reference.
- Swahaba who had memorised Hadith were still alive and continued to teach it.

(Any 2 – 1 mark each)

9.
- Muadh bin Jabal
- Abdullah bin Masud
- Abu Musa al-Ash'ari

(Any 2 valid names – 1 mark each)

10.
- Provides practical guidance on worship, behaviour and ethics.
- Clarifies and elaborates on Qur'anic teachings.
- Preserves the Prophet's practices as a role model.
- Inspires piety and a deeper connection with Allah (S.W.T.).
- Fosters unity through shared teachings and values.
- Forms a primary source for Sharia rulings.

(Any relevant points

B. Selected Hadith

Practice Assessment

1. Four (4) matters
2. To worship Allah (S.W.T.) / to fulfil ibaadah.
3. By worshipping Allah (S.W.T.) / by doing good deeds / by using his life, youth, wealth and knowledge in ways that please Allah (S.W.T.).
4. He should not delay worship until he is old. He will be accountable for how he used his youth. He should start worshipping Allah now before it is too late.
5. She should earn wealth through Halal means and spend it in ways that please Allah (S.W.T.), including paying Zakat and giving Sadaqah (charity) to the needy.
6. Her earnings are Haram (forbidden in Islam). She is engaged in prohibited activities, and she will be accountable to Allah (S.W.T.) on the Day of Judgement for how she earned and spent her wealth.
7. Listening to and obeying the leader is an obligation upon a Muslim, whether he likes it or not, as long as the leader does not command disobedience to Allah (S.W.T.). If commanded to disobey Allah, there is no obligation to obey.
8. She should politely refuse, explain that buying Miraa is against Islamic values, and offer to buy something permissible instead. Obedience to parents does not apply when it involves something prohibited.
9. Ziana should fulfil her duty and take charge of the class shelves as directed. Islam teaches obedience to leaders in lawful matters, regardless of personal dislike; the task does not involve disobeying Allah (S.W.T.).
10. Intention (niyyah) determines whether an act earns reward from Allah (S.W.T.). As the Prophet stated: 'Actions are judged by intentions.' A sincere intention elevates an ordinary action into an act of worship

3

PILLARS OF IMAN

A. Belief in Revealed Scriptures

Practice Assessment

1. Belief in the revealed Books/Scriptures
2. Taurat (revealed to Nabii Musa A.S.)
3. Zabur
4. Al-Qur'an
5. Nabii Issa (A.S.) / Jesus
6. Through the Suhuf (Scrolls) of Ibrahim (A.S.) – divine scriptures revealed to him by Allah (S.W.T.).
7. The Holy Qur'an (which contains stories and accounts of the prophets).
8. From the Holy Qur'an / from the revealed scriptures.
9.
   - They strengthen a Muslim's faith in Allah (S.W.T.) and His divine guidance.
   - They guide Muslims in living righteous and morally upright lives.
   - They confirm that Allah sent guidance to humanity through different prophets.
   - They encourage respect for all prophets who brought divine messages.
   - They strengthen unity among believers.

   (Any 2 – 1 mark each)
10.
   - To enhance the understanding and appreciation of Allah by human beings.
   - To give hope to believers.
   - To condemn evil doings.
   - To teach morals to humankind.
   - To ensure believers understand the unseen world.

   (Any 2 – 1 mark each)
11.
   - By giving them divine scriptures/books to guide their people.
   - By granting them miracles to prove their prophethood.
   - By protecting them and strengthening them through revelation.
12.
   - They all came from Allah (S.W.T.).
   - They were sent through prophets to humankind.
   - They teach moral values and the existence of angels.
   - They condemn vices and encourage virtues.
   - They offer guidance and wisdom to humankind.

   (Any 2 – 1 mark each)
13. She should have placed the Qur'an on a higher/elevated position, separated from ordinary books, and handled it with respect and reverence.
14.
   - Handle the Qur'an with respect, keeping it clean and elevated.
   - Respect all the prophets mentioned in the Qur'an and Hadith.
   - Learn and teach about other scriptures with openness and respect.
   - Never mock or insult any revealed scripture or religious figure.
   - Engage in interfaith discussions with kindness and mutual respect.
   - Respect the right of others to practise their beliefs peacefully.

   (Any relevant points)
15. Al-Qur'an
16. Religious tolerance / respect for other religions / acceptance and inclusion of people from different faiths.

B. Ulu-Azm Prophets

Practice Assessment

1. Prophets of firm resolve / prophets who possessed a high degree of perseverance in carrying out their divine mission.
2. Five (5)
3.
   - Musa (A.S.)
   - Nuh (A.S.)
   - Ibrahim (A.S.)
   - Issa (A.S.)
   - Muhammad (S.A.W.)
4.
   - All except Nuh (A.S.) received scriptures.
   - They were protected from sins by Allah (S.W.T.).
   - They were both Nabii (prophets) and Rasul (messengers).
   - They had a high degree of patience and perseverance.
   - They possessed divine law.

   (Any 2 – 1 mark each)
5. The story of Nabii Musa (A.S.): He was born in Egypt to an Israelite family during Fir'aun's reign. His mother placed him in a basket on the River Nile. Fir'aun's servants found him and took him to the palace, where Fir'aun's wife, Aasiya, adopted him.
6. Aasiya
7. He killed an Egyptian man who was fighting with an Israelite. Fearing punishment and Fir'aun's wrath, he fled to Median where he stayed for ten years.
8. Nabii Musa (A.S.) (known as Kalimullah – the one who spoke directly with Allah)
9.
   - Dividing the Red Sea, creating a path for the Israelites to cross.
   - Turning the stick into a serpent/snake.
10. During the journey of Isra wal-Miraj (the Night Journey and Ascension to the heavens).
11. He advised Muhammad (S.A.W.) to return to Allah (S.W.T.) and request a reduction in the number of daily prayers (which were initially fifty, eventually reduced to five).
12. Angel Jibril (Gabriel)
13. Zakariya (A.S.) / Prophet Zachariah
14. She was surprised and distressed, as she was a chaste woman who had never been with any man. She questioned how this could happen.
15. He spoke at infancy (as a newborn baby in the cradle).
16.
   - Muslims should always be steadfast in belief in Allah (S.W.T.).
   - Miracles happen by the will of Allah (S.W.T.).
   - Muslims should submit to the will of Allah (S.W.T.).
   - They should pray to Allah (S.W.T.) for help in all situations.
17.
   - Trust in Allah (S.W.T.) even in the most extraordinary circumstances (miraculous birth without a father).
   - Miracles are from Allah and serve as signs for believers.
   - Dedication to worship (as demonstrated by Maryam) earns Allah's favour.

   (Any 2 – 1 mark each)

4

DEVOTIONAL ACTS

A. Prayers on Special Occasions

Practice Assessment

1. Prayer for rain (performed during drought or low rainfall seasons).
2. They should perform Swalatul Istisqaa (prayer for rain) in an open field, seek forgiveness from Allah (S.W.T.) and repent sincerely.
3. Two (2) Rakaats
4.
    - Make sincere repentance and seek forgiveness from Allah (S.W.T.).
    - Perform ablution (wudhu).
    - Proceed to an open field (not a mosque).
    - Make intention (niyyah) for Swalatul Istisqaa.
5.
    - It is performed in an open field, not inside a mosque.
    - It is a congregational prayer.
    - It has two Rakaats – 7 Takbiir in the first and 5 Takbiir in the second.
    - Surah Al-A'la is recited in the first Rakaat; Surah Al-Ghashiyah in the second.
    - The Imam delivers a sermon on the need to seek forgiveness from Allah (S.W.T.).
    - It has neither Adhan nor Iqamah.
6. Seeking Allah's guidance / a prayer performed to seek Allah (S.W.T.)'s guidance when one is unsure about a decision or course of action.
7. Two (2) Rakaats
8. Advise her to perform Swalatul Istikhara (two Rakaats) and recite the Istikhara dua, asking Allah (S.W.T.) to guide her to the better of the two options.
9. Hussein should advise him that Swalatul Istikhara is only valid for Halal matters. Seeking Allah's guidance on how to commit theft or gambling (both Haram) is not permissible. He should repent and abandon these intentions.
10. Swalatul Istikhara
11. Swalatul Istisqaa:
    - Performed to ask Allah for rain during drought.
    - Demonstrates trust in Allah's power over nature.
    - Acts as a collective prayer for community welfare.
    - Encourages unity and community supplication.

    Swalatul Istikhara:
    - Helps find the best outcome in uncertain situations.
    - Strengthens reliance on Allah (S.W.T.)'s wisdom.
    - Provides comfort and reassurance in choices.
    - Encourages trust in Allah's plan and timing.
12. After performing Swalatul Istikhara, Allah makes the right option easy and smooth to pursue while making the unsuitable option difficult; the person feels a sense of ease and contentment towards the better choice.
13.
    - To ask Allah (S.W.T.) for rain during drought and hardship.
    - It demonstrates the community's dependence on and trust in Allah's power.
    - It is an act of repentance and seeking forgiveness.
    - It promotes unity and collective supplication in the community

B. Hajj and Umrah

Practice Assessment

1. Hajj
2. On the 8th day of Dhul-Hijja (8th Dhul-Hijjah).
3. Pilgrims proceed to Mina and spend the night there in prayer and rest (Day of Tarwiyah).
4. Standing at the plain of Arafat (Wuquf al-Arafat) – the climax of Hajj.
5. At Muzdalifah
6. Pilgrims perform an animal sacrifice (or

arrange for it) to commemorate Prophet Ibrahim's (A.S.) willingness to sacrifice his son.

7. Fardh rites are obligatory – if any is missed without a valid reason, the Hajj is invalid. Sunnah rites are optional – if missed, the Hajj remains valid though the pilgrim loses the associated reward.
8. Standing at Arafat (Wuquf al-Arafat) – a woman in her menstrual period can still perform this rite.
9.
    - Staying three nights at Mina.
    - Stoning the three pillars (Jamarat) in the correct order.
    - Shaving or trimming the hair (Halq/Taqsir).
    - Staying overnight at Muzdalifah.

    (Any 2 – 1 mark each)
10.
    - Taking Ghusl before going to Arafat.
    - Saying the Talbiyah.
    - Performing Sunnah prayer at the Kaaba.
    - Drinking Zamzam water.

    (Any 2 – 1 mark each)
11. Sa'ay (walking between the hills of Safa and Marwah seven times).
12. Tawaf is the act of circling the Kaaba seven times anticlockwise, beginning at the Black Stone (Hajar al-Aswad), in Masjid al-Haram.
13. A lesser pilgrimage whose rites are performed in a single day and can be undertaken at any time of the year (unlike Hajj, which has specific dates).
14.
    - Hajj is obligatory (once in a lifetime for those able); Umrah is voluntary/optional.
    - Hajj has specific dates (8th–12th Dhul-Hijjah); Umrah can be performed any time of the year.
    - Hajj includes additional rites (Wuquf at Arafat, stoning Jamarat, staying at Mina/ Muzdalifah); Umrah does not.
    - Hajj is the fifth pillar of Islam; Umrah is not.

    (Any 2 – 1 mark each)
15. Wearing the Ihram (white seamless garment for men; simple attire for women). All pilgrims dress alike, removing visible signs of wealth and social status.
16.
    - It is a pillar of Islam and a commandment of Allah (S.W.T.).
    - It promotes equality among all Muslims.
    - Assembling at Arafat reminds Muslims of the Day of Judgement.
    - It promotes unity and brotherhood among Muslims.
    - It wipes out the sins of the pilgrim.

    (Any 2 – 1 mark each)

5

AKHLAQ (MORAL TEACHINGS)

A. Commanding Good and Forbidding Evil

Practice Assessment

1. It is a duty placed by Allah (S.W.T.) upon all Muslims. Allah (S.W.T.) commands believers to take part in commanding good and forbidding evil.
2.
   - Advising kindly by offering gentle reminders with wisdom.
   - Setting a good example through righteous behaviour.
   - Educating others by sharing Islamic teachings.
   - Using persuasive, logical and kind words.
   - Praying for Allah (S.W.T.) to guide others.
   - Reporting serious evils to the relevant authorities.

   (Any 2 – 1 mark each)
3. She should explain that chewing Miraa is discouraged in Islam as it is an intoxicant-like substance that can be harmful to health; Muslims should avoid anything that clouds judgement or causes harm.
4. It is a religious obligation; commanding good and forbidding evil earns reward from Allah (S.W.T.) and strengthens the community bonds through shared moral principles.
5. She should separate/stop them, advise them to stop fighting, and remind them of Islamic values of peace and brotherhood. She should report to a teacher or authority if needed.
6.
   - It encourages ethical behaviour.
   - It stops sinful and harmful actions from spreading.
   - It builds a harmonious and virtuous environment.
   - It fulfils a Qur'anic duty.
   - It promotes fairness and discourages oppression.
7. Commanding good and forbidding evil (Al-Amr bil Ma'ruf wan-Nahy anil Munkar).
8.
   - Through the Friday Khutbah (sermon).
   - Giving Islamic lectures and talks on moral behaviour.
   - Advising community members individually with kindness.

   (Any 1 – 1 mark)
9.
   - Use kind and polite words.
   - Show empathy and understanding.
   - Lead by example in good behaviour.
   - Offer advice privately to avoid embarrassment.
   - Be patient and avoid anger.
   - Use knowledge from the Qur'an and Hadith.
   - Focus on major issues before minor ones.
   - Avoid harsh judgment or insults.

   (Any 3 – 1 mark each)

B. Virtues in Islam

Practice Assessment

1. A person who outwardly professes faith but conceals dishonesty, deceit or disbelief inside. According to the Hadith, he is identified by three signs.
2. Three (3) signs
3.
   - When he talks, he lies.
   - When he promises, he does not fulfil.
   - When he is trusted, he breaks the trust.
4.
   - His friend will lose trust in him.
   - It qualifies him as a hypocrite according to the Hadith.
   - It damages their friendship/relationship.
   - It causes disappointment and hurt to his friend.

   (Any 2 – 1 mark each)
5.
   - Surah Al-Maidah, verse 1: 'O you who believe! Fulfil your contracts/obligations.'
   - Surah An-Nahl, verse 91: 'Fulfil the

covenant of Allah when you have made a covenant...'

(Accept any relevant and accurate Qur'anic reference)

6.
- One is classified as a hypocrite.
- Loss of trust from others.
- It attracts the anger and displeasure of Allah (S.W.T.).
- It damages relationships and causes conflicts.

(Any 2 – 1 mark each)

7. Mention two significance of fulfilling promises.
- One will be loved by Allah (S.W.T.).
- One is liked and respected by other people.
- Strengthens relationships and promotes trust.
- Reduces misunderstandings and conflicts.
- Promotes accountability in society.

(Any 2 – 1 mark each)

8. '...controls himself when angry.'

9.
- Promotes physical, social and mental well-being.
- Promotes strong relationships and community development.
- Strengthens one's relationship with Allah (S.W.T.).
- Promotes peaceful co-existence.
- Promotes the virtue of forgiveness.

10. He should sit down if he is standing (as the Prophet advised). He should also perform wudhu to calm down, seek refuge in Allah (S.W.T.) from Shaitan, and remain silent.

11.
- It promotes physical, social and mental well-being.
- It promotes peaceful co-existence in the community.
- It strengthens one's relationship with Allah (S.W.T.).
- It promotes the virtue of forgiveness and reduces conflicts.

(Any 2 – 1 mark each)

C. Prohibitions in Islam

Practice Assessment

1. Sexual relations between individuals who are closely related by blood, such as siblings, cousins, or parents and children.

2.
- It disrupts natural boundaries within family relationships, causing harm to family integrity and harmony.
- From a biological perspective, it can lead to genetic disorders in offspring due to hereditary defects.
- It undermines the moral fabric of society and the concept of family love and respect.

(Any 2 – 1 mark each)

3.
- Irresponsible parents and relatives who end up molesting their young ones sexually.
- Dysfunctional family environments and breakdown of family values.
- Lack of proper parental guidance and moral education.

4. To protect children from sexual abuse and inappropriate relations / to prevent incest and any form of sexual misconduct, in line with Islamic teachings on modesty and the protection of children.

5. He had engaged in sexual relations with an animal.

6. Both the person and the animal are to be killed (capital punishment applies).

7.
- It degrades human dignity, reducing a person to the level of animals.
- It is a form of abuse and harm to animals.
- It is punishable by death in Islamic law.

(Any 1 – 1 mark)

8.
- Mother
- Sisters (full, half and foster sisters)
- Daughters
- Aunts (paternal and maternal)
- Daughters-in-law
- Foster mothers (milk mothers)
- Mothers-in-law

(Any 4 from the prohibited categories – 1

mark each)

9.
- It degrades human dignity and moral standards.
- It causes harm and abuse to animals.
- It leads to moral degradation of society.
- The perpetrator faces the death penalty.

(Any 2 – 1 mark each)

10.
- Poverty and lack of economic opportunities.
- Coercion and exploitation by others.
- Drug addiction and substance abuse.
- Breakdown of family values and moral education.
- Unemployment.

(Any 3 – 1 mark each)

11.
- Promote religious and moral education.
- Provide proper guidance and counselling.
- Enforce strict laws against sexual misconduct.
- Monitor and regulate media content.
- Support community programmes on positive values.

(Any 2 – 1 mark each)

12. Only between a husband and wife within a lawful marriage (Nikah).

13.
- Dehumanises individuals and exploits vulnerable people.
- Leads to spread of sexually transmitted diseases.
- Contributes to moral decay in communities.
- Leads to breakdown of healthy relationships.
- Perpetuates cycles of inequality and violence.

(Any 2 – 1 mark each)

14.
- Causes trauma, victimisation, low self-esteem and affects physical and emotional well-being.
- Leads to conflicts, broken relationships, betrayal and shame.
- Weakens one's relationship with Allah (S.W.T.).
- Attracts punishment from Allah (S.W.T.).
- Leads to discrimination of victims by society.
- Leads to moral degradation in the society.

15. Incest (sexual relations with a close family member – her uncle).
16. Homosexuality

6

MUAMALAT (SOCIAL RELATIONS)

A. Divorce

Practice Assessment

1. The formal dissolution of a marriage, freeing both spouses from their marital obligations.
2.
   - Poor communication and misunderstandings between spouses.
   - Unfaithfulness of either partner.
   - Domestic violence from either partner.
   - Unfulfilled marital rights.
   - Lack of provision of basic needs.

   (Any 2 – 1 mark each)
3. As a last resort after exhausting all conflict resolution steps (kind communication, admonition, cooling-off period, family arbitration), Islam permits divorce. Since Hamisi has already tried involving her relatives with no success, he may consider divorce, which is the final permissible option.
4. Mutual kindness and good communication – engaging in calm discussion with gentle advice and compassion, avoiding insults (as taught in Q4:19 and the Prophet's Hadith).
5. Divorce (Talaq) – the most disliked of permissible things to Allah (S.W.T.), used only after all reconciliation efforts have been exhausted.
6.
   - Learning Islamic rights and responsibilities in marriage and practising them.
   - Having mutual respect for each other.
   - Avoiding unnecessary arguments in communication.
   - Maintaining a strong relationship with Allah (S.W.T.).
   - Forgiving each other and moving on peacefully.

B. Types of Divorce

Practice Assessment

1. At-Talaq
2.
   - Husband's inability to fulfil marital duties.
   - Irreconcilable differences or incompatibility.
   - Emotional or physical harm.
   - Desire to end an unhappy/unbearable marriage.

   (Any 1 – 1 mark)
3. The wife enters the Iddah period (waiting period of three menstrual cycles) during which no new marriage is contracted.
4. Zainab can request Khul'u (a divorce initiated by the wife) through the Kadhi/Islamic court, citing her husband's inability to fulfil his marital obligations due to his condition.
5.
   - The Talaq must be pronounced during the wife's state of purity (when she is not menstruating and without intimacy in that state).
   - The husband must be of sound mind.
   - The husband must be an adult.

   (Any 1 – 1 mark)
6. Islam permits this. A Talaq Raj'i (revocable divorce) allows the husband to revoke the divorce and reconcile with his wife during the Iddah period without a new marriage contract. Daud's reconciliation with Hawa during Iddah is therefore valid.
7. The divorce becomes final and irrevocable (Talaq Bain). They can only remarry by entering into a new Nikah (marriage contract).
8.
   - Children may lack the provision of basic needs from one parent.
   - Children's emotions are affected and they may develop challenges in future relationships.
   - They may lack proper parental care and guidance.

(Any 2 – 1 mark each)

9. It may cause hostility and disunity between the two families, disrupting previously cordial family relations.

C. Trade and Finance in Islam

Practice Assessment

1. A written contract/agreement that outlines the terms of their partnership.
2.
   - It must be based on free will, without any coercion.
   - It must not involve haram activities (e.g. riba or gambling).
   - It must not involve deception or fraud.
   - It should be in writing for clarity and as evidence.

   (Any 1 valid condition)
3. She should not sign the contract until she fully understands its contents. She should request a translation into a language she understands, or seek independent legal advice before signing.
4.
   - Believers are commanded to honour their agreements.
   - Contracts should be written down for clarity and to avoid disputes.
   - Contracts must be based on free will, without coercion.
   - Deception or fraud in contracts is prohibited.
   - Contracts must not involve exploitation, oppression or haram activities.

   (Any 3 – 1 mark each)
5. He signed a contract without reading or understanding it – a serious error. One must always read and understand a contract fully before signing. His blind trust in his cousin enabled his cousin to exploit him.
6. • Promotes justice and equality.
   - Prevents conflicts and disputes.
   - It is a sign of fear for Allah (S.W.T.) and accountability.
   - Promotes trust among community members.
   - Used as evidence if a conflict arises.
   - Promotes accountability.

C. Human Rights

Practice Assessment

1. Islam forbids murder and protects every human life. Taking a life without just cause is a grave sin. The Qur'an states that killing one person is like killing all of humanity.
2. Respect and uphold the rights of other people by treating them with justice, fairness and dignity, as commanded by Allah (S.W.T.).
3.
   - Right to freedom of religion.
   - Right to justice.
   - Right to life.
   - Right to freedom of speech.

   (Any 2 – 1 mark each)
4.
   - Gives people freedom of worship.
   - Encourages freedom of speech.
   - Promotes justice and equality.
   - Reduces conflicts and enhances development.
   - Guides leaders in their ruling.
   - Promotes unity among citizens.
5. Kenya Bureau of Standards
6.
   - Leads to injustice and oppression.
   - Causes conflicts and social unrest.
   - Leads to discrimination and marginalisation.
   - Undermines human dignity.
   - Violates Allah's (S.W.T.) commands.
7. KEBS (Kenya Bureau of Standards)
8. Regulating and supervising the banking sector, managing monetary policy, controlling the money supply and safeguarding consumer financial interests.
9. The Retirement Benefits Authority (RBA)
10. KEBS (Kenya Bureau of Standards) / Anti-Counterfeit Agency (ACA)
11.
    - Ensuring fair treatment, safety and protection from deceptive practices.
    - Monitoring quality, pricing and labelling of products.
    - Offering platforms for consumers to report grievances and seek redress.
    - Educating consumers on their rights.
    - Ensuring businesses comply with consumer protection laws.
    - Investigating fraudulent activities and taking action against offenders.

7

ISLAMIC HERITAGE AND CIVILISATION

A. The Rightly Guided Caliphs

Practice Assessment

1. Abubakar (R.A.)
2. They served on the committee responsible for compiling the Qur'an into book form. Zaid bin Thabit led the compilation, with Ali (R.A.) and Uthman (R.A.) among those who contributed.
3. Abu Ubaida Jarrah was a senior military commander (general) responsible for leading the Muslim army in military campaigns.
4.
   - Basra
   - Kufa
   - Al-Jazirah (or Mosul area)

   (Accept three valid provinces – 1 mark each)
5. Governors (Walis) were appointed to manage the administrative provinces. Examples include Muawiya bin Abu Sufyan (Syria) and Amr bin Al-As (Egypt).
6. He served as a teacher and judge (Qadi) in Kufa, responsible for teaching Islamic law and Hadith to the Muslim community there.
7. Umar (R.A.) / Umar ibn Al-Khattab (R.A.)
8.
   - Standardised the Qur'an into one official text and distributed copies across the empire.
   - Further expanded the Islamic empire, especially in North Africa and Central Asia.
   - Improved administrative systems and increased state revenues.

   (Any 1 – 1 mark)
9. Muawiya bin Abu Sufyan
10. He was a senior military commander who played a key role in the conquest of Persia.
11.
   - Azerbaijan
   - Armenia
   - Ray (or Al-Jibal region)

   (Accept the relevant provinces – 1 mark each)
12.
   - Uthman bin Affan (R.A.) was the third Rightly Guided Caliph.
   - He standardised the Qur'an into one text with the Quraysh dialect and distributed copies across the empire.
   - He expanded the Islamic empire further into North Africa and Central Asia.
   - He faced challenges of accusations of nepotism and was eventually assassinated while reciting the Qur'an.

ASSESSMENT TESTS

Assessment Test 1

1.
- These were the readily available and accessible writing materials in Arabia at that time.
- Paper and conventional writing materials were not yet widely available in the region.

2. Uthman (R.A.)
3.
- It ensures access to unaltered teachings of Islam for future generations.
- It is a religious obligation that earns reward from Allah (S.W.T.).
- It promotes unity and peace among Muslims.

(Any 1 – 1 mark)

4.
- Expansion of the Islamic community required teaching new Muslims Hadith.
- Emergence of learning centres where Hadith was taught.
- The Caliphs recognised the need to preserve the Prophet's teachings.
- The Prophet had died; Hadith became essential for solving new challenges.

(Any 1 – 1 mark)

5. According to the Hadith on accountability, she will be asked on the Day of Judgement about her youth and how she used it. She should not wait to grow old but should start worshipping Allah (S.W.T.) now while she is young and able.
6. Nabii Issa (A.S.) / Jesus
7. The Holy Qur'an (and Hadith of the Prophet S.A.W.)
8. By the miracle of his stick, he struck the Red Sea and it divided, creating a dry path for the Israelites to cross safely.
9.
- Performing Swalatul Istisqaa (prayer for rain) in an open field.
- Making sincere dua (supplication) to Allah (S.W.T.).
- Seeking forgiveness (Istighfar) sincerely.

(Any 1 – 1 mark)

10. He performed three Rakaats instead of two. Swalatul Istikhara has only two Rakaats.
11.
- Talaq Raj'i (revocable divorce)
- Talaq Bain (irrevocable divorce)

12. At Muzdalifah (after spending the night there following Wuquf at Arafat).
13. She should separate/stop them, advise them to stop fighting and remind them of the Islamic values of peace and brotherhood. She should report to a teacher or authority if the situation is serious.
14. 'The strong one is not the one who knocks out his enemies; he is the one who controls himself when angry.'
15.
- Incest
- Prostitution
- Bestiality
- Homosexuality

(Any 2 – 1 mark each)

16. Retirement Benefits Authority (RBA)
17.
- Advising others kindly with wisdom and gentle reminders.
- Setting a good example through righteous behaviour.
- Using persuasive, logical and kind words.
- Educating others by sharing Islamic teachings.
- Praying to Allah (S.W.T.) to guide others.
- Reporting serious evils to relevant authorities.

(Any 3 – 1 mark each)

18. The Umayyad clan (Banu Umayya)
19. Abubakar (R.A.) – the only one among the four who died of natural illness rather than assassination.
20. Uthman (R.A.) / Uthman bin Affan (R.A.)
21.
- It is a pillar of Islam and a commandment of Allah (S.W.T.).
- It promotes equality among all Muslims through wearing Ihram.
- It demonstrates obedience and love for Allah (S.W.T.).
- Assembling at Arafat reminds Muslims of

the Day of Judgement.
- It promotes unity and brotherhood.
- It wipes out the sins of the pilgrim.

22. He performed Tawaf al-Ifadha (circumambulation of the Kaaba), exited the state of Ihram and performed the remaining rites of Hajj.
23. He should not use threats or violence. Commanding good and forbidding evil should be done with wisdom, kindness and gentleness. He should advise his friend calmly and privately, using the tongue – not force.
24.
    - When he talks, he lies.
    - When he promises, he does not fulfil.
    - When he is trusted, he breaks the trust.
25. Homosexuality
26. Conflicts and marital problems that could ultimately lead to divorce.
27. Allah (S.W.T.) says it is most hateful to Him that believers say (promise or commit to) what they do not do. Those who make commitments they do not honour are deeply displeasing to Allah.
28. He was reciting the Holy Qur'an.
29.
    - Introduced a formal system of Zakat collection to fund the state.
    - Established the system of consultation (Shura) in decision-making.
    - Focused on securing the economic stability of the state.

    (Any 1 – 1 mark)
30. Umar (R.A.) – he built canals in Egypt to improve irrigation and enhance agricultural productivity.

Assessment Test 2

1. To spread and preserve the knowledge of the Qur'an / to ensure accurate transmission to future generations / to earn rewards from Allah (S.W.T.) through teaching.
2.
   - Memorisation continued in mosques and learning centres.
   - The Huffadh (memorisers) who survived battles continued teaching others.
   - The compiled written copies aided in systematic memorisation.
   - Recitation during daily prayers reinforced memorisation.
3.
   - It brings blessing (barakah) to the gathering.
   - It sets a religious and spiritual tone for the occasion.
   - It earns rewards from Allah (S.W.T.).
   - It serves as a reminder of Islamic values to all present.

   (Any 1–2 relevant points)
4. The Prophet Muhammad (S.A.W.) is the primary source of Hadith through his sayings, actions and approvals (Sunnah). He encouraged companions to learn and teach Hadith. Accounts of earlier prophets mentioned in Hadith also enriched the body of Islamic knowledge.
5. He should share his wealth by paying Zakat (obligatory charity) and giving Sadaqah (voluntary charity) to his poor neighbours. He will be accountable to Allah (S.W.T.) for how he earned and spent his wealth.
6. Nuh (A.S.)
7.
   - They strengthen faith in Allah (S.W.T.) and His divine guidance.
   - They confirm Allah sent guidance through different prophets.
   - They guide Muslims in living righteous lives.
   - They encourage respect for all prophets.
   - They strengthen unity among believers.
8.
   - They were all both Nabii (prophets) and Rasul (messengers).
   - They had a high degree of patience and perseverance.
   - They were protected from sins by Allah (S.W.T.).

   (Any 1 – 1 mark)
9. During periods of drought / prolonged lack of rainfall / when rain is needed for the community.
10. Swalatul Istikhara
11. Ihram
12. Muzdalifah
13. Every Muslim's duty – it is a collective obligation upon all members of the Muslim community.
14. A lesson on anger management – teaching Islamic methods of controlling anger.
15. Bestiality

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

Section A (Multiple Choice) – Answers

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

Section B (Structured Questions) – Answers

21. a
- Recited regularly during prayers led by the Prophet (S.A.W.).
- During Ramadhan, the Prophet recited the whole Qur'an and encouraged the Swahaba to recite it.
- Written on materials such as tree barks, skins, stones and bones.
- The Prophet taught his wives and encouraged the Swahaba to learn and teach the Qur'an.
- Memorised by the Prophet (S.A.W.) and his Swahaba.

21. b
- It is a religious obligation; those who do it gain reward from Allah (S.W.T.).
- Ensures access to unaltered teachings of Islam.
- Ensures continuity of Islamic practices for future generations.
- Unity and peace among Muslims is strengthened.
- Protects the Qur'an from distortion and alteration.

22. a
- Revealed before the Hijrah (migration) to Madinah.
- Generally shorter, with concise and poetic verses.
- Focus on Tawheed (Oneness of Allah), Akhirah (Day of Judgement) and morality.
- Addressed to disbelievers, idolaters and polytheists.
- Emotive, warning and persuasive in style, calling people to Islam.
- Rhythmic and powerful to capture attention.

(Any 5 – 1 mark each)

22. b
- Always thank Allah (S.W.T.) for His blessings.
- Respect and be obedient to parents.
- Enjoin all that is good and forbid all that is evil.
- Endure with patience whatever afflictions befall you.
- Have accountability for your deeds – Allah is aware of all actions.
- Avoid arrogance and boasting.
- Walk with humility and lower the voice.
- Choose righteous companions.

(Any 5 – 1 mark each)

23. a
- The Prophet (S.A.W.) was entrusted with divine revelation; his actions and teachings became guidance.
- He addressed challenges facing Muslims through his teachings, which were recorded.
- His companions recorded his teachings and actions and spread them to others.
- He encouraged the Swahaba to teach others the Hadith they had learnt.
- He sent teachers to newly conquered areas to teach Hadith and Islam.

(Any 5 – 1 mark each)

23. b
- Every individual is responsible for their actions and will answer to Allah on the Day of Judgement.
- Leaders are accountable for the people under their care and must lead with justice.
- Encourages Muslims to fulfil their duties sincerely at home, school, work and in leadership.
- Trust is a serious responsibility that must never be neglected.
- Promotes honesty and discourages corruption, negligence and misuse of authority.
- Encourages self-evaluation and repentance.

(Any 5 – 1 mark each)

24.
- 1. Belief in Allah (S.W.T.)
- 2. Belief in His angels
- 3. Belief in the revealed Books/Scriptures
- 4. Belief in the Prophets/Messengers
- 5. Belief in the Day of Judgement
- 6. Belief in Qadar (Divine Decree – good and bad)

(Award 1 mark per correct pillar in correct order; 5 marks for any 5 correct)

25.
- Strengthens a Muslim's faith in Allah (S.W.T.) and His divine guidance.
- Confirms that Allah sent guidance to humanity through different prophets.
- Encourages respect for all prophets who brought divine messages.
- Guides Muslims in living righteous and morally upright lives.
- Strengthens unity among believers by recognising scriptures came from one Allah.

(Any 5 – 1 mark each)

26. a
- Performed in an open field, not inside a mosque.
- It is a congregational prayer.
- It has two Rakaats – 7 Takbiir in the first and 5 Takbiir in the second.
- Surah Al-A'la is recited in the first Rakaat; Surah Al-Ghashiyah in the second.
- The Imam delivers a sermon on the need to seek forgiveness from Allah (S.W.T.).
- It has neither Adhan nor Iqamah.

(Any 5 – 1 mark each)

26. b
- Staying three nights at Mina.
- Stoning the three Jamarat in the correct order.
- Shaving or trimming the hair (Halq/Taqsir).
- Staying overnight at Muzdalifah.

(4 wajib rites; award 1 mark each – full 5 marks if explained with detail)

27.
- Encourages ethical behaviour in society.
- Strengthens community bonds through shared moral principles.
- Stops sinful and harmful actions from spreading.
- Fulfils a duty commanded in the Qur'an.
- Upholds fairness and discourages oppression.
- Builds a harmonious and virtuous environment.
- Demonstrates obedience to Allah (S.W.T.)'s commands.

(Any 5 – 1 mark each)

28.
- It causes sexually transmitted diseases.
- It attracts punishment from Allah (S.W.T.).
- It affects population growth and can lead to human extinction.
- It leads to degradation of morals in society.
- It goes against the natural order (fitrah) created by Allah (S.W.T.).
- It causes discrimination and social harm.

(Any 5 – 1 mark each)

29. a
- Poor communication and misunderstandings between spouses.
- Unfaithfulness of either partner.
- Domestic violence from either partner.
- Unfulfilled marital rights.
- Lack of provision of basic needs.

(Any 5 – 1 mark each)

29. b
- Believers are commanded to honour their agreements.
- Contracts should be written down for clarity and to prevent disputes.
- Contracts must be based on free will, without coercion.
- Deception or fraud in contracts is

prohibited.
- Contracts must not involve exploitation, oppression or haram activities like riba.

(Any 5 – 1 mark each)

30. a
- First caliph after the death of Prophet Muhammad (S.A.W.).
- Close friend and companion of the Prophet (S.A.W.); accompanied him during Hijrah.
- Unified the Arabian Peninsula after the Ridda (apostasy) wars.
- Established the compilation of the Qur'an into book form under Zaid bin Thabit.
- Focused on maintaining unity in the Muslim community.
- Introduced a formal system of Zakat collection and established the system of Shura.
- The only Rightly Guided Caliph who died a natural death.

(Any 5 – 1 mark each)

30. b
- Supported the rights of women and minorities.
- Promoted fairness in taxation.
- Introduced administrative divisions (provinces) for better governance.
- Established the Islamic Hijri calendar.
- Established the public treasury (Bayt al-Mal) for state finances and welfare.
- Implemented land reforms and taxation policies.
- Built canals in Egypt to improve agriculture and irrigation.

(Any 5 – 1 mark each)

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 2

Section A (Multiple Choice) – Answers

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

Section B (Structured Questions) – Answers

21. a
- The Qur'an verses written during the Prophet's time were compiled into book form during Abubakar's caliphate.
- The Qur'an was recited in daily prayers.
- During Uthman's caliphate, the recitation was standardised with the Quraysh dialect.
- Uthman ordered production of copies that were distributed to various Islamic provinces.
- The Qur'an's teachings were applied by the Rightly Guided Caliphs in their leadership.

(Any 5 – 1 mark each)

21. b
- Serves as a primary source of guidance for Muslims in all aspects of life.
- Provides laws and rulings for daily life.
- Teaches moral values and ethical behaviour.
- Offers spiritual comfort and guidance in times of difficulty.
- Reminds of accountability on the Day of Judgement.
- Guides worship and deepens the connection with Allah (S.W.T.).

(Any 5 – 1 mark each)

22. a
- Revealed after the Hijrah to Madinah.
- Longer surahs with detailed and explanatory verses.
- Focus on laws, governance, social organisation and community building.
- Addressed to the Muslim community and the People of the Book (Jews and Christians).
- Legislative, instructive and focused on consolidating the Islamic state.
- Prose-like and elaborate in style to explain laws and rulings.

(Any 5 – 1 mark each)

22. b
- Not to associate Allah (S.W.T.) with anything (avoid shirk).
- Be thankful to Allah (S.W.T.) and to his parents.
- Establish prayer (Swalah).
- Enjoin what is right and forbid what is wrong.
- Be patient in adversity.
- Not to walk arrogantly on earth.
- Lower the voice and walk with humility.

(Any 5 – 1 mark each)

23. a
- Expansion of the Islamic community created the need to teach new Muslims Hadith.
- Emergence of learning centres where Hadith was formally taught.
- The Caliphs recognised the need to preserve and transmit the Prophet's teachings.
- With the Prophet's death, Hadith became the primary tool for solving new challenges.
- Swahaba who had memorised Hadith were still alive and continued teaching.

- Emergence of forged Hadith required authentication and compilation efforts.

(Any 5 – 1 mark each)

23. b
- Muslims should obey their leaders as long as they do not command what is sinful.
- Promotes peace and stability in society by discouraging rebellion and disorder.
- Encourages respect for parents, teachers and elders as part of good character.
- Obedience to Allah (S.W.T.) comes before obedience to human beings.
- Teaches patience and wisdom when dealing with leaders, even during disagreements.
- Promotes unity by encouraging cooperation with lawful authority.

(Any 5 – 1 mark each)

24.
- They all came from Allah (S.W.T.).
- They were sent to humankind through prophets.
- They teach moral values and guide righteous living.
- They teach the existence of angels.
- They offer guidance and wisdom to humankind.
- They contain simple and straightforward information.
- They condemn vices and encourage virtues.

(Any 5 – 1 mark each)

25.
- Musa (A.S.)
- Nuh (A.S.)
- Ibrahim (A.S.)
- Issa (A.S.)
- Muhammad (S.A.W.)

26. a
- Go to an open field (not inside a mosque).
- Make the intention (niyyah) for Swalatul Istisqaa.
- Imam leads the congregation in two Rakaats (7 Takbiir in the first, 5 Takbiir in the second).
- Surah Al-A'la is recited in the first Rakaat; Surah Al-Ghashiyah in the second.
- The Imam delivers a sermon on seeking forgiveness from Allah (S.W.T.).
- No Adhan or Iqamah is called.

(Any 5 – 1 mark each)

26. b
- Taking Ghusl (full bath) before going to Arafat.
- Saying the Talbiyah (chanting of the Hajj call).
- Performing Sunnah prayer at the Kaaba.
- Drinking Zamzam water.

(4 Sunnah acts from the book; for 5 marks award for detailed explanation of each)

27.
- Fulfilling promises is a sign of good character and honesty.
- Breaking promises is one of the three signs of a hypocrite.
- A Muslim must honour their commitments unless it involves sin.
- Fulfilling promises earns Allah's (S.W.T.) love and the trust of people.
- Breaking promises attracts the anger and displeasure of Allah (S.W.T.).
- Fulfilling promises strengthens relationships and promotes peace in society.

(Any 5 – 1 mark each)

28.
- Disrupts natural family boundaries, causing harm to family integrity and harmony.
- Can lead to genetic disorders in offspring due to hereditary defects.
- Undermines the moral fabric of society.
- Causes trauma, victimisation and low self-esteem in victims.
- Leads to conflicts, broken relationships, betrayal and shame.
- Attracts punishment from Allah (S.W.T.).
- May lead to discrimination and stigmatisation of victims.

(Any 5 – 1 mark each)

29. a
- 1. Mutual kindness and good communication (calm discussion, gentle advice).
- 2. Private admonition (sincere advice/ nasihah without humiliation).
- 3. Temporary separation/cooling-off period (forsaking the bed).
- 4. Arbitration by family members from both sides.
- 5. Patience and forgiveness (focus on positive qualities).

- 6. Divorce as an absolute last resort.

(Any 5 – 1 mark each)

29. b

- Right to freedom of religion.
- Right to justice.
- Right to life.
- Right to freedom of speech.
- Right to education.
- Right to privacy and family life.
- Right to fair treatment without discrimination.

(Any 5 – 1 mark each)

30. a

- Second Rightly Guided Caliph of Islam.
- Known for his strong and just leadership; given the nickname Al-Faruq by the Prophet (S.A.W.).
- Significantly expanded the Islamic state into Persia, Egypt and parts of the Byzantine Empire.
- Introduced administrative divisions (provinces) and a formal tax system.
- Established the Islamic Hijri calendar.
- Supported the rights of women and minorities; promoted fairness.
- Was assassinated – stabbed by a Persian slave (Abu Lu'lu'a).

(Any 5 – 1 mark each)

30. b

- Growing dissatisfaction with nepotism and favouritism towards his Umayyad clan.
- Centralisation of power that alienated some companions and leaders.
- Challenges of managing an increasingly vast empire.
- Internal revolts and dissatisfaction that ultimately led to his assassination.
- Accusations of favouring relatives in key appointments.
- Difficulty maintaining unity among diverse Muslim populations.

(Any 5 – 1 mark each)

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 3

Section A (Multiple Choice) – Answers

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

Section B (Structured Questions) – Answers

21. a
- Widely available in digital formats (mobile apps, websites, e-books).
- Broadcasting Qur'an programmes on Islamic radio stations and television.
- Mass production and distribution of printed copies of the Qur'an.
- Memorisation of the Qur'an in mosques, schools and educational institutes.
- Qur'an recitation competitions organised locally and internationally.

(Any 5 – 1 mark each)

21. b
- Surahs (chapters) – the Qur'an has 114 surahs.
- Ayahs (verses) – individual verses within each surah.
- Juzuu (parts) – 30 equal portions for completing in 30 days.
- Ruk'u – sub-divisions within longer surahs, each dealing with a specific matter.
- Manzil – the Qur'an divided into 7 equal parts for completing in 7 days.

22. a
- Always thank Allah (S.W.T.) for His blessings.
- Respect and obey parents, especially mothers.
- Enjoin what is good and forbid what is evil.
- Endure with patience whatever afflictions befall you.
- Have accountability for all deeds – Allah is aware of even the smallest action.
- Avoid arrogance, boasting and walking with pride.
- Walk with humility and lower the voice.
- Choose righteous companions.

(Any 5 – 1 mark each)

22. b
- Verse 17: Establish prayer (Swalah).
- Verse 17: Enjoin what is right and forbid what is wrong.
- Verse 17: Be patient in adversity.
- Verse 18: Do not walk arrogantly on earth; do not be scornful to people.
- Verse 19: Be moderate in pace (neither too fast nor too slow).
- Verse 19: Lower the voice, for the most disagreeable of sounds is the voice of the donkey.

(Any 5 – 1 mark each)

23. a
- Practical demonstration (e.g., showing how to perform prayer and ablution).
- Storytelling – narrating stories to convey moral lessons.
- Question and answer – engaging companions through dialogue.
- Repetition – repeating important teachings for memorisation and understanding.
- Parables – using comparisons and analogies for clearer understanding.
- Written documentation – encouraging companions to write down Hadith.

(Any 5 – 1 mark each)

23. b
- His lifetime and how he used it.

- His youth and how he exhausted it.
- His wealth and how he earned it.
- His wealth and how he spent it.
- His knowledge and how he acted upon it.

(4 core matters; the wealth point covers both earning and spending – 1 mark each)

24.

- They all came from Allah (S.W.T.).
- They were all sent through prophets to humankind.
- They teach moral values and righteous living.
- They teach the existence of angels and the unseen world.
- They offer guidance and wisdom to humankind.
- They condemn vices and encourage virtues.
- They contain simple and straightforward information.

(Any 5 – 1 mark each)

25.

- He spoke as a newborn baby in the cradle.
- He brought dead people back to life.
- He healed the sick, including lepers.
- He made the blind see.
- His miraculous birth – born without a father.

(Any 5 – 1 mark each)

26. a

- Putting on Ihram (entering the state of ritual purity and making niyyah).
- Going round the Kaaba seven times (Tawaf).
- Standing at the Arafat plains (Wuquf al-Arafat) – the climax of Hajj.
- Walking between the hills of Safa and Marwah seven times (Sa'ay).
- Stoning the three Jamarat at Mina (Rami al-Jamarat).

26. b

- It is a pillar of Islam and a commandment of Allah (S.W.T.).
- It promotes equality among all Muslims through wearing Ihram.
- It is an act of worship demonstrating love and obedience to Allah (S.W.T.).
- Assembling at Arafat reminds Muslims of the Day of Judgement.
- It promotes unity and brotherhood among Muslims worldwide.
- It wipes out all the sins of the sincere pilgrim.

(Any 5 – 1 mark each)

27.

- Promotes physical, social and mental well-being of individuals.
- Promotes strong, healthy relationships in the community.
- Strengthens the relationship between a person and Allah (S.W.T.).
- Promotes peaceful co-existence in the community.
- Helps one respond to challenging situations with confidence and wisdom.
- Promotes the virtue of forgiveness in the community.

(Any 5 – 1 mark each)

28.

- Dehumanisation and exploitation of the individual.
- Breakdown of healthy relationships.
- Risk of contracting sexually transmitted diseases.
- Moral decay and loss of dignity.
- Trauma, shame, low self-esteem and psychological harm.
- Attracts punishment from Allah (S.W.T.).
- Discrimination and stigmatisation by society.

(Any 5 – 1 mark each)

29. a

- May cause hostility and disunity between the two families.
- Children lack the provision of basic needs from one parent.
- Causes stress which can lead to mental health issues.
- Children's emotions are affected; they may develop challenges in future relationships.
- Leads to a change of lifestyle, especially where one spouse was the breadwinner.
- May lead to immorality among divorcees.
- Stigmatisation, particularly of the divorced woman.

(Any 5 – 1 mark each)

29. b

- Gives people the freedom of worship without coercion.
- Encourages freedom of speech and expression.

- Promotes justice and fairness for all.
- Reduces conflicts and enhances development.
- Guides leaders in fair and just governance.
- Promotes equality and unity in society.

(Any 5 – 1 mark each)

30. a
- Facing widespread apostasy after the Prophet's death (Ridda wars).
- Consolidating authority over diverse and sometimes rebellious tribes.
- Handling dissent within the Muslim community over leadership succession.
- Dealing with those who refused to pay Zakat after the Prophet's death.
- Managing the transition of leadership and maintaining unity after the Prophet.

(Any 5 – 1 mark each)

30. b
- Dealing with the division caused by the Battle of the Camel (against Aisha, R.A.).
- The Battle of Siffin against Muawiya bin Abu Sufyan and its aftermath.
- Managing the threat of rebellion from the Khawarij extremists.
- Ongoing struggles for legitimacy and acceptance of his caliphate.
- Internal conflicts and civil strife that weakened the Muslim state.
- Was ultimately assassinated by a Kharijite (Ibn Muljam).

(Any 5 – 1 mark each)

Creative Arts and Sports

1 Foundations of Creative Arts and Sports

A. Roles of Creative Arts and Sports

1. Creative Arts encompasses visual art, performing arts (music, drama, dance) and crafts; Sports involves physical activities and games governed by rules. Together they contribute to personal, social and economic development.
2. Social cohesion; identity; culture preservation; health and wellbeing; citizenship; patriotism; entertainment. (Any five.)
3. Poverty eradication (providing income opportunities); creating employment; contributing income to government through taxation; encouraging community development. (Any three.)
4. Drawing and painting, music, drama, dance, crafts, athletics, team sports (netball, volleyball), indigenous games, swimming, folk dance. (Accept any valid Creative Arts and Sports components.)
5. She can practise in small groups with trusted friends; repeat rehearsals until confident; focus on the joy of the dance rather than the audience; start with smaller performances and gradually build up to larger events.
6. The storyboard panel could show images of different communities sharing traditional dances, music performances or art exhibitions, with people from diverse backgrounds participating together — illustrating cultural exchange through Creative Arts and Sports.
7. Organise community art exhibitions and sports tournaments to bring people together; use drama and music to address social issues; start youth arts and sports clubs; use cultural performances to preserve traditions and build community pride.
8. "How does music contribute to the social unity and cultural identity of Kenyan communities, and what role does it play in addressing contemporary social issues?" (Accept any thoughtful, relevant question about music's societal role.)
9. Attend and actively support the events they organise; publicly recognise their contribution at community gatherings; offer practical help during events; write messages of appreciation to them.
10. The beadwork crafts provide income for artisans (economic benefit); they preserve cultural traditions and identity; they attract tourism; they display artistic creativity and cultural heritage.
11. Organise inter-community football matches that bring rival groups together; use the sport to promote respect and fair play; involve people of different backgrounds in the team; celebrate collective victories to build shared community pride.
12. The storyboard likely showed images of learners in art lessons developing creativity, music performances improving concentration, sports activities building teamwork and discipline, and cultural dances teaching cultural heritage — illustrating how Creative Arts and Sports support learning.

B. Components of Creative Arts and Sports

1. Character/persona, theme, setting, language devices (imagery, alliteration, rhyme). (Any valid element of a verse.)
2. Character/Persona: the speaker or voice who delivers the message. Theme: the central idea or message being communicated. Setting: the time, place or context of the verse.

Together: the character's voice carries the theme within the setting, making the verse relevant and meaningful to the audience.

3. a (Whole note — a semibreve lasts 4 beats, which equals a whole note.)
4. Musical elements: melody, rhythm, pitch (Music); character, theme, setting (Verse/Drama); colour, line, shape (Visual Art); movement, formation, rhythm (Dance).

Sports elements: agility, endurance, skill, teamwork, strategy.

Importance in education: develop creativity, physical fitness, critical thinking, teamwork and cultural awareness.

5. a. True b. True c. True d. False (a quaver = eighth note, not half note; the minim is the half note)

e. True f. False (accidentals change pitch, not duration)

6. c (In the middle of the piano keyboard — middle C sits approximately at the centre of a full keyboard, between the treble and bass regions.)
7. The G major scale ascends G–A–B–C–D–E–F#–G following a tone-semitone pattern (T–T–S–T–T–T–S). F# is required because the natural F creates a semitone between E and F, breaking the required pattern; sharping F corrects this to a tone. Its significance: it forms the foundation for melodies in the key of G major.
8. The piano keyboard has white keys repeating A–B–C–D–E–F–G across its length. Notes on the left are lower (bass range — bass staff); notes on the right are higher (treble range). The bass staff captures the lower portion of the keyboard, helping players read and perform low-pitched parts.
9. Elements of a verse: (a) Character/Persona — the speaker; (b) Theme — the central idea or message; (c) Setting — where and when the verse takes place. Together they deliver the verse's message to the audience.
10. The activity shown is a warm-up/stretching exercise. Its significance: to prepare the muscles and joints for physical exertion, prevent injuries, improve performance and increase flexibility before the match.

2

CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS

A. Drawing and Painting

1. b (Shape)
2. Complementary colours are pairs of colours that sit directly opposite each other on the colour wheel. When placed side by side, they have the greatest contrast and make each other appear more vivid and intense.
3. Red and Green; Blue and Orange; Yellow and Purple.
4. b (To study colour contrast)
5. Draw a strip of five boxes labelled 1–5. Choose a complementary pair (e.g. red and green — call them A and B). Box 1: pure colour A. Box 2: mostly A, a little B. Box 3: equal mix of A and B. Box 4: mostly B, a little A. Box 5: pure colour B. Repeat for other complementary pairs.
6. c (Dominance)
7. Plan the composition (objects, colour pair, dominant colour). Arrange objects — larger further back, smaller closer (creates depth). Lightly sketch outlines in pencil and refine. Paint objects using the complementary pair, dominant colour applied broadly and boldly. Apply a thin wash of the second colour to the background. Allow to dry, mount and display.
8. a. True b. True c. False (overlapping DOES help create dominance and depth)

d. True e. False (Blue is a primary colour, not secondary)

9. Plan the composition. Arrange objects for depth. Lightly sketch in pencil and erase overlapping lines. Paint using the complementary colour pair — dominant colour boldly on main objects. Apply thin wash of second complementary colour to background. Dry, mount, display for feedback.

B. Rhythm in ¾ Time

1. Quavers must be beamed in pairs (two quavers joined by a beam = 1 beat). Never beam quavers across a barline — a beam cannot cross from one bar into the next.
2. Example 4-bar pattern (each bar = 3 beats, at least one rest, quavers beamed in pairs):

Bar 1: dotted minim (3 beats); Bar 2: minim + crotchet rest (2+1); Bar 3: pair of quavers + pair of quavers + crotchet (1+1+1); Bar 4: minim + crotchet (2+1).

(Accept any valid pattern where each bar totals 3 beats, has variety and includes at least one rest.)

3. Rhythm is the pattern of sounds and silences in music that determines how music moves through time. When you tap your feet to a beat, you are responding to and following the rhythm of the music.
4. A minim represents 2 beats. Its French rhythm name is "taa-aa."
5. Top number (3): there are 3 beats in every bar. Bottom number (4): the crotchet (quarter note) receives one beat.
6. Beat 1 (the first beat of every bar) carries the natural, strong accent.
7. A minim (2 beats) — because 1 (existing crotchet) + 2 (minim) = 3 beats.
8. The semibreve rest — it is used to indicate a completely silent bar in any time signature, including 3/4 time.
9. Quavers must be beamed in pairs (two quavers connected by a beam) to show they belong together and equal one beat.
10. (i) The time signature (3/4); (ii) the number of bars; (iii) the note values and rests used in each bar; (iv) how the beats are grouped or counted.
11. Tapping on a desk or thigh; body percussion (stomps, knee pats, claps combined); playing a single pitch on an instrument (drum, woodblock, recorder). (Any three.)
12. "Taa-aa-a" — it covers 3 beats.
13. They must identify and explain: (i) the time signature (3/4); (ii) the number of bars; (iii) the note values and rests in each bar; (iv) how the beats are grouped and counted (ONE-two-three).
14. "Taa-aa" (minim, 2 beats) — "ta-te" (pair of quavers, 1 beat). Full bar vocalised as: "taa-aa — ta-te."

C. Athletics and Montage

1. Target = 4 minutes for 2 laps = 2 minutes per lap. Start at a controlled, even pace — not too fast. Maintain this steady pace through Lap 1 and most of Lap 2. With 150–200 m remaining, begin the final kick, increasing effort to cross the line strongly.
2. Drive the arms harder and more vigorously; lift the knees higher; lengthen the stride slightly. Lean the chest and shoulder forward at the finish tape (do not jump or lunge). Shift full weight onto the front foot.
3. Short, choppy strides reduce speed and efficiency. To fix: practise high-knee drills and butt-kicks to improve leg movement; focus on landing lightly on the mid-foot directly beneath the body, not in front of it.
4. Stand behind the start line with one foot slightly behind it, knees slightly bent, leaning forward. At the whistle/clap, drive arms strongly and take powerful forward steps for the acceleration phase (60–80 m), gradually reaching target race pace before settling into a rhythm.
5. Observe: (i) pacing — whether they ran at a consistent speed without fading early; (ii) stride length — long and relaxed vs short and choppy; (iii) finishing technique — driving arms and leaning forward in the final 150–200 m.
6. Select the largest, most impactful image of the runner. Place it centrally or prominently. Make it larger than all other cutouts. Overlap other images around it. Ensure no other image of equal size competes for the viewer's attention.
7. Separately placed images with blank spaces lack the essential characteristic of overlapping, which connects images and creates unity. Without overlapping, the composition looks like a collection of separate pictures. Overlapping links images, creates depth and makes the montage look like one unified artwork.
8. Laying images out before gluing allows free experimentation with different arrangements without permanently committing to a mistake. It helps achieve balanced arrangement and allows consideration of how figures' postures and directions interact naturally before the final composition is fixed.
9. Example 1: Write the runner's name and record time under the dominant image as a label. Example 2: Add a short motivational quote in a corner using marker (e.g. "Train hard, race harder") placed briefly without overcrowding the images.
10. All images relate to one clear central theme; images overlap and connect naturally; colours and tones work harmoniously across the composition; nothing looks out of place; the overall image feels like one complete artwork rather than separate pieces.

E. Netball

1. The overhead pass — it sends the ball high over the defender. Hold with both hands above the head, fingers spread and pointing upward, elbows slightly bent. Step forward, straighten arms vigorously, snap wrists forward at release for power and backspin, follow through toward teammate's chest.
2. At the moment the ball leaves the hands, rotate/snap the wrists so thumbs end up pointing down and palms face outward. This wrist flick transfers power and adds backspin, giving the ball speed, direction and control.
3. Take a sharp step in one direction as if going that way. As the defender commits and moves to follow, plant the stepping foot firmly. Push off hard and change direction quickly, sprinting into the free space on the other side. Call for the ball.
4. Moving target drill: one partner walks sideways along the court while the passer stands still. The passer performs overhead passes, aiming just ahead of where the moving partner is going so the partner can collect without breaking stride — simulating a real game situation.
5. Front marking: the defender stands between the opponent and the passer, facing the opponent with arms out to block the passing lane.

Channel marking: the defender uses body position to guide/force the attacker toward the sideline or a less dangerous area, staying goal-side and not committing too early.

6. The pass loses power and control — stopping the arm motion short means the ball is not fully propelled, resulting in a weak, inaccurate pass that is easy to intercept.
7. The right foot (first to land) is the landing foot. Rule: step with the left foot but must pass or

shoot before lifting the right (landing) foot again. Cannot drag or hop on it.

8. Both feet should be shoulder-width apart, knees bent to absorb impact and maintain balance. Once landed, the player may step with either foot but must pass or shoot before lifting both feet off the ground.
9. Establish the landing foot firmly. Keep the ball close to the chest/under the chin. Step around with the free foot, turning the body backwards. Keep the landing foot planted, turning on the ball of that foot. Finish facing the opposite direction, ready to find a new passing option.
10. Each group member must: (i) provide specific, constructive feedback to peers (what they did well and what to improve); and (ii) take turns at each station so everyone practises all skills and has equal opportunity to improve.

F. Fabric Decoration

1. Natural sources: onion skins (orange/brown); tea leaves (beige/brown); coffee grounds (brown). Add a fixative — salt or vinegar (1 tablespoon per litre of dye bath) — to bond the colour to the fabric and prevent it from washing out.
2. Learner A (bold, repeated straight bands) →Pleating technique. Learner B (flowing, unpredictable stone-vein design) →Marbling technique.
3. Instead of straight parallel folds, fold the fabric diagonally across its width. This creates diagonal/chevron-like slanted patterns when dyed.
4. Add 1 tablespoon of salt or vinegar per litre of dye bath. The scientific name for this added substance is a fixative (also acceptable: mordant).
5. These strips are called bridges. Without them, enclosed parts (e.g. inside of the letter O or centre of a leaf) would fall out as separate pieces, destroying the stencil's structure and making printing impossible.
6. The motif should be: (i) simple — avoid too many small details or thin lines; (ii) bold — use thick, clear outlines at least 5mm wide; (iii) large enough to be clearly visible and easy to cut and print.
7. Tie and dye: patterns form by tying/folding/twisting sections that resist the dye — tied areas remain undyed, creating organic, flowing patterns. Stencil printing: patterns form by applying paint through cut-out areas of a stencil placed on the fabric — creating controlled, repeated motifs.
8. Two rectangular body pieces: 38 cm × 40 cm each. Two handle strips: 10 cm × 60 cm each.
9. Place the two printed rectangular pieces together with their right sides (printed sides) facing each other. Leave a 1 cm seam allowance while stitching the two sides and the bottom with a straight stitch.
10. Position handle ends approximately 8 cm from each side seam on the front of the bag. Stitch back and forth several times (reinforcement stitching) over the attached ends to ensure the handles are highly secure.

G. Descant Recorder

1. (i) Sit up straight or stand upright — do not slouch; (ii) hold the recorder at approximately 45 degrees downward from the body, not pointing straight down; (iii) keep elbows slightly away from the sides — do not press them against the ribs.
2. The top lip rests gently on the beak; the lower lip is soft and relaxed. The mouthpiece sits just inside the mouth — not too deep. The one thing to absolutely avoid: biting the mouthpiece with the teeth.
3. The left thumb partially covers the thumb hole on the back, leaving a very small opening (no larger than 1–2 mm). This "pinching" allows the recorder to overblow and produce a note one octave higher.
4. Silently say the syllable "tu" or "du" at the start of each note. The tongue briefly touches the roof of the mouth just behind the top teeth, then releases to allow air to flow through.
5. When performing a slur: tongue only the very first note of the slurred group. Maintain a continuous, uninterrupted flow of air throughout all the notes. Change finger positions smoothly while keeping the breath steady.
6. p = piano (soft); < = crescendo (gradually getting louder); f = forte (loud). Breath pressure change: begin with a soft, gentle breath (p); gradually and continuously increase breath pressure through the crescendo; by the f, use full, strong breath for a loud tone.

7. D.C. al fine = "Da capo al fine" — go back to the very beginning of the piece and play through again, stopping when you reach the word "Fine" (the end marking).
8. Andante = moderately slow (walking pace). The staccato dots mean each individual note must be played short and detached/separated — even though the overall piece moves at a slow tempo.
9. (i) Look at the key signature and time signature; (ii) scan the melody for any unfamiliar notes or fingerings; (iii) clap or tap the rhythm of the piece before playing it.
10. The note F must always be played as F sharp (F#) in G major. The sharp symbol is located on the top line (F line, the fifth line) of the treble clef staff in the key signature.

H. Verse

1. "The polluted river slithered like a dying snake, dark and slow." (simile) / "The river is a graveyard of plastic and poison." (metaphor). (Accept any original lines using these devices correctly.)
2. "The wind howled angrily through the empty streets, searching for someone to push." (Accept any version giving the wind human qualities — feeling, speaking or acting.)
3. Alliteration: repetition of the same initial consonant sound in nearby words (e.g. "Silver seas sing softly"). Rhyme: repetition of similar-sounding words at the end of lines.

Example two lines using both: "Seas swell silently, secrets kept / Where wonder walks, the world has wept." (Accept any original two lines with alliteration and end rhyme.)

4. Diction is critical because specific word choices determine the tone, emotional weight and persuasive impact — the wrong words can trivialise a serious issue. Repetition can emphasise a key phrase (e.g. "justice must be served") repeatedly, building emotional intensity and making the call to action more memorable.
5. During the "Identify the issue" stage: (i) choose the specific societal issue (mental health); (ii) research the topic thoroughly; (iii) explore different perspectives and viewpoints related to that issue before determining the message.
6. The choice should be guided by which structure best suits the rhythm, flow and emotion needed for the message — specifically, which format communicates the urgency and feeling of the call to action most effectively.
7. Every single line in the verse must contribute to the overall message — remove any words or lines that do not add meaning. Each line should be clear, purposeful and impactful on its own.
8. Transition from sadness to anger — Voice: sadness: low pitch, slow pace, soft volume; anger: rising pitch, faster pace, increased volume.

Body: sadness: downcast posture, slow gentle gestures, bowed head; anger: sharp forceful gestures, strong eye contact, forward-leaning or upright posture.

9. Performance space: move deliberately to different positions on stage (downstage, upstage, sides) to direct focus and create visual interest. Props: use objects related to the verse's message (e.g. a plastic bottle, a placard) to make the message concrete and visually compelling.
10. Record: the experiences during the performance; the specific feedback received from peers; personal reflections on strengths and areas for improvement. Purpose: to create a reference for future improvement, track growth as a performer and refine technique for the next performance.

I. Volleyball

1. Three visual cues: (i) the ball is above the player's head when contacted; (ii) the hitting arm swings back and high behind the head before contact; (iii) the ball is hit with the open palm at the highest reachable point above the head.
2. If left-handed: right foot slightly forward (the non-hitting side foot forward), feet shoulder-width apart, standing completely behind the baseline.
3. Snap the wrist forward at the exact moment of contact. This wrist snap transfers power to the ball and gives it speed and direction, preventing it from simply floating out of bounds.
4. The hitting arm is brought back behind the head, elbow bent and pointing upward like drawing an arrow in a bow. The hitting hand is open with fingers spread and palm facing

forward.

5. Three game situations: (i) to pass the ball to the setter; (ii) to set up the ball for a teammate to spike; (iii) to return the ball over the net / to control the ball and start an attack. (Any three.)
6. Thumbs and index fingers must form a triangle shape above the forehead. Fingers must be spread wide to accommodate the ball as it arrives and to ensure all fingers contact the ball simultaneously for an even, controlled push.
7. As the ball touches the fingertips: straighten both arms and legs simultaneously in one smooth, coordinated movement. Push upward and outward toward the target. The synchronised leg and arm extension generates the power needed for an accurate volley.
8. Two prohibited actions: (i) catching the ball (holding it); (ii) throwing the ball. The ball must be pushed cleanly off the fingertips in one motion — not caught and thrown.
9. After releasing the ball, the arms should be fully extended and the hands should be pointing in the direction of the target. This confirms a proper, complete follow-through.
10. "Your elbow was completely straight and stiff before your swing — try keeping it bent upward, pointing toward the sky like drawing a bow, so you can generate a fast, powerful swing when you contact the ball."

J. Kenyan Folk Dance

1. The Chakacha dance from the Mijikenda community of the Coast region — traditionally performed by women to celebrate femininity and domestic life.
2. A harvest celebration dance. The specific Kamba dance example is the Kilumi.
3. (i) Male participants only (young warriors); (ii) youth/young men (initiated young warriors competing to jump highest).
4. Ohangla →Nyanza region (Luo community). Isukuti →Western region (Luhya community).
5. The group must agree on their formation — how they will arrange themselves on stage. Two examples: (i) in a circle; (ii) in a line (also accept: two opposing lines, diagonal formation).
6. Create or source simple approximations of Turkana traditional costumes using locally available materials — even simplified versions of traditional colours, beads or clothing style. Authentic movement, music and energy can maintain the spirit of the performance even with improvised costumes.
7. Group rehearsal builds: (i) coordination — everyone moves in sync; (ii) timing — keeping in time with the music and each other; (iii) teamwork — each member understands their role and interacts with the group correctly.
8. The dancer is failing to: (i) engage the audience through eye contact; (ii) use facial expressions to convey the mood and cultural purpose of the dance.
9. They have broken the rule of staying in character — remembering the cultural context and purpose of the dance throughout the performance. A serious, spiritual elder dance must be performed with respect for its meaning.
10. A folk dance reflects: the community's beliefs; values; history; and way of life.

K. Indigenous Kenyan Craft — Basketry

1. The materials must be flexible so they can bend smoothly around the central core without cracking or breaking. Stiff or brittle materials cannot be shaped into the circular coils required and would snap, making construction impossible.
2. Soak the cut reeds or grass in water to make them soft and pliable. Soaking prevents cracking and makes bending around the core much easier.
3. (i) Needle — for stitching coils together securely; (ii) scissors or knife — for cutting materials to the required length; (iii) dye/ container — for colouring fibres or soaking materials to make them pliable. (Accept any three valid tools with their stated purpose.)
4. The centre coil is the foundation of the entire item — everything else is built outward from it. If the centre is loose or weak, the whole basket will be unstable and may distort as additional coils are added.
5. Stitching must be kept tight and even throughout to prevent gaps and structural weakness. Loose stitching creates gaps that weaken the structure and reduce durability.
6. They are unintentionally creating a basket/ container with raised sides. To achieve the

flat mat, they must keep the coils lying flat as they build outward from the centre, not allowing them to angle upward.

7. (The question refers to an image — materials in coil basketry include grass, reeds, vines, palm leaves and sisal fibres. Teachers should verify from the specific image provided in the paper.)
8. Finishing steps: neaten the rim by shaping the final coil into a smooth edge; secure the final coil firmly; trim off all loose fibre ends; tuck the ends neatly into the weave. Tight, even stitching during finishing provides strength, durability and a clean, attractive appearance.
9. Economic benefit: the cooperative provides income for artisan families through basket sales; creates sustainable livelihoods within the community.
   Environmental benefit: sustainable harvesting (cutting only what is needed) preserves natural resources and protects the ecosystem for future generations.
10. Three personal skills developed: creativity; patience; problem-solving skills. (Also accept: discipline, attention to detail, appreciation of cultural heritage.)

L. Swimming

1. (i) When rescuing others — the swimmer can remain face-up to keep their head above water while assisting a drowning person; (ii) when needing a restful, energy-conserving technique for swimming long distances.
2. Three-step arm motion (starting with arms straight down by sides): (i) pull hands up along the sides until they reach the armpits; (ii) extend arms straight out to the sides (T-position); (iii) sweep arms back down to the sides in a smooth, pulling motion.
3. After snapping the legs together, the swimmer glides — keeping legs straight and together while momentum carries the body forward. The glide is the restful phase that makes the stroke energy-efficient and particularly suitable for long distances or rescues.
4. The swimmer breathes naturally throughout because the face remains above the water surface at all times. No timing of the breath with arm or leg movements is required — this is a key advantage over standard breaststroke.
5. Right leg: moves in a clockwise circular motion. Left leg: moves in a counter-clockwise circular motion. Both legs move simultaneously but in opposite directions, like an eggbeater, creating upward thrust to keep the body afloat.
6. Arms are held out to the sides, slightly underwater. Hands move back and forth in a figure-eight pattern (called sculling), with palms facing downward, pressing against the water throughout the movement.
7. Three other leg kicks for treading water: (i) flutter kick (up and down like front crawl); (ii) breaststroke kick (heels up, kick out, squeeze together); (iii) bicycle kick (pedalling motion — one leg forward, the other backward). (Any three.)
8. The standing partner gently supports the swimmer under the shoulders. Specific feedback: "Bend your knees more" or "Snap your legs together at the end of the kick."
9. c (Eggbeater kick)

M. Kenyan Indigenous Games

1. b (Kati)
2. The hiders respond collectively: "Banture!" The searcher then asks: "Ni hivyo?" (Are you ready?)
3. B (To improve body coordination, timing and flow of movements)
4. Two possible outcomes: (i) the thrower may be eliminated from the round; or (ii) a previously eliminated teammate may return to the middle. (Depending on the agreed rules before play.)
5. The traditional phrase is "ameua nyungu" (he/she has killed the pot). What happens immediately: the round ends and the game restarts from the beginning.
6. The base is the safe zone — players cannot be tagged while touching it. Important fair play rule: players should not remain at the base for too long; they must move away during play to keep the game fair and active.
7. Two physical health benefits: develops cardiovascular fitness/endurance; improves speed and agility/hand-eye coordination.

Two social skills: promotes teamwork and communication; teaches fairness, respect for rules and cooperation.

8. Ommy must: (i) ensure the playing area is clear of obstacles; (ii) set clear boundaries before the game begins; (iii) lead the players

in adequate warm-up activities (jogging, stretching) before starting.

9. Hunia: a player avoids being tagged by running continuously and changing directions rapidly. Mbwe mbwe: a player avoids being tagged by retreating to and physically touching the agreed safe base/zone.

10. Two self-reflection questions: (i) Which moments made me feel excited or proud of myself during the game? (ii) What strategies worked for me and what would I try differently next time?

3

APPRECIATION IN CREATIVE ARTS AND SPORTS

A. Analysis of Creative Arts and Sports

1. Three essential elements: (i) adequate lighting so all works are clearly visible; (ii) clean display surfaces for mounting; (iii) labels providing information about each piece (title, artist, technique). (Also accept: secure mounting to prevent damage.)
2. Labels: inform viewers about the artwork and give context and meaning to each piece. Securing artwork properly: prevents damage to the works and ensures they remain in position throughout the display period.
3. Persona: the speaker or character in the verse — the voice through which the poem's message is delivered. Theme: the central idea or main message that the verse explores and communicates to the audience.
4. Four performance delivery techniques: (i) voice modulation (varying pitch, volume and pace); (ii) facial expressions; (iii) gestures and body movement; (iv) use of the performance space. (Also accept: eye contact, posture, use of props.)
5. Three literary devices: (i) imagery (simile, metaphor); (ii) alliteration; (iii) personification. (Also accept: rhyme, repetition, diction.)
6. Sportsmanship: fair, respectful and gracious conduct in sport, win or lose. Two examples after losing: (i) walk over and sincerely shake hands with the opposing team; (ii) thank the referees and accept their decisions without argument. (Accept any valid examples.)
7. The teammate is violating: respect for officials (arguing with the referee) and respect/ graciousness in defeat (refusing to shake hands with opponents). Both are core sportsmanship values.
8. Three core elements for folk dance analysis: (i) music (rhythm, instruments, melody); (ii) costumes (attire, colours, accessories); (iii) cultural context (occasion, significance and community origin of the dance).
9. Background information to learn before writing the analysis: the origins of the Kikuyu dance; its cultural significance (what occasions it is performed at); the specific movements, instrumentation and costumes associated with it.
10. Four types of artworks for a school exhibition: drawings; paintings; montage pictures; decorated fabric; basketry items. (Any four from the text.)

Assessment Test 1

1. Creating employment (artists, musicians, coaches, event organisers); promoting social cohesion/unity; culture preservation; health improvement; patriotism. (Any two.)
2. Spherical (orange, apple), cylindrical (bottle, mug), rectangular (box, book), conical, oval. (Any three valid forms/shapes.)
3. The artist placed the red balloon significantly above and separately from the surrounding blue/teal balloons, making it larger and more prominent. The largest element in a composition naturally draws the eye first — dominance through size variation makes the red balloon the immediate focal point.
4. A storyboard is a planning tool that communicates an idea using a sequence of pictures arranged in logical order. The filmmaker can present the documentary's storyline panel by panel to investors — visually showing how it will communicate the economic roles of visual arts (e.g. artists earning income, galleries generating tourism) without investors needing to read a full script.
5. Wash (a light watery layer of colour spread smoothly — soft, calm background); splattering (flicking small drops of paint for an energetic, textured effect).
6. Coil technique (coil basketry).
7. Reeds, grass, vines, palm leaves. (Any two naturally available plant-based materials.)
8. Marbling tie and dye: (i) wash and wring the fabric damp; (ii) crumple, scrunch or twist the fabric randomly; (iii) secure loosely with rubber bands if needed; (iv) apply different coloured dyes by dripping/pouring onto different areas; (v) allow dyes to flow and blend naturally; (vi) leave overnight to set; (vii) rinse in cold water, unfold and dry.
9. Stencil printing.
10. Plan/design the motif. Create the stencil by cutting the design from thick cardboard or plastic. Position the stencil on the fabric and secure it. Apply fabric paint through the cut-out areas. Repeat the motif by shifting and rotating/flipping the stencil to create an alternating pattern layout. Allow to dry between prints.
11. Three elements of a verse: character/persona; theme; setting; language devices (imagery, alliteration, rhyme). (Any three.)
12. G major scale (the bass staff shown has one sharp — F# — and the notes shown ascend and/or descend through the G major scale on both treble and bass staves).
13. Valid 4-bar rhythmic pattern in 3/4 time — each bar must total 3 crotchet beats, include at least one rest, use a variety of note values, and beam quavers in pairs.
    Example: Bar 1: dotted minim (3); Bar 2: minim + crotchet rest (2+1); Bar 3: quaver pair + quaver pair + crotchet (1+1+1); Bar 4: minim + crotchet (2+1).
    (Accept any valid sequence meeting all the stated rules.)
14. Exact repetition means repeating the original melody phrase with the same notes, same rhythm and same contour — without any changes. Wambui can take her original melody phrase and repeat it exactly in the next bars to extend the song.
15. Imagery creates vivid, sensory descriptions — the audience mentally "sees" the dark clouds, "hears" the thunder and "feels" the rain. This deepens emotional engagement with the storm theme, making the audience experience it rather than simply being told about it.
16. Traditional costumes/authentic attire of the community; rhythmic body movements/ energetic dance steps; accompanying music and instruments; facial expressions conveying the cultural mood. (Accept any valid elements visible in the folk dance image.)
17. Two bases for classification: (i) community/ ethnic group (e.g. Maasai, Luo, Kamba); (ii) occasion (harvest, initiation, entertainment, warrior dance); (iii) gender and age of participants. (Any two.)
18. Crotchet (quarter note) — a note with a filled notehead, a stem and no beams or flags = 1 beat.
19. (i) Varying voice (pitch, volume, pace) to create suspense, excitement or emphasis; (ii) using direct eye contact, gestures and facial

expressions to connect personally with the audience. (Any two.)

20. Ledger lines are short extra lines added above or below the five main staff lines to write notes that fall outside the staff range. On the bass staff, middle C is written on the first ledger line above the staff. Accidentals (sharp #, flat ♭ natural ♮) are symbols placed before a note to temporarily raise or lower its pitch by a semitone.
21. (i) They are longer than sprints but shorter than long-distance races (800m, 1500m, 3000m); (ii) they require a combination of speed and endurance/pacing ability.
22. Chest pass; overhead pass.
23. The player's arms are reaching above the head with both hands in an overhead position — this is the overhead pass (arms raised high above the head to pass over the defender).
24. Endurance builds stamina to sustain effort throughout a full match without fading — athletes maintain skill and speed for longer. Agility enables quick changes of direction, fast side shuffles, rapid reactions and efficient movement — directly improving dodging, marking and receiving skills on the field.
25. Kati, Brikicho, Hunia, Mbwe mbwe. (Any two.)
26. The lean/chest-lean finishing technique — the athlete leans the chest and shoulder forward through the tape to cross the finish line as early as possible.
27. Safety rules prevent injuries during running and dodging: without clear boundaries, obstacle-free areas, gentle tagging and proper warm-up, players risk sprains, cuts and collisions during fast-paced movement.
28. Teamwork and communication allow players to coordinate movement, avoid collisions and position themselves efficiently. Calling for the ball, signalling and organising coverage prevents confusion. Teams that communicate effectively make faster, smarter decisions together.
29. Select the most impactful image of one specific athlete and make it the largest cutout. Place it centrally or in a prominent position. Overlap other images around it so that no other image of equal size competes — the dominant image naturally becomes the centre of interest that the eye is drawn to first.
30. Shake hands with opponents/congratulate them; thank referees/officials; encourage teammates after the loss; accept decisions without complaint; applaud good play from either team. (Any two beyond handshaking.)

Assessment Test 2

1. Three techniques for dominance: (i) colour — use a bold, bright, highly contrasting colour on the main subject; (ii) size — make the main element the largest in the composition; (iii) placement — position the main element centrally or in a prominent area with space around it.
2. Subject: sports/Olympics (athletes celebrating or competing). Centre of interest: the specific athlete or action image that is the largest, most centrally placed or most vividly coloured — the element the eye is immediately drawn to. (Accept answers based on what students observe in the artwork provided.)
3. Pleating creates bold, repeated parallel straight bands (stripe patterns) because fabric is folded in even parallel folds before dyeing. Marbling creates flowing, unpredictable swirling patterns resembling stone veins because fabric is crumpled/scrunched randomly, allowing dye to flow in uncontrolled directions.
4. Three essential materials for stencil printing: (i) stencil material (thick cardboard, manila paper or plastic sheet); (ii) fabric paint or ink; (iii) brush, sponge or roller to apply the paint. (Also accept: scissors/craft knife for cutting, masking tape for securing the stencil.)
5. Three indigenous basketry materials pictured: reeds, sisal fibres, palm leaves. (Accept any three natural plant-based materials visible in the market image — grass, vines also acceptable.)
6. Graduation strip steps (tie and dye): (i) prepare and wash the fabric; (ii) fold into narrow parallel pleats like a fan; (iii) secure with rubber bands, strings or clips at intervals; (iv) apply dye — different colours on different sections for a colourful pattern; (v) allow dye to set (1–6 hours); (vi) rinse in cold water while still folded; (vii) remove securing materials, unfold carefully, rinse until clear and dry.
7. Polypropylene (woven plastic sacks); nylon rope/thread; recycled plastic strips from plastic bags. (Accept any reasonable synthetic recyclable material.)
8. Splattering for a starry night sky: dip a brush in paint (white, yellow or silver, slightly diluted), then flick or tap the brush firmly to scatter small dots of paint randomly across a dark background. Repeat with different colours — the irregular scatter of dots creates a textured, sparkling night sky effect.
9. One economic role depicted: creating employment and generating income (ticket sales, sports merchandise, event organisation shown in the storyboard panels). (Accept the specific economic role visible in the storyboard provided.)
10. Mix the paint with a generous amount of water to make it very thin and liquid. Using a wide, loaded brush, sweep in smooth, even horizontal strokes across the entire surface without going back over wet areas. Tilt the paper slightly to allow the paint to flow down evenly — each stroke blends with the next for a consistent, smooth wash.
11. Middle C is the note C that sits approximately at the centre of a full piano keyboard. On the bass staff, middle C is written on the first ledger line above the top line of the staff. On the treble staff, it is written on the first ledger line below the bottom line. Middle C connects the bass and treble staves.
12. [The notes are placed on ledger lines below or above the bass staff. Teachers should identify the specific pitches from the actual staff image provided on the exam paper — verify against the notation shown.]
13. Rules for 3/4 time: each bar must contain exactly 3 crotchet beats total. Allowed note values: dotted minim (3 beats, fills a bar); minim (2 beats); crotchet (1 beat); pair of quavers (1 beat).
    Quavers must be beamed in pairs; do not beam across barlines. A semibreve rest is used for a completely silent bar.
14. Question phrase (antecedent): bars 1–2; starts on Doh (G); ends on a note other than Doh (usually Soh-D or Mi-B) — creates a sense of incompleteness (like asking a question); ends with an imperfect cadence.

Answer phrase (consequent): bars 3–4; ends on Doh (G) — the tonic — providing a sense of completion (like answering the question); ends with a perfect cadence.

15. Based on the image (appears to show a

male warrior-type dance with young men): classification — male dance performed by young men/warriors. (Teachers should confirm based on the actual image provided.)

16. Primary occasions: rites of passage (birth, initiation, marriage, death); harvest celebrations; warrior dances; religious and spiritual ceremonies; entertainment and social gatherings; welcoming ceremonies for guests or dignitaries.
17. Varied repetition: take the original melody phrase and repeat it with small changes — altering some notes up or down in pitch, changing some rhythmic values or adding ornamental notes — while keeping the same overall shape and feel as the original. This gives the second verse familiarity while adding interest and complexity.
18. Valid 4-bar pattern using only minims and crotchets in 3/4 time (each bar = 3 beats):
    Example: Bar 1: minim + crotchet (2+1); Bar 2: crotchet + minim (1+2); Bar 3: crotchet + crotchet + crotchet (1+1+1); Bar 4: minim + crotchet (2+1).
    (Accept any valid pattern totalling 3 beats per bar using only minims and crotchets.)
19. The learner can use the character's persona (who is speaking, their perspective and emotions) to give a specific voice the audience relates to. The imagined setting (where and when) provides context that makes the theme concrete and vivid. Together, persona and setting ground the theme — the audience understands who is affected, where and why the issue matters.
20. The instrument is the descant recorder. Correct breathing posture: sit upright or stand straight — do not slouch; hold the recorder at approximately 45 degrees downward from the body; breathe in deeply using the diaphragm (belly breath, not shallow chest breathing); plan breaths at natural phrase breaks.
21. Agility helps the middle-distance runner change direction efficiently during tactical race situations, react quickly to other runners' movements, and accelerate rapidly in the final kick — improving overall performance and tactical awareness during the race.
22. Chest pass (the image shows players passing at chest level, arms extending forward). Strategic use: the chest pass is the most accurate pass for short-to-medium distances and is ideal in a fast-paced game when players are positioned close together without a tall defender directly between them.
23. (Accept description of any one indigenous tagging game from the text.) Example — Hunia: one player is the chaser; when the chaser tags a player they shout "Hunia!" and the tagged player immediately becomes the new chaser; the former chaser joins the runners; the game continues without elimination. Skills: speed, agility, quick direction changes, endurance.
24. Step-by-step overhead pass: (i) hold the ball with both hands above the head, fingers spread and pointing upward; (ii) elbows slightly bent and pointing forward; (iii) step forward with one foot toward the target; (iv) straighten arms vigorously, moving the ball forward and downward; (v) snap wrists forward at release for power and backspin; (vi) follow through with arms toward the target.
25. Safety precautions when playing in an open field: ensure the playing area is obstacle-free (remove stones, sticks, holes); set clear boundaries before starting; perform adequate warm-up; tag gently to avoid injuries; players must be honest when tagged.
26. Physical fitness components from volleyball: hand-eye coordination; agility (quick movement and direction changes); cardiovascular endurance; upper body muscular endurance; power (serving, spiking).
27. Collaborative evaluation allows both teams to reflect on their conduct, identify examples of good and poor sportsmanship, reinforce positive values for future competitions, and strengthen mutual respect between rivals — building a culture of fair play in sport.
28. Build endurance through: regular cardio sessions (400m repeats at target race pace); gradually increasing training distances; maintaining a steady, controlled pace without overexerting; using video analysis to identify form improvements that reduce energy waste.
29. Spike/smash — the player jumps at the net and hits the ball powerfully downward into the opponent's court.
30. (i) Sports bring rival community members together in shared events, creating positive interaction and reducing hostility; (ii) teamwork in sports requires cooperation across diverse backgrounds, building mutual respect and peaceful coexistence. (Any two valid roles.)

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 1

SECTION A — PART I: PERFORMING ARTS

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

SECTION A — PART II: SPORTS (Q17–31)

17. B
18. C
19. C
20. B
21. B
22. B
23. C
24. C
25. B
26. A
27. D
28. A
29. C
30. B
31. C
32. B
33. B
34. C
35. B
36. B
37. B
38. C
39. C
40. B
41. C
42. B
43. D

SECTION A — PART III:VISUAL ARTS (Q32–43)

32. C
33. B
34. C
35. C
36. B
37. C
38. B
39. C
40. C
41. C
42. B
43. C

SECTION B — PART I: PERFORMING ARTS

41. [Note: The staff image must be verified against the exam paper. The treble clef in G major (one sharp: F#) in 3/4 time shows four notes. Based on common G major scale notes in this grade:]
    (i) Verify note position from the staff. Letter name corresponds to the line/space where the notehead sits on the treble clef. Beats: minim = 2; crotchet = 1; dotted minim = 3; pair of quavers = 1.
    (ii) As above — read note position from the staff provided.
    (iii) As above.
    (iv) As above. [Teachers: use the standard G major treble clef note positions to verify each answer.]
42. [Note: The melody must be verified against the question. Common errors in 3/4 G major melodies to look for:]
    (i) Bars with notes not adding up to exactly 3 crotchet beats
    (ii) quavers not beamed in pairs
    (iii) beaming across barlines
    (iv) barlines in incorrect positions.
    Accept correction if the learner: correctly redraws barlines after every 3 beats; beams any quavers in pairs; does not beam across barlines; preserves all the notes given.
43.
(a) Five ways to make verse content interesting:
    (i) use vivid imagery and figurative language (similes, metaphors, personification);
    (ii) choose a compelling, relatable theme (e.g. national unity);
    (iii) use alliteration and repetition for emphasis

and rhythm;
(iv) tell a story or use specific examples/events that connect with the audience;
(v) use varied structure and line length to maintain interest and build emotional momentum.

(b) Five non-verbal performance techniques:
(i) facial expressions (to convey emotions);
(ii) gestures (hand and body movements to emphasise meaning);
(iii) eye contact (to engage individuals in the audience);
(iv) movement and use of space (deliberate positioning and movement across the performance area);
(v) posture (upright, confident bearing that projects assurance and communicates character).

44.

(a) The written synopsis should include: (i) the name of the folk dance and the community it comes from; (ii) the cultural context/occasion and significance of the dance.

(b) Two qualities of musicianship: (i) staying in time with the music and each other (rhythmic accuracy); (ii) blending voices or movements harmoniously so the group performs as one unified ensemble.

(c) Two ways to ensure synchrony: (i) establish and maintain a steady tempo through regular group rehearsals with the accompanying music; (ii) appoint a lead dancer or use a musical cue (e.g. a drum beat) to signal transitions and keep all members together.

SECTION B — PART II: SPORTS

45.

(a) Chest pass technique: hold ball at chest level with both hands, fingers spread on sides, thumbs pointing behind the ball; bend elbows close to body; step forward with one foot; push arms forward strongly, straightening the elbows; flick wrists so thumbs point down and palms face outward on release; extend arms fully toward target.

(b) Two safety precautions during Netball practice: (i) clear the playing area of obstacles before practice; (ii) tag/catch gently — avoid rough physical contact; warm up adequately before beginning.

46. Four ways to demonstrate sportsmanship: (i) shake hands with opponents before and after the match; (ii) accept referee decisions without arguing; (iii) congratulate opponents on good play; (iv) encourage teammates after mistakes rather than criticising them. (Any four valid sportsmanship behaviours.)

48. (Hunia — if this question is attempted)

(a) Hunia is a continuous chasing/tagging game: one player begins as the chaser and runs after others; when the chaser tags a player, they shout "Hunia!" and the tagged player immediately becomes the new chaser; the former chaser joins the runners; the game continues without elimination.

(b) Three physical skills developed: (i) speed and acceleration; (ii) agility and quick directional changes; (iii) cardiovascular endurance; (iv) quick reaction time. (Any three.)

(c) Two social values: (i) honesty — players must truthfully acknowledge being tagged; (ii) respect for rules — all players must follow the agreed rules for fair play.

SECTION B — PART III: VISUAL ARTS

49.

(a) Three characteristics of a good montage: (i) a clear theme — all images relate to one central idea; (ii) overlapping — images are layered over one another to create unity; (iii) dominance — one image stands out more than others as the focal point. (Also accept: unity, balanced arrangement, neat finishing.)

(b) Two ways to make one image dominant: (i) make it larger than all other images; (ii) place it in a central or prominent position in the composition.

50.

(a) Coil technique.

(b) Three materials for coil basketry: grass, reeds, sisal fibres. (Also accept: vines, palm leaves — any three natural flexible materials.)

51.

(a) [Refer to the image provided in the exam paper to name the specific tie and dye pattern shown. Common patterns include: spiral, bull's eye, pleating, marbling.]

(b) Two materials for spiral tie and dye: fabric (plain white cotton); dye; rubber bands or string; gloves; water. (Any two.)

(c) Five steps to produce the spiral pattern: (i) lay fabric flat and pinch the centre; (ii) twist the fabric tightly in one direction to create a circular spiral shape;
(iii) secure the spiral firmly with rubber bands

criss-crossed across the fabric; (iv) apply different colours of dye to each section between the rubber bands; (v) allow to set (several hours or overnight), then rinse in cold water, remove bands, unfold carefully, rinse until clear and dry.

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 2

SECTION A — PART I: PERFORMING ARTS (Q1–16)

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

SECTION A — PART II: SPORTS (Q17–28)

17. C
18. B
19. C
20. C
21. B
22. C
23. C
24. D
25. A
26. B
27. C
28. B
29. D
30. B
31. C
32. B
33. A
34. A
35. C

SECTION A — PART III: VISUAL ARTS (Q29–40)

29. C
30. C
31. A
32. B
33. B
34. D
35. B
36. C
37. B
38. B
39. C
40. B
41. D
42. C
43. B
44. C
45. B
46. C
47. B
48. B

SECTION B — PART I: PERFORMING ARTS

41. G major scale — Tonic Sol-fa and Letter Names:
    (i) G — Sol-fa: Doh — Letter name: G
    (ii) B — Sol-fa: Mi — Letter name: B
    (iii) D — Sol-fa: Soh — Letter name: D
    (iv) F# — Sol-fa: Ti — Letter name: F# (F sharp)
42. [Note: The specific rhythm must be verified against the exam paper. Correct regrouping: each bar = 3 crotchet beats; beam quavers in pairs; insert barlines after every 3 beats; do not beam across barlines; use semibreve rest for any fully silent bar. Award marks for each correctly inserted barline and each correctly beamed group of quavers.]
43.

(a) Five roles of costumes: (i) identify the cultural community performing the dance; (ii) enhance the visual appeal and authenticity of the performance; (iii) help performers connect emotionally with the cultural tradition; (iv) add colour, movement and spectacle that engages the audience; (v) preserve traditional clothing knowledge and cultural identity for future generations.

(b) Five roles of instruments: (i) provide the rhythm guiding dancers' movements and timing; (ii) create the mood and atmosphere of the performance; (iii) identify the cultural community through unique traditional instruments; (iv) signal transitions (start, end or change of formation) during the dance; (v) engage and excite the audience through live music.

44.

(a) Two ways audience could have responded: (i) applauding/cheering to show appreciation; (ii) remaining in attentive silence — indicating engagement and interest.

(b) Two aspects influencing choice of theme: (i) current societal issues relevant to the learners and community (e.g., national unity, environment); (ii) the ages, experiences and interests of the performing learners.

(c) Two areas of improvement adjudicators could advise: (i) improving voice projection so all audience members hear every word clearly; (ii) enhancing non-verbal communication (facial expressions, gestures, use of space) for stronger delivery.

SECTION B — PART II: SPORTS

45.

(a) Two skills during pacing phase: (i) running at a steady, controlled speed to conserve energy for the entire race; (ii) maintaining a relaxed, consistent breathing rhythm and stride length without sudden bursts of speed.

(b) Two safety tips: (i) always warm up with stretching and light jogging before the race; (ii) wear appropriate attire and footwear for the track; stay hydrated.

46. Four footwork demonstrations: (i) if catching with one foot on ground, step with the other but must pass before lifting the landing foot again; (ii) if catching with both feet, land shoulder-width apart with knees bent, absorbing impact; (iii) do not drag or hop on the landing foot; (iv) pivot on the landing foot to find a passing option without lifting it from its spot.

47. (Inverted Backstroke)

(a) The inverted breaststroke is a swimming technique performed while lying flat on the back in the water, using a breaststroke-style leg kick and a wing-like arm pull to propel the swimmer backward through the water.

(b) Four safety rules: (i) always warm up before entering the water; (ii) swim only in designated supervised areas; (iii) never swim alone; (iv) do not push others into the water.

(c) Two techniques: (i) Arm action — arms start by the sides, pull up to armpits, extend to T-position, sweep back to sides smoothly; (ii) Leg action — bend knees, draw heels up, turn feet outward, kick in a circular motion, snap legs together and glide.

48. (Indigenous Tagging Games)

(a) A tagging game is a physical activity where one or more players pursue others to touch ("tag") them, changing the tagged player's role. Brikicho: players agree on a tapo (safe point); the searcher covers eyes and calls "Brikicho!"; hiders respond "Banture!" and hide; the searcher asks "Ni hivyo?" when ready to search; to eliminate a hider, the searcher must call their name correctly AND reach the tapo before them; calling a wrong name ends the round immediately.

(b) Winner in Kati: the last player remaining in the middle (who has not been hit by the ball) is declared the winner of the round. Players rotate roles after each round.

(c) Also accept: a player who catches the ball sent from outside eliminates the thrower or brings back a teammate.

(d) Two reasons why playing indigenous tagging games is important: (i) they develop physical fitness (cardiovascular health, speed, agility, coordination); (ii) they promote social skills (teamwork, communication, respect for rules, cooperation).

SECTION B — PART III: VISUAL ARTS

49.

(a) Four key parts of a good storyboard: (i) a clear theme or message; (ii) related pictures that match the theme; (iii) a logical sequence (pictures arranged so the story moves from one idea to the next); (iv) a neat layout that is easy to read.

(b) Two painting effects: (i) wash — apply a light, watery layer of colour smoothly across the surface to create a soft, calm background; (ii) splattering — flick small drops of paint to create an energetic, textured background.

50.

(a) Two considerations for arranging artworks for display: (i) ensure adequate lighting so all works are clearly visible; (ii) use labels to provide information about each piece (title, artist, technique used).

(b) Two ways to make display space exciting: (i) include a variety of different types of artworks (drawings, paintings, baskets, decorated fabric) for visual diversity; (ii) arrange works at different heights and use contrasting colours to create a visually dynamic, attractive layout.

51. Four steps to create a stencil: (i) choose stencil material — thick cardboard, manila paper or plastic sheet; (ii) transfer or draw the

motif design clearly onto the stencil material; (iii) mark areas to be cut out, leaving small connecting strips (bridges) for enclosed shapes; (iv) carefully cut out the marked areas using scissors or a craft knife, testing by holding up to light to confirm all areas are cut through.

52. Still Life Analysis

[Note: The specific painting image must be verified against the exam paper. General marking guidance:]

Possible title (2 marks): Should reflect the objects depicted (e.g. "Still Life with Fruits and Vase" or similar). Accept any reasonable descriptive title based on the objects in the painting.

Dominance (3 marks): One object is made more prominent through larger size, brighter colour or central placement — it is the first element the eye is drawn to. Award marks for correctly identifying the dominant element and how it was achieved.

Complementary colours (3 marks): Identify the specific complementary pair used (e.g. red/green, blue/orange, yellow/purple) and explain that one colour from the pair is applied more broadly to create dominance through maximum colour contrast.

Use of space (2 marks): Larger objects placed further back create depth; smaller objects closer to the viewer form the foreground; the background has a thin wash that ties the composition together without overpowering the foreground objects.

KNEC ASSESSMENT SAMPLES

KNEC Assessment Sample 3

SECTION A — PART I: PERFORMING ARTS (Q1–16)

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

SECTION A — PART II: SPORTS (Q17–31)

17. C
18. C
19. C
20. C
21. B
22. C
23. C
24. B
25. C
26. C
27. B
28. C
29. B
30. B
31. C
32. B
33. C
34. A
35. B
36. B
37. B
38. C

SECTION A — PART III:VISUAL ARTS (Q32–44)

32. B
33. C
34. A
35. B
36. B
37. B
38. B
39. A
40. C
41. A
42. B
43. B
44. C

SECTION B — PART I: PERFORMING ARTS

41.

[Note: The four missing notes must be verified against the specific melody shown in the exam paper. Each note must fall within the G major scale (G, A, B, C, D, E, F#, G). Corresponding sol-fa syllables: G=Doh, A=Re, B=Mi, C=Fah, D=Soh, E=Lah, F#=Ti. Award 1 mark per correctly identified note (letter name + sol-fa = 1 mark each).]

42. Qualities of a good melody (4 marks):

(i) It is easy to sing or hum; (ii) it is easy to remember; (iii) it has balanced phrases (question and answer structure); (iv) it has a clear, interesting contour (moves up and down in pitch). (Also accept: logical intervals not exceeding a perfect 4th; fits within the given key and time signature; uses varied rhythm.)

43.

(a) Five ways to use language creatively (ocean pollution verse): (i) use vivid similes (e.g. "The sea is as black as oil"); (ii) use metaphors (e.g. "The ocean is a dying giant"); (iii) use personification (e.g. "The ocean wept with plastic tears"); (iv) use alliteration for emphasis (e.g. "Plastic, pollution, poison — our price to pay"); (v) use repetition of a key phrase to build emotional impact (e.g. "Save our seas, save our seas").

(b) Five ways to use performance space: (i) move deliberately to different areas of the stage; (ii) use downstage (closest to audience) for direct, personal moments; (iii) use upstage movement to create distance and dramatic effect; (iv) arrange group members in different formations (line, circle, cluster) for visual variety; (v) use different levels (sitting, standing, crouching) to add visual dimension.

44.

(a) Two ways to reflect authentic Kalenjin cultural context: (i) incorporate traditional Kalenjin instruments (e.g. sirir/lyre) in the performance; (ii) wear authentic or representative Kalenjin traditional costumes and accessories.

(b) Two ways to manage rehearsal effectively: (i) assign each member a specific role and clear responsibilities, practising individual parts before combining for group run-throughs; (ii) schedule regular, structured rehearsals — starting slowly and gradually increasing to full performance speed and energy.

(c) Two elements of stage presence on entry: (i) maintaining upright, confident posture as the group enters the performance area; (ii) using immediate eye contact and positive facial expressions to engage the audience from the moment they walk on.

SECTION B — PART II: SPORTS

45.

(a) Two skills during pacing phase of 1500m:
(i) running at a steady, controlled speed to conserve energy and avoid fading before the finish;
(ii) maintaining a comfortable, relaxed breathing rhythm and consistent stride length.

(b) Two safety tips: (i) perform an adequate warm-up (jogging, stretching) before the race; (ii) wear appropriate attire and running shoes; stay hydrated.

46. Four correct footwork demonstrations: (i) if landing with one foot, step with the other but pass before lifting the landing foot; (ii) if landing with both feet, land shoulder-width apart with knees bent; (iii) do not drag or hop on the landing foot; (iv) pivot on the landing foot to find a new passing option without lifting it from its spot.

47.

(a) Muscular endurance: the ability of the muscles to perform repeated contractions over an extended period of time without fatigue.

(b) Two activities for cardiovascular endurance: (i) running; (ii) swimming. (Also accept: brisk walking, dancing, hiking.)

SECTION B — PART III: VISUAL ARTS

48.

(a) [Describe the painting effect based on the image provided in the exam paper. If the painting shows small drops of paint scattered energetically across the surface →splattering technique. If it shows a smooth, even coloured layer →wash technique. Describe both the visual effect and the tool/method used to create it.]

(b) Background technique: if the background is smooth and evenly coloured →wash (light watery paint applied in smooth strokes). If the background has scattered dots/drops → splattering (paint flicked with a brush). [Verify from the image provided.]

49.

(a) The name given to colours directly opposite each other on the colour wheel: Complementary colours.

(b) Three complementary pairs: Red and Green; Blue and Orange; Yellow and Purple.

(c) Two ways complementary colours create dominance in a still life:

(i) The dominant colour from the complementary pair is applied broadly and boldly across the main objects — the eye is immediately drawn to these because of their vivid contrast with the surrounding complementary colour.

(ii) The background is painted in the second complementary colour (as a wash), making the foreground objects painted in the dominant colour stand out even more strongly through maximum colour contrast.

50.

(a) [Refer to the image provided in the exam paper to name the specific tie and dye pattern shown — e.g. pleating, spiral, bull's eye or marbling.]

(b) Five steps to produce the tie and dye pattern (pleating example — adjust if pattern shown is different):

(i) Lay fabric flat on a clean surface; (ii) fold fabric into narrow, even parallel pleats like a fan; (iii) secure pleats with rubber bands, strings or clips at intervals; (iv) apply dye to the pleated fabric — one colour or multiple colours on different sections; (v) allow dye to set for the recommended time, rinse in cold water while still folded, remove securing materials, unfold carefully, rinse until water runs clear, then dry flat.