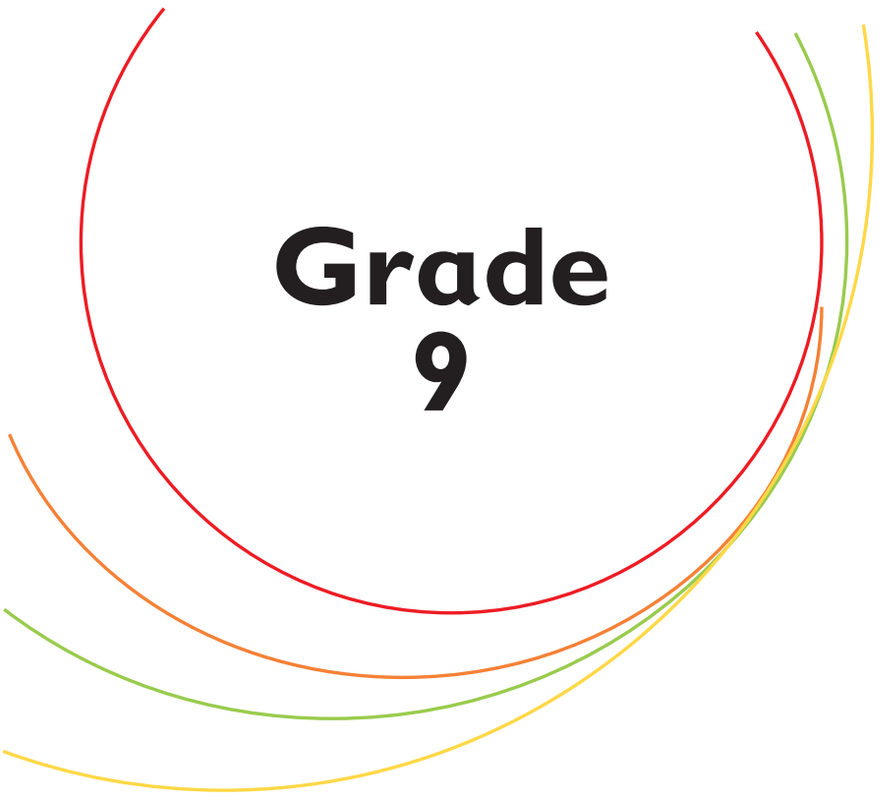
Premier Combined Answer Book

Grade 9



Premier Combined Practice Book Grade 9

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

books for teaching in class.

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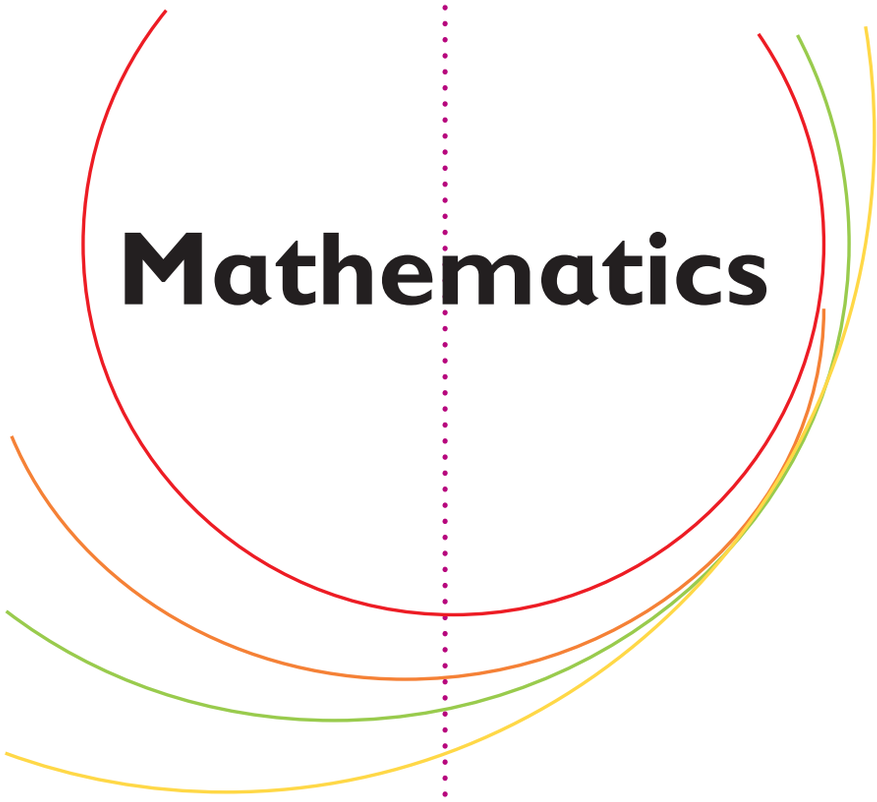
Mathematics



1

Numbers

A. Integers

Operation on integers

Addition of integers

1.
   a. 11
   b. -17
   c. 3
   d. -7
   e. 2
   f. -20
   g. 15
   h. 6
2. 20°C
3. Mary owes Grace Ksh 15 = -15.
4. -10
5. 1km west

Subtraction of integers

1.
   a. +9
   b. + 5
   c. -1
   d. +3
   e. -5
   f. +7
2. 25°C
3. -27 points
4. 22 exercise books
5. 8 m

Multiplication of integers

1.
   a. -20
   b. +16
   c. +12
   d. -108
   e. -240
   f. -63
   g. -60
   h. -50
2. 12
3. 20 eggs
4. 600 bottles
5. A loss of Ksh 1 200

Division of integers

1.
   a. -3
   b. 3
   c. 5
   d. -9
   e. 5
   f. 7
   g. -8
   h. -5
2. 25 pieces
3. 5 pieces
4. -10°C
5. Ksh 16 000

Combined operation on integers

1.
   a. -14
   b. -10
   c. 50
   d. 90
   e. 125
   f. 17
   g. 1
   h. -23
2. 26°C
3. 18°C
4. 16°C
5. 800 litres

B. Cubes and cube roots

Cubes of numbers by multiplication

1.
a. 729
b. 3375
c. $\frac{8}{343}$
d. 1.728
e. $\frac{10648}{125}$
2.
   a. 2.744
   b. 0.000003375
   c. 0.027

d. $\frac{2197}{125}$
e. $\frac{1}{64}$

3. 2744 cm^3
4. 8000 cm^3
5. 9261 cm^3

Cubes of numbers from mathematical tables

1. Use Mathematical tables to find the cube of each of the following:
   a. 25
   b. 1.3
   c. 2.847
   d. 0.0345
   e. 219
2. Evaluate using Mathematical tables:
   a. 1.83
   b. 83
   c. 20.83
3. The sides of a cubical carton box measures 45 cm. Calculate its volume using a mathematical table.
4. Mary bought a cubical piggy bank of sides 2.1243 m. Use a mathematical table to calculate the volume of the piggy bank.

Cube of numbers from a calculator

1.
   a. 1728
   b. 2.744
   c. 0.079507
   d. 1157.625
   e. 12167
   f. 134.325518561
2. 1860.867 m^3
3. 78393.152 m^3

Cube roots of numbers by factor method

1.
   a. 7
   b. 10
   c. 14
   d. 15
   e. 24
2.
   a. $\frac{5}{7}$
   b. $\frac{1}{3}$
   c. $\frac{2}{5}$
   d. $\frac{3}{2}$ or $1\frac{1}{2}$
3.
   a. 0.8
   b. 1.2
   c. 0.6
   d. 1.3
   e. $5pq^2$
   f. m^2n
   g. x^3y
4. 9 cm
5. 7 cm

Cube roots of numbers from Mathematical Table

1.
   a. 3
   b. 3.89
   c. 17.42
   d. 1.93
   e. 2.38
   f. 0.185
   g. 0.215
   h. 2.77
   i. 2.96
   j. 2.22

1. The volume of a cube is 994.0 cm3. Determine the length of the cube.
2. A carton of juice is in the shape of a cube. If its volume is 9.261 m3. Find the length of one side.
3. Given that y3 = 804.4, determine the value of y.

Cube roots of numbers using a calculator

1.
   a. 5
   b. $\frac{3}{4}$
   c. 0.8208
   d. 60
   e. 28
   f. 1.2
   g. 5.3
   h. 9
2. 8 cm
3. 10

C. Indices and Logarithms

Expressing numbers in index form

1.
   a. 3^2
   b. 11^2
   c. 2^3
   d. 3^4
   e. 5^3
   f. 5^3
2. Write each of the following in its simplest index form:
   a. a^5
   b. $\frac{1^4}{7}$
   c. $\frac{3^3}{4}$
   d. $\frac{2^5}{3}$
3.
   a. y = 4
   b. t = 121
   c. x = 27
4.
   a. 28561 = 13^4
   b. Base = 13
   Index = 4
5. 4^6

Laws of indices

1.
   a. 25
   b. 46
   c. 97
   d. 2^{-1}
   e. r7
   f. k13
2.
   a. m-3
   b. p^{-2}
   c. w^{-3}
   d. y^0
   e. m^0
   f. 9^0
   g. 3^{-1}
3.
   a. 5^{10}
   b. 8^9
   c. $(\frac{2}{3})2$
   d. 3^{-1}
   e. p^{-12}
   f. 5^{-1}
4. 43

Relating powers of 10 to common logarithms

1.
   a. 10^2
   b. 10^{-1}
   c. 10^3
   d. 5×10^{-1}
2.
   a. $\log_{10} h = a$
   b. $\log_{10}100000 = 5$
   c. $\log_{10}b = -n$
   d. $\log_{10}0.1 = -1$
3.
   a. $10^0 = 1$
   b. $10^3 = 1000$
   c. $10^{-2} = 0.01$

D. Compound Proportions and Rates of Work

Dividing quantities into proportional parts

1.
   a. 400, 600
   b. 56, 40
   c. Ksh 800, Ksh 1 000, Ksh 1 200
   d. 2 000, 2 500
   e. 60 kg, 120 kg
   f. 44 m, 22 m
2. 600 teachers
3. Yellow: 135 books, Green: 180 books, Blue: 315 books, Red: 270 books
4. Storybooks: Ksh 400, Snacks: Ksh 100, Earrings: Ksh 200, Fruits: Ksh 300
5. Ratio = 50 : 47 : 30

Relating different ratios

1.
   a. 4 : 5
   b. 4 : 7
   c. 5 : 7
   d. 2 : 5
   e. 7 : 8
2.
   a. 2 : 3
   b. 9 : 20
   c. 5 : 2
   d. 8 : 5
3. Grade Nine Yellow
4. The ratio of men to women (2:5)
5. Wafula (3:1)

Compound proportion

1.
   a. x=5
   b. c=8
   c. d=10
   d. y=7
   e. z=9
   f. h=12
2.
   a. 1 : 2 : 4
   b. 9 : 15 : 35
   c. 12 : 9 : 15
   d. 4 : 4 : 6
3.
   a. 6
   b. 9
   c. 5
   d. 6
4.
   a. 7:24
   b. 11:14
5 10 : 6 : 3
6. 16 kg

Rates of work

1. 60 learners
2. 8 less days
3.
   a. of the tank
   b. 9 hours
4. 8 hours
5. 9 hours per day
6. 10 more men

2

Algebra

A. Matrices

Identifying a matrix

1.
   a. $\begin{pmatrix} 3 & 0 & 4 \\ 4 & 8 & 6 \\ 5 & 7 & 2 \end{pmatrix}$
   b. 9
   c. 3 rows and 3 columns
2.
   a. 2 rows and 3 columns
   b. 1 row and 3 columns
   c. 2 rows and 1 column
3.
   a. 2 rows
   b. 4 columns
   c. $\begin{pmatrix} 28 & 340 & 99 & 42 \\ 58 & 177 & 80 & 12 \end{pmatrix}$
4.
   a. 5 rows and 6 columns
   b. 30
   c. 4 rows and 6 columns

Order of matrix

1.
   a. 2 × 2
   b. 3 × 2
   c. 2 × 2
   d. 3 × 4
   e. 3 × 1
2.
   a. $\begin{pmatrix} 30 & 55 & 13 \\ 14 & 72 & 21 \end{pmatrix}$
   b. 2 × 3
3.
   a. Any matrix with 2 rows and 3 columns
   b. Any matrix with 4 rows and 3 columns
   c. Any matrix with3 rows and 3 columns
   d. Any matrix with 1 row and 1 column
   e. Any matrix with 3 rows and 5 columns
   f. Any matrix with 1 row and 3 columns

Determining the position of items in a matrix

1. Determine the position of all elements in the matrices below.
   a. $\begin{pmatrix} 2_{11} & 4_{12} \\ 5_{21} & 7_{22} \end{pmatrix}$
   b. $\begin{pmatrix} 5_{21} & 7_{12} \\ 5_{21} & 7_{22} \\ 3_{31} & 6_{32} \end{pmatrix}$
   c. $\begin{pmatrix} -13_{11} & 4_{12} & 0_{13} \\ 2_{21} & 8_{22} & 4_{23} \end{pmatrix}$
   d. $\begin{pmatrix} 1_{11} & 7_{12} & 5_{13} \end{pmatrix}$
   e. $\begin{pmatrix} 4_{11} \\ 5_{21} \\ 7_{31} \end{pmatrix}$
   f. $\begin{pmatrix} 8_{11} & 4_{12} & 5_{13} \\ 6_{21} & 7_{22} & 8_{23} \\ 2_{31} & 3_{32} & -1_{33} \end{pmatrix}$
2. Give the position of element 7 in each of the following matrices.
   a. 712
   b. 723
   c. 711
   d. 731
   e. 733
3. County A has 356 churches
   County B has 492 churches
   County C has 570 churches
4. K12 = −1
   K23 = 2
   K33 = 1
   K31 = 4
   K32 = 9
5. 35_{23}

Compatibility of matrix in addition and subtraction

1. Identify the compatible matrices
   a. B and C
   b. D and G
   c. X and Z
   d. M,N and O
2. $\begin{pmatrix} 4 & 4 & 3 \\ 2 & 1 & 9 \\ 6 & 7 & 5 \end{pmatrix}$ and $\begin{pmatrix} -3 & 2 & 1 \\ -1 & 0 & 6 \\ -4 & 6 & 2 \end{pmatrix}$

Addition and subtraction of matrices

1.
   a. $\begin{pmatrix} 12 & 5 \\ 3 & 4 \\ 2 & 8 \end{pmatrix}$
   b. $\begin{pmatrix} 11 & 8 & 6 \end{pmatrix}$
   c. $\begin{pmatrix} 7 \\ 0 \\ 2 \end{pmatrix}$
   d. $\begin{pmatrix} 4 & -3 & 0 \\ 0 & 1 & -4 \\ 1 & 4 & 2 \end{pmatrix}$
2. M = -4
   N = 0
3.
   a. X + Y + Z
   b. $\begin{pmatrix} 12 & 21 \\ 18 & 9 \end{pmatrix}$
   c. $\begin{pmatrix} -4 & -7 \\ -6 & -3 \end{pmatrix}$
   d. $\begin{pmatrix} 4 & 7 \\ 6 & 3 \end{pmatrix}$
   e. $\begin{pmatrix} -4 & -7 \\ -6 & -3 \end{pmatrix}$
4. $\begin{pmatrix} 102 & 86 & 190 \\ 68 & 70 & 152 \\ 180 & 150 & 253 \end{pmatrix}$

School	Beans	Maize	Rice
Kwali	102	86	190
Soni	68	70	152
Timo	180	150	253

5. $\begin{pmatrix} 2 & 2 \\ 0 & 1 \end{pmatrix}$

Person	Rice (kg)	Peas (kg)
Joy	2	2
Jack	0	1

B. Equation of straight lines

Identifying the gradient

1. $\frac{1}{2}$
2. $\frac{1}{3}$
3. $\frac{1}{4}$
4. $\frac{1}{6}$
5. $\frac{1}{15}$

Determining the gradient of a line from two known points

1.
   a. - 1
   b. 1
   c. 2
   d. undefined
   e. $-\frac{3}{4}$
2. $\frac{3}{4}$
3. – 1
4. 2.
5.

	x1, y1	x2, y2	$\frac{y_2 - y_1}{x_2 - x_1}$	Gradient
A	(-3, 1)	(9, 5)	$\frac{5-1}{9-(-3)}$	$\frac{1}{3}$
B	(9, 9)	(5, 4)	$\frac{4-9}{5-9}$	$1\frac{1}{4}$
C	(5, 6)	(3, 10)	$\frac{10-6}{3-5}$	-2
D	(-3, 6)	(-2, 12)	$\frac{12-6}{-2-(-3)}$	6
E	(0, 2)	(0, 4)	$\frac{4-2}{0-0}$	undefined

Determining the equation of a straight line given two points

1.
   a. y = 2x – 10
   b. y = -3x + 8
   c. y =
   d. y = 2x – 6

e. $y = 4x + 3$
f. $y = 2x - 6$

2. $y = \frac{1}{3}x + 1\frac{1}{3}$
3.
   a. 17
   b. $y = 17x - 16.1$
4. $y = x + 4$
5.
   a. 1
   b. $y = x + 4$

Determining the equation of a straight line from a known point and a gradient

1.
   a. $y = 5x - 10$
   b. $y = 2x - 7$
   c. $y = 35x - 32$
   d. $y = 13x - 64$
   e. $y = 3x + 1$
2. $y = 2$
3. $y = + 7$
4. $y = \frac{3}{4}x - \frac{5}{2}$
5. $y = -4x + 34;\ t = -6$

Expressing the equation of a straight line in the form of y = mx + c

1.
   a. $y = - x + 6$
   b. $y = -$
   c. $y = - x + 7$
   d. $y = -1\ x - 7$
   e. $y =$
2. $Y = - 4x + 3$
3. $y = 2x$
4. $Y = - 3x + 2$
5. MN: $y =$
   MO: $y =$

Interpreting the equation y = mx + c

1.

	Equation of a line	The form y = mx+ c	Gradient	C
A	$-7x + y = 4$	$y = 7x + 4$	7	4
B	$2y - 6x = 10$	$y = 3x + 5$	3	5
C	$8x + 2y = 8$	$y = - 4x + 4$	-4	4
D	$2y - 6x = 4$	$y = 3x + 2$	3	2
E	$3y - x = 21$	$y = \frac{1}{3}x + 7$	$\frac{1}{3}$	7

2.
   a. $y = 2x + 1$
   b. gradient = 2
   c. C = 1
3.
   a. $y = - 3x - 3$, gradient= - 3, C = -3
   b. $y\frac{2}{3}\ x + 2\frac{1}{7}$, gradient = , C = 2
4. 500 represents the amount of money collected per ticket sold.
   1000 represents the fixed amount collected even when no ticket is sold.
5. $m = \frac{2}{3}$

   $c = -\frac{1}{3}$

Determining the x and y – intercepts of a straight line

1.

	Equation	x – intercept	y – intercept
A	$2y + 6x = 12$	2	6
B	$2x + 3y = 24$	12	8
C	$y = 4x + 12$	-3	12
D	$4x + 3y = 12$	3	4
E	$3x + 6y = 18$	6	3

2.
   a. – 5
   b. 6
   c. 4
3. gradient= - 1 ; $y = 6$
4. $v = 4$
5. $y = \frac{1}{3}x - \frac{5}{3}$

C. Linear Inequalities

Solving linear inequality in one unknown

1.
   a. $x \geq 7$
   b. $x > 14$
   c. $x < 8$
   d. $x \geq 10$
   e. $x \leq 6$
   f. $x > -14$
   g. $x \leq - 9$
   h. $x \geq - 40$
2.
   a. $2y + 6 > 14$
   b. $y > 4$
3. $x \geq 16$

4.

a. $x - 32 > 4$

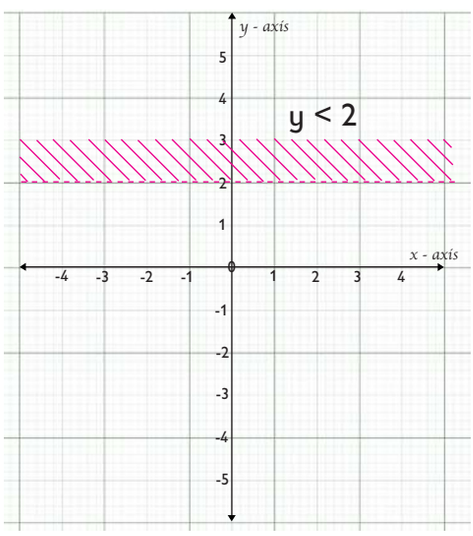
b. $x > 36$

5. $y > 2$

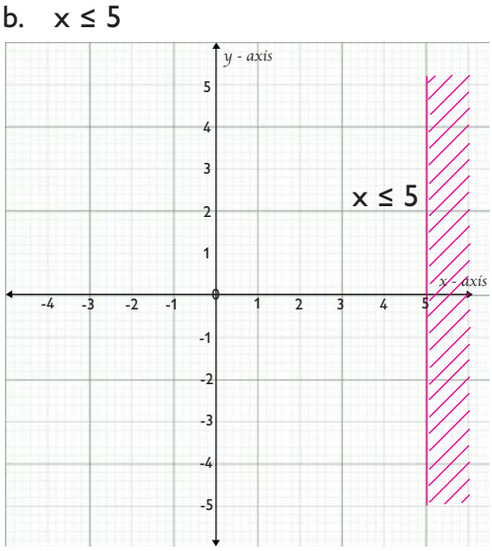
Graphical representation of linear inequalities in one unknown

1.

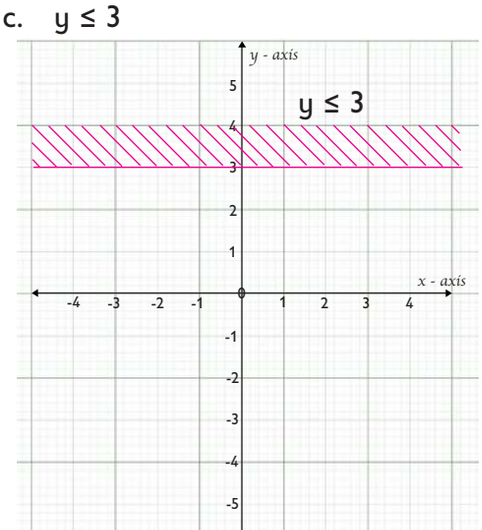
a. $y < 2$



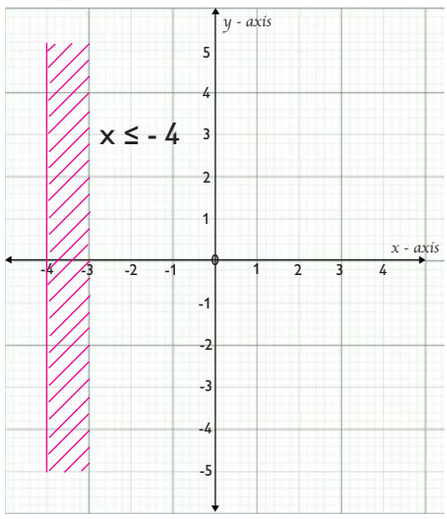
b. $x \leq 5$



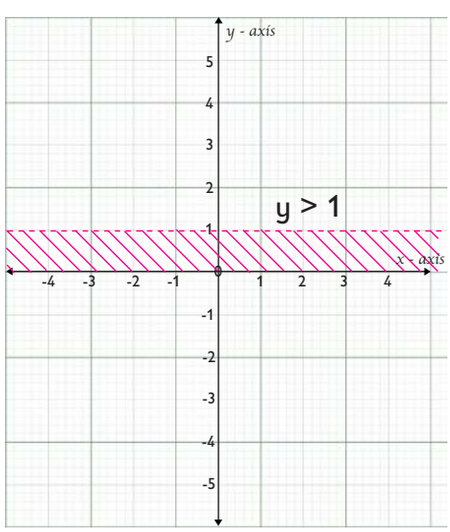
c. $y \leq 3$



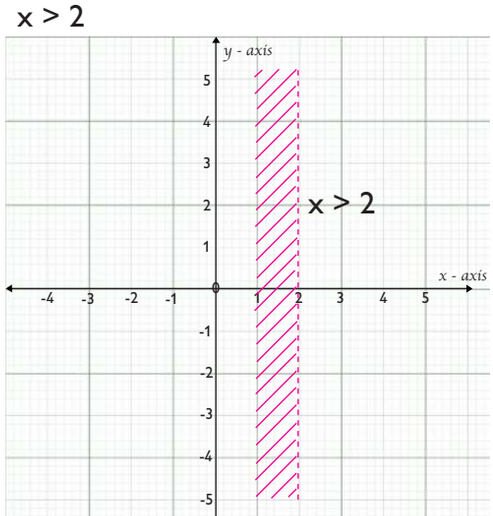
d. $x \leq -4$



e. $y > 1$



f. $x > 2$

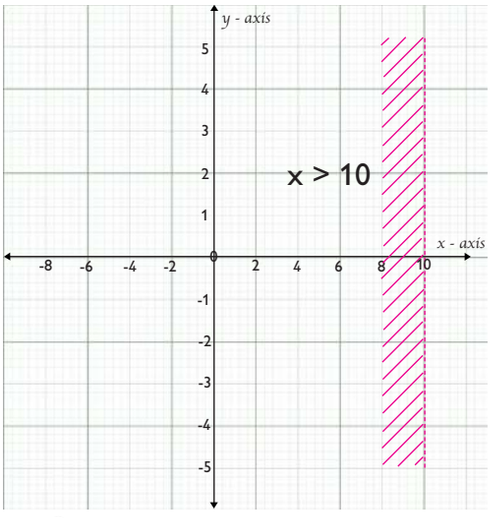


2.

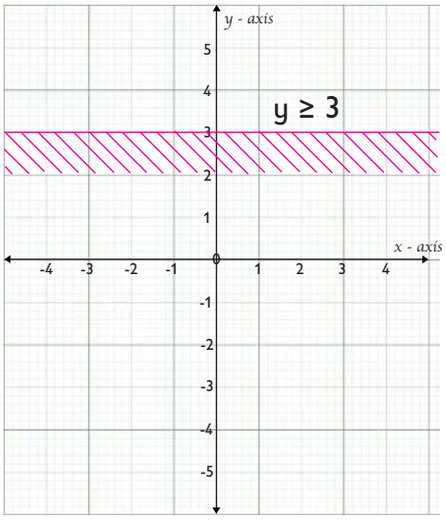
a. $x > 4$

b. $y \leq 5$

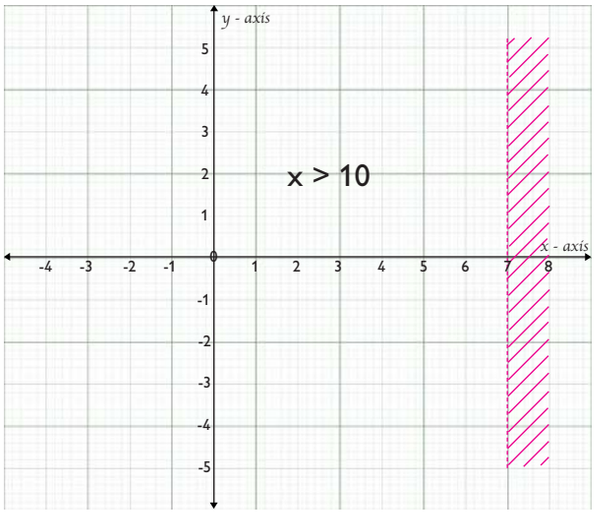
3. $x > 10$



4. y ≥ 3



5. x < 7

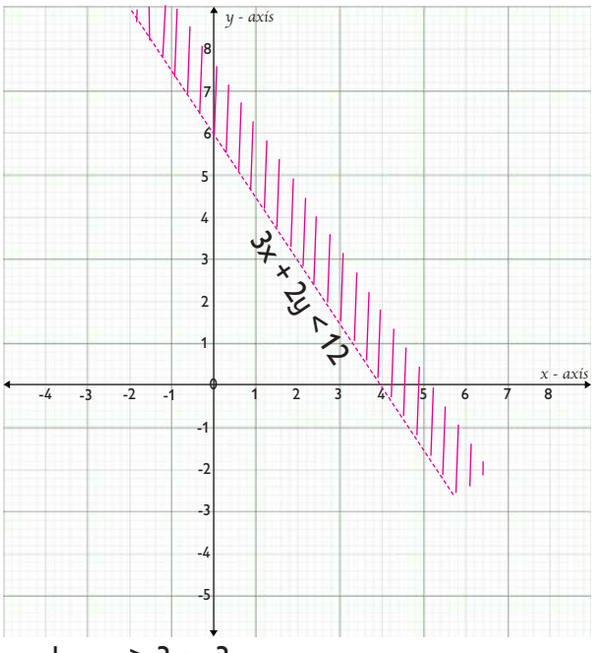


Graphical representation of linear inequalities of two unknown

1.

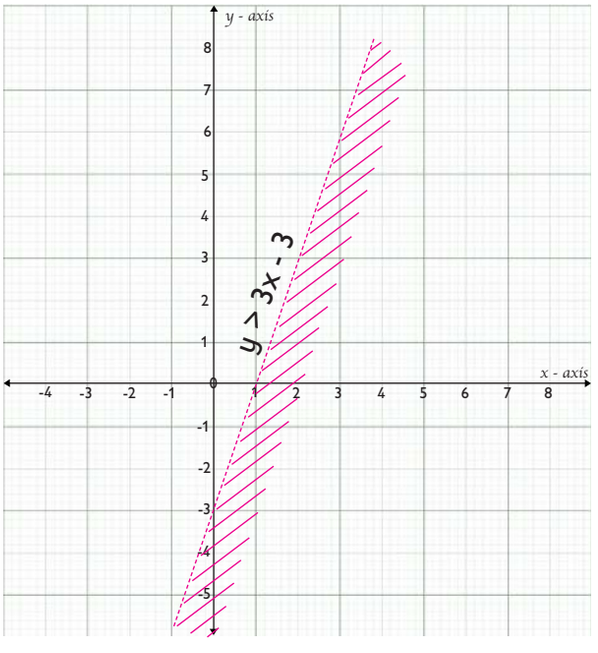
a. 3x + 2y < 12

x	-5	-4	-3	-2	-1	0	1	2	3	4	5
y	13.5	12	10.5	9	7.5	6	4.5	3	1.5	0	-1.5



b. y > 3x - 3

x	-2	-1	0	1	2	3
y	-9	-6	-3	0	3	6



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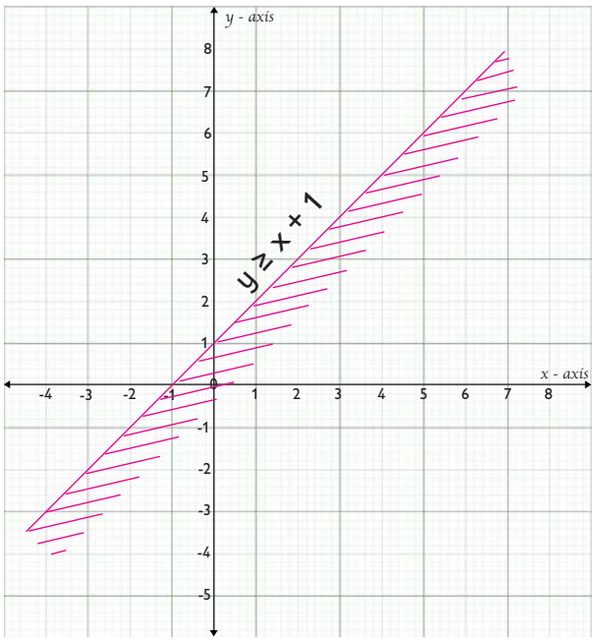
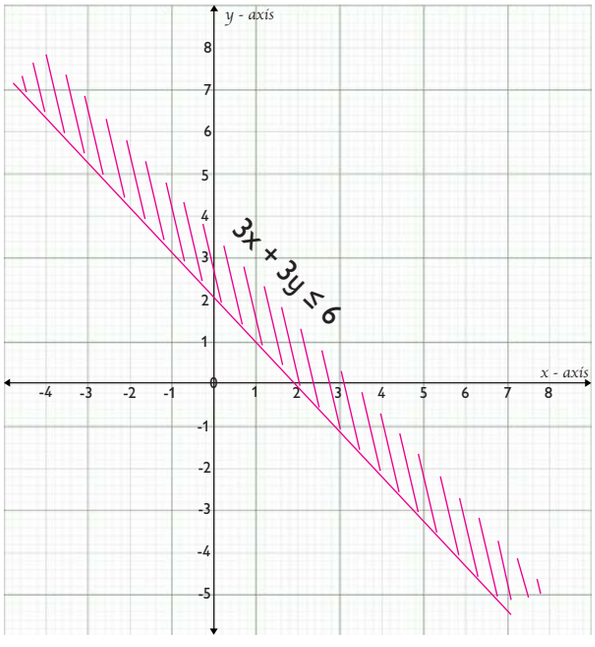
b. $y \geq x + 1$

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



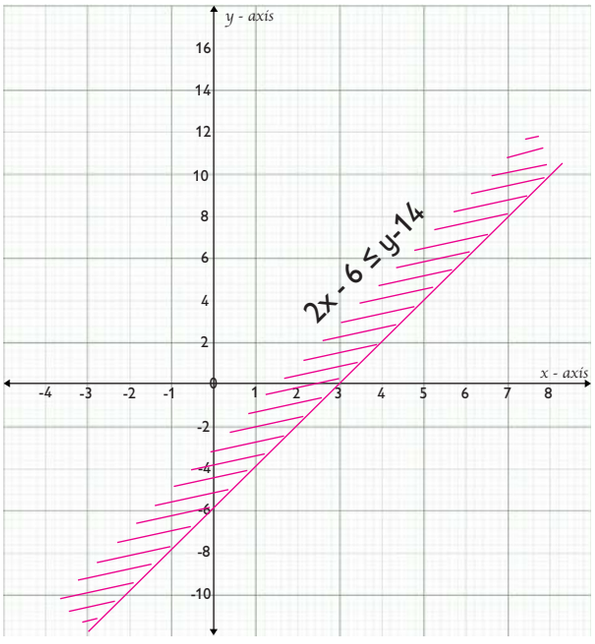
c. $3x + 3y \leq 6$

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



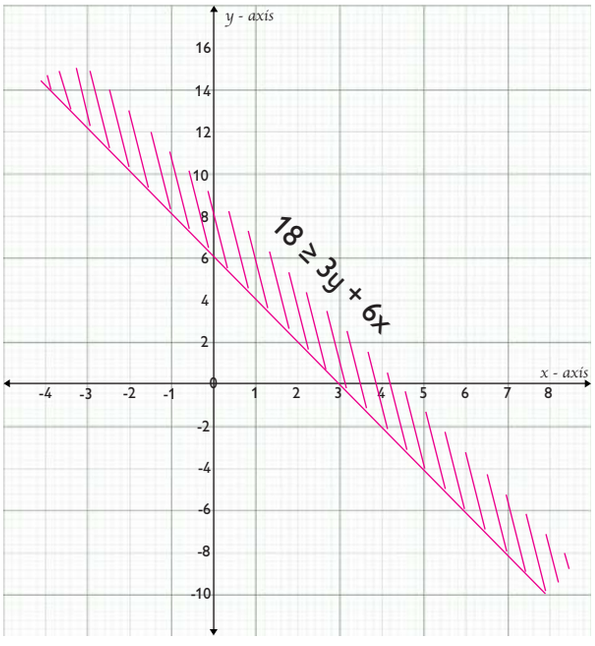
d. $2x - 6 \leq y - 14$

x	-5	-4	-3	-2	-1	0	1	2	3	4	5	6	7	8
y	-16	-14	-12	-10	-8	-6	-4	-2	0	2	4	6	8	10



e. $18 \geq 3y + 6x$

x	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
y	16	14	12	10	8	6	4	2	0	-2	-4	-6



2.

a. $x + y < 3$

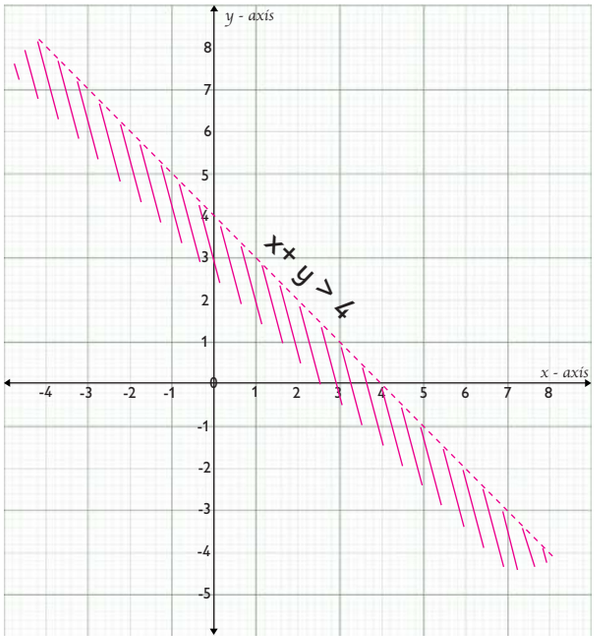
b. $x + y \leq 2$

3.

a. $x+y > 4$

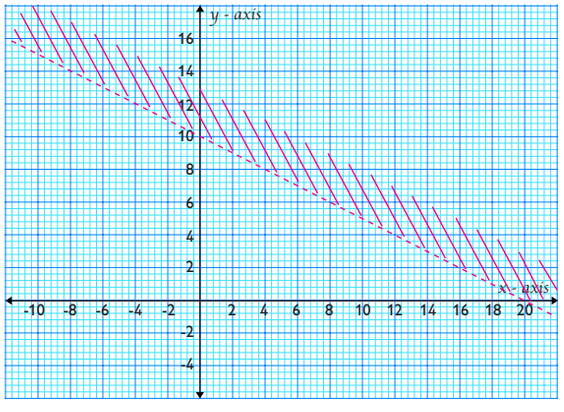
b.

x	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
y	9	8	7	6	5	4	3	2	1	0	-1	-2

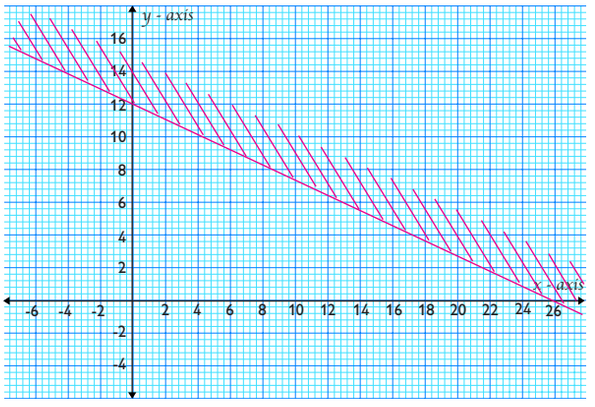


4. $x + 2y \leq 20$

x	-5	-4	-3	-2	-1	0	1	2	3	4	5	20
y	12.5	12	11.5	11	10.5	10	9.5	9	8.5	8	7.5	0



5. $x + 2y \leq 25$



3

Measurements

A. Area

Area of pentagon and hexagon

1.
   a. 171.85 cm^2
   b. 687.39 cm^2
2.
   a. 360 cm^2
   b. 975 cm^2
3. 247.46 cm^2
4. 259.81cm^2
5. 351.28 cm^2

Surface area of triangular and rectangular prisms

1.
   a. 3750 cm^2
   b. 2700 cm^2
   c. 2166 cm^2
2.
   a. 450 cm^2
   b. 608 cm2
   c. 204.84 cm^2
3. 25 cm
4. 2 000 m^2
5. 79 m^2

Surface area of triangular, rectangular and square based pyramids

1.
   a. 766.13 cm^2
   b. 82.56 cm^2
   c. 33 cm^2
2.
   a. 214 cm^2
   b. 360 cm^2
   c. 416 cm^2
3. 84 cm^2
4. 49.84 cm^2
5. 156.50 cm^2

Area of a sector and a segment of a circle

1.
   a. 51.33 cm^2
   b. 9.625 cm^2
2. 14.18 cm^2
3. 43.12 cm^2
4. 17 cm
5. 45.75 cm^2

Surface area of a cone

1.
   a. 330 cm^2
   b. 1 496 cm^2
   c. 841.5 cm^2
2. 22.62 cm
3. 203.5 cm^2
4. 1 980 cm^2
5. 84.86 cm^2

Surface area of a sphere

1.
   a. 11.5 cm^2
   b. 166.32 cm^2
2.
   a. 153 395.8 cm^2
   b. 0.3079 litres
3. 5 544 cm^2
4. 1 592.994 cm^2
5. 221.76 cm^2

B. Volume of Solids

Volume of triangular and rectangular prisms

1.
   a. 600 cm^3
   b. 576 cm^3
   c. 3 150 cm^3
2.
   a. 3 000 cm^3
   b. 1 000 cm^3
   c. 2 376 cm^3
3. 539 cm^3
4. 450 cm^3

5. 8.05 cm

Volume of triangular, rectangular and square based pyramids

1.
   a. 2 080 cm
   b. 2 000 cm3
   c. 1 500 cm3
2. 13 cm
3. Pyramid B is larger because it has a greater volume (213.3 cm^3 > 133.3 cm^3) due to its larger base area while having the same height.
4. 173.21 cm^3
5. 16.67 m^3

Volume of a cone

1.
   a. 1 232 cm^3
   b. 4 312 cm^3
   c. 314.29 cm^3
2. 301.63 cm^3
3. 6.325 cm
4. 285.63 cm^3
5. 10 500 cm^3

Volume of a frustum

1.
   a. 142 cm^3
   b. 15 666.67 cm^3
2. 8 213.33 cm^3
3. 210 cm^3
4. 10.05 cm
5. 88 654.77 cm^3/101 591.33 cm^3

Volume of a sphere

1. 179.67 cm^3
2.
   a. 91.99 cm^3
   b. 38.81 cm^3
3. 1.789 cm
4. 1 437.37 cm^3
5. 3.938 cm

C. Mass, Volume, Weight and Density

Conversion of units of mass

1.
   a. 0.4 kg
   b. 3 000 kg
   c. 0.00005 kg
   d. 0.00007 kg
   e 0.8 kg
   f. 3 kg
2.
   a. 4 500 dg
   b. 144.8 dg
   c. 39.5 dg
   d. 6 000 000 000 dg
   e. 7.239 dg
3. 2 000g
4. 3.9 kg
5. Juma got 2 400 hg
   Salma got 3 200 hg
   Hosea got 1 600 hg

Relationship between mass and weight

1.
   a. 4.7 N
   b. 3 N
   c. 159.5
   d. 1 N
   e. 9.5 N
2.
   a. 24 kg
   b. 40 000 kg
   c. 0.021 kg
   d. 69 kg
3. 842 kg
4. 500 N
5. 65 kg

Mass, Volume and Density

1. 1.6 g/cm^3
2. 3400 g/cm^3
3. 40 g
4. 27 kg
5. 0.00118 m^3

Application of density in real life situation

1. 5 g/cm^3
2. 400 kg/m^3
3. 2 976.19 kg/m^3

4. Will float (0.167 kg/m³ < 1.5 kg/m³)
5. 585 kg/m³

D. Time, Distance and Speed

Speed in km/h and m/s

1. 50 km/h
2. 30.28 m/s
3. 70 km/h
4. 48 km/h
5. 14.4 km/h

Average speed

1. 54 km/h
2.
   a. 130 km
   b. 5hrs
   c. 26km/h
3. 16km/h
4. 60 km/h
5. 105 km/h

Velocity

1. 0.5556 m/s
2.
   a. 3m/s North
   b. 2m/s East
3. 25 km West
4. 5.998 m/s
5. 5 seconds

Acceleration

1. 0.5 m/s²
2. 0.1 m/s²
3. 2 m/s²
4. 0.0407 m/s²
5. -2.5 m/s² (deceleration)

Longitudes on the globe

1. R and Q
2. P =25 East of Prime Meridian
   Q = 60 East of Prime Meridian
   R = 60 East of Prime Meridian
   S = 40 West of Prime Meridian
   T = 15 West of Prime Meridian

Relating longitudes to time on the globe

1. 110
2. 20 minutes
3. 52.5
4. 92.5°E
5. 6 hours 36 minutes

Local time of places on earth along different longitudes

1. 11:50 a.m.
2. 6.45 a. m.
3. 10.20 a.m. .
4. 15°W
5. 2:40 p.m.

E. Money

Currencies used in different countries.

1.

a.	Somalia	Somali shilling
b.	Ethiopia	Ethiopian birr
c.	Zambia	kwacha
d.	United Kingdom	Pound sterling
e.	Japan	Japanese yen
f.	Germany	Euro
g.	United States of America	US dollar

2.
   a. Sudan
   d. India
   c. Zambia
3. Mathew was wrong.The note is five hundred Naira which is a Nigerian Currency.
4. Pound sterling
5. Yuan

Converting currency from one form to another

1.
   a. Ksh 17 000
   b. Ksh 36 250
   c. Ksh 1.68
   d. Ksh 2.00
   e. Ksh 69.28 Ksh
2. 6 216.46 South African Rands.
3. Ksh 1 450 000
4. Ksh 40 500 000
5. 242 US dollars

Export duties charged on goods

1.
   a. Ksh 720 000
   b. Ksh 0
   c. Ksh 0

d. Ksh 1 008 000
e. Ksh 0

2. Ksh 900 000
3. Ksh 25 000
4. Ksh 240 000
5. Ksh 140 800

Import duty charged on goods

1. Ksh 2 700 000
2. Ksh 1 250 000
3. Ksh 300 000
4. Ksh 175 000

Excise duty on goods and services

1.
   a. Ksh 1 350 000
   b. Ksh 270 000
   c. Ksh 1 620 000
   d. Ksh 405 000
2.
   a. Ksh 7 500
   b. Ksh 82 500
   c. Ksh 16 500
   d. Ksh 99 000
3. Ksh 270 000
4. Ksh 12 500 000
5. Ksh 300 000

Value Added Tax (VAT) charged on goods and services

1. Ksh 625.60
2. Ksh 5 194
3. Ksh 160
4. Ksh 24 576
5. Ksh 74 649.60

F. Approximation and Errors

Approximation of quantities in measurement

1. 9 m
2. 18 m
3. 133 strides
4. 120 steps
5. 80 m

Determining errors using estimations and actual measurements

1. 5 minutes
2. 50 cm
3. 90 m^2
4. 3 km, 10 min; distance estimate more accurate
5. 125 g

Determining percentage errors using estimations and actual measurements

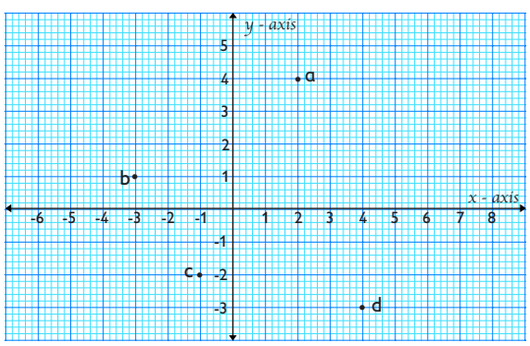
1
   a. 0.25 m
   b. 6.25%
2. 25%
3. 6.25%, 9.09%; distance more accurate
4. Distance 4.35%,
   Time = 14.29%
   Speed = 3.45%
5. 11.43%

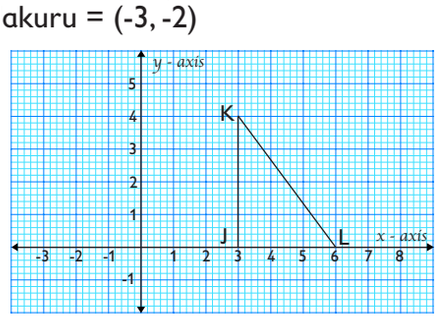
4

Measurements

A. Coordinates and Graphs

Plotting points on a Cartesian plane

1. 

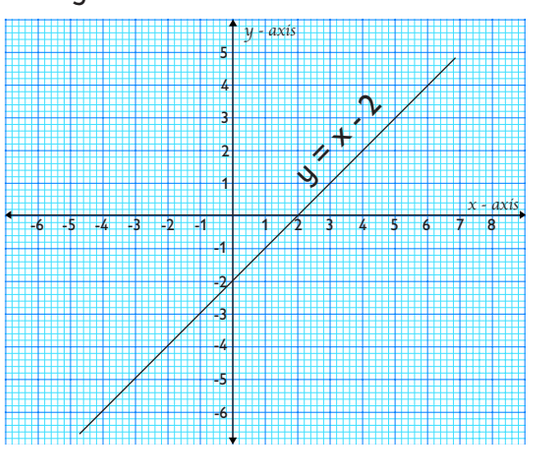
2. V = (3, 2)
   W = (1, 4)
   X =(4, 7)
   Y = (6, 6)
   Z = (6, 4)
3. Mombasa = (0, 4)
   Kisumu = (3, 4)
   Nairobi = (6, 0)
   Nakuru = (-3, -2)
4. 

   The shape formed is a right-angled triangle.
   5. H (3,7)

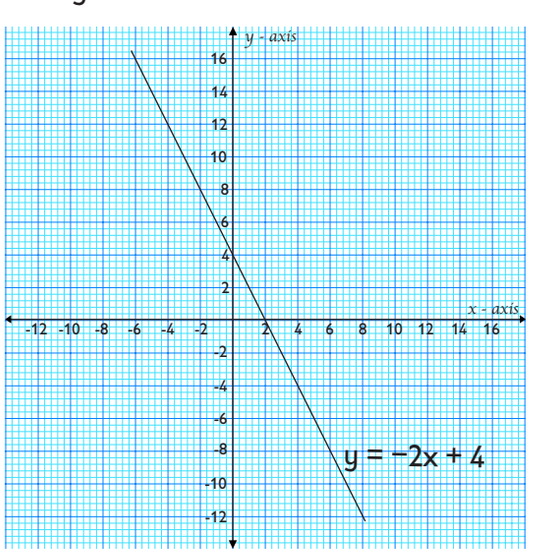
Drawing a straight-line graph given an equation

1.

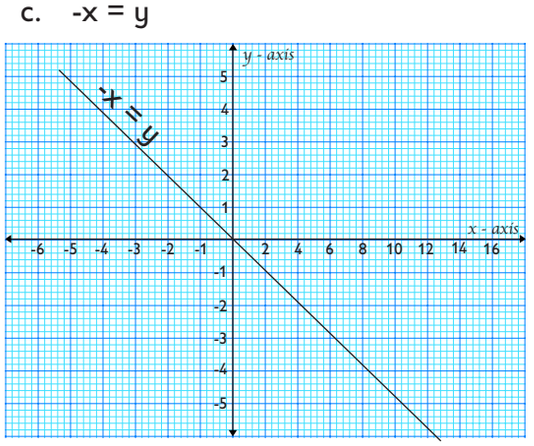
a. y = x – 2



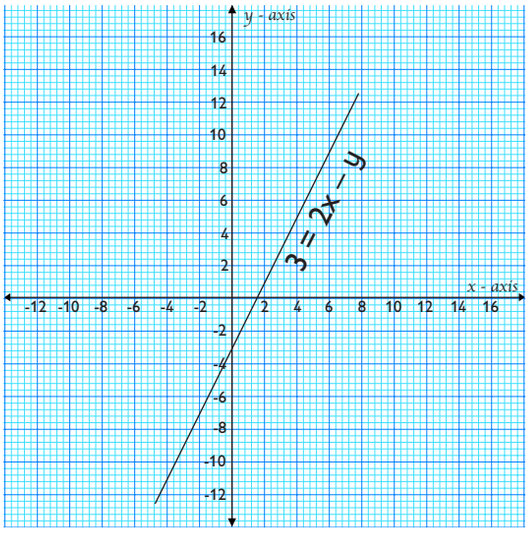
b. y = −2x + 4



c. -x = y



d. $3 = 2x - y$



e. $y = -x + 5$

The y-intercepts from the graphs:

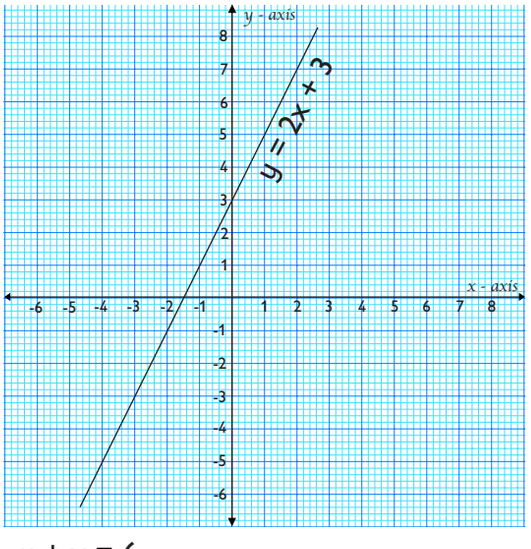
a. -2
b. 4
c. 0
d. -3
e. 5

2. Line 1 = $y = -x + 2$
   Line 2 = $y = x + 2$
   Line 3 =
   Line 4 = $y = 9$

3.

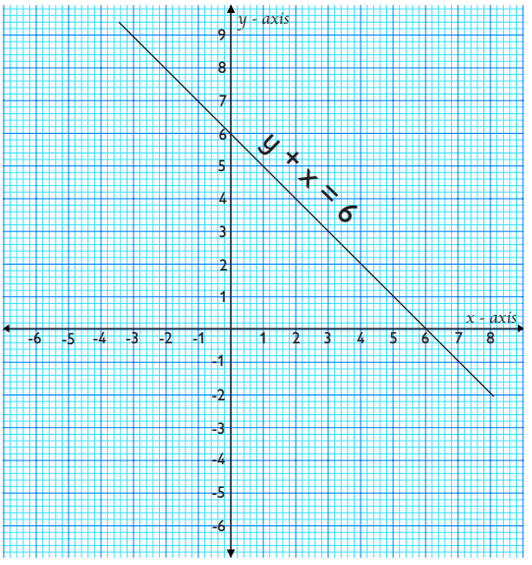
a. $y = 2x + 3$

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



b. $y + x = 6$

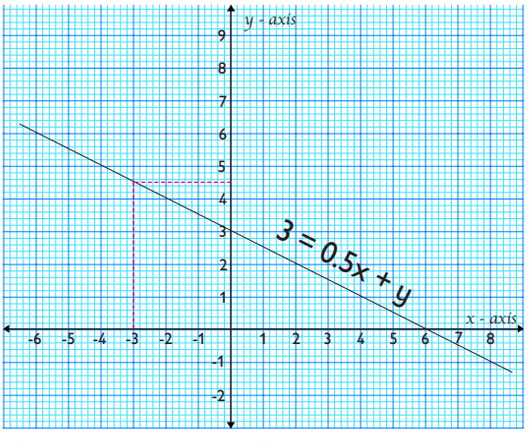
x	-3	-2	-1	0	1	2	3
y	9	8	7	6	5	4	3



4. $3 = 0.5x + y$

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

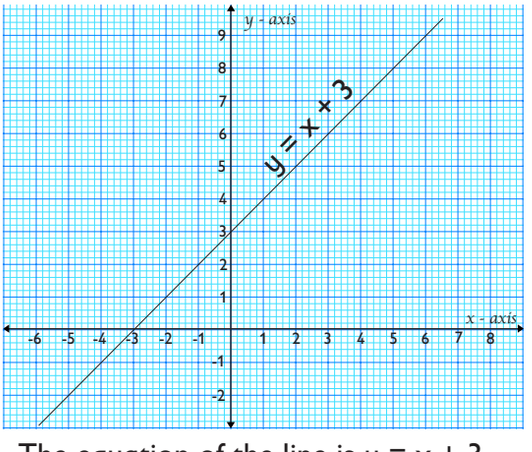
a.



b. y- intercept = 3
   x-intercept = 6

c. When x is -3, the value of y is 4.5

5.



The equation of the line is $y = x + 3$

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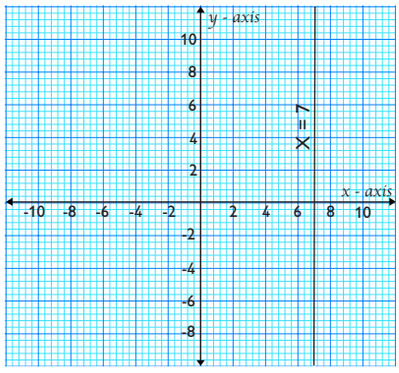
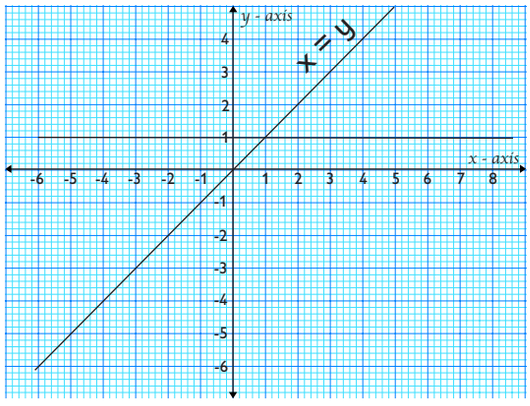
Drawing parallel lines on the Cartesian plane

1.

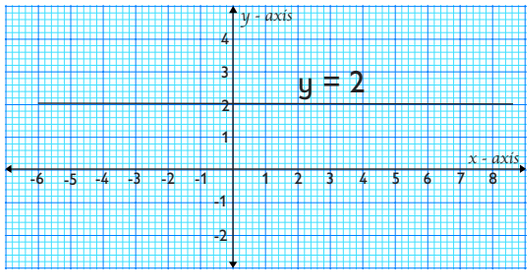
a. True



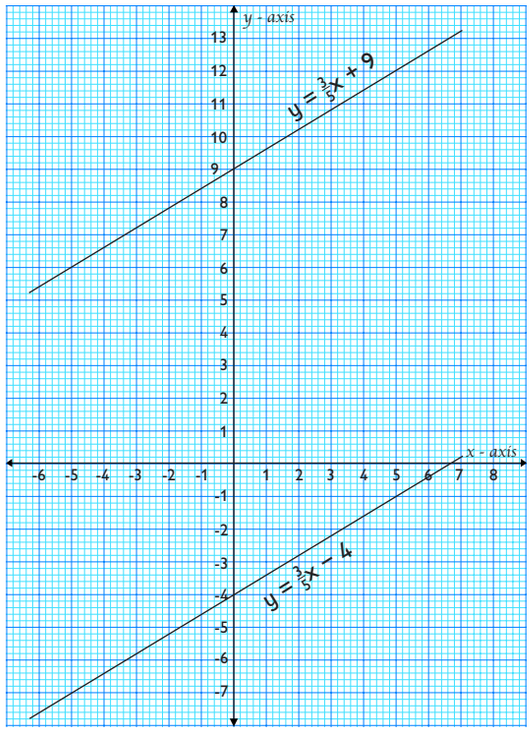
b. False



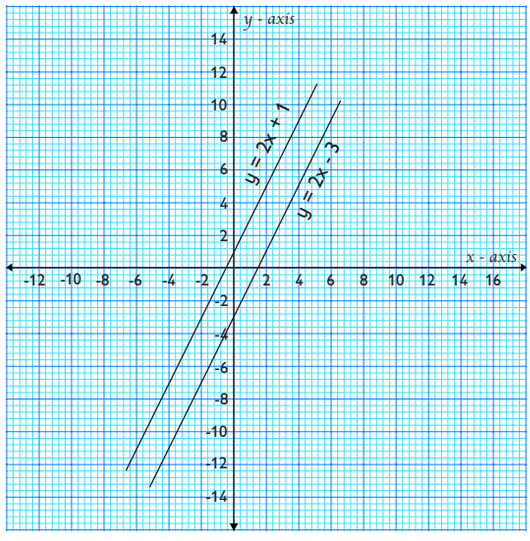
c. True



d. True

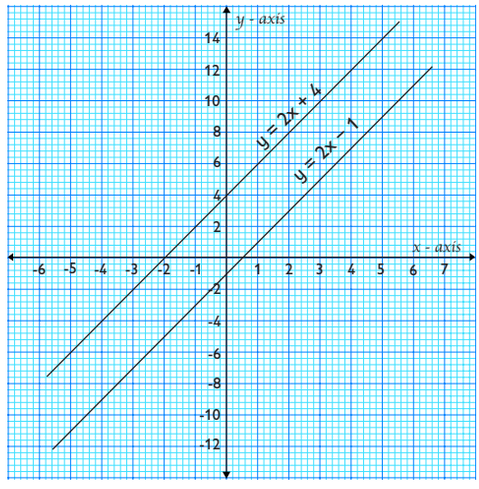


1. a. y = 2x + 1 and y = 2x - 3



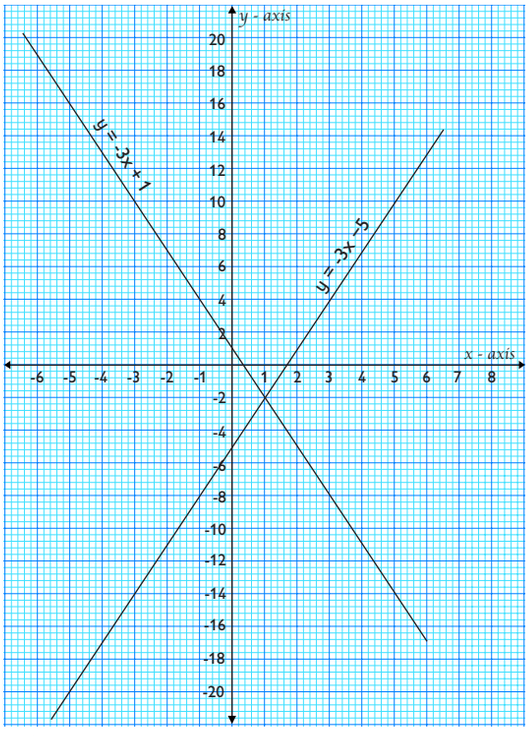
Observation: the two lines are parallel.

b. y =2x + 4 and y = 2x – 1



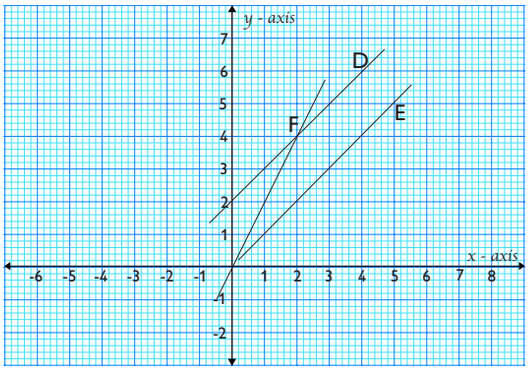
Observation: The two lines are parallel.

c. y = -3x + 1 and y = 3x – 5



Observation: The two lines intersect. Therefore, they are not parallel.

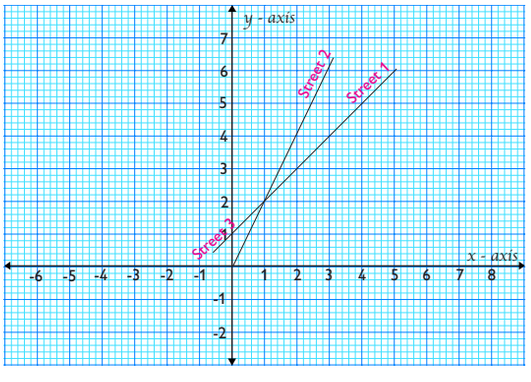
3.



Mule was not correct.

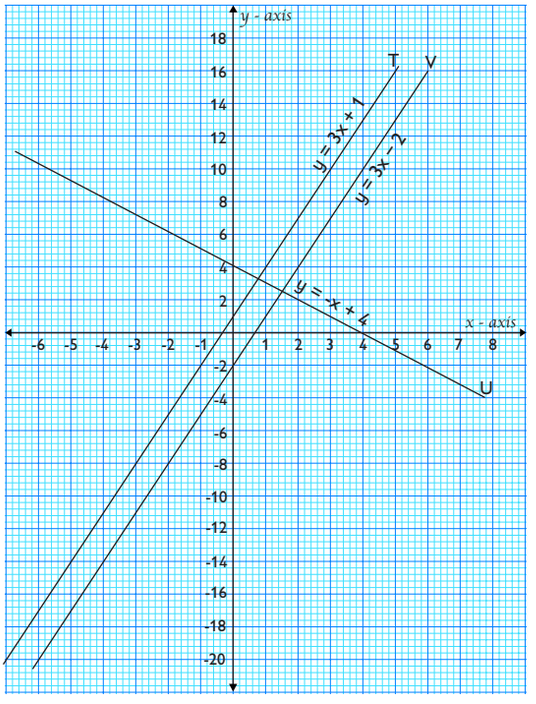
Justification: Lines D and F intersect (not parallel). From the graph, only line D and E are parallel.

4.



None of the lines are parallel.

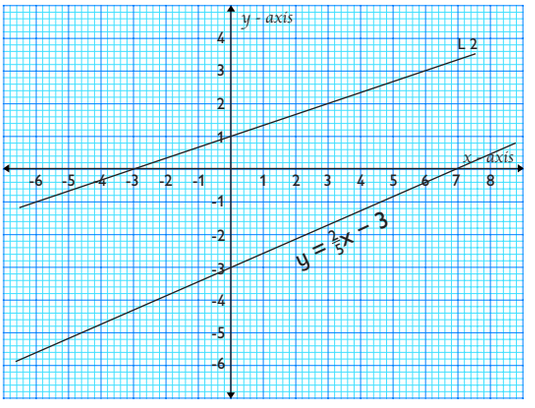
5.



Parallel paths = Paths T and V.

Relating the gradients of parallel lines

1. Without using graphs, determine if the pairs of lines are parallel:
   a) y = 4x + 1 and y = 4x − 6
   b) y = 2x + 3 and y = −2x + 3
   c) and y=3x−4
   d) and y= 2x−1
2. Draw the following pair of lines and state whether they are parallel or not.
   a) $y = \frac{1}{2}x + 4$ and $y = \frac{1}{2}x - 3$
   b) y = 2x + 3 and y = -x + 1
   c) y = x + 6 and y = x - 2
   d) y = -4x + 1 and y = -4x - 7
   e) $y = \frac{1}{2}x - 4$ and $y = \frac{1}{2}x + 2$
3. The graph below represents two parallel lines. The equation of the first line is $y = \frac{2}{5}x - 3$ determine the equation of the second line.



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4. Line X is parallel to line Z whose equation is y = 6x- 1. Determine the equation of line x given that it passes through points (0, 2).
5. Line Q passes through the points (1, 2) and (4, 5). Another line W passes through the point (3, 1). Determine the equation of line W, given that it is parallel to line Q.

Drawing perpendicular lines on the Cartesian plane

1. Using graphs, determine whether the following pairs of lines are perpendicular:
   a) $y = x + 3$ and $y = -x + 1$
   b) $y = 3x - 2$ and $y = \frac{1}{3}x + 5$
   c) $y = 3x - 2$ and $y = -\frac{1}{3}x + 5$
   d) $y = -4x + 1$ and $y = \frac{1}{4}x - 3$
   e) $y = \frac{3}{7}x + 2$ and $y = -\frac{7}{3}x - 3$
2. Line A is perpendicular to line B. Line A passes through points (1,1), (3,3) and (5,5) and line B passes through points (1,5), (3,3) and (5,1). Draw the two lines and determine their point of intercession.
3. A line passing through points (y, 0), (1, 3) and (2, 6) is perpendicular to another one passing through points (0, 6), (1,3) and (2, 0). Draw the two lines on a Cartesian plane and use the graph to determine the value of y.
4. A city planner is designing two roads. Road A has the equation and Road B has the equation . Using graphs, determine if the roads intersect at a right angle.
5. In a park, a boy ran along a path that runs along the line . Another boy ran through path along the line . After a while, the boys met at a point where the two paths intersect. Draw the lines on a Cartesian plan and determine if the angle of the point of meeting was 90.

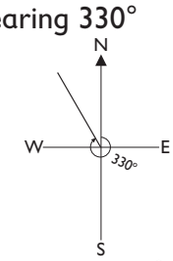
Relating the gradients of perpendicular lines

1.
   a. $\frac{1}{2}$
   b. -2
   c. $-\frac{1}{2}$
   d. $\frac{1}{2}$
2. $-\frac{1}{15}$
3. $\frac{4}{3}$
4.
5.

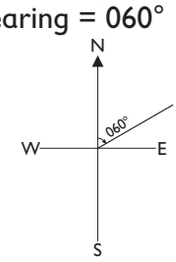
B. Scale Drawing

Identifying compass and true bearings in real-life situations

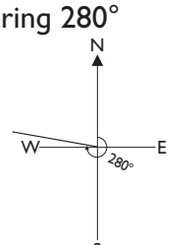
1.
   a. True bearing 330°



   b. True bearing = 060°



   c. True bearing 280°



   d. 225° is too large to be a compass bearing.
2.
   a. N62°W
   b. S35°E
   c. N57°E
   d. S70°W
3. 080°
4. N90°W
5. S70°E

Determining the bearing of o point from another point in real life situations

1. Compass bearing of Alex's house from Alvine's = N50°W.
2.
   a. N40°W
   b. S50°E
3.
   a. S35°E
   b. N25°W
4
   a. N50°E
   b. S20°W

5

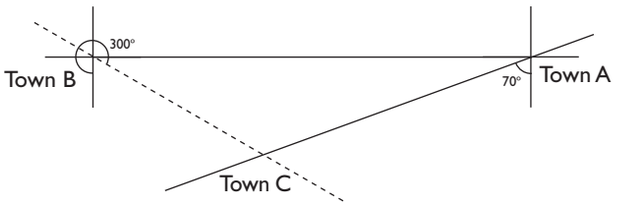
a. S35°E

b. The compass bearing of Yola from C = N45°W.

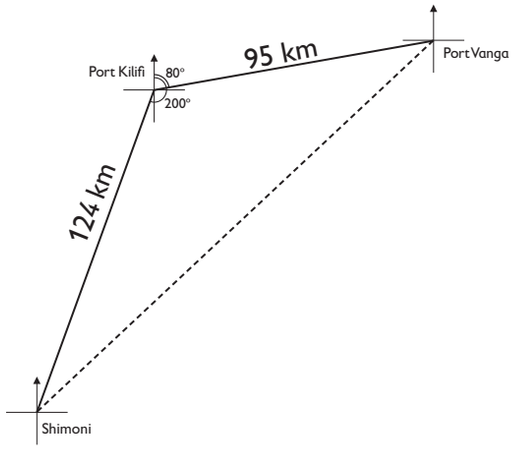
c. S20°E

Locating point using bearing and distance

1.



2.

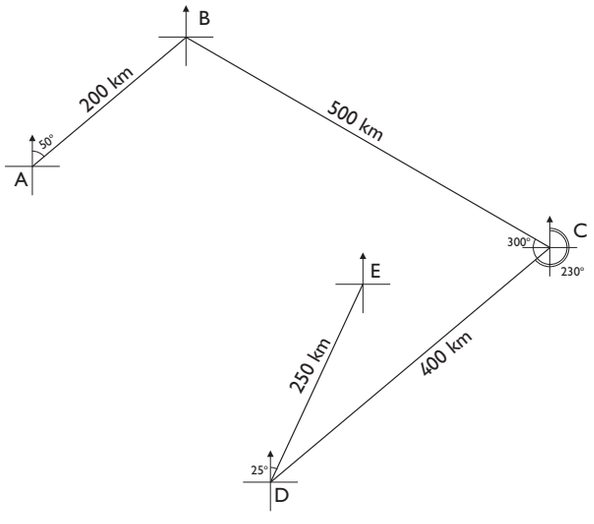


b. The distance between ports Vanga and Shimoni is 340 km.

c. Find the bearing of port Vanga from port Shimoni is 046.

3.

a.

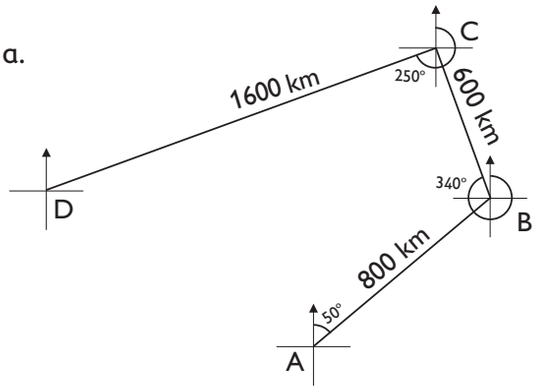


b. The actual distance from A to E is 415 km.

c. The bearing of E from A is 114.

4.

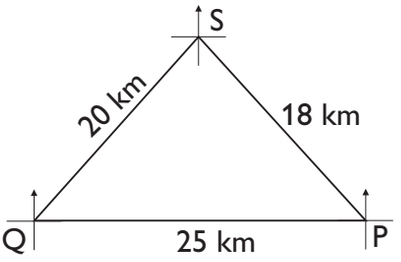
a.



b. 1 160 km

5.

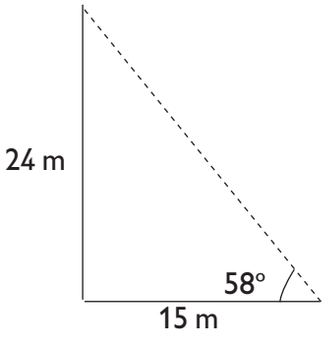
a.



b. 322°

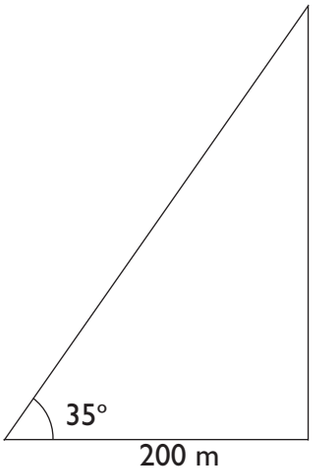
Identifying and determining angles of elevation

1.



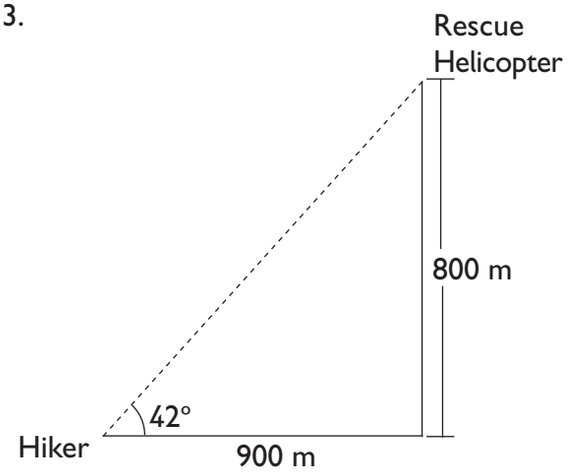
The angle of elevation from the person's feet to the top of the tree is 58

2.



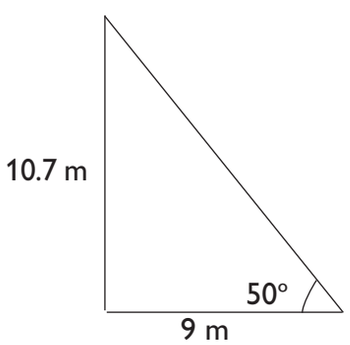
The height of the building is 144m

3.



Angle of elevation =42°

4.

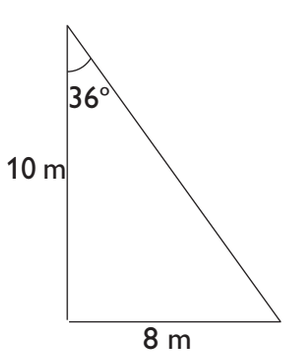


The actual height = 10.7 m

5. 9.4 m

Identifying and determining angles of depression

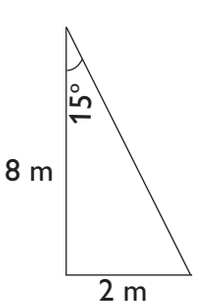
1.



The angle of depression = 36°.

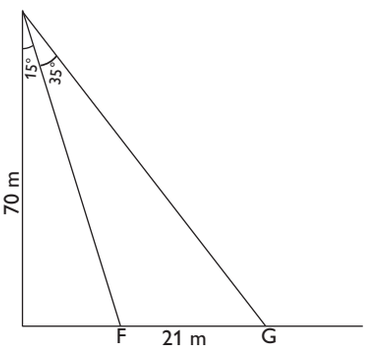
2. 31°

3.



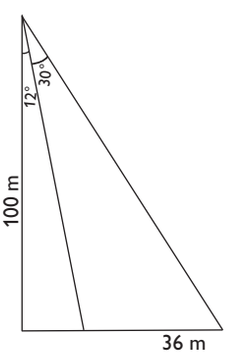
The horizontal distance of the swimmer from the base of the tower = 2 m

4.



The distance between Boat F and Boat G = 21 M.

5.



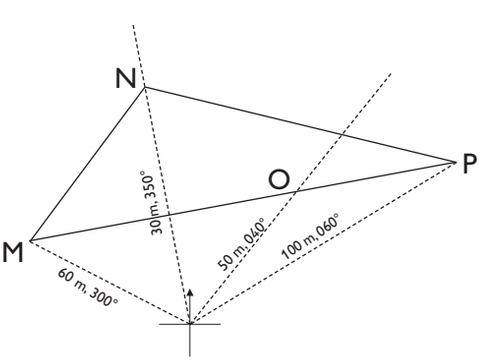
The distance the ship travelled during the ten minutes = 36 m

Applying scale drawing in simple surveying

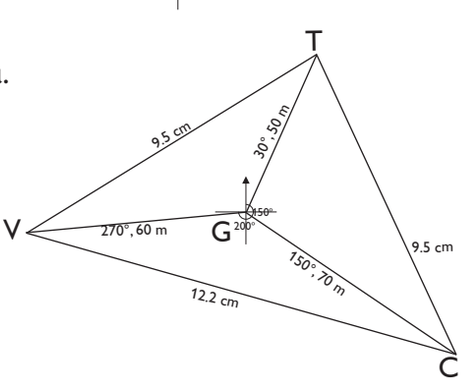
1.

Point	O	P	S	T
Actual distance	2.5 cm	3 cm	4.1 cm	3.5 cm
Bearing	118°	069°	057°	105°

2.



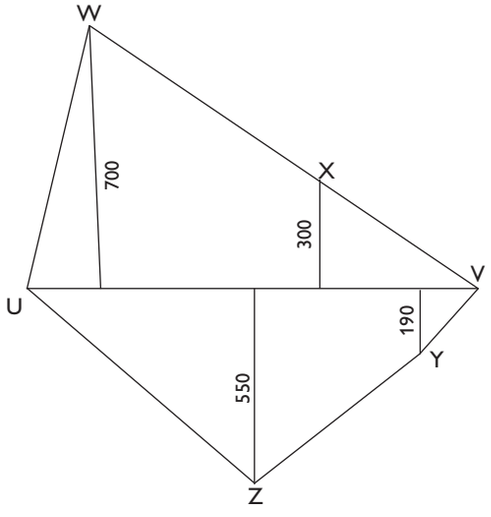
3. a.



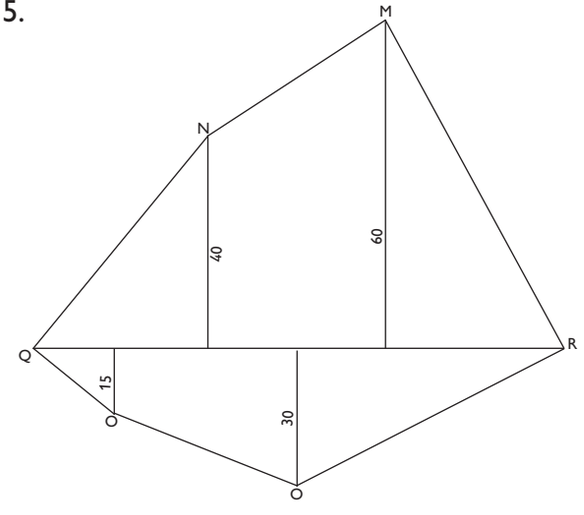
Area = 4 402.5 m^2

4.

	V	
	1060	190 To Y
300 To X	800	
	600	550 To Z
700 to W	200	
	U	



5.



C. Similarity and Enlargement

Identifying similar figures and their properties

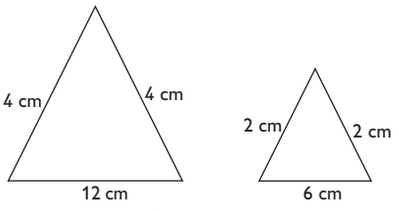
1.

a. Yes: the ratio of their corresponding sides is constant or proportional.
b. Yes: the ratio of their corresponding angles and sides are constant or proportional
c. No: the ratio of their corresponding angles and sides are not proportional
d. Yes: the ratio of their corresponding angles and sides are constant or proportional

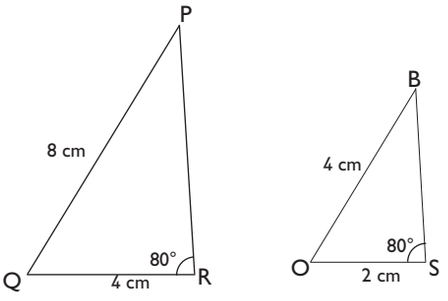
2. 6 m
3. 48 m
4. 37.5 feet
5. 8 m

Determining the properties of enlargement of different figures

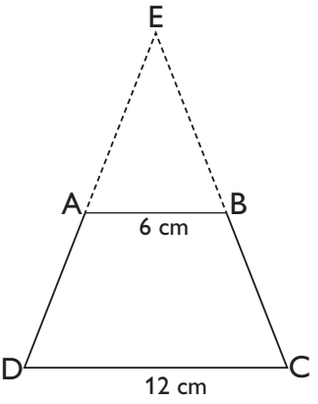
1.



2.

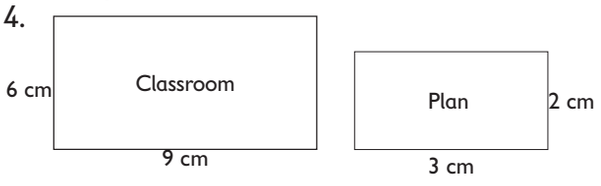


3.



Delta EAB is similar to EDC since ∠EAB = ∠ECD; ∠EBA = ∠ECD. They are corresponding angles.
Height of Delta EAB = 4cm.

4.



Determining the properties of enlargement of different figures

1. P′(2,2), O′(6,2), T′(2,8)
2. U′(1,1), N′(3,1), C′(3,3), V′(1,3)
3. Z′(4,4), Y′(10,4), X′(4,13)
4. Centre of enlargement: (1,1); Scale factor: 2

5. E(2.7, 2.7), F(6.7, 2.7), G(2.7, 8.7)

Applying properties of enlargement to draw similar objects and their images

1. Check if the image rectangle lies between the centre of enlargement and the original rectangle. It should be reduced in size.
2. T′(3,3),A′(9,3), P′(3,12); the image is inverted and enlarged.
3. V′(−0.5, −2)
4. Y′(−0.5, −0.5), O′(−1.5, −0.5), U′(−0.5, −2); the perimeter of the image is 0.25 of the original perimeter.
5. Check if the image is smaller than the original and lies between the centre of enlargement and the original figure.

Determining the linear scale factor of similar figures

1. 3
2. 3
3. $\frac{1}{6}$
4. 6 m
5. 2

D. Trigonometry

Identifying angles and sides of right-angled triangles

1. The hypotenuse: OR, the opposite side: SR and the adjacent: OS
2. Opposite: the opposite side; Adjacent: the vertical pole; The hypotenuse: support wire
3. Hypotenuse: the slide; Opposite side: the vertical ladder; Adjacent side: the ground
4. Opposite side: the height of the tree; Adjacent side: the shadow on the ground; Hypotenuse: the line from the top of the tree to the tip of the shadow.

Identifying sine, cosine and tangent ratios from a right-angled triangle in different situations

1. $\sin \theta = 0.6$
2. $\tan \theta = 1.2$
3. $\cos \theta = 0.7071$
4. $\tan \theta = 2.4$
5. $\cos \theta = 0.6$

Reading tables of trigonometric ratios to calculate lengths and angels of right-angled triangles

1.

Angle	Sine	Cosine	Tangent
86.96°	0.9986	0.0530	18.84
70.52°	0.9428	0.3334	2.828
90°	1.0000	0.0000	Undefined
65°	0.9063	0.4226	2.1445
66.23°	0.9153	0.4027	2.2728
48.31°	0.7465	0.6654	1.1220

2.
   a. 12.6°
   b. 15°
   c. 14.67°
   d. 6.61°
3.
   a. 6.12°
   b. 11.19°
   c. 15.83°
   d. 8.19°
4. 48.59°
5. 36.87°

Determining trigonometric ratios of acute angles using calculators

1.
   a. sin = 0.9986, cos = 0.05303, tan = 18.84
   b. sin = 0.9428, cos = 0.3334, tan = 2.828
   c. sin = 1.000, cos = 0.0000, tan = undefined
   d. sin = 0.9063, cos = 0.4226, tan = 2.145
   e. sin = 0.9153, cos = 0.4027, tan = 2.273
   f. sin = 0.7465, cos = 0.6654, tan = 1.122
2.
   a. $\sin^{-1}(0.4832) = 28.90°$
   b. $\sin^{-1}(0.2255) = 13.03°$
   c. $\sin^{-1}(0.4589) = 27.32°$
   d. $\sin^{-1}(0.1255) = 7.209°$
3.
   a. 6.121°
   b. 11.19°
   c. 15.82°
   d. 8.192°
4.
   a. 42.69°
   b. 45.00°
   c. 68.68°
   d. 44.71°

Application of trigonometric ratios to calculate lengths and angles of right-angled triangles indifferent situation

1.
   a. 4 cm
   b. 2.184 cm
   c. 6.428 cm
2.
   a. 70.53°
   b. 19.47°
   c. 36.87°
3. 28 m
4. 34.4 m

Mathematics Grade 9 • • •

5

Data Handling and Probability

A. Data interpretation (grouped data)

Determining appropriate class width for grouping data

1.

a. Highest: 102°C, Lowest: 68°C

b. Range: 34°C

c. Class width: 5

d.

Class interval (°C)
68 – 72
73 – 77
78 – 82
83 – 87
88 – 92
93 – 97
98 – 102

2.

a. 60 minutes

b.

Class interval (minutes)
15 – 26
27 – 38
39 – 50
51 – 62
63 – 75

3. Class width = 3

4.

a. 26

b.

Class intervals
45 – 70
71 – 96
97 – 122
123 – 148
149 – 174
175 – 200

5. Class width = 8;

Class intervals
62 – 69
70 – 77
78 – 85
86 – 93
94 – 101

Drawing frequency distribution tables of grouped data

1.

Class interval	Frequency
64 – 68	3
69 – 73	2
74 – 78	4
79 – 83	3
84 – 88	2
89 – 93	1

2.

Class interval	Frequency
50 – 59	1
60 – 69	3
70 – 79	4
80 – 89	4
90 – 99	3

3.

Class interval	Frequency
10 – 14	2
15 – 19	4
20 – 24	3
25 – 29	3
30 – 34	3

4.

Class interval	Frequency
110 – 119	2
120 – 129	3
130 – 139	3
140 – 149	3
150 – 159	3
160 – 169	1

5.

Class interval	Frequency
0.0 – 0.9	1
1.0 – 1.9	2
2.0 – 2.9	3
3.0 – 3.9	3
4.0 – 4.9	3
5.0 – 5.9	3

6.

Class interval	Frequency
15 – 19	1
20 – 24	1
25 – 29	3
30 – 34	3
35 – 39	3
40 – 44	2
45 – 49	2
50 – 54	1

Identifying the modal class of grouped data

1. Modal class: 20–24 and 30–34 (bimodal)
2. Modal class: 70–74, 75–79, 80–84, 85–89, 90–94 (multimodal)
3. Modal class: 20–29 and 30–39
4. Modal class: 80–99
5. Modal class: 200–209 and 210–219 (bimodal)

Calculating the mean of a grouped data

1. 28.03°C
2. 93.88 dollars
3. 6.38 kg
4. 31 minutes
5. 22.86 hours

Determining the median of a grouped data from real life situations

1. 7.2 kg
2. 29 years
3. 17.5 mm
4. 48.77 minutes
5. 119 km

B. Probability

Performing experiments involving equally and likely outcomes

1. $\frac{3}{5} = 0.6$
2. $\frac{9}{14}$
3. $\frac{4}{7}$
4. $\frac{3}{10}$
5. $\frac{2}{3}$

Determining the range of probability of an event

1.
   a. $\frac{50}{99}$
   b. 0 (Impossible event)
2. 0 (Impossible event)
3. $\frac{2}{5}$
4. $\frac{1}{3}$
5. $\frac{5}{14}$
6. $\frac{1}{6}$

Identifying mutually exclusive events

1. Yes
2. Yes: A single student's result for one specific exam can only be recorded as one status. You cannot be "absent" and "fail" at the same time. Because one outcome prevents the other from occurring, they are mutually exclusive.
3. Yes
4. No: In a standard deck of 52 cards, no card is both a King and a Queen at the same time. These are two distinct ranks. Since it is impossible to draw a single card that satisfies both conditions, the events are mutually exclusive.
5. No

Performing experiments of single chance involving mutually exclusive events

1. $\frac{1}{2}$
2. $\frac{2}{3}$
3. $\frac{1}{2}$
4. $\frac{2}{5}$
5. $\frac{3}{8}$

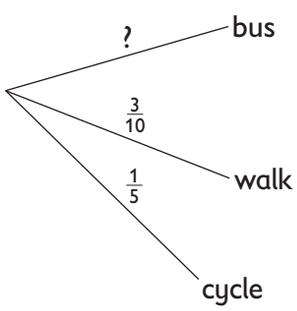
Performing experiments of single chance involving independent events

1. $\frac{64}{125}$
2. 0.5
3. $\frac{18}{35}$
4. $\frac{1}{4}$

Drawing a tree diagram for a single outcome

1.

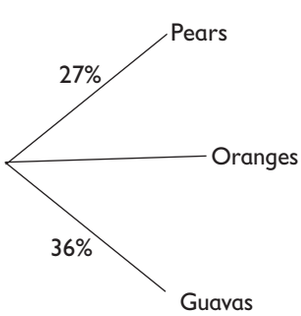
a.



b. $\frac{1}{2}$

2.

a.

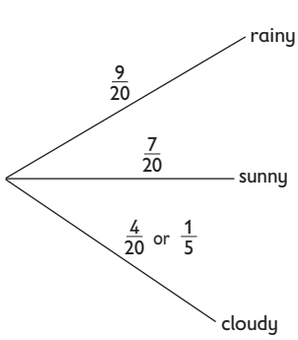


b. 37%

3.

a. $\frac{4}{20}$ or $\frac{1}{5}$

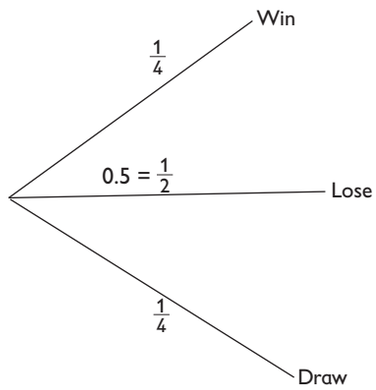
b.



4.

a. $\frac{1}{4}$

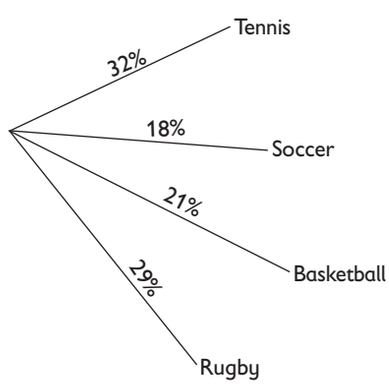
b.



5.

a. 29 %

b.



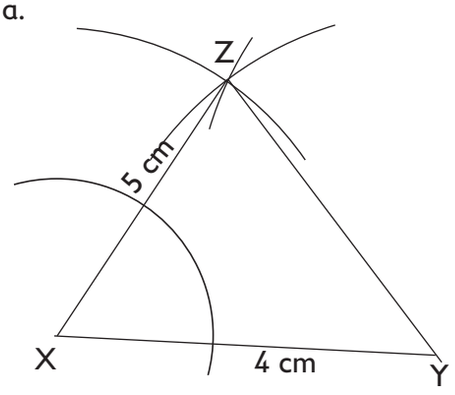
KJSEA SAMPLE 1

Section A

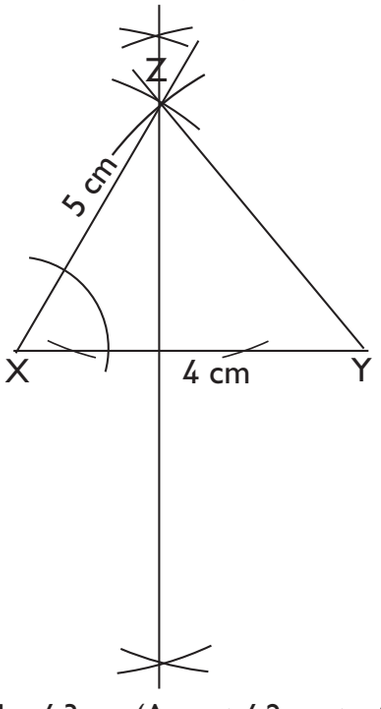
1. B
2. C
3. C
4. A
5. B
6. D
7. A
8. B
9. B
10. B
11. B
12. B
13. B
14. C
15. A
16. C
17. B
18. A
19. C
20. B

Section B

21. a. 10^3
    b. $x = 3$
    c. 2^4 or 16
    d. $y = 1$
22. a. Ksh 400 000
    b. Ksh 50 000
    c. Ksh 30 000
23. a. $M = \begin{bmatrix} 50 & 200 \\ 80 & 300 \end{bmatrix}$
    b. $C = \begin{bmatrix} 600 & 50 \end{bmatrix}$
    c. School A spent Ksh 40 000; School B spent Ksh 63 000.
24. a. $2(2x + 10 + x) \leq 140$ or $(6x + 20 \leq 140)$
    b. 20 m.
    c. 20, 19, 18
25. a. 12 seconds
    b. 14 seconds
    c. 14 seconds
26. a. 18 km/h
    b. 5 m/s
    c. 1.167 hours or 1 hour 10 minutes
27. a. Ksh 200 000
    b. Ksh 160 000
    c. Ksh 1 160 000
28. a.



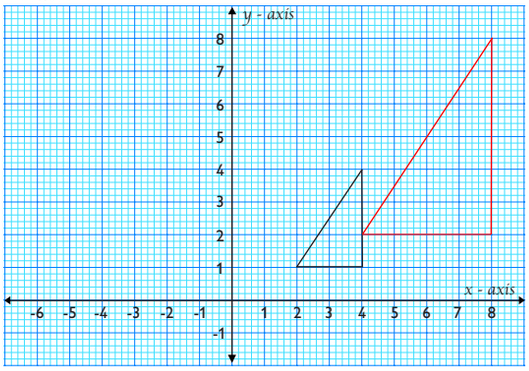
    b. YZ is approximately 5.6 cm (Accept 5.5 cm to 5.7 cm)
    c.



    ZM = 4.3 cm (Accept 4.2 cm to 4.4 cm)
29. a. $\frac{1}{10}$
    b. $\frac{1}{15}$
    c. 15 days
30. a.

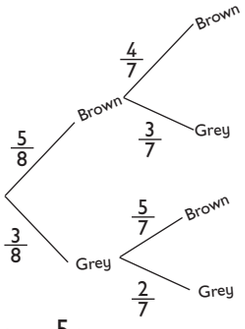
b. Coordinates of Figure B: (4, 2), (8, 2) and (8, 8).

c.



31. a. 40-49
    b. 46

32. a.

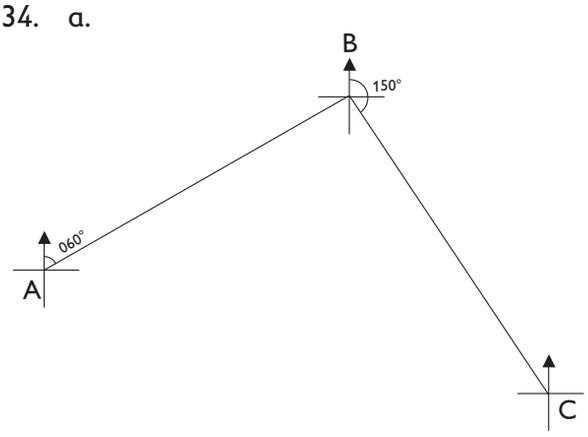


    b. $\frac{20}{56}$ (or $\frac{5}{14}$)

    c. $\frac{30}{56}$ (or $\frac{15}{28}$)

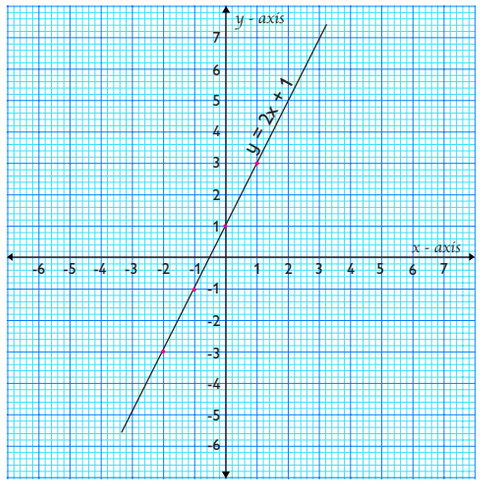
33. a. 2.744
    b. 6
    c. 1.5 metres

34. a.



    b. Bearing of A from C = 285°

35. a. Missing y values= -3, -1, 1, 3, 5
    b.



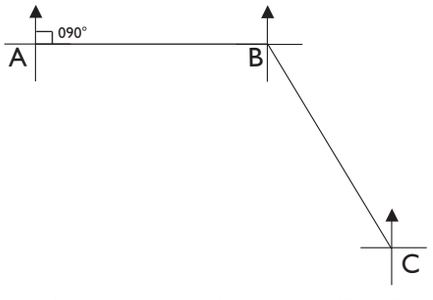
KJSEA SAMPLE 2

Section A

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

Section B

21. a. 87.976 m^3
    b. 2.93 hours.
    c. 7 Tins .
22. a. 90 – 94
    b. 92.25 kg.
    c. Total mass = 3.69 tonnes.
    No, the truck cannot carry all bags in one trip because 3.69 tonnes exceeds the 1.5 tonnes capacity limit.
23. a.



    b. i. Actual distance AC = 78.1 m (Accept measurements around 7.8 cm on the scale diagram).
    ii. 116°
    c. Distance = 47.05 m
24. a. $10x + 15y = 3500$ and $12x + 8y = 3000$
    b. x = 170 (Pishori), y = 120 (Sindano)
    c. w = -3.33
    Note: the target mixture price of Ksh 180 is higher than the individual costs of both rice varieties. Marks should only be awarded for formulating the correct setup equation: $3400 + 120w = 180(20+w)$.
25. a. 20
    b. 10 m^2.
    c. Ksh 8 000.
26. a. 0.42
    b. 0.18
    c. 0.46
    d. 0.12
27. a. Ksh 27 500
    b. Ksh 340 000
    c. Ksh 5 120

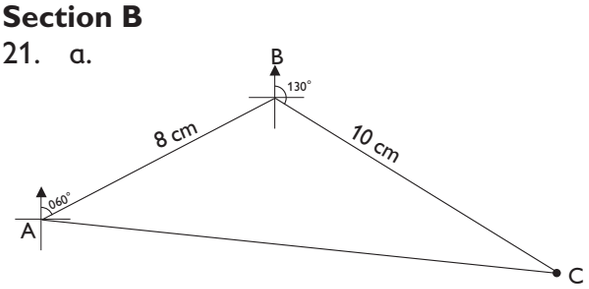
KJSEA SAMPLE 3

Section A

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

Section B

21. a.



b. i. Distance AC = 154 m (Accept scale drawing measurements of approx. 15.4 cm).
ii. Bearing of C from A = 095° (Accept 095° to 100°).

c. Perimeter = 80 + 100 + 147.9 = 327.9 m

22. a. $S = \begin{pmatrix} 30 & 20 & 10 \\ 40 & 15 & 25 \end{pmatrix}$

b. $P = \begin{pmatrix} 20 & 15 & 30 \end{pmatrix}$

c. Saturday revenue = Ksh 1 200; Sunday revenue = Ksh 1 775.

d. Ksh 2 975.

23. a. 0.9625 m^3

b. 5.5 m^2

c. Ksh 2 475.

24. a. c + g = 20 and 2c + 4g = 56

b. c = 12 (Chickens), g = 8 (Goats)

c. = 18.4 kg.

25. a. Ksh 142 000.

b. Ksh 22 000.

c. Ksh 18 000.

d. Bank Loan is cheaper

26. a. 5

b.

Height (cm)	10 - 14	15 - 19	20 - 24	25 - 29	30 - 34
Frequency	2	5	10	8	5
x	12	17	22	27	32
fx	24	85	220	216	160

c. 23.5 cm.

d. $\frac{13}{30}$

27. a. 42.7 km/h.

b. i. Vehicles exceeded = 12

ii. 24%

c. $\frac{2}{5}$

Practical assessment.

English

1

Citizenship

A. Listening and Speaking

Practical Assessment.

a. Euphemisms are polite words or phrases that are used to replace harsh or offensive terms. They serve to make sensitive or awkward topics easier to talk about or less direct.

b. To prevent hurting others, to avoid embarrassment and to show politeness.

c. Kicked the bucket, passed away, run behind time, under the weather

d. Job loss, death, financial struggles, illness.

2 a. senior citizens
b. Economically challenged
c. Physically challenged
d. correctional facility
e. Laid off

3. Proposing: Leaders with dual ties may face a conflict of interest during national challenges, so their focus should remain solely on one nation.
Opposing: Global experience allows leaders to handle sensitive international matters with greater wisdom and diplomatic skill.

4 a. Under the weather, senior citizens, Golden age, economically disadvantaged, less privileged.
b. Senior citizens—Old people
Under the weather—Feeling unwell or sick.

c.

1. A correctional facility	prison
2. Economical with the truth	lying
3. Between jobs	unemployed
4. Pre-owned	used
5. A senior citizen	an old person
6. Person of interest	suspect

d . To prevent hurting others and to avoid embarrassment.

B. Reading

Independent Reading.

Practical Assessment.

1.

a. Newspaper

b. Because it provides up-to-date information on current affairs, local news and global events.
Accept any correct answers.

c.

i. A story that is written about imaginary characters and events

ii. Materials are writings based on real places, people and events.

d. I prefer reading non-fiction because it offers factual insights into real-world topics, histories and biographies.
Accept any relevant answers.

2. It provides a clear target, making your reading more purposeful and engaging. This focus can prevent distractions and help you stay on track.

3.

a. National constitutions, textbooks, articles.

b. Look quickly through the texts to locate specific keywords such as rights, responsibilities, patriotism, community service and legal status.

4. You can tell by looking at the book cover design, reading the title, checking the author's previous work and reading the summary blurb on the back cover to see if the plot or the topic catches your attention.

5. Skimming is used to get a general overview of a text, while scanning is used to find specific information within a text.

6.

a. The importance of being polite and respectful, why citizenship matters, etc

b. Financial status- She is described as an economically challenged woman
Location and activity- She was bargaining for a pair of pre-owned shoes.

Actions- She stepped in and helped a struggling senior citizen.

c. She was bargaining for pre-owned shoes

d. Because he needed help since he was struggling with a large sack of maize.

e. Economically challenged, pre-owned shoes, a senior citizen

f. Yes, you can promote citizenship by making a difference to those around you

g.

i. Small act — Minor

ii. Grand — Big.

h. Supportive, kind; she helped the old man carry the heavy luggage

i. Fictional. It is an imagined story.

7. Accept any relevant answers

8. Accept any correct answers.

C. Grammar in Use

Gender Neutral Language .

Practical Assessment.

1.

a. Man- Head master, Fireman.
Woman- House girl, Waitress.

b. Mankind, human being, house help, headteacher, firefighter, server.

c. Chairperson, flight attendant, police officer, businessperson.

2. Policemen, policeman, woman, housegirl, housewife, kinsman.

3

a. The flight attendant served refreshments to the passengers during the trip.

b. Many people gathered at the community center to voice their opinions.

c. The chairperson successfully guided the committee through the agenda items.

d. A security guard remained stationed at the entrance throughout the night.

e. The office lobby was decorated with beautiful artificial plants.
Accept any correct answers.

4. Vertical: HOUSEHELP
Horizontal: FIREFIGHTER, MALE, SERVER, FLIGHT ATTENDANT

D. Intensive Reading: Play

Play: Structure and Setting (Class Reader).

Practical Assessment.

1. Accept any correct answers.

2. Similarities: Both formats contain a plot, characters, a specific setting, a central theme, and narrative conflict.
Differences: A story uses continuous paragraphs, prose narratives and direct/ indirect quotation marks for speech.
A play uses an explicit script format, divided into acts and scenes, with bold character names before lines and stage directions in parentheses.

3.

a. It uses acts and scenes featuring setting description, character names in bold for dialogue and stage directions in parentheses.

b. Jabu changes from a sceptical boy who doubts the point of cleaning to an optimistic person who believes one individual can make a difference.

c. It shows that true relationships involve taking action to improve the community rather than just talking about it.

d. It makes you realise that small individual actions can inspire others and create a lasting positive change in your environment

E. Writing

Legibility and Neatness.

Practical Assessment.

1. Accept any correct answers.

2. Accept any correct answer.

3. Accept if the answer is relevant to the given table.

4. Good citizenship creates a responsible, respectful and supportive school environment where every learner can thrive. It requires active participation through simple daily actions to keep our community clean, organized, and welcoming for everyone.

5

a. Accept any relevant answer.

b. Consistent slant, even spacing, correct indentation, accurate word breaks, uniform letter size.

2

Science Fiction

A. Listening and Speaking

Oral Literature: Short Forms

Practical Assessment.

1.

a. i. Proverb-" Pride comes before a fall."
ii. Tongue twister-" Ten tiny twins turned towards Tigoni to take Tim's trophy home."
iii. Riddle-" I have three brothers; if one is absent, the other two cannot eat."

b. Three stones used to hold a cooking pot over a fire.

2. Accept if only the tongue twisters are well pronounced.

3.

a. Those who make timely preparations are likely to get successful gains.
b. Rumours will always hold some truth in them.
c. We invent solutions through the problems that surround us.
d. Good manners and principles begin from home, depending on how we were brought up.

4.

a) Egg
b) Clock
c) Table
d) Needle

B. Reading

Intensive Reading: Simple Poems

Practical Assessment.

1.

a. The poem is about a person's imagination and sense of wonder as they look up at the night sky, thinking about the moon, the stars and the mysteries of what lies below the sky.
b. I wonder and imagine, as my mind wanders to and fro.
c. To emphasise the main idea, to create rhythm
d. Fly, sky
Fro, glow
e. Functions of repetition.
It creates rhythm
It emphasises the main idea
It makes the poem easier to memorise and perform.
Functions of rhyme.
It establishes structure.
Makes the poem interesting.
It emphasises a particular targeted idea.

2. Accept any correct simple poem that has rhyme and repetition.
3. Accept if the poem is well composed.

C. Grammar in Use

Nouns and Quantifiers

Practical Assessment.

1.

a. Rabbit-a
Books-f
b. Many, few, several, two, three, numerous.

2. a. Many, few, several.
b. Much, little
c. All, some, more, any, a lot of.

3.

a. System, story, character, environment, role, detail, atmosphere, narrative, life, culture, society, scene, tension, experience, reader, conflict, confrontation.

b.

Count Nouns	Uncountable nouns
Character	Fiction
Story	Depth
Role	Engagement
Plot	Technology
Narrative	Tension

c. Quantifiers and nouns they quantify.
i. Little – Shape
ii. Much – System
iii. A lot of – Technology
iv. Some – Details
v. A bit of – excitement.

4.

Quantifier	Nouns
Few	Songs
A few	Learners
Little	Knowledge

A little	Salt
Much	Electricity
More	Videos
Alot of	People
Enough	Computers
Most	Information
Many	Learners
Less	Air

5. Accept any correct formed sentences on count and non-count nouns.

D. Intensive Reading: Play

Intensive Reading: Plot (Class Reader)

Practical Assessment.

a. In a futuristic laboratory or classroom where the Time Capsule is kept.
b. The Time Capsule, a glowing device that can send objects through time.
c. Excited and enthusiastic
d. At the beginning of the play, the lights come up to reveal Alex and Maya examining a glowing, humming Time Capsule on a table. Alex excitedly explains that Professor Orion told him the machine can send objects into the future or the past. At the same time, Maya expresses her doubts and fears about the dangers of time travel. As they discuss the strange device, Professor Orion enters the room holding a remote and warns them that time is not a toy. Maya then questions why the Time Capsule hums as if it might be alive, and Professor Orion laughs and introduces Zee, the AI assistant built into the machine. Zee rolls forward, greeting the students politely and explaining its role as protector of the Time Capsule. The scene ends with Alex whispering to Maya, proudly insisting that he was right about how cool the invention is.

E. Writing

Mechanics of Writing: Punctuation

Practical Assessment.

1a.
i. "Learning to be Me"
ii. "We live in a world where every person has an artificial neural network implanted in their brain."
iii. "the Jewel"

b.
i. "Learning to be Me": To enclose the title of a specific movie.
ii. "We live in a world where every person has an artificial neural network implanted in their brain.": To indicate direct speech quoted from the scientist.
iii. "the Jewel": To highlight a specific, unusual name or nickname given to an object

2
a. (in space): To add extra, non-essential details about where the scientists were travelling.
b. (a place with peculiar happenings): To provide a brief definition or background explanation of the town.

3
a. National Aeronautics and Space Administration (NASA) is responsible for science and technology related to air and space.
b. The scientist said, "The experiment was a success."
c. "Did you see that new movie?" asked my friend.
d. The short story, "The Gift of the Magi," is a classic.

3 Environmental Conservation

A. Listening and Speaking

Listening Comprehension – (Grade Appropriate Texts)

Practical Assessment.

1. Accept any correct answers.
2.

a. Refer to the selected passage from the textbook.
b. Accept the correct answer in reference to the selected topic on environmental conservation from the textbook.
c. Conserving the environment reduces water and air pollution, which directly prevents respiratory illness and waterborne diseases. It also ensures a clean food supply and provides a stable climate, lowering the spread of infectious diseases and improving mental well-being. Accept any relevant answer in reference to the passage.
d.

i. Deforestation,
ii. Excessive use of fossil fuels leading to global warming.
iii. Overexploitation of natural resources and wildlife habitats
iv. Industrial pollution and improper disposal of plastic waste.
Accept any relevant answers.

e. Refer to the passage selected.
3. Accept any correct answer in reference to the conversation.

B. Reading

Reading for Information and Meaning

Practical Assessment.

1a. Environmental conservation through community tree planting.
b.

i. Skimming: Glancing over paragraphs to get a general overview or locate the main topic.
ii. Scanning: Looking specifically for keywords, numbers, names, or dates to find a precise piece of information without reading the whole text.
iii. Sourcing Graphic Organisers: Using visual elements like headings, bold words, bullet points, and charts to navigate to relevant data instantly.
iv. Keyword Matching: Identifying words from your question and searching for those exact terms within the text to find the answer block.

c.

i. Reading for information focuses on finding specific facts and literal answers, while reading for meaning aims to understand the deeper message and underlying purpose.
ii. Reading for information requires surface-level retrieval of what is directly stated on the page, whereas reading for meaning requires deep comprehension, interpretation, and reading between the lines.
iii. The key action in reading for information is searching for keywords, dates, and explicit definitions, while the key action in reading for meaning is analysing the author's tone, motivation, and symbolism.
iv. An example of reading for information is checking a bus timetable for departure times, whereas an example of reading for meaning is determining the overarching moral lesson of a story.

2.

a. Importance of planting and conserving trees.
b. To motivate citizens to plant trees so Kenya could reach a 10% forest cover goal.
c. Large parts of the country had witnessed the adverse effects of heavy rains, whose consequences were devastating, including disrupting people's lives, destruction of property and infrastructure; in some cases, the loss of lives.
d. Disrupting people's lives, destruction of property and infrastructure; loss of lives.

e. "The environmental regulatory body awakened the consciousness of Kenyans to plant and conserve trees."

3.

a. NEMA made Kenyan citizens aware of their environmental duty and inspired them to plant trees.
b. Unpredictable weather shifts created a chain reaction of hardships for people's daily survival and income.
c. Nature provides the essential foundation that supports all economic growth and national progress.

4.

a. Plant trees in the backyard and community spaces.
b. Carry reusable cloth bags when going shopping.
c. Turn off lights and electronics when leaving a room.
d. Take shorter showers to reduce daily water waste.
e. Avoid burning plastic waste in the open air.
f. Walk or bicycle for short distances instead of driving.

5.

a. Cutting down trees without replacing them clears vital forest cover.
b. Dumping and burning plastic trash releases harmful greenhouse gases.
c. Leaving electronic appliances running continuously wastes local electricity.
d. Vehicles directly in rivers pollute clean water sources.
e. Using charcoal and firewood as primary cooking fuels drives deforestation.
f. Leaving household water pipes leaking wastes valuable public water.

6. Accept any correct answer.

C. Grammar in Use

Modal Auxiliaries

Practical Assessment.

1.

a. Should
b. Would
c. Might
d. Shall

2. Accept any valid response.

3.

a. Polite request
b. Posibility
c. Request
d. Necessity
e. Intention.

4. a i. should
ii. could
iii. will
iv. can
v. may
vi. would

b.

i. should: Expresses obligation or a sense of duty (what the villagers felt was the right thing to do).
ii. could: Expresses ability or a possibility in the past (the potential to save the lake if they acted fast).
iii. will: Expresses determination or a firm future promise by the youth to organise the cleanup.
iv. can: Expresses general ability or capability (everyone having the power to make a difference).
vi. may: Expresses possibility or seeking formal permission (the option to ask the county government for help).
vii. would: Expresses a future action from a past perspective or a conditional outcome (describing how tiring the task was expected to be, the leader's promise, and how other villages might react).

D. Writing

Structure of a Paragraph

Practical Assessment.

1. (f, a, c, d, e, b, g)
2. Accept any valid response in reference to the topic chosen.

4 Consumer Protection: Consumer Laws and Policies

A. Listening and Speaking

Practical Assessment.

1. a.

i. Headline / Top Story: The most urgent or major national news piece.
ii. Domestic / Local News: General updates happening within the country or town.
iii. Business / Financial Updates: Economic or market news.
iv. International News: Global events happening outside the country.
v. Sports and Weather: The final segments wrapping up the bulletin.

b. What you might like: A clear, calm speaking pace from the news anchor; an objective, factual presentation; or background sounds that make the report feel authentic.
What you might dislike: A reporter speaking too quickly, loud background noise blocking the speech, or an overwhelming amount of information delivered at once.

c.

i. Pay attention: Maintain direct eye contact with the speaker and consciously block out nearby visual or noise distractions.
ii. Hold judgment: Listen completely to the entire statement without interrupting or forming counterarguments mid-sentence.
iii. Observe body language: Notice facial expressions, gestures, and changes in the speaker's vocal tone.
iv. Take brief notes: Jot down vital keywords, dates, and numbers to reinforce your memory.
v. Clarify details: Ask targeted follow-up questions or rephrase what you heard to confirm accurate understanding.
Accept any relevant response.

2.

a. Manages Cognitive Overload: It stops the brain's short-term memory from becoming overwhelmed by a constant flood of useless environmental information.
b. Boosts Workplace Productivity: It helps you zero in on specific instructions, explicit assignments, or safety guidelines during loud meetings.
c. Improves Academic Focus: It allows you to isolate a teacher's core lecture points even if classmates are whispering or shifting around you.
e. Enhances Personal Safety: It sharpens your focus to instantly hear vital danger alerts, such as emergency alarms or sirens in crowded areas.

B. Reading

Intensive Reading

Practical Assessment.

1. Accept any valid response.
2.

a. The rise of e-commerce, global supply chains, and social media.
b. Consumers have the right to be informed, the right to choose products and services of their preferences, and the right to safety against harmful products and services.
c. By ensuring product safety by setting standards, conducting inspections, and issuing product recalls if necessary.
d. They have the responsibility to properly use products, make informed choices, and provide feedback for improvement.
e. Engaging in consumer rights organisations and participating in campaigns for fair trade and ethical business practices.

f.

i. Environmentally-friendly products- Products that don't harm the environment; they are safe
ii. Environmental sustainability -products that can withstand the environment.
iii. Credibility – reliability, trustworthiness

g. Accept any relevant response
h. Accept any correct summary in reference to the notes in g.

c. Grammar in Use

Present and Past Perfect Aspect

Practical Assessment.

1.

a. Has studied.
b. Have complained
c. Had admitted
d. Have suffered.

2.

a. Receive- Consumers have received full compensation from the manufacturing company for the defective appliances.
b. Judge- The tribunal judges have judged the commercial dispute in favour of the exploited buyers.
c. Sue - Disgruntled customers have sued the retail supermarket chain for selling expired food items.
d. File-The consumer protection agency has filed an official complaint against the misleading advertisements.
e. Lose: The deceptive airline company has lost its operating license after violating consumer safety rights.

Accept any valid sentences.

3. a. Had left
   b. Had paid
   c. Had bought.
   d. He had.
4. Claim - The injured customer had claimed a full insurance refund before the retailer updated its return policy.
   Work - Government legal experts had worked on the new consumer protection act for months before parliament passed it into law.
   Visit-The trade inspectors had visited the manufacturing factory twice before they permanently revoked its operating license.
   Write - The consumer rights group had written three warning letters to the company before they filed a formal lawsuit.
   Clear-The supermarket management had cleared all expired goods from the shelves before the health inspector arrived.
   Accept any relevant sentences.

5.

a. Present perfect tense
b. Past perfect tense
c. Past perfect tense
d. Present perfect tense
e. Past perfect tense

D. Reading

Play: Identification of Characters (Class Reader)

Practical Assessment.

1.

a. Mr. Mache, Mr. Njoroge, Kimani, Rono, Mulwa, Isaka, the guest.
b. Mr. Mache: observant, authoritative, caring and responsible.
   Mr. Njoroge: concerned, proactive
   Kimani: attentive, knowledgeable, responsible
   Rono: honest, brave, concerned
   Mulwa and Isaka: irresponsible
c. Mr. Njoroge is mindful because he is willing to be taken by Rono to the hangout spot of Mulwa and Isaka in the evening so that he can help them.
   Mulwa and Isaka: frequently absent from school.
d. Open response.

2. Accept any valid response.

E. Writing

Narrative and Descriptive Paragraphs

Practical Assessment.

1a.

As you lift the small, sticky glass bottle toward the harsh overhead light, you instantly notice the deep, murky brown liquid inside looks unusually thick and separated. Thick, chalky white sediment has settled heavily at the bottom, stubbornly refusing to mix, not even when you shake the container vigorously. When you unscrew the plastic cap, a sharp, sour chemical odour hits your nose, completely missing the sweet, artificial berry scent you normally expect from a fresh cough syrup. Looking closer at the damp, peeling paper label, your eyes trace a faded, smudged ink stamp near the neck of the bottle, revealing an expiration date that passed more than a year ago.

b.

I discovered the truth last Tuesday when I bought a bottle of cough syrup for my younger brother and noticed the fluid inside looked strangely clumpy and discoloured. After looking at the bottom of the packaging and spotting a deliberately scratched-out expiration date, I realised the local pharmacist was intentionally selling expired medicine. I immediately took a clear photo of the bottle, walked straight to the county public health office, and filed an official consumer safety complaint with the inspectors on duty. Within two days, the authorities conducted a surprise raid on the pharmacy, discovered dozens of hidden boxes of expired pharmaceuticals, and suspended the dishonest pharmacist's operating license while forcing him to pay a heavy legal fine.

2.

A descriptive paragraph paints a vivid picture of an object's physical appearance and sensory traits, while a narrative paragraph tells a story by recounting a sequence of actions over time.

A descriptive paragraph is structured using sensory or spatial order to move from one detail to another, whereas a narrative paragraph is organised chronologically with a clear beginning, middle, and end.

Descriptive writing relies heavily on rich adjectives and imagery to evoke sight and smell, while narrative writing depends on action verbs and time transitions to drive a plot forward.

The descriptive example draws the reader into the scene through the second-person perspective, whereas the narrative example conveys a personal eyewitness account in the first-person perspective.

Accept any relevant response for numbers one and two.

5

Relationships: Community

A. Listening and Speaking

Pronunciation

Practical Assessment.

1. Accept only the correct pronunciation
2. Chain - the sound is in the ai letters
   Brain - the sound is in the ai letters
   Say - the sound is in the ay letters
   Pay - the sound is in the ay letters
   Play - the sound is in the ay letters
   lake -the sound is in the a with the silent e at the end
3. Sound /y/ - Yet, yellow, yes, yam.
   Sound /w/ - way, why, wood, white, weight, weig.

a. Accept any relevant response
b. Refer back to the identified words in a.

4.

a. Lucy, no, go, market, today
b. Community, fundraising, event, postponed.
c. Where, community, meeting, take, place.
d. When, clinic, minima, village, open.
e. School, library, received, donation, new books.

5.

a. It is used as a verb here, meaning: The action of taping, filming, or writing down audio to save it for later.
b. It is used as a noun here, referring to the actual physical or digital documents, files, or registered data.
c. First contact: The action of reaching out to, phoning, or messaging someone.
   Second contact: The physical directory, list, or address book containing information.
d. First "object": The action of disagreeing, protesting, or being against an idea.
   Second "object": A physical, tangible item or thing (like a pen, box, or cup)

B. Reading

Reference Materials: Dictionary, Thesaurus, Encyclopaedia

Practical Assessment.

1.

a. Extended
   Pronunciation: /ɪkˈsten.dɪd/ (ik-STEN did)
   Meaning: Made larger, longer, or pulled out in space or time; it also refers to a family unit that includes relatives beyond parents and children (such as grandparents, aunts, and uncles).
b. Community
   Pronunciation: /kəˈmjuː.nə.ti/ (kuh-MYOO-nuh-tee)
   Meaning: A group of people living in the same local area or sharing common interests, identities, and nationalities
c. Kinship
   Pronunciation: /ˈkɪn.ʃɪp/ (KIN-ship)
   Meaning: A close relationship or connection by blood, marriage, or shared cultural origins; family relationship.
d. Cohesion
   Pronunciation: /kəʊˈhiː.ʒən/ (koh-HEE-zhuhn)
   Meaning: The act or state of sticking together tightly; unity and agreement within a group of people
e. Religion
   Pronunciation: /rɪˈlɪdʒ.ən/ (ri-LIJ-uhn)
   Meaning: A structured system of beliefs, values, and practices related to the worship of a god, gods, or the supernatural world.

2. Strong relationships build essential community cohesion and safety, turning isolated neighbours into a supportive, unified network. Mutual trust encourages residents to share resources, protect public spaces, and collaborate effectively during local emergencies. This reliable cooperation lowers stress levels and improves overall mental health by creating a deep, shared sense of belonging.

Conversely, a total lack of social bonds breeds fragmentation, civic apathy, and widespread loneliness. Synonyms for these positive connections include unity and solidarity, whereas their antonyms include division and alienation. Ultimately, close relationships are vital because connected communities are far more resilient against economic and environmental hardships.
Accept the paragraphs if the content is valid.

3. Accept any correct answers.

C. Grammar in Use

Order of Adjectives

Practical Assessment.

1

a. Wonderful, young, communal, big, rectangular

b.

i. Wonderful - community,
ii. young – citizen
iii. communal – activity
iv. rectangular – farm

2. a.new, curved, brown metallic
   b. expensive, new white jogging
   c. old, blue, Egyptian, cotton
   d. interesting, latest, American

3.

a. Community: Vibrant, supportive, united, close-knit, welcoming.
b. Neighbourhood: Peaceful, safe, clean, bustling, friendly.
c. Family: Loving, extended, supportive, protective, traditional.
d. Friendship: Lifelong, loyal, genuine, strong, rewarding

4. Accept any valid response.

B. Reading

Order of Adjectives

Practical Assessment.

1

a. Through the use of metaphors and similes.
b. Similes: be as brave as a lion. Run like the wind when hunting for a wild deer; our heads bowed like drenched men from the rain
Metaphors are: the shining star, the apple of our eyes, last beacon of hope, acres of diamonds, a rare gem, and a pool of blessings.
c. They help the reader to understand and create an image of the thing being described. They create mental images in the mind of the reader/ audience.
d. Open response.

E. Writting

Letter of Application

Practical Assessment.

1.

a. Open response. Accept any valid answer.
b. An official application letter.
2. Sample Senior School Application Letter

[Your Name]
[Your Address]
[Your Phone Number]
5th June 2026
The Principal,
[Name of Senior School],
[School Address].

Dear Sir/Madam,
RE: APPLICATION FOR ADMISSION INTO
SENIOR SCHOOL
I am writing to formally request a placement in your prestigious senior school for the upcoming academic term. I recently completed my junior secondary education, achieving strong academic marks and actively participating in environmental conservation clubs.
Your school is highly regarded for its academic excellence and vibrant co-curricular programs. I am eager to join your community to further my studies, develop my talents, and contribute positively to your school's success.
Please find attached copies of my academic report forms and leaving certificate for your review. Thank you for considering my request, and I look forward to your positive response.
Yours faithfully,
[Your Signature]
[Your Printed Name]

6

Leisure Time

A. Listening and Speaking

Conversational Skills: Negotiation Skills

Practical Assessment.

1. Accept any relevant response.
2.

a. An employer and employee.
b. They are negotiating for a pay rise.
c. But what if you gave us a timeline? Please hold on a little longer; you can trust my words. Please make it better and fair for us.
d. Use of facial expressions, maintaining eye contact, Use of gestures and movements, tonal variation.

3. Customer: Excuse me, I love this birthday dress. How much is it?
   Vendor: That dress is exactly one thousand shillings.
   Customer: It is beautiful, but I only have nine hundred shillings with me. I am one hundred shillings short.
   Vendor: I am sorry, but our prices are fixed. We do not usually give discounts.
   Customer: I understand, but it is for my birthday today. Could you please make an exception for me this once?
   Vendor: Happy birthday! Since it is your special day, I can reduce it by one hundred shillings for you.
   Customer: Thank you so much! I really appreciate your kindness. Here is the nine hundred shillings.
   Accept any relevant response.
4. Mark any correct answers.

B. Reading

Reading Fluency.

Practical Assessment.

1.

a. How to make good use of free time/ turning free time into usefulness.
b. Difficult Words: Words like "crocheting" and "overwhelmed" can be challenging to read at first glance.
   Correction Method: You can correct them by breaking them down into smaller syllables (e.g., cro-shei-ing and o-ver-whelmed) and sounding them out slowly until the pronunciation becomes natural.
c. Accept any relevance response.
d. Favourite Part: The most exciting part is the climax when several viewers congratulate Lucy and inquire about buying her doormats.
   Vocal Delivery: You can bring this part to life by raising your pitch, using an excited, cheerful tone, and slightly increasing your volume to reflect Lucy's feeling of being pleasantly overwhelmed.
e. Value of Pausing
   Pausing at commas and full stops improves clarity by acting as natural breathing points. Commas allow you to separate distinct thoughts within a sentence, while full stops give the listener time to absorb a complete idea before you move on to the next.
f. Open response.

C. Grammar in Use

Comparison of Adverbs.

Practical Assessment.

a. Adverb: better
   Form: Comparative (comparing Mrs Gire's cooking to Brenda's)
b. Adverb: most skillfully
   Form: Superlative (comparing Mbuya to all other friends)
c. Adverb: more courageously
   Form: Comparative (comparing her singing at the national level to the zonal level)
d. Adjective: describing Leonardo da Vinci
   Form: Superlative.
e. Adverb: more expertly
   Form: Comparative (comparing Harriet's painting to Martin's)

2. Paragraph 1
   faster – Comparative (from the adverb fast)
   slowly – Positive (describes how Leo walked; no comparison made)

slowest – Superlative (from the adverb slowly/slow, comparing Mr Tana to the whole group)
Paragraph 2
better – Comparative (irregular form from the adverb well)
best – Superlative (irregular form from the adverb well, comparing Daniel to all performers)
more skillfully – Comparative (from the adverb skillfully)
Paragraph 3
worse – Comparative (irregular form from the adverb badly)
the worst – Superlative (irregular form from the adverb badly, comparing Sam to everyone)
surprisingly – Positive (sentence adverb modifying the whole action; no comparison made)
more easily – Comparative (from the adverb easily)
Rules of Comparison for Adverbs

1. One-Syllable Adverbs (Short Adverbs)
   For short adverbs that share a form with adjectives (like fast, hard, slow), add -er for the comparative and -est for the superlative.
2. Adverbs Ending in "-ly" (Two or More Syllables)
   For adverbs formed by adding "-ly" to an adjective (like slowly, skillfully, easily), do not add endings. Instead, place more before the word for the comparative and most before the word for the superlative.
3. Irregular Adverbs
   Some adverbs completely change their spelling when making comparisons.

3.

Positive	Comprative	Superlative
Soft	Wiser	Least
Soon	Larger	Most
Prudent	More deligently	Most beutifully
Little	Less	Most ellegantly
Quiet	More wonderfully	Most efficiently
Less	More sincerely	Cleanest

4. Accept any correct sentences.
5. a. Better
   b. Later
   c. Creatively
   d. Farther
   e. Confidently.

D. Reading

Intensive Reading: Play (Class Reader)

Practical Assessment.

1.

a. (citizenship, responsibility, social justice, team work)

b. Learning Support: Setting up peer-study groups to help classmates who learn differently or need extra time.
Physical Assistance: Keeping the classroom tidy and pathways clear for students using mobility aids.
Social Inclusion: Actively inviting learners with different abilities to join group discussions and games.

c. Lack of Infrastructure: Communities still struggle with a shortage of specialised schools and assistive devices.
Responsibility: It highlights that achieving equality requires active fundraising and lobbying of political leaders.

d. Open response.

E. Writing

Mechanics of Writing: Spelling

Practical Assessment.

1. Open response.
2. swimming, jogging, channel, passion.
3. a.bear
   b. Site
   c. Fair
   d. Choral
   e. Stationery
   f. Principal
   g. Wether.

4.b. i. She turned left. (Direction)
   ii. He left early. (Departed)

c. i. Light the match. (Fire striker)
   ii. Win the match. (Game)

d. i. Turn on the light. (Lamp)
   ii. The bag is light. (Not heavy)

e. i. The boat propeller broke. (Mechanical blade)
   ii. Hard work is a propeller of success. (A driving force)

5. Across:
   Committee
   Lose
   Heel
   Down.
   Tomorrow
   Their
   Dessert.

6. a. There
   b. Buy
   c. Flour
   d Right
   e. Bare.

7

Natural Resources: Marine Life

A. Listening and Speaking

Listening Comprehension: Listening for Detail.

Practical Assessment.

1.a. The importance of marine life
b. The ocean provides a lot of food and sustains many people around the world; oceans regulate the climate, protect coastlines and hold untapped potential for medical discoveries.
c. Pollution, overfishing, habitat destruction, climate change
d. Open response.
e.
i. The different forms of organisms that dwell within the sea
ii. The environment/ habitats that host different living things in the sea
iii. Things that live in the ocean
iv. The ocean/ sea
2. Open response.

B. Reading

Intensive Reading: Interpretation and Evaluation

Practical Assessment.

1. Accept any relevant responses.
2
a. The ways of conserving environment in partnership with communities and the private sector.
b. Varied responses
c. Banning of single-use plastic bags; Kenya signed a deal known as the Clean Seas initiative
d. There could be varied responses
e.
i. Single-use plastic bags – polythene bags that are not recyclable
ii. Green pioneer – an environment that is green without any plastic litter
iii. Higher education offerings – courses in colleges and universities

C. Grammar in Use

Relative Pronouns: Interrogative Pronouns

Practical Assessment.

1 a. Whom
b. Which
c. Who
d. Who
2. There could be varied responses
3. Accept any relevant responses.
4. Which, what, that, which, which, whose.
5. Across;
a. what
b. where
c. whose
Down;
d. why,
e. who
6. Open response.

D. Reading

Intensive Reading: Play (Class Reader)

Practical Assessment.

1. Accept any valid answer
2. Varied response.

E. Writing

The Writing Process
Stages of the writing process

Practical Assessment.

1. Marine Life Story (The Writing Process)
Step 1: Brainstorming (Pre-writing): Focus on a young sea turtle facing the danger of plastic pollution.
Step 2: Drafting:
Tutu the green sea turtle glided through the turquoise waters of the Indian Ocean. He spotted what looked like his favourite snack, a delicious jellyfish. He swam closer and snapped his jaws around it. It

felt stiff and tasteless. It was a plastic bag. Tutu choked, struggling to breathe, until a marine researcher diving nearby carefully pulled the plastic from his throat. Saved just in time, Tutu dove back into the deep, a lucky survivor in a changing ocean.

Step 3: Editing & Publishing:

Varied responses.

2. Our Natural Resources

Natural resources are valuable substances drawn from Earth that sustain life and support human development. They are broadly categorised into renewable and non-renewable resources. Renewable resources, such as sunlight, fresh water, wind, and forests, can naturally replenish themselves over time. Non-renewable resources, including minerals, coal, and fossil fuels, exist in fixed amounts and take millions of years to form, meaning they can be permanently depleted.

In Kenya, our natural resources are the backbone of the economy. Our fertile agricultural soils, majestic wildlife, rivers like the Tana, and geothermal energy in the Rift Valley drive our farming, tourism, and power sectors. Tourism alone, fueled by our diverse ecosystems, attracts visitors worldwide and creates thousands of local jobs.

However, these vital resources face severe threats from human activities. Deforestation, overfishing, pollution, and unsustainable sand harvesting damage ecosystems and accelerate climate change. To protect our wealth, we must practice sustainable conservation. This includes planting more trees, adopting renewable energy like solar power, and strictly enforcing environmental protection laws to ensure future generations can inherit a healthy planet.

Accept any valid response.

8 Tourism: International

A. Listening and Speaking

Oral Poetry

Practical Assessment.

1.

a. The poem is a celebration of Paris, highlighting its famous landmarks, art, fashion, food, and romantic atmosphere.

b. The speaker is amazed by Paris, feeling enchanted by its beauty. They admire the Eiffel Tower and the Louvre, the busy streets, and unique antique shops. The speaker enjoys local treats like croissants, macarons, and coffee, and praises the city's stylish boutiques. They conclude that Paris's romantic culture and language make the entire city a true work of art.
Accept any relevant response.

c. The poem evokes feelings of wonder, admiration, and a desire to travel and experience the city.

d. Use of gestures and movements, tonal variations, and facial expressions.

e. Imagery: Words like "scent of coffee" and "legendary croissants" make the performance lively by triggering the audience's senses.
Personification: Treating Paris like a person who "stands tall" gives the city a strong, proud personality.
Alliteration: Repeating sounds in phrases like stylish boutiques... " and " fashion and style gives the poem a musical rhythm.

2.

a. repetition, use of local dialect, use of imagery

b. (an occasion to celebrate the twins) The poet is appreciating the experience of having twins.

c. And best of all, there's two to love

d. Some words and phrases are repeated to emphasise the key idea.

e. Parents appreciate and love twins irrespective of how it can be overwhelming to raise them at once.

f. Use of tonal variations to express emotions, use of gestures and emotions, using pace in some words to convey a strong idea.

g. i. Bond
ii. Rise
iii. Heaven

h. mapacha, zawadi, milele.
i. To show the cultural background of the community
j. Open response
k. Accept any valid response.

B. Reading

Reading for Interpretation

Practical Assessment.

1.

a. A tourist who is describing Kenya's beauty, wildlife and culture with admiration.
A Kenyan or local voice that welcomes the visitor

b. Third-person point of view – when describing Kenya in a general perspective.
First-person point of view – when the speaker expresses personal feelings, such as "I love Kenya and its wonderful, welcoming people.

c. Kenya is a land of great natural beauty, cultural richness and friendly people.
It encourages people from other parts of the world to visit.

2.

a. Some of the world's tourist destinations.

b. Third person perspective since the speaker is an observer of events in the poem.

c. The speaker uses a third-person point of view, describing famous places and cultural landmarks from an objective and global perspective. This allows readers to see the world through a broad, inclusive lens rather than one person's personal experience.

d.

i. a selection
ii. summon or call
iii. control/ dominate

e. It helps you understand the key message being conveyed as well as the language used.
f. Varied response.
g.

i. "Shifting sand" and "stories whispered": These create a sense of mystery and history, making the ancient deserts feel alive and full of secrets.
ii. "Wrought-iron grace" (Eiffel Tower): This visualises the tower's elegant and delicate metal structure, bringing out its beauty in the reader's mind.
iii. "A dragon in fading light" (Great Wall): This powerful metaphor paints a vivid picture of the massive, winding wall at sunset, giving it a majestic and mythical presence.
ii. "Skeleton of steel and glass" with "pipes and ducts exposed" (The Pompidou): This industrial image highlights the building's raw, inside-out architecture, making it feel modern, striking, and unique.

3. Accept any valid response.

C. Grammar in Use

Complex Prepositions

Practical Assessment.

1. In search of, On behalf of, In accordance with, In line with, Such as, In addition to, In spite of.
2.

a. In spite off
b. Instead off
c. Infront of
d. Thanks to
e. According to

3. Accept any correct sentences in reference to prepositions in number one.
4. Varied response.

D. Reading

Poetry: Characters

Practical Assessment.

1

a. Moses. "Yes, Moses, to the Taj Mahal in India"
b. Max, Moses, John, Celine
c. Taj Mahal in India, the Great Wall in China, Rome, Brazil.
d. They help to drive the plot and bring out the intended themes clearly.
e. Travelling brings freedom. Any varied response that aligns with the theme of travel is accepted.
f. Use of tonal variations, gestures and movements, mimicry, facial expressions.
g.

Character	Character trait	Evidence (Actions or behaviour)
Moses	Inventive, creative	Proposes to his friends to visit the world
John	Imaginative, fun-loving	Proposes some places to visit to relieve him from tension/ apathy
Max	Fun loving	Wants to travel to the Great Wall in China to explore
Celine	Affectionate, peaceful, agile	Wants to travel for freedom

h.

Moses (excitedly): Max and John, I've been thinking! What if we explore the globe and marvel at the world's wonders?
John (wearily, then smiling): Yes, Moses! Let's go to India's Taj Mahal for peace, and see the Temple of Artemis to cure my fatigue.

Max (eagerly): I want to learn in China! I wish to see the Great Wall and its magical long bridges. What about you, Celine? Celine (passionately): I want to go deep into Rome for the Colosseum, then cross to Brazil for the Hanging Gardens. Travelling is freedom!

2. Accept any relevant response.

E. Writing

Assessing Writing

Practical Assessment.

a.
i. Clear Main Idea (Theme): The theme of self-discovery through travel runs clearly from the first paragraph to the final sentence.
ii. Logical Flow: The narrative uses a structured chronological order. Descriptive Language: It uses strong sensory words to create vivid mental images (e.g., "whitewashed buildings," "scent of salt and sea," and "flavours of grilled octopus").
iii. Appropriate Title: The title, "The Sun-Kissed Shores of Santorini," directly reflects the content and sets a bright, adventurous tone.
iv. Suited Tone and Style: The reflective, first-person narrative style perfectly matches a personal travel essay.

b. Varied response

c. Accept any relevant answer.

9

Heroes and Heroines: World

A. Listening and Speaking

Practical Assessment.

1.

Words with the sound "au" as in count	Words with sound "ua" as in poor
Out	Sure
Shout	Assure
Cloud	Azure
Mount	Cure

2. South, Assurance, Round, Endured, Found, Sound, Secure, Loud, Proud.
3. Varied response.
4.

a. Courageous
b. Read
c. Kenyan
d. Africans

5.

a. It emphasises who endured the trials.
b. It emphasises what she did in relation to the trials.
c. It emphasises what she endured.
d. It emphasises the level of personality.
e. It emphasises what she used in enduring the trials.

6. Accept any valid responses.
7. Accept any valid responses.

B. Reading

Extensive Reading (Grade Appropriate Fiction)

Practical Assessment.

1.

a. Previewing the texts, setting a clear reading goal, Prediction of what is likely to be learned from the text.
(, b, c, d, e, f, g) Accept any relevance response in relation to the selected texts.

2. Varied response.
3. Accept any correct written book review.

C. Grammar in Use

Conjunctions: Correlative Conjunctions

Practical Assessment.

1. Either…or, Neither …nor, Both …and, Not only…but also.
2.

a. Not only…but also
b. Either…or
c. Both…and
d. Neither…nor.

3.

a. Kipchoge Keino is not only a father but also an athlete.
b. Wangari was neither a musician nor an athlete.
c. I like both journals and magazines.
d. That hero is both intelligent and down to earth.
e. You can either support Kipchoge or Kipyegon.

4. Varied response
5. Accept any valid response.

D. Reading

Play: Style (Class Reader)

Practical Assessment 1.

1.

a. Flashback: Moves the stage action to a past event using dim lighting or sound shifts. It explains a character's backstory, secrets, and current motives.
b. Flash-Forward: Jumps ahead to show a future event on stage. It creates suspense by showing the final outcome before it actually happens in the timeline.
c. Personification: Gives human traits or actions to objects, nature, or abstract ideas. It makes internal moods or concepts visible through dialogue or actors.
d. Dreams: Stages a character's sleeping subconscious thoughts. It breaks the rules of reality to reveal psychological struggles, deep guilt, or hidden fears.

2. Accept any valid response.
3. Accept any relevant response.
4. Accept any relevant response.
5. Humanise the Characters: The flashback shows why the villain became cold, turning a flat character into a complex human.
   Create Urgency: The flash-forward warns that actions have permanent consequences, driving home the theme that time to change is limited.
   Make Themes Tangible: Personification turns invisible social issues like poverty into physical stage entities, making the moral lesson emotionally powerful.

Practical Assessment 2.

Accept any valid response in numbers 1,2 and three in reference to the play selected.

E. Writing

Narrative Compositions

Practical Assessment.

a. The introduction: My grandfather, Joseph, was a man of few words but countless actions. He loved a humble life in the countryside. Despite his modest means, he possessed an unwavering spirit of selflessness that left an indelible mark on my heart.
   The main body: When the writer narrates how his grandfather comforted him when he was lonely, thinking of his dead parents; when he narrates all that his grandfather supported him with food, clothes and shelter, without any complaints)
   The conclusion: the values of resilience and compassion that he learnt from his grandfather and why he believes his grandfather is a hero.

b.

i. It has a central idea (a hero)
ii. Characters (the writer and the grandfather)
iii. A plot (brings out the story/event)
iv. Adequate description
v. Setting

Accept any valid response for numbers 2, 3 and 4.

10

Social and Mass Media

A. Listening and Speaking

Impromptu Speeches

Practical Assessment.

1. An impromptu speech is an unprepared address that you give on a topic without any prior preparation, planning, rehearsal or written notes.
2.
a. Breathe deeply, define one goal, analyse the room, Structure three points, jot down keywords.
b. Positive impact, negative impact, mental health link, mass media angle, hook, call to action.
c. Focusing on the main idea, using tonal variations, making eye contact with the audience, speaking confidently and with clear voice projection.
3.
a. Familiarise yourself with the topic. Get as much information as you need about the topic within the given time frame. Then jot down a few initial ideas, or even just a few words that you can expand upon during your speech. Think about what tone to speak in. Prepare the draft of the speech.
Practice the skills and techniques of delivering the speech, such as confidence, voice projection, and body movement.
B, C, and D (varied response; accept any valid responses.)

B. Reading

Note Making

Practical Assessment.

1. During meetings, while reading, when researching topics, brainstorming ideas, when studying for exams.
2. Spot visual emphasis, watch repetition, isolate supporting evidence, listen for signposts.
3. a. The main idea is that social and mass media are powerful tools for communication, education, and awareness that benefit young people when used responsibly with proper guidance.
Accept any relevant answers in b, c and d.
4. Varied response.

C. Grammar in Use

Determiners: Numerals and Ordinals

Practical Assessment.

1.

Numeral	Ordinal	Ordinal used in a sentense
6	Sixth	Selah will be celebrating her sixth birthday today
35	Thirtyfifth	Varied answers
19	Nineteenth	Varied answers
3	Third	Varied answers
13	Thirteenth	Varied answers

2.

a. First
b. Third
c. Seventh
d. tenth
e. Fourth

3. Thirteenth, second, Four, thirty, nine, first, Twenty-First, four, seventeen, twenty-four, five.

4

a. Three -learners
b. Two- articles
c. Five- influencers
d. ten- photographs
e. One -reporter

5.

One — Numeral
Two — Numeral
Third — Ordinal
Fifth — Ordinal
Ten — Numeral
Seven — Numeral
Four — Numeral
Second — Ordinal
Ninth — Ordinal

D. Reading

Play: Project
Props, costumes and writing a play

Practical Assessment 1.

a. Varied response.
b. Plot development(Exposition, rising action, climax, falling action and resolution.)
c. Accept any valid response
d. Accept any correct answer in relation to the story created.
e. Varied response.

Practical Assessment 2.

Watch as they do the performance; accept any valid response from each performing groups.

E. Writing

Filling Forms: Application Forms

Practical Assessment.

1. Varied response.
2. Accept any well-filled form
3. Varied response

11 Income Generating Activities

A. Listening and Speaking

Practical Assessment.

1

a. Open response

b. Prepare smart questions, practice common questions, Plan for the outfit, Organise documentation, Research the organisation, analyse the role.

2.

a. Jane Kanga

b. Rehema Pendo

c. Preparing any documents that may be required during the interview, knowing the location of the place, going through some of the questions that were likely to be asked, arriving in good time, dressing decently.

d. Verbal cues are: clear pronunciation of words, voice projection.
Non-verbal cues are: good posture, maintaining eye contact, use of acceptable gestures like pauses

e. First, tell me about yourself, which skills have you learnt so far at school, tell me how you would manage a lot of clients who stream in from 5 pm after work. Tell me what you hope to achieve while here. Accept any valid response.

f. (Varied responses) eg. What will you bring to the organisation, what are your strengths and weaknesses? What are your salary expectations, etc.

g. Effective communication, verbal and non–verbal cues during the conversation, confidence, adaptability, punctuality.

h. Preparing for an interview increases the chance of you getting a job, which is an income-generating activity.

3. Listen and play the recorded interview. Accept any valid response.

4. Secures steady income to boost local spending: Passing the interview guarantees a reliable salary that the individual immediately spends at local shops, markets, and service providers, keeping money circulating within the community.
Covers household needs while reducing community dependency: The earned wages allow the individual to afford food, housing, and healthcare independently, which takes a heavy financial burden off extended family networks and local aid systems.
Builds personal savings and creates local employment: Stable employment enables the individual to save money and invest in local assets, creating a higher demand for goods that forces neighbourhood businesses to hire more workers.
Unlocks financial credit and funds public infrastructure: A steady paycheck allows the individual to secure bank loans for bigger investments, while their income taxes directly fund the development of local roads, schools, and clinics.
Enables personal growth and drives community mentorship: Achieving career success allows the individual to sponsor school fees for relatives and fund local development projects, inspiring other youth in the community to pursue education and employment.

B. Reading

Extensive Reading: Fiction

Practical Assessment.

1.

i. Fiction stems entirely from the author's imagination while non-fiction relies strictly on factual data, real people, and true events.

ii. The primary goal of fiction is to entertain or convey a moral lesson, whereas the objective of non-fiction is to inform, teach, or argue a point using verified reality.

iii. Fiction follows a chronological narrative plot arc, while non-fiction is organised thematically with text features like indices and headers.

iv. Fiction books are read sequentially to understand the story, whereas non-fiction books can be skimmed out of order to find specific facts.

v. Fiction relies on illustrations to spark imagination, while non-fiction utilises actual photographs, charts, and graphs to clarify statistics.
Examples.
Fiction: Imagined stories like the novel Harry Potter or classic fables like Aesop's Fables.
Non-Fiction: Real accounts like The Diary of Anne Frank or academic textbooks and dictionaries.
Accept any valid response for numbers 2, 3, and 4.

C. Grammar in Use

Word Classes: Nouns

Practical Assessment.

1.
a. creative, imagination, financial, famous, prosperous, mentorship, unemployment.
b. A letter or group of letters added at the end of a word to form a new word.
2.
a. Visitors
b. Exhibition.
c. Painting
d. Performance
3. Accept any valid response.
4.

market - marketer	create - creator	weave – weaver
sell – seller	decorate – decorator/ decorations	distill – distiller

5.
a. Friendship
b. Teenage
c. Booklet
d. Farmer
6.
a. Enables concise expression: Turning phrases into nouns allows you to pack complex ideas into fewer words, making your sentences shorter and more direct.
b. Improves writing variety: Changing verbs or adjectives into nouns prevents repetitive sentence structures, which keeps your audience engaged while making your speech sound more professional.
c. Creates professional summaries: Nouns help you name general concepts or
d. trends in business or academic reports, whereas verbs are limited to describing specific, individual actions.

e. Enhances sentence clarity: Shifting focus to a noun allows you to emphasise the actual result of an event, while avoiding the need to always state who acted.
Accept any valid response.

D. Reading

Grade-Appropriate Play: Lessons Learnt (Class Reader)

Practical Assessment.

a.
i. The importance of teamwork
ii. We should work together for the betterment of the community
iii. Unity is strength
iv. Prevention is better than cure
b. Open response
c. Open response.

E. Writing

Mechanics of Writing: Abbreviations and Acronyms

Practical Assessment.

1. Accept any valid response.
2.
a. KICD: Kenya Institute of Curriculum Development
b. KRA: Kenya Revenue Authority
c. KNH: Kenyatta National Hospital
d. HDU: High Dependency Unit
e. ICU: Intensive Care Unit
f. TVET: Technical and Vocational Education and Training
g. MOH: Ministry of Health

12

Personal Grooming

A. Listening and Speaking

Listening to Respond: Expressing Feelings

Practical Assessment.

1.

a. The importance of good grooming
b. It makes one appreciate being well groomed as it has many benefits.
c. Informative, insightful - enlightens the reader on the importance of good grooming.
d. Brush teeth and comb hair, a clean, neat face, Clean hands, clean clothes, a confident stride, A healthy body, a pure mind at ease, so let's take pride in our appearance
e. Open response.
f. It clearly brings out the intended message to the audience.

2. Accept any valid response.

B. Reading

Intensive Reading: Comprehension Strategies

Practical Assessment.

1.

a.

i. "wrinkled," "wild tangle": Shows Mwangi's initial neglect.
ii. "chores piling up," "mother... ill": Explains his hidden struggles.
iii. "new confidence," "clear and steady": Highlights his positive transformation.

b.

i. Mwangi -Timid and obedient, he followed Mrs Penina's instructions on good grooming.
ii. Mrs Penina - considerate, mindful, accommodating, understanding: She still welcomed Mwangi even though he was not well groomed and advised him to come well groomed to school the following day.

c. The words are justified because Mwangi's neat appearance on Tuesday directly renewed his self-esteem. Clean clothes and neat hair shifted him from slouched whispers to standing straight with a "confident, clear and steady" reading voice, proving outward neatness drives inner pride and academic focus.d. He was looking smart and well-groomed compared to the previous day.

e.

i. Blatantly – deliberately, boldly without fear
ii. Transformation – change
iii. Beaming – smiling
iv. Jolt – surprise

f. Accept only the correct meaning of those words.

2. Varied responses.

C. Grammar in Use

Phrasal Verbs

Practical Assessment.

1.

a. break up: To end a relationship or split into pieces.
b. break in: To enter a building by force or soften new shoes.
c. hang onto: To hold tightly or keep something.
d. hang around: To spend time in a place doing nothing.
e. run after: To chase or pursue someone.
f. run out: To use up a supply completely.
g. turn into: To transform or become something else.
h. turn off: To stop a machine/flow or lose interest.

2. Varied responses.

3. 1. broke down
   2. ran into
   3. hanging out
   4. broken into
   5. turned away
   6. hung up
   7. turned up
   8. running up
   9. broke out

4.a.

i. breaks down: Stops working or fails to function.
ii. break out: Appears suddenly on the skin.
iii. turn up: Adjust, position upward, or face towards.
iv. hang out: Spend leisure time socialising with others.
v. run into: Meet someone by chance unexpectedly.
vi. break into: Interrupt, disturb, or invade a state of mind.
vii. run up: Accumulate or bring upon oneself unnecessarily.
viii. turn away: Reject, dismiss, or refuse entry.

b. Speaking: Telling a friend about meeting a teacher at the market (run into), or planning weekend relaxation with peers (hang out).
Writing: Drafting an apology note for a late assignment due to a broken alarm clock (breaks down), or writing a diary entry about a sudden skin rash (break out)

c. The song conveys that maintaining good personal grooming and daily hygiene habits builds self-confidence, earns respect from others, and opens up positive opportunities in life.

D. Reading

Play: Characterisation (Class Reader)

Practical Assessment.

Accept any valid responses for numbers 1,2 and 3.

E. Writing

The Writing Process: Dialogue

Practical Assessment.

1. Open response.
2.

Setting: (Juma and Mulwa are sitting outside the school library during break time.)
Juma: Hey Mulwa! You really turned up looking sharp today. Your uniform is spotless.
Mulwa: Thanks, Juma! I used to neglect my care, but I realised that poor hygiene makes you run up unnecessary shame and lose confidence.
Juma: True. Yesterday, my cousin broke down crying because she had a sudden rash break out on her face from using dirty towels.
Mulwa: That is a tough way to learn. Good grooming keeps your self-respect alive before a careless look tries to break into your pride.
Juma: Exactly. Plus, you never know when you might run into a teacher or a guest journalist on the street. Being neat opens doors.
Mulwa: Definitely. Well, the bell is ringing. Let's hang up our conversation here and head back to class.
Accept any valid response.

13

Sea Travel

A. Listening and Speaking

Extensive Listening: Speeches.

Practical Assessment.

1. Informative speech
   Demonstrative speech
   Persuasive speech
   Ceremonial/Occasional speech
2. Open response.
3

a. The central theme is that sea travel connects global civilisations and drives modern trade, requiring sustainable practices to balance economic benefits with ocean preservation.

b.

i. Historical link: Connected ancient explorers, cultures, and merchants long before aviation or digital networks.

ii. Economic engine: Moves approximately 90% of all global commercial goods today.

iii. Scientific tool: Aids researchers in exploring deep marine ecosystems to understand the planet.

iv. Ecological challenge: High shipping volume causes pollution, demanding cleaner fuels and international cooperation.

c. Gathering data from different sources ensures factual accuracy, eliminates personal bias, and provides a balanced overview combining history, economics, and environmental science.

d. "Good morning, classmates. Today, let us look at how sea travel serves as the unseen lifeline of our modern world. Historically, wooden ships mapped our globe and blended cultures centuries before aeroplanes or internet cables existed. Today, maritime shipping handles over 80% of global trade by volume, bringing us everyday electronics, fuel, and clothing [1.1].
However, this reliance comes with heavy challenges. Heavy storms threaten crews, while large container ships generate significant carbon emissions and marine pollution.
To safeguard our future, we must embrace sustainable technologies and cleaner fuels. Sea travel connects our lives daily; protecting our oceans is our shared global responsibility. Thank you."
Accept any relevant response in d and e.

B. Reading

Intensive Reading: Visualising and summarising

Practical Assessment.

1. Sense

Touch	Taste	Smell	Hearing	Sight
Salt spray stung	Tasted of brine	Far off storms	Sounds of seagulls	Blured line
Gripped the ship's rail			Cries were sharp and lonely	Blending indigo
Slamming it back down			echoing	Vast emptiness

2.

Word expression	The sense it appeals to	Mental image it creates.
"Golden sun...beat down"	Sight/touch	A hot, bright day at the beach.
"soft, powdery sand"	touch	Fine sand under bare feet
"azure Indian Ocean"	sight	Deep clear seawater
"voice was a low rumble"	hearing	A deep vibrating voice
"rhythmic crash of distant waves"	hearing	Steady sound of surf breaking

b. The main idea is that Anya and Rohan

pioneer a new chapter in Kenyan watersports by courageously and successfully surfing the unridden waves of Diani Beach with the guidance of a local fisherman.

c. Varied response.

d. Visualizing transforms descriptive words into mental pictures, making the setting, action, and emotions feel realistic and memorable.
Summarizing strips away the descriptive filler, forcing you to focus entirely on the core plot points, structural sequence, and main message of the text.

C. Grammar in Use

Sentences: Complex Sentences

Practical Assessment.

1
a. If
b. Because.
c. if/ whether
d. When

2.
a. Unless
b. After
c. Even
d. Since
e. because

3. Sentence 1: To use a ship depends on whether the captain agrees.
Sentence 2: We can travel by sea to Muscat although the weather is calm (or: if it can carry ten passengers safely).
Sentence 3: The boat looks small, though the yacht is faster.
Sentence 4: An oil tanker is bigger than a yacht if it can carry ten passengers safely.

4. Accept any valid responses.

D. Reading

Grade Appropriate Play: Style (Class Reader)

Practical Assessment.

1. Accept any valid response for numbers one and two.

3. Humour makes the story interesting. It relieves the tension in emotional scenes within stories.
A monologue gives more details about a character, presents the character's point of view or reveals the internal thoughts of the character to the audience.

E. Writing

Creative Writing: Idioms

Practical Assessment.

1
a. Monkey business
b. Peace of mind
c. Burn bridges
d. Bury the hatchet
e. Follow in the footsteps.

2. Accept any valid responses for numbers two and three.

4.
i. Adds cultural flavour: Makes communication sound more natural and native to listeners.
ii. Creates visual imagery: Uses striking mental pictures to illustrate a point instantly.
iii. Expresses complex ideas: Packages deep emotions or situations into short phrases.
iv. Enhances audience engagement: Makes stories more creative, memorable, and entertaining

14

Sports – World Cup (Football)

A. Listening and Speaking

Intonation in Sentences: Question Tags

Practical Assessment.

1.

a. Does it?
b. hasn't he?
c. did he?
d. Don't you?
e. Is he?

2.

I. doesn't it
II. isn't it
III. isn't
IV. didn't they
V. didn't they
VI. didn't he
VII. couldn't

3.

Column A	Column B
The World Cup final attracts millions of viewers every year,	doesn't it?
The goalkeeper made some incredible saves,	didn't he?

4. Accept any valid response.

B. Reading

Summarising: Argumentative Texts

Practical Assessment.

1. Main idea: The FIFA World Cup acts as a powerful source of global unity and friendship by celebrating human diversity.
Supporting ideas:

i. Cultural representation: It showcases the richness of different cultures, languages, and traditions.
ii. Global community: It builds a global community by bringing together teenagers and passionate fans from all corners of the earth.
iii. Conflict prevention: It acts as a catalyst for creating friendships instead of enmity.

2.

a. Importance of football in Kenya.
b. It brings different cultures together, fosters national pride and patriotism, provides employment opportunities, it inspires the potential soccer players to join the sport, improves economic growth, and makes Kenya recognised globally.

c.

i. Soccer as a unifying force
Soccer goes beyond tribal and socioeconomic divides, bringing Kenyans together in support for their teams. This unifying effect is particularly vital in a country with diverse ethnic and cultural backgrounds, offering a common ground for interaction and camaraderie.
ii. Soccer improves economic growth
The soccer industry in Kenya provides employment opportunities for players, coaches, administrators and related businesses like sports equipment and media. Furthermore, soccer can boost local economies in the exact areas where matches are held. Through increased local and international tourism, a lot of money is spent on food, accommodation, and transportation, which is an income-generating activity for the service providers.
iii. Soccer is a source of national pride
Kenyan soccer teams and players (both at the national and local club level) represent the country on a global stage, hence fostering a sense of national pride and patriotism. Successful performances in international competitions elevate Kenya's profile.

b. Accept any valid answers for questions d,e,f and g.

C. Grammar in Use

Sentences: Direct and Indirect Speech

Practical Assessment.

1. Direct speech: "I am excited to watch the World Cup final," exclaimed Mondi.
   Indirect speech: Lule knew that Mondi was anxious because his favourite team …because his father had told him to always stay calm.
2.
a. Morris said that he loved watching the World Cup.
b. He said the fans had been cheering the players
c. Nelson said it was like the world spoke one language during the World Cup.
3.
a. "We will finish our World Cup preparations in three months, he said.
b. "We are leaving for the World Cup today," they said.
c. "Have you heard about the changes in the tournament?" asked my friend.
4.
a. "Can you believe how intense that game was?" Sarah exclaimed.
b. "The referee made a fair decision," the fan commented.
c. "Our team played really well today," the coach stated.
5. Accept any relevant responses.

D. Reading

Intensive Reading: Play-Relating to Real Life (Class Reader)

Practical Assessment 1.

Accept any correct response for questions in this assessment 1.

E. Writing

Descriptive Writing (280 – 320)

Practical Assessment.

1.
i. Stunned
ii. Gripped by apprehension
iii. Grit
iv. Spurring them on
v. Emotional
vi. Undying .
2. Varied response.

15

Tourist Attraction Sites: World

A. Listening and Speaking

Oral Reports: News (Role Play)

Practical Assessment.

Accept any relevant responses for questions 1-5.

B. Reading

Reading Fluency

Practical Assessment.

1.

a. Cleaving
Remnants
Dominated
Mythology
Plankton

b. Paragraph 1: "There is a lot to Egypt's history and mythology."
Paragraph 2: "Millions of years ago, the area was covered by shallow seas that gradually dried out."
Paragraph 3: "According to my findings, the world was once ruled by the gods until the first ruler who united Egypt, Menes."

c. Menes, limestone, delta, Memphis.

d. Varied response

e. Varied response

f. Frees Up Brain Power for Comprehension: When you do not have to struggle to sound out every single word, your brain can focus entirely on understanding what the story means
Improves Retention: Reading smoothly helps you see how words connect into full ideas, making it easier to remember the information later
Builds Confidence and Enjoyment: Smooth reading sounds natural and expressive, making reading feel effortless rather than frustrating.

g. Accept any valid response.

C. Grammar in Use

Sentences (Imperative – commands, requests)

Practical Assessment.

1.

a. Command

b. Command

c. Request

2.

a. Stop running down the hallway immediately.

b. Hand over your identification documents now.

c. Silence your mobile phones before entering.

d. Leave the building through the nearest exit.

e. Finish your assigned tasks by noon.
Accept any correct sentence following the given instruction.

3.

a. Please pass the salt across the table.

b. Kindly close the door behind you. Thank you.

c. Hold the elevator for a moment, please.

d. Please send me the updated project file.

e. Kindly fill out this registration form before seating
Accept any relevant response.

4.

a. "Fire! Fire!" or Fire! Fire!

b. Wow! The zebra is so beautiful. Or Wow, the zebra is so beautiful.

c. That is amazing!

5.

a. What a breathtaking view it is from the top of the Eiffel Tower!

b. How spectacularly the ancient ruins of Machu Picchu emerge from the mountain mist!

c. The sheer size of the Grand Canyon is absolutely mind-blowing!

d. I cannot believe how crystal clear the water is in the Maldives!

e. Look at how magnificent the Taj Mahal

appears under the morning sun!
Accept any relevant responses.

6. "Wow! The Eiffel Tower looks amazing at night. Please take a picture of it. Do not forget to capture the sparkling lights. Look over there, can you see the Louvre Museum? Let's go inside and explore the art. Hurry! We might miss the guided tour."

7.

i. Incorporate hands-on, practical learning sessions into every core subject.
ii. Replace traditional detention with mandatory community service or school improvement tasks.
iii. Ban public academic ranking to protect student mental health and privacy.
iv. Permit healthy snacks and water consumption during regular lecture hours.
v. Establish a student-led committee to co-design the school dress code.
Accept any valid response.

D. Reading

Intensive Reading: Poems

Practical Assessment

1.

a. Active Freedom: Freedom is a continuous, hard-earned real-world responsibility, not just an empty word.
b. Human Vulnerability: Personifying the statue with tired feet and emotional worries mirrors the fatigue and stress that real-life leaders and protectors face.
c. Social Struggles: The poem connects directly to historical immigration, global civil rights fights, and the shared hard work needed to improve society.
d. Deeper Empathy: Relating to a poem turns abstract concepts into meaningful life lessons by connecting them directly to your own emotions and values.

E. Writing

Emails

Practical Assessment

1. Accept any valid response.
2.

a. Accept if the email is well written.
b.

i. The recipient's email address: The person to whom the email is sent.
ii. The sender's email address: Your own email address.
iii. The subject line: A summary of the main message.
iv. Salutation: A polite greeting to address the recipient, for example, Dear Sir/ Madam.
v. Body of the email: The main content or message.
vi. Closing: It is a courteous statement like Sincerely, Best regards or Kind regards.
vii. Signature: The sender's name and any other details, such as position or contact information.

b. Accept any valid response.

KJSEA SAMPLE 1

Reading Comprehension, Oral Skills and Grammar)

Paper 1 (901/1)

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

(Composition and Literary Analysis)

Paper 2 (901/2)

Section A: Composition (15 marks)

Task 1: Composition.

Accept any relevant response.

Section B: Literary Analysis (35 MARKS)

Task 2: Oral Literature.

2.

a. "Once upon a time"

b. The Elephant
The Ant

c. Pride comes before a fall.Or Do not judge a book by its cover

d.

i. Proud / Arrogant: The Elephant treats all creatures smaller than itself harshly and boasts about its size by calling the ant "silly" and threatening to crush it.

ii. Cruel / Rude / Bullying: The Elephant intentionally sprays the peaceful Ant family with water just to cause them trouble and distress without any provocation.

e.

i. Use tonal variation and mimicry: Changing pitch to use a deep, booming, arrogant voice for the Elephant, and a tiny, sharp, squeaky voice for the Ant.

ii. Incorporate facial expressions and gestures: Mimicking an elephant blowing its trunk dramatically or

stomping its feet to show anger and pain to captivate the audience.

f. Never look down on others or underestimate them just because they are smaller than you.

Task 3: Poetry

3.

a. The passion, joy, and fulfilment of performing arts / pursuing one's dream.

b.

i. Personification: Giving human traits to non-human elements.
Illustration: "my heart loudly roars" or "my spirit soars."

ii. Rhyme: The repetition of similar-sounding words at the ends of lines.
Illustration: The poem uses a regular AABB rhyming pattern (place/race, light/light, soars/roars, falls/calls).

iii. Imagery: Using descriptive language to paint a mental picture.
Illustration: Visual words like "golden light" and "curtain falls" help the reader picture a theatre stage.

c. "Grace"

d. The poem consists of a single stanza with eight lines written in rhyming couplets (AABBCCDD pattern)

Task 4: Play.

4.

a. Location: A small compound and open field at a health facility.
Time: Later in the afternoon.
Atmosphere: Transitions from a lively, united musical mood to a tense, defiant protest against exploitation.

b. Rhetorical Questions: Mariko asks questions to provoke thought rather than get answers (e.g., "Who is poor? Why is he or she poor?").
Song: A musical chant used at the start to show worker unity and solidarity.

c. Irony, Flashback, Soliloquy.

d. Exploitation / Modern Slavery: A clash between the mistreated workers and their greedy employers, where workers produce rich food (milk and oranges) but are forced to feed their dying children rotten crops.

Task 5: Novella

1. Naserian
Masereti
Kiru
Quinter.

2. The reserve was full of severe dangers, specifically wild animals and illegal poachers.

3. "Its engine humming like a steady beat"
"Scanned the landscape like a hawk"

4. Relaxing or lounging/resting.

5. The illegal hunting or trapping of wildlife driven by human greed, which destroys the delicate balance and fragility of nature.

6. Snares cleverly disguised in the brush.
An animal carcass stripped bare.

KJSEA SAMPLE 2

Reading Comprehension, Oral Skills and Grammar)

Paper 1 (901/1)

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

(Composition and Literary Analysis)

Paper 2 (901/2)

Section A: Composition

(15 Marks)

Task 1: Composition.

Accept any relevant response.

Section B: Literary Analysis

(35 Marks)

Task 2: Oral Literature

a. A Legend.
Explanation: It is a story about a real historical community hero (the Luo warrior) whose life achievements are blended with supernatural traits.

b. Hero (or Legendary Hero)

c. He was invincible in battle because spears and arrows could not pierce his stone-like body.

d.

i. Possessed supernatural powers.

ii. Had a body made of stone.

iii. Was immune to physical weapons.

iv. His shadow was made of flesh and could bleed.

e. She acted as a spy; she discovered his hidden physical weakness while nursing him and leaked the secret directly to his enemies.

f. Performance choices: Use a booming voice during battle scenes, a whispering tone for the betrayal, and sharp hand gestures to mimic the fatal spear strike.

g. Heed the advice of elders: Luanda ignored the warning signs from his

elders about marrying an outsider, which led directly to his death.

TASK 3: POETRY

a. It is a five-stanza poem with four lines per stanza (quatrains), written in free verse without a fixed rhyming pattern.

b. They attracted the eyes of the beholder and spoke silently by making the wearers clearly visible from far away.

c. Beads (for necklaces and earrings).
Animal skins/hides (from sheep, goats, and cows).
Old tyres (used for making footwear shoes).

d. Distinct.

e.

i. Oxymoron: The phrase "spoke silently" places two opposite concepts side by side.

ii. Imagery: Visual details like "vibrant colours" and "beaded necklaces" create a clear picture of traditional attire.

iii. Rhetorical Question: The final lines ("How many of today's generation could enjoy the traditional fashion?") ask a question meant to cause reflection rather than get a direct answer.

TASK 4: PLAY

a. Yusuf
Matayo
Paulo
Zuri

b. Body Rejuvenation: He states that sleep allows his body to rejuvenate and refresh its strength.
Cell Regeneration: He notes that sleep aids biological recovery by helping his body cells to regenerate.

c. The Effective Use of Leisure Time vs. Laziness: The text explores how different students choose to spend their weekends, contrasting active rest and learning against excessive, counterproductive oversleeping.

d. Zuri is wise, logical, and mature; she offers sound advice, noting that "too much of anything is dangerous" and handles conversations calmly. Paulo is mocking, sceptical, and provocative; he immediately laughs at Matayo, teases him by calling him "Mr Walking Dictionary," and makes cynical assumptions about Zuri's support.

e. Calm Approach: The stage directions explicitly note that she "calmly turns to Matayo" when correcting his excessive behaviour rather than shouting or mocking him.
Polite Dialogue: Instead of insulting Matayo's vocabulary choice like Paulo does, she validates the logic before gently reminding him of the dangers of overindulgence.

TASK 5: NOVELLA

1. Physical Location: A formal, tense courtroom.
Atmosphere: Quiet and filled with heavy anticipation as a trial session begins ("a hush fell over the room... the air crackled with anticipation").

2. Ms Leila (She took the witness stand first to recount the acts of poaching and terror).

3. Simile: The phrase "stood like silent tombstones" compares the ivory tusks to graves using the word "like."
Metaphor. The text uses direct comparisons without using "like" or "as," such as calling the ledger books "the poacher's confessions" and describing the pictures as "stark and brutal."

4. A body of people (citizens) sworn to listen to the evidence in a legal case and give a joint verdict/judgment based on the arguments presented.

5. It means a complex, hidden, and interconnected network of dishonest or illegal activities that involves many people working together, reaching all the way into high positions of power.

6. Echelons (from the phrase "the highest echelons of power", which refers to ranks, levels, or stages).

KJSEA SAMPLE 3

Reading Comprehension, Oral Skills and Grammar)

Paper 1 (901/1)

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

(Composition and Literacy Analysis)

Paper 2 (901/2)

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION

Accept any relevant response.

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE.

a. "Once upon a time..."

b. Monster / Ogre Narrative

c. Simile
Identification: "...warriors who were as brave as lions..."
Explanation: The writer directly compares the village warriors to lions using the word "as" to highlight their extreme courage and strength in saving Auma.
Dialogue/Indirect Speech
Identification: The text details the monster "accusing her of stealing"
Explanation: This helps move the plot forward by revealing the monster's motivation for capturing Auma.

d. Greedy / Gluttonous
While the other girls collected the guavas in their lesos to save them for later, Auma kept eating immediately without saving any for the journey.
Foolish / Disobedient
She ignored her friends' warning that

it was getting late and went back alone into the forest, which directly led to her capture by the monster.
Smart / Quick-witted (She cleverly watched for her moment and "escaped quickly" the next day when the monster was distracted, calling others for the feast.

e. We should always listen to the warnings of our friends/elders, or greed leads to dangerous consequences.

TASK 3: POETRY.

a. The poem has 4 stanzas, and each stanza contains exactly 4 lines (making them quatrains), giving the poem a total of 16 lines.

b. loud / proud
great / late
clear / dear
right / right
being / mean
pain / wane
remind / kind
obey / way

c. human rights advocate, teacher, or an elder/parent figure.

d. The country needs obedient and law abiding citizens.

TASK 4: PLAY

a. The learners were trying to decide on the best fun activity to mark the end of the year.
The stage directions at the very beginning state they are "planning for a fun activity to mark the end of the year."

b. Noma: Resourceful/Persuasive (finds an affordable van and convinces others).
Kendi: Nature-loving (advocates for planting trees).

c. Outdoors, under a tree.

d. Evidence for Kendi : She states, "Nothing fascinates me more than caring for Mother Nature" and proposes planting a million trees.

e. To speak directly and get straight to the point.

f. Making a group decision through compromise.

TASK 5: NOVELLA

a. An unknown village thicket and dense forest covered in tall eucalyptus, grevillea, and wattle bark trees during the evening.

b. The boys believed they were being chased or pursued by someone, running until Phabian confirmed they were safe.

c. They separated themselves to have an animated discussion about local and international football teams and players.

d. Adventurous— The boys stick together to navigate and explore a dense, unfamiliar village layout.

e. The narrator's interest was sparked by a passionate botanist who previously visited their school's Science Club.

Kiswahili

1

Usafi wa Mazingira

A. Kusikiliza na Kuzungumza

1. Mjadala ni mazungumzo yanayoshirikisha watu ambao huzungumza wakitetea hoja zao kuhusu mada husika.
2. - Mchango wa mitandao ya kijamii katika mmomonyoko wa maadili.
   -Faida na hasara za kufanya kazi ukiwa nyumbani.
   - Usafi wa mazingira unategemea juhudi za watu na serikali.
   - Mabadiliko ya tabianchi na usalama wa chakula barani Afrika.
   Mwanafunzi apeane mifano yoyote mitano.
3.
a. Kuzungumza kwa sauti inayosikika vizuri.
b. Kutoa hoja zinazoeleweka pamoja na mifano faafu ili kushawishi wasikilizaji.
c. Kutumia lugha inayoshawishi.
d. Kuzungumza kwa ujasiri na ukakamavu.
e. Kujikita katika mada au suala la mjadala.
4.
a. Kusikiliza kwa makini.
b. Kutomkata kalima mzungumzaji anayechangia.
c. Kumtazama mzungumzaji ana kwa ana.
d. Kuandika hoja muhimu ambazo mzungumzaji anazitoa.
5.
- Hujenga heshima: Huyafanya mazingira ya mjadala kuwa ya kistaarabu na salama kwa kila mshiriki.
- Hulinda mada kuu: Huzuia mjadala usihame kutoka kwenye hoja za msingi na kuelekea kwenye ushambulizi binafsi.
- Huvutia wasikilizaji: Watu hupenda kusikiliza na kukubali hoja zinazowasilishwa kwa utulivu na staha.
- Hupunguza mihemko: Huepusha hasira na kuzuia migogoro isiyo ya lazima kati ya wanaojadili.
- Huonyesha ukomavu: Huakisi uwezo mkubwa wa kiakili na weledi wa mchangiaji.

6. Hapana
   Kuzuka kwa fujo: Wachangiaji wengi wakizungumza kwa wakati mmoja, ukumbi utajaa kelele na hakuna hoja itakayosikika.
   Kupotea kwa muda: Muda mwingi utapotea kwenye mabishano ya nani anapaswa kuongea badala ya kujadili mada husika.
   Kuhama kwa mada: Bila udhibiti wa kinara, wachangiaji wanaweza kuingiza mambo binafsi au mada zisizohusiana na mjadala.
   Kukosekana kwa usawa: Wachangiaji wenye sauti kubwa au walio na fujo watatawala mjadala, huku wenye haya au wapole wakikosa nafasi.
7.
a. Usafi wa mazingira ni jukumu la serikali pekee bali si la wananchi.
b. Siprosa (Kutetea): Wananchi wanalipa ushuru unaotumika kuajiri wafanyakazi wa idara ya mazingira, hivyo ni jukumu la serikali kuwawajibisha wafanye kazi hiyo.
   Ziro (Kupinga): Usafi ni jukumu la kila mtu kwa sababu kuna mambo binafsi kama kuoga, kunawa, na kusafisha nyumba ambayo serikali haiwezi kumfanyia mwananchi.
c. Kutomkata kalima mzungumzaji anayechangia.
d. i muhimu kutomkatiza mtu ili kuruhusu hoja zisikike kikamilifu, kuzuia fujo na mihemko na kudumisha heshima na utaratibu mzuri chini ya uongozi wa kinara.
e. -Ni muhimu kufuata maelekezo na utaratibu unaowekwa na kinara wa mjadala.
   -Usafi wa mazingira huanzia ngazi ya mtu binafsi kabla ya kuwa jukumu la serikali.
   -Lazima tuwe na ustahimilivu wa kusikiliza maoni ya wengine hata kama hatukubaliani nayo.

B. Kusoma

1. Kifungu kinazungumzia safari na maisha ya asubuhi ya viumbe wawili (kipepeo na chiriku) na jinsi ndege chiriku alivyoamua kumwonea huruma kipepeo na kwenda kutafuta chakula kwingine.
2. Wahusika ni kipepeo, chiriku, na mkulima.
3. Kilifanyika kwenye bustani ya maua (karibu

na mti wa mgunga) na baadaye ng'ambo ya mto kwenye shamba kubwa la mahindi.
4. Kilifanyika wakati wa asubuhi (hii inadhihirishwa na kutajwa kwa umande wa asubuhi na chiriku kutafuta chakula cha kufungua kinywa).
5. Chiriku alijikana nafsini na kumwonea huruma kipepeo akifikiria kuwa huenda kipepeo huyo naye ana wanawe nyumbani wanaomsubiri awapelekee chakula, kama vile yeye (chiriku) alivyo na makinda kiotani ambao wangeteseka kama angekufa.
6. Huenda alianza kudonoa mahindi yaliyokuwepo shambani ili afungue kinywa na kupata mengine ya kuwapelekee makinda yake kiotani.
7. Huenda mkulima alimfukuza chiriku ili asiharibu au kula mahindi yake ya kuvutia, au alimvizia ili kumlinda asile mazao.
8. Chiriku alifanikiwa kupata chakula (mahindi) na kurudi kiotani kulisha makinda yake, huku kipepeo naye akiendelea kufurahia utomvu wa maua kwa amani bila kuuawa.
9. Huruma na hisani: Ni muhimu kuwaonea huruma na kuwajali viumbe wengine dhaifu.
   Uajibikaji wa wazazi:Wazazi (kama chiriku na kipepeo) wana jukumu kubwa la kutafuta chakula na kulinda familia zao.
   Kufanya maamuzi sahihi: Ni vizuri kufikiri kabla ya kutenda jambo linaloweza kuumiza wengine.
10. Mwanafunzi atumie kamusi kupata maana ya maneno.

C Kuandika

1.
a. Ala! Sikujua kwamba wanawake kwa wanaume walifika pale kwa uwiano wa
2:
1.
b. Makumbusho yale yalifanyika saa 4:25 asubuhi.
c. Utalazimika kutafuta: karatasi, kalamu,vitabu vingine na penseli.
2.
a. Imetumika kuonyesha uwiano wa namba au hisabati kati ya wanaume na wanawake waliopaswa kufika pale (yaani wawili kwa mmoja).
b. Kuandika saa
c. Kuorodhesha vitu katika maandishi.
3.
a. Kuorodhesha vitu katika maandishi.
b. Kutenganisha msemaji na maneno yake, hasa katika tamthilia na mazungumzo.
c. Kuandika saa.
d. Kuandika kumbukumbu za mkutano.
e. Kutoa maelezo kuhusu kauli au neno fulani kwenye sentensi.
4.
a. Uliponiita, nilijua ulikuwa ukitaka
   Yafuatayo: maji, matunda, kiti, kisu na ndoo ya taka.
b. Kila mtu anaombwa afike mapema kwa sababu hafla itaanza saa 2:00 asubuhi hadi saa 7:00 mchana.
c. Alice: Mimi ninawahimiza watu wote wazingatie usafi wa mazingira.
   Paulo: Nakubaliana na ushauri huo wa Alice.
5. Mwanafunzi atunge sentensi sahihi akitumia alama ya koloni apasavyo, kisha amsomee mwenzake ili azitathmini.
6. Mwanafunzi ashirikishe matumizi ya koloni katika kifingu atakachoandika.
7. Niliwahi kuzuru Kampala, Uganda; Kigali, Rwanda; Bunjumbura, Burundi; Windhoek; Namibia na Maputo, Mozambique.
8.
a. Kuandika orodha ya vitu vinavyozidi neno moja.
b. Kuunganisha sehemu mbili za sentensi ili iwe sentensi moja.
9. Sara amewahi kufanya kazi Dodoma, Tanzania; Mogadishu, Somalia; Gaborone, Botswana; Porto-Novo, Benin.
10. Mwanafunzi atumie semi koloni katika sentensi zake.
11. Mwanafunzi atumie semi koloni katika kifungu chake.
12. Mwanafunzi atumie kifaa cha kidijitali kuandika kifungu hicho. Pia atumie koloni na semi koloni ipasavyo.
13. Mwanafunzi awasambazie wenzake kazi yake ili waitolee maoni.

D Sarufi

1. Vihusishi vya mahali ni maneno yanayoonyesha uhusiano kati ya mahali pamoja na mahali pengine.
2. mbele ya, kando ya, ndani ya, chini ya, juu

ya, nje ya.

3.

a. Baada ya wageni kutoka, tulisafisha uwanja kisha tukatupa taka ndani ya majaa.
b. Waigizaji walijificha nyuma ya mapazia kabla ya kupiga mbinja kwa sauti.
c. Kelele zenyewe zilisikika nje ya jumba la kijiji.
d. Nilikimbia kwa kasi zaidi ya wote tukitoka nje ya pango lile.
e. Omar alisimama ubavuni mwa mkewe walipokuwa kwenye sherehe.

4.

a. karibu na
b. ndani ya
c. juu ya
d. mbali na
e. ndani ya

5. Mwanafunzi atumie vihusishi vya mahali katika sentensi zake.
6. Mwanafunzi atumie vihusishi vya mahali katika sentensi zake.
7. Vihusihi vya wakati ni neno au maneno yanayoonyesha uhusiano kati ya kitendo na wakati wa kutendeka kwake.
8. baada ya, kabla ya, tangu, mpaka.
9. hadi kando ya, kabla ya, baada ya, mpaka, kabisa, tangu.

10.

a. Nilifika ndani ya nyumba baada ya dada yangu kupika chamcha.
b. Sijasikia lolote kutoka kwao tangu walipotoka hapa alfajiri.
c. Wanafunzi walipanda miti mlimani hadi walipomaliza miche.
d. Kitabu kiliwekwa mbali na mkoba kabla ya kulowa maji.
e. Sisi tumekuwa tukinadhifisha mahali hapa toka jana jioni.

11.

a. kabla ya
b. hadi.
c. hadi
d. baada ya
e. baada ya

12. Mwanafunzi atumie vihusishi vya wakati katika sentensi zake.
13. Mwanafunzi atumie vihusishi vya wakati katika kifungu chake.

2

Mazoezi ya Viungo vya Mwili

A. Kusikiliza na Kuzungumza

1. Vitanzandimi ni fungu la maneno yenye sauti zinazokaribiana kimatamshi, ambalo hukanganya hasa linapotamkwa mfululizo.
2. baba na bamba
   bali na mbali
   bao na mbao
   bunga na mbuga
3. Mwanafunzi atamke maneno ipasavyo.
4. Mwanafunzi atamke vitanzandimi ipasavyo.
5. Mwanafunzi ajirekodi akitamka vitanzandimi kisha amchezee rafiki yake ili amtolee maoni.
6. Mwanafunzi atumie sauti /b/ na /mb/ katika vitanzandimi vyake.
7. Mwanafunzi amtamkie mwenzake vitanzandimi alivyotunga ili amtolee maoni.

B. Kusoma

1. Kusoma kwa mapana ni aina ya usomaji ambapo mtu husoma matini mbalimbali na za aina tofauti tofauti kwa lengo maalum.
2.
a. Kuimarisha stadi ya kusoma.
b. Kupata habari maalum kuhusu mada au suala fulani.
c. Kupitisha muda.
d. Kupata burudani kupitia usomaji.
e. Kujenga umilisi wake wa msamiati na lugha kwa jumla.
3.
a. Ujumbe anaotafuta katika matini hiyo.
b. Kiwango cha hadhira inayolengwa na matini yenyewe.
c. Muda ambao matini hiyo itamchukua kusoma.
d. Urahisi wa kupatikana kwa matini hiyo.
e. Mafunzo yanayoweza kutokana na matini hiyo.
4. kwenye machapisho yaliyohifadhiwa katika vifaa vya kidijitali au matini katika mtandao salama.
5. Mwanafunzi achague matini kwenye mtandao huku akizingatia hatua mwafaka za kuchagua matini.
6. Mwanafunzi asome na kuelewa matini aliyoichagua.
7. Mwanafunzi aandike muktasari wa ujumbe wa matini aliyoisoma.
8. Mwanafunzi atambue msamiati wa maswala lengwa uliotumiwa katika matini aliyoisoma.
9. mwanafunzi atumie kamusi kuelewa na kutofautisha msamiati huo.
10. Mwanafunzi atumie msamiati kutunga sentensi sahihi.

C Kuandika

1. Barua ya kirafiki ni barua wanayoandikiana watu wenye uhusiano wa kidugu au kirafiki.
2. -salamu na kujuliana hali.
   - kukumbushana mambo fulani,
   - kualikana katika mkutano wa familia
   -kujibu barua ya kirafiki iliyoandikwa awali.
3.
a. Anwani ya mwandishi inayomtambulisha mwandishi wa barua.
b. Tarehe ambayo barua yenyewe inaandikwa.
c. Mtajo ambao humrejelea rafiki au ndugu anayeandikiwa barua ya kirafiki.
d. Utangulizi ambao huonyesha madhumuni ya barua ya kirafiki inayoandikwa.
e. Mwili ambao unatoa ujumbe kamili na maudhui ya barua ya kirafiki.
f. Hitimisho ambalo hutoa ujumbe wa mwisho kuhusu barua inayoandikwa.
4. Huonyesha madhumuni ya barua ya kirafiki inayoandikwa.
5. Mwanafunzi azingatie vipengele vya kimuundo vya barua ya kirafiki katika barua yake.
6. Mwanafunzi amsomee rafiki yake barua aliyoinadika ili amtolee maoni.

D Sarufi

1. Vihusishi ni maneno yanayotumiwa kuonyesha uhusiano baina ya nomino na nomino au kifungu kimoja cha maneno na

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kingine.
2. Vihusishi hivi huonyesha uhusiano baina ya nomino na nyingine au baina ya nomino na kitenzi.
3. Vihusishi vya –a unganifu huundwa kwa mzizi ‘a’ wa uhusiano.
4. Wa, za, la, ya, cha.
5.
a. Mche wa mchungwa umepandwa karibu na shamba.
b. Kurasa za kitabu hiki zinafunguka kwa urahisi.
c. Ninakushauri ufanye mazoezi ya viungo vya mwili mara kwa mara.
d. Ni vyema kuzingatia afya ya akili katika kila ufanyalo.
e. Watu walisikia milio ya risasi angani usiku huo.
6. Mwili wa binadamu umeumbwa kwa njia ya ajabu sana. Mwili wenyewe una sehemu nyingi ambazo hushirikiana kumfanya mtu awe na uhai. Sehemu hizo mbalimbali huitwa viungo vya mwili. Kila kiungo cha mwili kina kazi yake maalumu. Kazi ya kichwa ni tofauti na kazi ya miguu. Kiungo chochote cha mwili kikiwa katika hali mbaya ya kiafya, basi mwili wote huwa na taabu. Kwa hivyo, ni vyema kuzingatia afya ya mwili mzima pamoja na viungo vyake. Njia ya kuhakikisha afya ya mwili ni kufanya mazoezi. Mazoezi ya viungo vya mwili ndiyo cheti cha uhai wa mwili wa binadamu. Usiyape magonjwa mianya ya kuvamia mwili na kuupokonya uwezo wa kustahimili vizingiti vya kiafya.
7.
a. ya, mwa.
b. wa, ya.
c. ya, za.
d. pa.
8. Mwanafunzi atunge sentensi sahihi kutumia vihusishi vya -a unganifu alivyopewa.
9. Mwanafunzi atumie vihusishi vya -a unganifu katika kifungu chake.
10. Vihusishi vya sababu ni vihusishi vinavyotumiwa kuonyesha uhusiano wa matukio katika sentensi kwa kutoa sababu.
11. kwa vile, maana, kutokana na, kwa ajili ya, kwa minajili ya, kwa kuwa.
12.
a. Ninafanya mazoezi ya mwili kwa hofu ya kupatwa na magonjwa.
b. Wageni waliendelea kufika uwanjani kwa minajili ya mkutano uliopangwa.
c. Hufai kula vyakula vyenye sukari nyingi kutokana na madhara yake mwilini.
d. Gari lilienda kwa kasi ya chini maana barabara ilikuwa mbovu sana.
13. Niliamua kwenda kumtembelea rafiki yangu ili nimjulie hali. Nilipofika barabarani, nilikuta magari yameadimika kufuatia msongamano mkubwa uliokuwepo barabarani. Nilianza kutembea polepole ili nisichelewe kufika. Nilihofia kuchelewa kwa sababu tayari magharibi ilikuwa ikiingia taratibu. Nilipofika kwa njiapanda, nilitazama kushoto na kulia kusudi nivuke barabara salama. Hapo nikayaona magari machache yakienda kwa kasi kutokana na msongamano uliokuwa umekwisha sasa. Nilinyosha mkono wangu kwa nia ya kuyasimamisha magari yenyewe. Bahati nzuri, moja lilisimama kisha nikaliabiri.
14. Mwanafunzi atumie vihusishi vya sababu alivyopewa kutunga sentensi sahihi.
15. Mwanafunzi atumie vihusishi vya sababu katika kifungu chake.

3

Utunzaji wa Wanyama

A. Kusikiliza na Kuzungumza

1. Tashbihi ni mbinu ya lugha ambayo hutumiwa kulinganisha kitu kimoja na kingine kwa kutumia maneno kama vile: kama, mfano wa, mithili ya na ja.
2.
a. Vijana wale walikuwa na bidii kama mchwa.
b. Kondoo wale wana ngozi nyeupe mithili ya theluji.
c. Ulipiga kelele mithili ya sokwe ulipokuwa taabani.
d. Mtoto wako ni mrembo mfano wa malaika.
e. Nilipotoka shambani nilikuwa mchafu ja fuko.
3. Zamani za kale, wanyama wote walikuwa wakiishi msituni. Humo msituni, walikuwa wengi kama mchanga wa bahari. Wote walikuwa wakiishi pamoja. Wanyama hao walikuwa wakipendana kama chanda na pete. Hapakuwa na ubaguzi wowote miongoni mwao. Baadhi yao walikuwa na Ngozi nyeusi kama masizi huku wengine wakiwa na ngozi nyeupe mfano wa theluji. Wengine pia walikuwa wafupi kama mbilikimo huku wengine wakiwa warefu mithili ya mlingoti. Wanyama hawa walikuwa wakisaidiana palipokuwa na haja. Pia, walikuwa wakifuata sheria zilizokuwemo. Kwa hakika, walikuwa wapole mithili ya kondoo na waaminifu kama njiwa. Kiongozi wao alikuwa simba. Simba alihakikisha wanyama wote wamelindwa vizuri. Alikuwa kiongozi mtulivu kama maji mtungini na mwenye msimamo imara. Wanyama hao waliendelea kuishi pamoja kwa upendo na kujaliana.
4. Mwanafunzi atunge sentensi sahihi.
5. Mwanafunzi aonyeshe matumizi ya tashbihi katika kifungu chake.
6. Sitiari ni mbinu ya lugha inayotoa maelezo kuhusu kitu kwa kukilinganisha na kingine moja kwa moja.
7. a. Sara alisema kwamba yeye ni simba.
   b. Polisi wale walikuwa mchwa katika sherehe ile.
   c. Njeri ni twiga shuleni mwote.
   d. Ukumbi ule ulikuwa kaburi wakati wa ibada.
8. Mkutano wa wanyama ulikuwa ukiendelea asubuhi moja. Wanyama wote walikuwa wamekaa kimya. Walikuwa maji mtungini. Hata hivyo, mbuzi hakuona haja ya kunyamaza. Yeye alikuwa chiriku. Aliendelea kuzungumza mfululizo akitoa malalamishi yake. "Sasa hivi sisi ni kuku wageni. Tunaishi kwa wasiwasi sana. Sisi tumekuwa kinyonga. Hatuaminiki tena," mbuzi aliendelea kulalamika. "Hakika maneno ya mbuzi ni halua. Ni maneno matamu tena yenye ukweli. Kwa nini sisi tumekuwa tukiishi pamoja lakini ghafla tukageuka tukawa joka la mdimu? Hatupendani sisi kama wanyama, bali tunaoneana wivu na kuchukiana. Mbona?" kondoo alisema. Mkutano huo ulipokamilika, wanyama hao walikubaliana kwamba wangeendelea kudumisha amani na upendo miongoni mwao.
9. Mwanafunzi atumie sitiari katika sentensi zake.
10. Mwanafunzi atumie sitsari katika kufungu chake.
11. Methali ni msemo wenye muundo maalum ambao hutumiwa kupigia mfano au kuwasilisha ujumbe maalum uliokusudiwa.
12. a. Heri kenda shika kuliko kumi nenda rudi.
    b. Wanafunzi wale ni mchwa kazini.
    c. Asiyekuwepo na lake halipo.
    d. Kuku havunji yaile.
    e. Mchama ago hanyeli huenda akauya papo.
13. Kila mtu kijijini alimjua Rajabu kama mfugaji wa mifugo katika bonde la Mwambao. Alisifiwa kwa juhudi zake kwa sababu chanda chema huvikwa pete. Rajabu alikuwa akitia bidi katika kazi yake. Alijua kuwa mgaagaa na upwa hali wali mkavu na mchumia juani hulia kivulini. Wazee wa kijijini walikuwa wakimtumia Rajabu kama mfano bora kwa vijana. Vijana nao walikuwa wakisikiliza ushauri wa wazee kwa sababu walijua jungu kuu halikosi ukoko na asiyesikia la mkuu huvunjika guu. Wazee walikuwa wakiwahimiza vijana watie bidi maishani kwa sababu mtumai cha ndugu hufa masikini. Masimulizi kuhusu Rajabu na bidi yake katika utunzaji wa

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wanyama yamedumu kwa muda mrefu sana. Yamekuwa yakisimuliwa kwa vizazi vingi vya jamii yao.

14. Mwanafunzi atumie methali katika kifungu chake.

B. Kusoma

1. Shairi ni utungo wa kisanaa unaotumia lugha ya mkato kuwasilisha ujumbe.
2. a. Shairi linahimiza jamii kutunza, kulinda, na kuthamini wanyama kwa manufaa ya wote.
   b. Watu wanahimizwa kuwapa wanyama chakula, maji, na matibabu.
   c. Mnyama anapougua, matabibu wanapaswa kuitwa ili kugundua na kutibu maradhi.
   d. Mnyama kukoroma ni ishara kwamba anahitaji chakula.
   e. Kufuata kanuni za kuwatunza wanyama ni muhimu kwa sababu wana faida kubwa kwa binadamu na huishi kwa furaha.
3. Shairi "Tuwatunze Wanyama" linafunza umuhimu wa kuwajali wanyama wa porini na nyumbani kwa kuwapa chakula, maji, na tiba. Ni wajibu wa binadamu kuwakimu wanyama, kwani hufaidika na kuishi kwa furaha.

C Kuandika

1. Insha ya masimulizi ni aina ya insha inayosimulia au kueleza mfululizo wa matukio kama yalivyotokea au kama yalivyobuniwa na mwandishi.
2. a. Mada inayoonyesha insha yako inahusu nini.
   b. Utangulizi katika aya ya kwanza unaotoa habari za awali kuhusu masimulizi yako.
   c. Mwili ambao unadhihirisha kisa chenyewe unachokisimulia. Mwili hupangwa kwenye aya mbalimbali na huzingatia mfuatano au mtiririko mzuri wa visa vya masimulizi.
   d. Hitimisho hutokea katika aya ya mwisho. Hitimisho hutoa kauli, maelezo au maoni ya mwisho ya mwandishi kuhusu insha yake.
   e. Insha ya masimulizi hutumia lugha ya kawaida yenye mbinu za lugha na tamathali za usemi ili kuongeza mvuto wa masimulizi.
3. Mwanafunzi apeane majibu kulingana na insha aliyoisoma.
4. Mwanafunzi atambue mada ambayo ataandikia insha yake.
5. Mwanafunzi apange vidokezo vyake vizuri.
6. Mwanafunzi atumie vidokezo alivyoandaa kuandika insha akizingatia vipengele vya insha ya masimuluzi.

D Sarufi

1. a. Mwajuma anakimbia sawa na swara.
   b. Jengo lile lilikuwa refu kama mlingoti.
   c. Ninahitaji kiatu kikubwa kuliko hiki kwa sababu miguu yangu ni mikubwa.
   d. Safari tulizopanga mwaka jana ni nyingi zaidi ya zile tulizopanga mwaka huu.
   e. Wewe una hati nadhifu kushinda yule mwenzako.
2. Watu wanahimizwa wawe watiifu kama wanakondoo na wapole mithili ya njiwa. Utiifu na upole ni hulka nzuri na huwaauni watu kwa njia mbalimbali. Tusijichukulie kuwa wajuzi zaidi ya wengine wala tusijione kuwa wema kuliko wenzetu. Majivuno huwaharibia watu maisha, tofauti na unyenyekevu ambao huyajenga na kuyaimarisha maisha hayo. Tujizatiti tutende wema leo zaidi ya tulivyotenda jana.
3. Mwanafunzi atumie vihusishi vilinganifu katika sentensi zake.
4. Mwanafunzi atumie vihusishi vilinganifu katika kifungu chake.
5. Kihusishi 'na' hutumiwa kuonyesha uhusiano uliopo kati ya nomino na kitenzi au kuonyesha mtendaji katika sentensi.
6. a. Mtoto huyu anafanana na yule.
   b. Mwanasoka alituzwa zawadi na mwalimu wetu.
   c. Miti mingi ilipandwa mlimani na wanafunzi.
   d. Magari mengi yananunuliwa na mashirikia yasiyo ya kiserikali.
   e. Ugonjwa huo ulitibiwa na madaktari hodari.
7. Nilifikishiwa habari za kusikitisha na rafiki yangu. Aliniambia kwamba alikuwa akiumwa na tumbo. Mimi nilishikwa na wasiwasi mwingi. Ilibidi niende nimwone. Tuliandamana na rafiki mwingine ambaye alikubali kunisindikiza. Tulipofika, tulikutana na mama yake akiwa amesimama nje ya jengo la hospitali. Alikuwa anaonekana kuwa na mashaka mengi. Tulisalimiana na mzazi huyo kisha tukaingia hospitalini kuonana na rafiki yangu.
8. Mwanafunzi atumie kihusishi na katika sentensi zake.
9. Mwanafunzi atumie kihusishi na katika kifungu chake.

4

Utunzaji wa Maliasili

A. Kusikiliza na Kuzungumza

1. Kitendawili ni aina ya fumbo ambalo hutegwa na hufumbuliwa na mtu anayetegewa.
2.
a. Huwafikirisha watu.
b. Hukuza umilisi wa lugha.
c. Hufundisha maadili na hekima.
d. Hujenga uhusiano baina ya wanajamii.
e. Huleta burudani kwa wanajamii.
3. kwa sababu ni mchezo wa kiakili unaohitaji kanuni na utaratibu maalumu ili kufikia malengo yake ya kijamii na kielimu.
4, Mwanafunzi azingatie vipengele vya uwasilishaji wa vitendawili.
5. Mwanafunzi atumie picha katika utegaji wake wa vitendawili.
7. Nahau ni tamathali ya usemi ambayo hutumia lugha ya mkato ili kuwasilisha ujumbe ambao
hauhusiani moja kwa moja na maana ya maneno yaliyounda nahau hiyo.
8.
a. Huifanya matini iwe na mvuto kwa msomaji.
b. Humwezesha mwandishi au msimulizi kutumia maneno mbadala kueleza ujumbe wake.
c. Humwondolea msomaji uchovu na kumburudisha anaposoma matini.
d. Humwezesha msomaji kufikiria kwa kina ili kupata ujumbe unaowasilishwa.
e. Matumizi ya nahau huonyesha kwamba mwandishi au msimulizi ana uwezo mkubwa wa kutumia lugha husika.
9. Mwanafunzi aandike nahau na maana yake.
10. Je, umewahi kujiuliza mahali madini ya almasi yalitokea? Kuna watu wanaoamini kwamba almasi ilitokana na machozi ya mvulana fulani. Siku moja, Alma na Masi walikuwa wakisaka tonge shambani huku wakipiga soga kwa furaha. Walishirikiana vizuri kukwatua shamba ili wapate mazao mazuri msimu wa mavuno ukibisha hodi. Walikuwa na matumaini ya kula mbwanda msimu huo wa mavuno. Alma na Masi walikuwa watu wenye bidii wasiopenda kulaza damu. Walipokuwa wakiendelea kulima, walimsikia mtu akipiga ukwenzi ndani ya msitu uliokuwa karibu. Moja kwa moja walitanabahi kuwa huenda mtu huyo alikuwa amekula mumbi na alikuwa akihitaji msaada wa dharura. Alma na Masi walitoka shoti wakielekea msituni kulikotokea sauti hiyo. Walipofika, walimkuta mvulana fulani akipiga mbizi kwa taabu ndani ya bwawa dogo. Alma alijitoa mhanga kumwokoa kijana yule. Kwa hivyo, alijitosa majini, akapiga kachombe hadi akamfikia mvulana huyo na kumwokoa. Mvulana huyo alifurahi sana. Alianza kutokwa na machozi ya faraja. Machozi yake yalipoanguka mchangani, yaliunda madini mazuri ya almasi. Msitu huo ukawa mgodi mkubwa wa almasi.
11. Mwanafunzi afafanue maana ya nahau alizotambua katika kifungu alichokisoma.
12. Mwanafunzi aeleze maana ya nahau alizopewa.
13. Mwanafunzi atumie maana ya nahau alizoeleza kutunga sentensi.

B. Kusoma

1. Kusoma kwa ufasaha ni kusoma kifungu kwa namna ambayo itamfanya msikilizaji kusikia na kuelewa ujumbe wake kwa urahisi.
2. Mwanafunzi azingatie vipengele vya kusoma kwa ufasaha katika usomaji wake.

C Kuandika

1. Insha ya masimulizi ni insha inayotoa maelezo kuhusu kisa kuanzia mwanzo hadi mwisho wake.
2. Unafaa kutumia tamathali za lugha ili Insha yako iwe ya kuvutia.
3. Mwanafunzi aandike Insha ya masimulizi akizingatia maagizo aliyopewa.

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D Sarufi

1. -ki- ya masharti hutumiwa katika sentensi kuonyesha hali ya kitendo kimoja kutegemea kingine.
2.
a. Ukimpa mwanafunzi mpira, atafurahi sana.
b. Ng'ombe huyu akishiba, atatoa maziwamengi.
c. Serikali ikipunguza ada, watalii wa ndani kwa ndani wataongezeka.
d. Barabara zikikarabatiwa vizuri, magari hayatakwama matopeni.
e. Nikivikwa taji la ushindi, nitawapungia mkono mashabiki wangu.
3.
a. Kila mtu akikimya, kelele itapungua mahali hapa.
b. Kinywaji kile kikihifadhiwa vyema, tutakinywa kwa furaha.
c. Kiti kile kilipokaliwa, kilitoa sauti ya kuvunjika.
d. Kalamu nyingi zikiuzwa shuleni, faida kadhaa zitapatikana.
e. Mkuki ukinolewa, utakuwa hatari kwa usalama.
4. Mwanafunzi atunge sentensi sahihi akitumia -ki- ya masharti.
5. Mwanafunzi atumie -ki- ya masharti katika kifungu chake.
6. -ka- ya kufuatana kwa vitendo hutumiwa katika sentensi kuonyesha jinsi msururu wa vitendo vinavyotokea katika hali fulani.
7.
a. Salome alijikakamua, akasoma kwa bidii, akapita mtihani kisha akaenda chuo kikuu.
b. Nilikagua mradi ule, nikaandika habari kuuhusu kisha nikachapisha habari hiyo.
c. Mlango ulifunguka, wageni wakaingia, wakaketi kisha wakapewa vikombe vya chai.
d. Uliponiona jana, uliniita, nikaitika, tukasalimiana kisha nikaondoka tena.
8.
a. Viatu vilivuliwa, vikapigwa rangi kisha vikavaliwa tena.
b. Gari limefika kwenye stani, likaegeshwa, likabeba abiria na kuondoka.
c. Mtoto amekunywa uji, akashiba, akacheza nje kisha akalala.
d. Ulienda kanisani, ukaomba, ukasoma Biblia kisha ukarudi nyumbani.
e. Kaka yangu ameniita, akanisimulia hadithi, nikamsikiliza kisha nikafurahi.
9. Mwanafunzi atumie -ka- ya kufuatana kwa vitendo katika sentensi zake.
10. Mwanafunzi atumie -ka- ya kufuatana kwa vitendo katika kifungu chake.

5

Mitazamo Hasi ya Kijinsia

A. Kusikiliza na Kuzungumza

1. Ufahamu wa kusikiliza ni uwezo alio nao mtu kusikiliza na kupata ujumbe kutoka kwa ufahamu ambao unasomwa na mtu mwingine.
2. Vipengele vya kuzingatia katika ufahamu wa kusikiliza
a. Kutulia na kumakinika.
b. Kukaa mahali pasipo na kelele.
c. Kumtazama msomaji au msimulizi ana kwa ana.
d. Kujiandaa kimawazo kusikiliza.
e. Kujenga taswira ya kinachozungumziwa.
3. Mwanafunzi azingatie vipengele vya ufahamu wa kusikiliza anaposomewa kifungu.

Maswali ya Tathmini

1. Unyanyasaji wa kijinsia ni vitendo vyovyote vya ukatili, dhuluma, au ukandamizaji vinavyofanywa dhidi ya mtu kwa msingi wa jinsia yake, na ambavyo humletea madhara ya kimwili, kisaikolojia, au kijamii.
2. Kupoteza heshima: Mwathiriwa hupoteza imani na heshima binafsi, na kujiona hana thamani.

   Afya ya kiakili: Husababisha msongo mkubwa wa mawazo, hofu ya kudumu, na huzuni sugu.

   Athari za kijamii: Mwathiriwa hukumbana na unyanyapaa na kutengwa au kuogopa kushirikiana na watu wengine.
3. Mwathiriwa anaweza kujihisi mwenye hatia kwa sababu ya kupoteza utu na kujiona hana thamani tena katika jamii, hali inayovuruga mtazamo wake wa kiakili na kumfanya ajilaumu yeye mwenyewe badala ya mtesaji.
4.

   Majeraha mwilini.
   Magonjwa ya zinaa.
   Mimba zisizotarajiwa au zisizopangwa.
5. Jamii inapaswa kupinga vitendo vyote vya unyanyasaji, kuwasaidia waathiriwa kupata matibabu na ushauri nasaha, pamoja na kujenga mazingira salama yenye usawa na kuheshimiana.
6. Madhara ya Unyanyasaji wa Kijinsia na Wajibu wa Jamii.

B. Kusoma

1. Kusoma kwa ufahamu ni kusoma kifungu kwa nia ya kupata habari mahususi katika kifungu chenyewe.
2.
a. Kusoma anwani ya kifungu.
b. Kusoma kifungu kwa haraka kwa mara ya kwanza.
c. Kusoma tena kifungu kwa mara ya pili lakini kwa makini zaidi.
d. Kutambua jinsi msamiati ulivyotumiwa.
e. Kutambua jinsi hoja zinavyotiririka.
3. Mwanafunzi ajibu maswali kulingana na kifungu alichokisoma.

C Kuandika

1. Shajara ni kitabu cha kumbukumbu ambacho mtu hutumia kuhifadhia rekodi za matukio muhimu ya kila siku.
2.
a. Anwani inayoonyesha kuwa shajara ni ya nani.
b. Tarehe ya matukio kufanyika.
c. Maelezo kuhusu matukio.
3. Mwanafunzi azingatie vipengele vya shajara katika shajara yake.

D Sarufi

1.
a. Magari yangu yangeegeshwa vizuri,yasingechafuliwa.
b. Mchezo ule ungeahirishwa, watu wengiwangepata fursa ya kuutazama.
e. Uwanja ungenadhifishwa, ungevutia sana.
f. Mgomo wa madaktari ungeendelea,wagonjwa wengi wangepata shida.
2. Mwanafunzi atumie hali ya masharti –nge- katika sentensi zake.
3. Mwanafunzi atumie hali ya masharti –nge- katika kifungu chake.
4.
a. Sheria ingalifuatiliwa, watu wangaliishi kwa amani.
b. Amani ingalienea, kijiji kingalikuwa kitulivu.

c. Ufisadi ungalienea, uchumi wa nchi ungaliathirika sana.

5. Mwanafunzi atumie hali ya masharti –ngali- katika sentensi zake.

6. Mwanafunzi atumie hali ya masharti –ngali- katika kifungu chake.

6

Usalama Barabarani

A. Kusikiliza na Kuzungumza

1. Kusikiliza kwa kufasiri ni aina ya usikilizaji ambapo msikilizaji husikiliza ujumbe wa mzungumzaji kisha kuonyesha uelewa wake kwa kueleza ujumbe huo kwa maneno yake mwenyewe.
2. Mwanafunzi ajibu maswali kulingana na matini aliyosomewa.

B. Kusoma

1. Shairi ni utungo wa kisanaa unaotumia lugha ya mkato, ya uteuzi, na yenye mpangilio maalum wa maneno ili kuelezea mawazo, hisia, au ujumbe fulani.
2. Maudhui ya shairi ni ujumbe mkuu ambao unawasilishwa na shairi fulani.
3.
- Kusoma shairi kwa makini: Soma ubeti hadi ubeti ili kuelewa maana ya maneno yaliyotumiwa.
- Kuchunguza mada kuu: Angalia masuala yanayosisitizwa au kurudiwa mara kwa mara katika shairi.
- Kuangalia kichwa cha shairi: Mara nyingi kichwa hutoa mwelekeo wa jambo linalozungumziwa.

4. Dhamira ya shairi ni lengo kuu la mwandishi wa shairi.
5.
- Kuangalia mafundisho: Chunguza kile mwandishi anachotaka wasomaji waelimike nacho au wajifunze.
- Kutambua tahadhari: Angalia kama kuna mambo ambayo mwandishi anawaonya wasomaji wake wayaepuke.
- Ufumbuzi wa matatizo: Tafuta suluhisho ambalo mtunzi analitoa kuhusu changamoto fulani ya kijamii iliyotajwa kwenye shairi.

6.
a. Maudhui mkuu ya shairi hili ni Usalama barabarani na nidhamu ya kazi ya udereva.
b. Dhamira (lengo kuu) ya mwandishi ni kuelimisha, kuhamasisha, na kutoa mfano bora wa tabia zinazofaa barabarani.
c. Mwanafunzi achambue mashairi atakayoyasoma kuzingatia maudhui na dhamira.

C Kuandika

1. Insha ya methali ni aina ya masimulizi ambayo hutolewa kuhusu methali fulani.
2.

a. Ukiona vyaelea, jua vimeundwa.: Kila mafanikio, uzuri, au jambo zuri unaloliona maishani limetokana na kazi ngumu, juhudi, na maandalizi yaliyofanyika nyuma ya pazia. Hakuna kizuri kinachotokea tu hivi hivi bila nguvu kazi.
b. Heri kenda shika kuliko kumi nenda rudi: Ni bora kupokea au kuridhika na kitu kidogo ulicho nacho mkononi sasa hivi, kuliko kuahidiwa kitu kikubwa ambacho hakina uhakika na kitakuchosha kukifuatilia.
c. Mtenda akitendewa hulalama kaonewa: Mtu ambaye ana tabia ya kuumiza au kuwakosea wengine mara nyingi huwa wa kwanza kulalamika na kulia anapofanyiwa yeye kitendo hicho kibaya. Haindoi ukweli kwamba malipo ni hapa hapa duniani.
d. Meno ya mbwa hayaumani: Ndugu, marafiki wa karibu, au watu wa familia moja wanapogombana, ugomvi wao hauwi wa kudumu wala hauwezi kuleta madhara makubwa. Mwishowe watasameheana na kupatana kwa sababu wana uhusiano wa damu au ukaribu mkubwa.
e. Msiba wa kujitakia hauna kilio.Maana ya ndani: Mtu anapopata matatizo au madhara kutokana na bidii zake mwenyewe, kukaidi ushauri, au kufanya maamuzi mabaya kwa makusudi, hastahili kulalamika wala kuonewa huruma na jamii.

3. Mwanafunzi achague methali moja.
4. Mwanafunzi azingatie vipengele vya insha ya methali.

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D Sarufi

1. Vielezi vya namna hufafanua vitenzi kwa kuonyesha jinsi vitendo vilivyofanyika.
2. haraka, kifisi, vyema, Taratibu, kwa jembe, kwa makini, vizuri.
3.
a. Nyanya alishuka taratibu kutokakwenye gari lake.
b. Nilikata makucha yangu kwa wembe.
c. Dereva yule hakuwapendeza abiria jinsi alivyoendesha gari kwa kasi.
d. Mtoto alifurahia chakula, akala chakula kingi mno.
e. Tulipofika karibu na lango la nyumbani, tulitabasamu kwa furaha.

4. Mwanafunzi atunge sentensi sahihi kutumia vielezi alivyopewa.
5. Asubuhi moja, tuliamka mapema sana ili kujiandaa kwa safari ya kwenda Mlima Kenya. Kila mtu alifanya maandalizi yake kwa makini ili kuhakikisha hakuna kitu kilichosahaulika. Mama alipanga vyakula kwa utaratibu na akavifunga kwa uangalifu. Baba aliendesha gari kwa ustadi, akiepuka mashimo barabarani kwa tahadhari. Watoto walicheka kwa furaha wakisikiliza muziki uliokuwa ukichezwa kwa sauti. Tulipofika kituo cha mapumziko, kila mmoja alizungumza polepole kuepuka usumbufu kwa wasafiri wengine.
6. Mwanafunzi atumie vielezi vya namna katika kifungu chake.
7. Vielezi vya wakati ni vielezi ambavyo hufafanua vitenzi kwa kuonyesha wakati ambapo vitendo vilitokea.
8. kesho, kutwa, milele, jumatano, mapema, asubuhi.
9.
a. Tulifika mjini Nairobi jana alfajiri.
b. Waumini wale waliketi chini ya mti mchana kutwa.
c. Wanakijiji waliahidi kwamba watadumisha amani daima.
d. Tulipanga kuhudhuria sherehe ya harusi mwezi wa Novemba.
10. Rafiki yangu alikuja nyumbani kwetu leo asubuhi. Alikuwa amekuja kunitembelea na kunipa pole. Nilikuwa nimehusika kwenye ajali wiki iliyotangulia na sasa nilikuwa nikiuguza majeraha. Alipofika, alinisikitia sana. Tulizungumza kuhusu mambo mengi yaliyofanyika zamani. Rafiki yangu ni mahiri wa kupiga gumzo. Aliniambia jinsi hali ya nchi itakavyokuwepo siku za usoni.
11. Mwanafunzi atunge sentensi sahihi kutumia veilezi alivyipewa.
12. Mwanafunzi atumie vielezi vya wakati katika kifungu chake.

7

Huduma katika Asasi za Kijamii

A. Kusikiliza na Kuzungumza

1. Kusikiliza kwa kutathmini ni kusikiliza uzungumzaji kama vile hotuba, mahojiano au mazungumzo kwa makini kwa lengo la kuchanganua uzungumzaji huo ili kubaini ubora wake, maudhui yake, ukweli wake au upungufu wake.
2. mikutanoni, kwenye mahojiano na katika mijadala.
3.

a. Kusikiliza kwa makini.
b. Kuchanganua nia na madhumuni ya msemaji.
c. Kuchambua hoja zinazotolewa.
d. Kutazama na kuzingatia viziada lugha vinavyotumiwa na mzungumzaji.
e. Kuzingatia toni ya mzungumzaji.
f. Kuelewa ujumbe wa uzungumzaji unaousikiliza.
g. Kuelewa mtazamo wa mzungumzaji kuhusu ujumbe wa uzungumzaji wake.
h. Kuelewa maana ya msamiati uliotumika katika uzungumzaji husika.

4. Mwanafunzi asikilize uzungumzaji kwa makini akizingatia vipengele vya kusikiliza kwa kutathmini kisha ajibu maswali kulingana na uzungumzaji aliosomewa.

B. Kusoma

1. Ufupisho ni mchakato wa kuwasilisha ujumbe wa matini kwa kutumia maneno machache kuliko yaliyotumika katika matini ya awali bila kubadili ujumbe wake.
2.

a. Kutambua maneno makuu na hoja muhimu kwenye kifungu.
b. Kuondoa maneno yasiyo muhimu.
c. Kutumia maneno yako mwenyewe kuwasilisha ujumbe.
d. Kuondoa mifano na maneno ya ziada.
e. Kudumisha ujumbe muhimu.
f. Kuzingatia mtiririko wa ujumbe na matukio.
g. Kuandaa nakala ya awali.
h. Kupitia nakala ya awali na kuondoa makosa.
i. Kuandaa nakala ya mwisho.

3. Hospitali ni kituo muhimu cha matibabu kwa wagonjwa wanaougua, kuumia, au kuvamiwa, kikitoa huduma maalum kupitia madaktari wataalamu wa nyanja mbalimbali kama mifupa, figo, na macho. Wagonjwa hupokelewa na kuelekezwa mchakato wa matibabu ili kupata huduma bora kulingana na vifaa vilivyopo hospitalini.
   Mwanafunzi afupishe bila ya kibadilisha ujumbe.

C Kuandika

1. Insha ya maelezo ni insha inayotoa ufafanuzi kuhusu mtu, kitu, hali au mahali.
2. Hufungamanisha ujumbe husika na hisia za msomaji ili msomaji apate kuathirika na ujumbe wenyewe na kuelewa vyema kinachoelezewa.
3. Mwanafunzi azingatie muundo faafu pamoja na lugha inayoathiri hisia katika insha yake.
4. Mwanafunzi amsomee mwenzake Insha aliyoiandika ili amtolee maoni.

D Sarufi

1. Vielezi vya mahali ni vielezi ambavyo hufafanua mahali ambapo kitendo kilifanyika.
2. Nyumbani, kazini,njiani, shambani, mjini.
3. shuleni, mashariki, mbali, Kitui, bandarini.
4.

a. Shughuli zote za taasisi ile zinafanywa ofisini.
b. Juzi tulienda kituoni kupiga ripoti kuhusu uhalifu.
c. Madaktari waliwatibu wagonjwa hospitalini hadi wakapona.
d. Kivuli cha mti ule kiliwasitiri watu walipokuwa mkutanoni.

5. Mwanafunzi atunge sentensi sahihi kutumia vielezi vya mahali alivyopewa.
6. Nilipoamka asubuhi, niliketi kitandani kisha nikaanza kupanga jinsi siku yangu ingekwenda. Nilistahili kwenda kuwaona marafiki zangu mjini Nyamira kisha niende

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shuleni kumtembelea mpwa wangu katika shule yake. Nilipotoka nje, nilienda kisimani nikateka maji ya kuoga. Moja kwa moja nilienda bafuni,nikaoga kisha nikavaa nguo zangu. Nilifika stanini mapema na kuabiri gari.

7. Mwanafunzi atumie vielezi vya mahali.katika kifungu chake.
8. Vielezi vya idadi ni vielezi ambavyo hutoa ufafanuzi kuhusu mara ngapi vitendo vilifanyika.
9. Vielezi vya idadi kamili ni vielezi vya idadi ambavyo hutaja idadi maalum ya kutendeka kwa vitendo ilhali Vielezi vya idadi isiyodhihirika ni vielezi vya idadi ambavyo havihitaji idadi kamili ya kutendeka kwa vitendo.
10. mara nne, mara chache, mara moja, mara kwa mara, tatu, saba.
11.

a. Wananchi waliamua kwamba watapanda miti michache.
b. Wanafunzi wanaohitimu hupata ajira mara kwa mara.
c. Nilifika nyumbani nikanywa maji mara kadhaa kwa sababu nilikuwa na kiu sana.

12. Huduma kadhaa hutolewa kila siku kwenye asasi za kijamii. Huduma hizo huwasaidia wananchi mara kwa mara kuendeleza maisha yao ipasavyo. Bila huduma hizo, watu wanaweza kutaabika milele. Kufuatia umuhimu wa huduma zinazotolewa kwenye asasi za kijamii, inawapasa watu wote kufanya juu chini kila mara ili kuhakikisha kwamba utoaji wa huduma hizo hausiti wala kumalizika. Ikiwa hilo litafanywa, basi wananchi wataishi wakiwa na furaha.
13. Mwanafunzi atumie vielezi vya idadi alivyopewa kutunga sentensi sahihi.
14. Mwanafunzi atumie vielezi vya idadi katika kifungu chake.

8 Misukosuko ya Kijamii

A. Kusikiliza na Kuzungumza

1. Uzungumzaji wa kushawishi ni aina ya uzungumzaji wenye nia ya kuwafanya wasikilizaji wakubaliane na mzungumzaji na watende yale ambayo mzungumzaji anawahimiza wafanye.
2.
a. Kutumia lugha yenye ushawishi.
b. Kutumia viziada lugha vifaavyo.
c. Kutumia lugha inayochora picha halisi ya maudhui ya uzungumzaji huo.
d. Kueleza hadhira faida itakayopata iwapo itakubali kufuata unayowaambia.
e. Kuzungumza kwa ukakamavu na kwa ujasiri.
f. Kutumia toni na kiwango kifaacho cha sauti.
3.
a. Bungeni, wabunge wanaposhawishiana kuhusu vipengee vya sheria.
b. Shuleni, kiranja anapowashawishi wanafunzi watii sheria za shule.
c. Hospitalini, daktari anapowashawishi wagonjwa wachukue hatua fulani za kiafya.
d. Hutumika mshauri-nasaha anapomshawishi mshauriwa afanye mambo fulani.
4. Mwanafunzi azingatie vipengele vya uzungumzaji wa kushawishi katika usomaji wake.
5. Mwanafunzi azingatie vipengele katika uandishi wake.
6. Mwanafunzi azingatie vipengele vya uzungumzaji wa kushawishi katika uwasilishalji wake.

B. Kusoma

1. Mandhari katika shairi ni mahali na wakati ambapo matukio katika shairi hufanyika.
2. nyumbani, barabarani, sokoni.
3. Muundo ni mwonekano wa shairi na vipengele katika shairi hilo.
4.
a. Mshororo – Ni mstari mmoja katika shairi.
b. Ubeti – Ni fungu la mishororo lenye maana kamilifu katika shairi.
c. Kipande cha mshororo – Ni mgao mmoja wa mshororo ambao hugawika kwa kutumia koma.
d. Mizani – Ni silabi kwenye mishororo katika shairi.
e. Vina – Ni mizani ya mwisho katika kila kipande cha mshororo.
f. Kibwagizo – Ni mshororo wa mwisho ambao hurudiwa kwenye beti zote katika shairi.
5.
a. Shairi hili linazungumzia athari mbaya za ushirikina, uchawi, au mila zilizopitwa na wakati (mizungu) ambazo zinasababisha mifarakano, uzushi, na ukosefu wa amani katika jamii ya sasa. Mtunzi anatoa mwito wa kukataa mambo hayo kwa sababu maisha ya sasa ni ya kisasa.
b. Mandhari ya shairi hili ni kijijini.
c. Mwanafunzi afafanue vipengele vya kimuundo alivyopewa huku akitolea mifano.

C Kuandika

1.
a. Kufungia neno lenye maana sawa na lingine.
b. Kuonyesha maelezo ya ziada ambayo si lazima yatokee kwenye sentensi.
c. Kufungia maelekezo ya jukwaani kwenye tamthilia au mazungumzo.
d. Kufungia ufafanuzi wa ziada au mifano kwenye sentensi.
e. Kuonyesha maelezo ya ziada ambayo si lazima yatokee kwenye sentensi.
2.
a. Televisheni [runinga] kadhaa zilinunuliwa ili zitumike kupeperusha habari.
b. Baadhi ya barabara [Jogoo, Landhies, Lusaka na Ngong] zilifungwa ili wanariadha wazitumie kwenye mashindano.
c. Mzee [mtu mwenye umri wa miaka mingi] alitupa mawaidha chini ya mti.
d. Tindo: [Akisonga karibu na mlango]. Ninaomba nikuulize swali moja muhimu sana.
Sara: [Kwa tabasamu]. Niulize, nami nitalijibu papa hapa.
e. Watu wengi sana [umati wa watu] walifika

mkutanoni jana jioni.
3. Mwanafunzi atumie mabano katika kifungu chake.
4.
a. Kuandika tarehe.
b. Kuonyesha nafasi kati ya mahali au wakati.
c. Kutenganisha silabi kwenye maneno.
d. Kuonyesha nafasi kati ya mahali au wakati.
e. Kutoa maelezo ya ziada kuhusu neno.
5.
a. Barabara ya Ngong-Suswa ilikarabatiwa vizuri.
b. Karamu iliandaliwa tarehe 12-4-2026.
c. Vijana wawili- wale waliokamatwa kwa tuhuma ya uhalifu- wamefikishwa mahakamani.
d. Baba alitamka ma- zi- ngi- ra kwa msisitizo wa kila silabi.
e. Nitasafiri leo- jioni- tayari nilishakata tiketi.
6. Mwanafunzi atumie kistari kifupi katika kifungu chake.

D Sarufi

1.
a. Ukoo ule ulikuwa unajulikana kwa maenezi ya amani.
Koo zile zilikuwa zinajulikana kwa maenezi ya amani.
b. Utepe utawekwa uwanjani wakati wa mchezo wa riadha.
Tepe zitawekwa nyanjani nyakati za michezo ya riadha.
c. Utosi wangu unaniuma tangu jana.
Tosi zetu zinatuuma tangu jana.
d. Upanga unatumiwa kukata kuni nyumbani kwangu.
Panga zinatumiwa kukata kuni nyumbani kwetu.
e. Upondo unaisaidia meza hii kuwa thabiti.
Pondo zinazisaidia meza hizi kuwa thabiti.
2.
a. Uga huu _u_tatumiwa kuandalia michezo kadhaa.
b. Nyimbo _zi_lizoimbwa _zi_liwapendeza wasikilizaji wote.
c. Wavuvi walitumia nyavu _zi_nazouzwakwa bei nafuu.
d. Wadhifa _u_liotangazwa _u_likuwa wamkurugenzi.
e. Wayo _u_liobaki mchangani _u_likuwa wa mchezaji.
3. ukuta, wembe, ukoo, ulimi, waraka, uta, uzi,ufite.
4.
a. Unyasi uliomea uwanjani ulikatwa.
b. Nilienda kwa kinyozi akaninyoa nywele vizuri.
c. Umetumia ufagio huu kufagia sakafu.
d. Nyuta zile zilitumiwa kutupa mishale jana jioni.
e. Kitasa kilifunguliwa kwa kutumia ufunguo huu.
5. Mwanafunzi azingatie viambishi vya upatanisho wa kisarufi wa ngeli ya U-ZI katika sentensi zake.
6.
a. Mandhari yale yalinipendeza nilipoyazuru.
Mandhari yale yalitupendeza tulipoyazuru.
b. Maradhi mengi yalitibiwa kwa dawa ya kiasili.
Maradhi mengi yalitibiwa kwa dawa za kiasili.
c. Manukato yanayofukizwa yanatoa harufu nzuri.
Manukato yanayofukizwa yanatoa harufu nzuri.
d. Maziwa yaliyonywewa yalikamwa kwa ng'ombe huyu.
Maziwa yaliyonywewa yalikamwa kwa ng'ombe hawa.
7.
a. Mazingira __yalisafishwa kisha __ yakapendeza.
b. Madhila __yanayowasumbua wanakijiji _yalimalizika.
c. Marashi haya ___ya_tanunuliwa kwa bei nafuu.
d. Maridhiano miongoni mwa wanajamii ___ yanasaidia kupalilia umoja.
e. Mate yanayotemwa ovyo _yanawachukiza watu.
8. maafa, matumaini, maisha, maumivu, mafuriko, masafa, mazingaombwe .
9.
a. Chungu cha kupikia kilikuwa na masizi mengi sana.
b. Maisha yangu yatakuwa na mafanikionikitia bidii kazini.
c. Madaraka niliyoyapata yaliniwezesha kuwatumikia wananchi.
d. Mwanangu alijipaka mafuta yanayolainisha ngozi.
10. Mwanafunzi azingatie viambishi vya upatanisho wakisarufi wa ngeli ya YA-YA katika sentensi zake.

9

Matumizi ya Vifaa vya Kidigitali katika Biashara

A. Kusikiliza na Kuzungumza

1. Mwanafunzi ataje maneno anayojua yenye sauti /j/ na /nj/.
2. Mwanafunzi atambue sauti /j/ na /nj/ katika maneno aliyopewa na kuzipigia mistari.
3. Mwanafunzi atamke kwa usahihi maneno yaliyo kwenye nambari ya 2 akizingatia sauti /j/ na /nj/.
4. Mwanafunzi atunge vitanzandimi vyenye maana akitumia maneno yenye sauti /j/ na /nj/.
5. Mwanafunzi amtamkie mwenzake,mzazi au mlezi wake vitanzandimi alivyotunga ilia pate maoni.

B. Kusoma

1. Ni kifungu cha kilichoandikwa ili kimfanye msomaji aamini yanayoelezwa kwenye kifungu hicho,abadilishe msimamo wake na kufuata maelezo yaliyo kwenye kifungu chenyewe.
2.
a. Biashara, kutumia kutumia vifaa vya kidigitali katika biashara.
b. Biashara ya kisasa hutumia vifaa vya kidigitali ikilingalishwa na biashara ya zamani.
c. Mwanabiashara
d. Mwandishi alikwa na nia ya kutusawishi kutumia vifaa vya kidigitali katika biashara.
e. Zamani vifaa vya kidigitali havikua vinatumika katika biashara.
f. Nimejifunza kuhusu ubora wa vifaa vya kidigitali katika biashara.
g. Mwanafunzi aeleze maana ya maneno aliyopewa kulingana na jinsi yametumika katika kifungu.
h. Mwanafunzi atafute maneno mengine asiyojuwa maana katika kifungu.
i. Mwanafunzi atumie kamusi kutafuta na kueleza maana za maneno kulingana na jinsi yalivyotumika kwenye kifungu.
j. Mwanafunzi atunge sentensi sahihi akitumia msamiati kulingana na kifungu alichosoma.
k. Mwanafunzi aandike muhtasari wa kifungu kisha amsambazie mwenzake mtandaoni ili amtole maoni.

C Kuandika

1. Ni insha inayotoa maelezo kuhusu kisa kilichotokea.
2. Ili pawe na msuko na mtiririko
3. Mwanafunzi aandike insha ya masimulizi inayozingatia mtiririko na ukuzaji wa wazo baina ya aya.

D Sarufi

1.
a. li
b. li
2. jani,jicho,yai,jino,jasho,joto,vundo,anga
3.
a. Li
b. Li
c. Li
d. Li
4.
a. Jua
b. Jasho, jino
c. Joto
d. Vumba
e. Macho, anga
5. Mwanafunzi atunge sentensi akitumia nomino alizopewa akizingatia viambishi vya upatanisho wa kisarufi wa ngeli ya Li.
6.
a. Ku
b. Ku
c. Ku
d. Ku
e. Ku
7. kutamani ,kuza, kutua, kuumia, kuteleza ,kuta ,kukataa ,kukana, kura ,kuishi ,kuna
8.
a. Ku
b. Ku
c. Ku
d. Ku
e. Ku

f. Ku

9.

a. Kupona
b. Kukubaliana
c. Kuumia
d. Kuvumilia
e. Kunywa

10. Mwanafunzi atunge sentesnsi akitumia nomino alizopewa akizingatia viambishi vya upatanisho wa kisarufi katika ngeli ya KU.

11.

a. Pa,ku
b. Ma,ku
c. Ma,m

12. Mahali,pahali

13.

a. Pa
b. M
c. Pa
d. Pa,
e. Ku
f. Mwanafunzi atunge sentensi akitumia nomino alizopewa na viambatanishi vya upatanisho wa kisarufi wa ngeli ya PA-KU-MU.

10

Kukabiliana na Msongo wa Mawazo

A. Kusikiliza na Kuzungumza

1. Ni mazungumzo ya kufanyiana mzaha au kutaniana baina ya watu wawili au vikundi viwili vya watu wenye uhusiano mzuri.
2. Huleta ucheshi na hutoa kejeli na dhihaka.
3.

a. Uteuzi wa lugha: Lugha inayotumiwa inastahili iwe ya mzaha ili kuibua ucheshi.
b. Uhusiano baina ya wahusika: Watu wanaoshiriki katika malumbano ya utani sharti wawe na uhusiano mwema ili wasije wakazua ubishi wanapotaniana.
c. Maneno yanayotumiwa yanastahili yawe ya kupiga chuku au kutia chumvi ili kuibua ucheshi.
d. Viziada lugha na ishara kama uso na mikono zinastahili kutumiwa ili kuwasilisha ujumbe

4.

a. Hutokea baina ya watu wenye uhusiano mzuri.
b. Hujaa ucheshi na maneno yenye utani.
c. Hutumia lugha ya kawaida.
d. Huwa na ujumbe maalum unaopitishwa.
e. Utani huwa na mipaka ambayo haifai kuvukwa.

5. Mwanafunzi akishirikiana na rafiki yake, awasilishe malumbano ya utani yafuatayo akizingatia vipengele vya uwasilishaji wa malumbano ya utani.
6. Mwanafunzi aandike malumbano ya utani kisha ashirikiane na mwenzake kuyawasilisha wakizingatia vipengele vya uwasilishaji wa malumbano ya utani.

B. Kusoma

1. Wahusika ni watu au viumbe vinavyotumiwa na mtunzikupitisha ujumbe kwenye ushairi au kazi ya sanaa.
2. Mwanafunzi anaweza kutambua sifa za wahusika kupitia tabia zao.
3. Nafsineni ni sauti ya mtu anayezungumza katika shairi.
4.

a. Ujumbe wa shairi hili ni kujipa moyo au matumaini kuwa mambo mengi yamefanyika lakini siku moja yataisha.
b. Vijana, kaka,mama,baba,daktari
Kijana – ni mvumilivu,anahimizwa azidi kujikakamua
Mama – mwenye upendo
Daktari – mkweli
c. Nafsineni ni mshauri au mfariji
d. Mwenye matumaini – mengi unayopitia,siku moja yataisha
Mwenye busara – ukikumbwa na msongo mtafute daktari
Mkarimu, mwenye kujali – anajali hali duni anayopitia mwenzake na kumshauri.

C Kuandika

1. Ni barua rasmi inayoandikwa na mtu anayetafuta kazi ili kuwasilisha ujumbe wa kuomba kazi kwa shirika, kampuni au taasisi Fulani.
2.

a. anwani ya mwandishi
b. tarehe
c. anwani ya mwandikiwa
d. mtajo
e. mada
f. utangulizi
g. mwili
h. hitimisho

3. Kwa sababu linaandikwa kwa shirika au kampuni au taasisi.
4. Mwanafunzi aandike barua ya kuomba kazi akifuata maagizo aliyopewa.

D Sarufi

1. Ni maneno yanayoonyesha uhusiano baina ya kitu au kitu kingine, wakati au mahali.
2. Ni vihusishi ambavyo hutoa maelezo yanayokinzana na vihusishi vingine.
3.

a. Mbele ya – nyuma ya
b. Juu ya – chini ya
c. Ndani ya – nje ya
d. Kabla ya – baada ya
e. Mwanzoni mwa – mwishoni mwa

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4.

a. Wanafunzi walisimama ndani ya darasa.
b. Paka huyu anapenda kulala baada ya kula chakula chake.
c. Vitabu vingi vilisomwa mwishoni mwa kipindi.
d. Kambona alionekena akijificha mbele ya nyumba ile.
e. Hufai kuenda karibu na nyumbani jioni.

5. Mwanafunzi atunge sentensi akitumia vinyume vya vihusisgi alivyopewa.

11

Haki za Binadamu

A. Kusikiliza na Kuzungumza

1. Ni hali ya kutoa hotuba kwenye hafla Fulani iliyoandikwa ili hadhira ikusikilize.
2. Sherehe ya siku ya kuzaliwa
   Kuchangisha pesa
   Mahafali
   Sherehe ya kustaafu kwa wafanyikazi
   Sherehe ya kila mwaka ya familia
3. Mwanafunzi afafanue mifano ya ujumbe unaoweza kutolewa kwenye miktadha aliyotaja katika nambari 2.
4.

a. Kuwasilisha ujumbe unaowiana na maudhui ya sherehe.
b. Kutamka maneno vizuri.
c. Kuzungumza kwa kuzingatia ukweli wa mambo.
d. Kuzungumza kwa sauti inayosikika vizuri.
e. Kutoa mifano ili kuthibitisha unayoyasema.
f. Kuzingatia matumizi ya viziada lugha kwenye uzungumzaji wenyewe.
g. Kushirikisha hadhira wakati wa uzungumzaji

5. mwanafunzi asakure kwenye mtandao salama uzungumzaji wa miktadha mbalimbali ya sherehe kisha asikilize.
6. Mwanafunzi afafanue vipengele vya uwasilishaji wa uzungumzaji kwenye miktadha ya sherehe vilivyozingatiwa katiwa uzungumzaji aliosikiliza.
7. Mwanafunzi amwasilishie mzazi au mleziwake uzungumzaji aliopewa akizingatia vipengele vya uwasilishaji wa uzumgumzaji katika sherehe.

a. Mwanafunzi aombe atolewe maoni ya uzungumzaji wake.
b. Ujumbe wa kumpongeza Zuhura.
c. Sherehe ya sikukuu

B. Kusoma

1. Tafuta matini ya kusoma kwenye vitabu, magazeti, majarida au katika mtandao salama.
2. Soma matini hiyo ili uelewe ujumbe wake kisha uandike muhtasari wa ujumbe huo.
3. Tambua msamiati uliotumika kwenye matini uliyoisoma kisha ueleze maana zake kulingana na matumizi yake
4. Tumia msamiati ulioeleza kutunga sentensi sahihi.

C Kuandika

1. Insha ya maelezo ni insha inayotoa ufafanuzi wa kina kuhusu jambo, hali au kitu Fulani
2. Ina maana ya kutetea, kuchukizwa, kukana au kudhihaki jambo fulani. vidokezo ambavyo vitakuelekeza kuandika insha ya maelezo.
3. Tumia vidokezo ulivyoandaa kuandika insha ya maelezo ukishirikisha mtazamo maalum wa kimaelezo kuhusu jambo unaloeleza.
4. Msomee mzazi au mlezi wako insha uliyoandika ili akutolee maoni.

D Sarufi

1. Huleta dhana ya wahusika wawili kufanyiana jambo au kitu fulani
2. Pendana,, rukana, onana, salimiana, tambuana, kanana
3.

a. Walitegana
b. Wanapendana
c. Waliungana, kushirikiana
d. Wakitunzana
e. tulihimizana

4.

a. Kukosana
b. Shirikiana
c. Himizana
d. Saidiana,
e. Agana,onana

5. Tunga sentensi katika kauli ya kutendana ukitumia vitenzi vifuatavyo
6. Mulikiana, koseana,imbiana ombeana,valiana,kimbiliana
7.

a. Kupelekeana
b. Tulitangaziana
c. Waliandikiana
d. Walisisitiziana

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e. Waliuliziana
8.
a. Sumbuana
b. Zimiana
c. Ombeana
d. Bishiana
e. Okoana
9. Tunga sentensi ukitumia vitenzi vifuatavyo
10. dhana ya jambo kuwezeshwa kufanyika.
11. Laza,pendeza,Lisha,chomoza,shusha,liza
12.
a. Niliwapisha
b. Alizopigwa
c. Huwaimbisha
d. Tukapigiwa
e. Aliwasha
13. Tunga sentensi katika kauli ya kutendesha ukitumia vitenzi vifuatavyo

12

Magonjwa Yanayotokana na Miendendo ya Maisha

A. Kusikiliza na Kuzungumza

1. Mwombe rafiki yako, ndugu yako, mzazi au mlezi wako akusomee matini ifuatayo ukisikiliza kisha ujibu maswali yatakayofuata
2. Habari inayotokana na matini ni kuhusu magonjwa yanayotokana na mienendo ya maisha.
3. Mwanafunzi aeleze mitazamo na maoni ya mzungumzaji kuhusu magonjwa ya kisasa kwenye matini aliyosikiliza.
4. Fafanua maana ya msamiati ufuatao kulingana na jinsi ulivyotumika katika matini uliyosikiliza.
5. Tumia msamiati uliofafanua katika nambari ya 4 kutunga sentensi sahihi.

B. Kusoma

1. ni kusoma matini kwa njia ifaayo ili msikilizaji aweze kusikiliza na kupata ujumbe wa matini inayosomwa.
2.

a. Kusoma kwa kuzingatia matamshi bora.
b. Kusoma kwa kiwango kifaacho cha sauti.
c. Kusoma matini kwa kasi ifaayo.
d. Kusoma kwa kuambatanisha ishara zifaazo za mwili.

3. Msomee ndugu yako, rafiki yako, mzazi au mlezi wako matini ifuatayo ukizingatia vipengele vya kusoma kwa ufasaha.
4. Mwombe akutolee maoni kuhusu ubora wa usomaji wako.

C Kuandika

1. ni hotuba inayotolewa ili kuishawishi hadhira kufanya au kutofanya jambo.
2. Soma kielelezo kifuatacho cha hotuba ya kushawishi kisha ujibu maswali

a. Magonjwa ya mtindo ya maisha.
b. Eleza jinsi vipengele vya hotuba ya kushawishi vilivyozingatiwa katika hotuba uliyoisoma.

D Sarufi

1. ni sentensi ambazo hukanganya kimaana.
2. hutokana na matumizi ya baadhi ya tamathali za lugha, maneno yenye maana zaidi ya moja na minyambuliko fulani ya vitenzi
3. E,C
4. Mwalimu ndiye aliyekuwa amechelewa.
   Mwanafunzi ndiye aliyekuwa amechelewa.
   Wanawake wa umri wote na wanaume wakongwe walihudhuria mkutano.
   Wanawake wakongwe na wanaume wakongwe walihudhuria mkutano.
   Polisi walio mkimbiza mhalifu walikuwa na bunduki.
   Mhalifu alikuwa na bunduki akikimbizwa na polisi.
   Ujanja wako umepita kiasi

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13

Mshikamano wa Kijamii

A. Kusikiliza na Kuzungumza

1. ni uzungumzaji wenye busara ambao hutumiwa kutoa ushauri na nasaha kwa wanajamii ili waishi maisha mazuri au wajiepushe na baadhi ya matatizo
2. fanani, hadhira pamoja na wahusika wengine
3. Sifa za washiriki hudhihirika kwenye utendaji wao au ushiriki wao katika mawaidha yenyewe.
4.

a. Kuzungumza kwa mahadhi faafu.
b. Kusisitiza ujumbe kwa kutoa mifano mahususi.
c. Kujikita kwenye maudhui ya mawaidha yenyewe.
d. Kutamka maneno vizuri.
e. Kuzungumza kwa ujasiri na ukakamavu

5.

a. Hupitishwa kwa njia ya mdomo.
b. Ufanisi wa mawaidha hutegemea uwezo na umahiri wa mzungumzaji.
c. Mawasilisho ya mawaidha yanaweza kuathiriwa na mazingira husika.
d. Hulenga maudhui yanayoathiri maisha ya wanajamii.
e. Yanaweza kubadilika kutoka kizazi kimoja hadi kingine.
f. Aghalabu huwa na mafunzo maalum.
g. Hushirikisha tamathali za lugha kama vile methali, misemo na nahau ili kusisitiza ujumbe.

6. Wasilisha mawaidha yafuatayo kwa mwanafunzi mwenzako, ukizingatia vipengele vya uwasilishaji wa mawaidha

a. Mwombe akutolee maoni ya umahiri wako katika uwasilishaji wa mawaidha ya fasihi simulizi.
b. Yana ujumbe ya kuwa mvumilivu, kutokata tamaa wakati wa changamoto.
c. Hadhira ya wale wanaopitia changamoto.
d. Fafanua vipengele ulivyozingatia katika uwasilishaji wa mawaidha hayo.
e. Fafanua baadhi ya sifa za washiriki katika mawaidha uliyowasilisha

7. Tunga mawaidha mafupi ambayo unaweza kumwasilishia rafiki yako ambaye anakumbwa na magonjwa nyumbani

B. Kusoma

1. Ni maneno au fana zinazotumika ili kuimarisha mvuto wa shairi lake na kuboresha ujumbe anaowasilisha
2. methali, tashbihi, sitiari, istiara ,tabaini, tashihisi
3. huongeza mvuto wa shairi na kuboresha ujumbe anaowasilisha.
4. Mwanafunzi achanganue mbinu za lugha zilizotumika katika shairi alilopewa.
5. Mwanafunzi atunge shairi la beti tatu akitumia mbinu mbalimbali za lugha.
6. Mwanafunzi achanganue mbinu za lugha alizotumia katika shairi lake.

C Kuandika

1. Ni insha inayofafanua na kumpa msomaji picha halisi ya yale yanayozungumziwa.
2.

a. Kichwa/mada: Huandikwa kwa herufi kubwa na kupigiwa mstari. Hutaja kuhusu kitu kinachotolewa maelezo.
b. Utangulizi: Hutokea katika aya ya kwanza na hutoa habari za awali kuhusu kitu kinachoelezwa.
c. Mwili: Hupangwa kwenye aya mbalimbali. Hutoa ufafanuzi wa kina na wenye mtiririko kuhusu kitu kinachoelezwa.
d. Hitimisho: Hutokea katika aya ya mwisho na hutoa habari za kumalizia maelezo yanayoandikwa.

3. Mwanafunzi aandike insha ya maelezo ya hali akizingatia vipengele vya insha ya maelezo ya hali.
4. Mwanafunzi amsome mwenzake,mzazi,au mlezi wake insha aliyoandika ili amtole maoni

D Sarufi

1. ni hali ya kukataa au kukana jambo
2.
a. Usingalilipa,asingalikuruhusu
b. Usingeniita,nisingekuskia
c. Wasingeandaa, wasingepata
3.
a. Nisingekuwa mhandisi nisingekusaidia kujenga nyumba yako bila malipo.
b. Lango lisingefungwa kwa kufuli mbovu, wezi wasingelivunja na kuingia bomani.
c. Madaktari wasingeendelea na mgomo wao, wagonjwa wengi wasingeathirika.
d. Usingeinua mikono yako usingeonekana na kupewa nafasi ya kuongea.
4. B,C
5.
a. Mshikamano usingaliimarishwa kijijini, watu wasingalipendana vizuri.
b. Kembo asingalipata mtaji mzuri, asingalianzisha biashara yake.
c. Vurugu isingaliendelea sokoni, watu wasingalipata hasara kubwa.
d. Mashamba yasingalilimwa mapema, wakulima wasingalipata mavuno mengi
6. B,C
7.
a. Runinga mpya isiponunuliwa, ile ya awali haitauzwa.
b. Tusipoandaa sherehe nyumbani, watu wengi hawatahudhuria.
c. Ng'ombe wetu asipokamwa, hatatoa maziwa mengi.
d. Miti mingi isipopandwa, mazingira ya hapa hayatavutia.

Kiswahili Gredi ya 9 • • •

14

Matumizi ya Kodi

A. Kusikiliza na Kuzungumza

1. Ni ushauri ambao mtu anapewa anapojikuta katika hali ngumu.
2. Methali
   Tashbihi
   Sitiari
   Jazanda
3.
a. Husaidia kuchora picha halisi ya yanayoelezwa.
b. Hufanya hafla ya usikilizaji wa mawaidha ivutie.
c. Huimarisha uhusiano mwema kati ya mzungumzaji na hadhira.
d. Huonyesha umahiri wa lugha wa mzungumzaji.
e. Humsaidia msikilizaji kuelewa ujumbe wa mawaidha na kuukumbuka kwa muda mrefu
4. Mwanafunzi ajadili ishara tatu zinazoweza kutumika kuwasilisha mawaidha.
5. Mwanafunzi awasilishe mawaidha aliyopewa kwa mwalimu,mzazi au mlezi wake akizingatia vipengele vya lugha na ishara zifaazo.
6. Mwanafunzi atambue vipengele vya lugha vilivyotumika katika mawaidha aliyowasilisha.
7. Mwanafunzi abuni mawaidha anayoweza kumwasilishia rafiki yake anayetazamia kuacha elimu kwa sababu ya ukosefu wa karo.Azingatie vipengele vya lugha Pamoja na ishara za uwasilishaji wa mawaidha.

B. Kusoma

1. KuSoma kifungu ina maana ya kutambua habari mahususi katika kifungu Unachokisoma, kutambua na kuelewa msamiati na maana yake katika kifungu unachokisoma
2. Ni kifungu ambacho kinaonyesha majibizano ya wahusika wa pande mbili kuhusu mada maalum inayojadiliwa.
3. Mwanafunzi atambue mambo anayostahili kuzingatia anaposoma ufahamu wa kifungu cha mjadala.
4. Mwanafunzi asome kifungu cha mjadala kisha ajibu maswali aliyopewa.

a. Habari mahususi ya kifungu hiki ni kujadili iwapo ushuru wa taifa unafaa kuongezwa kila mwaka
b. Mwanafunzi aeleze yale aliyojifunza katika mjadala huo.
c. Mwanafunzi afafanue maana ya msamiati yafuatayo
d. Mwanafunzi atumie msamiati alifafanua katika c kutunga sentensi sahihi.

5. Mwanafunzi atafute kifungu cha mjadala mtandaoni kisha akisome na aweze kujibu maswali aliyopewa.

C Kuandika

1. Ni kitabu au nakala inayoonyesha mpangilio wa shughuli ambazo mtu anapanga kufanya kwa kipindi fulani.
2. Huweka rekodi ya matukio ambayo mtu aliyashuhudia ama kuyafanya katika kipindi fulani.
3. Shajara rasmi
   Shajara ya kibinafsi
4.
a. Anwani ya shajara.
b. Siku na tarehe.
c. Sehemu ya kurekodia matukio.
d. Huandikwa kwa muhtasari.
e. Shajara za kibinafsi mara nyingi hurejelea matukio yaliyopita ilhali shajara rasmi hutaja shughuli zinazoratibiwa kufanywa.

5. Mwanafunzi aandike shajara ya kibinafsi ya siku tano akizingatia vipengele vya shajara ya kibinafsi.
6. Mwanafunzi aandike shajara rasmia ya siku moja akizingatia vipengele vya shajara rasmi.
7. Mwanafunzi amsomee mwenzake mwalimu,mzazi au mlezi wake shajara alizoandika ilia pate maoni.

D Sarufi

1. kibuzi, kijimeza. kijito. kijumba. kijia, vijitoto, vijiwe. kijikombe
2. Mwanafunzi apige mstari viambishi vya udogo wa nomino katika nomino alizozichagua katika nambari ya mwisho.
3.

a. Kijigari
b. Vibunduki
c. Vijitabu
d. Vijinafasi,vijipulivijitambo
e. Kijisehemu

4.

a. Vitunda vyote viliuzwa katika visoko vile.
b. Vitoto vidogo vinapenda kutazama kiruninga.
c. Maria alijikwaa kwenye kijiwe kisha akaliumiza kidole chake.
d. Kirafiki change kimenunuliwa vibaiskeli viwili vya rangi ya smawati.
e. Niliviona videge vingi vikisuka vijiota vyao juu ya vimiti vile.

5. Mwanafunzi atunge sentensi tano sahihi akitumia nomino katika hali ya udogo.
6. Jigari,jinyama,jisu,guo,jia,gombe,mtoo,jikono
7. Mwanafunzi apige mstari viambishi vya ukubwa wa nomino katika nomino alizochagua katika nambari ya 6.
8. Mwanafunzi aandike nomino zifuatazo katika hali ya ukubwa.
9.

a. Miyungu/magungu
b. Litambaa
c. Malango,majitu
d. Majiko

10.

a. Majia yale yalikarabatiwa kwa matingatinga mawili.
b. Jito lilifurika na kusomba jidaraja jana jioni.
c. Lango kubwa la jumba letu limepakwa rangi vizuri.
d. Majikapu mengi yalitumika kuhifadhi matunda.
e. Vitoto vya majanajike hawa vinajua kuimba vyema.

11. Mwanafunzi atunge sentensi akitumia nomino alizopewa katika hali ya ukubwa.

15

Maadili ya Kitaifa

A. Kusikiliza na Kuzungumza

1. Ni aina ya usikilizaji ambapo msikilizaji husikiliza uzungumzaji kwa makini, kutafakari na kufanya uchambuzi wa kina kuhusu yale yanayozungumziwa ili apate ujumbe kamili uliokusudiwa.
2.
a. Kuzingatia na kuchambua viziada lugha vinavyotumiwa na mzungumzaji.
b. Kuuliza maswali na kuomba ufafanuzi kuhusu hoja ambazo hujazielewa.
c. Kufanya maamuzi ya kibinafsi kuhusu ujumbe uliosikiliza.
d. Kumakinikia kiimbo ambacho msemaji anatumia.
e. Kutathmini ukweli na ufaafu wa ujumbe unaosikiliza.
f. Kutambua msimamo wa mzungumzaji kuhusu mada anayozungumzia
3. Mwanafunzi amwambie mwenzake,mzazi au mlezi wake amsome uzungumzaji aliopewa na asikilize kwa kuzingatia vipengele vya kusikiliza kwa kutathmini.
4. Mwanafunzi aeleze vipengele vya kusikiliza kwa kutathmini alivyozingatia katika usikilizaji wake.
5. Ujumbe wa maadili.

B. Kusoma

1. Ni hali ya kuwasilisha ujumbe wa matini kwa kutumia maneno machache kuliko yaliyokuwemo kwenye matini ya awali bila kuharibu ujumbe wa kimsingi.
2.
a. Kuzingatia maelekezo ya ufupisho.
b. Kueleza habari upya kwa maneno yako mwenyewe.
c. Kudondosha mifano na maelezo ya ziada.
d. Kuzingatia mpangilio wenye muwala.
e. Kuzingatia sheria za sarufi na tahajia
3. Mwanafunzi asome habari aliyopewa.
4. Mwanafunzi afupishe habari aliyopewa katika nambari 3 kwa maneno 70 akizingatia vipengele vya ufupisho wa habari.
5. Mwanafunzi atafute habari nyingine kwenye mtandao salama,vitabuni au magazetini kisha azisome.
6. Mwanafunzi afupishe ujumbe wa habari hiyo akizingatia vipengele vya ufupisho wa habari.

C Kuandika

1. Ni aina ya barua inayoandikwa kwenye kifaa cha kidijitali kama tarakilishi, kipakatalishi na tableti na kutumwa kwa mpokeaji kupitia mtandao.
2. Ni kuitikia barua pepe uliyoandikiwa awali.
3. J
a. Anwanipepe ya mwandishi – Ni anwani ya baruapepe ya mwandishi wa baruapepe hiyo.
b. Anwanipepe ya mwandikiwa – Ni anwani ya baruapepe ya mtu anayeandikiwa baruapepe.
c. Tarehe ya baruapepe kuandikwa.
d. Mtajo
e. Utangulizi – Hutoa habari za awali kuhusu maudhui ya baruapepe.
f. Mwili – Hubeba ujumbe kamili wa baruapepe inayoandikwa.
g. Hitimisho – Hutoa kauli ya mwisho ya mwandishi kuhusu ujumbe wa baruapepe aliyoandika.
4. Mwanafunzi ajibu swali kulingana na maagizo aliyopewa.

D Sarufi

1. Usemi halisi ni maneno ya moja kwa moja yaliyonukuliwa yakisemwa na mtu jinsi yalivyo,bila kukarabati sehemu yake yoyote ilhali usemi taarifa ni maneno yasiyo ya moja kwa moja yaliyoripotiwa kulingana na jinsi msemaji alivyoyasema.
2.
a. Alama za kunukuu hutumiwa.
b. Alama ya kiulizi na hisi hutumiwa
c. Kiambishi -ta- cha wakati ujao hutumika.
d. Hali -me- hutumika
e. -ki- ya masharti hutumika.

3.

a. “Nitaenda sokoni leo jioni,”baba alisema.
b. “Kemboi,kwa nini hukumaliza kufanya zoezi niliyokupa?”mwalimu aliuliza.
c. “Shule zote zitafunguliwa kesho,”serikali ilisema.
d. “Njoo hapa,”mzazi alimwambia mwanawe.
e. “Watoto,njooni hapa,”Karimi aliwaita.

4.

a. Mama alinipongeza kwa kazi nzuri niliyokuwa nimefanya siku iliyopita.
b. Baba aliwakanya wanawe wasitembee nje usiku.
c. Waziri alisema kuwa soko hilo lingesafishwa wiki iliyofuata.
d. Kijana aliniambia kuwa singefaa kupiga kelele karibu na shule.
e. Wachezaji walitangaza kuwa mpira ungenunuliwa dukani siku iliyofuata.

KJSEA Sampuli ya Kwanza

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

Karatasi ya pili

1. Mwanafunzi aandike insha kulingana na maelezo aliyopewa.

2.

a. Mawaidha /wosia
b. Mwana,mzazi au mzee
c. Kifungu kinatoa ujumbe wa kuishi kwa maadili mema,heshima,Subira na uaminifu katika kazi.
d. Methali
e. Baraka hupitia kwao.
f. Inamaana kuwa rafiki mbaya atampotosha.
g. Mwenye busara
h. Nimejifunza kuwa Subira,uaminifu katika kazi yah alali, na heshima kwa wazazi ndio nguzo kuu ya kupata amani na baraka maishani.

3.

a) Dhamira kuu ni kuonyesha kuwa ulemavu si ukosefu wa uwezo au mwisho wa maisha.
b) Mandhari ya kijamii
c) Kutokataa tam ana kutumia kipaji chake cha uchoraji kwa bidi.
d) Mvumilivu – hakukata tamaa
Mwenye bidi alitumia talanta yake ya uchoraji tangu utotoni.
e) Tahbihi – kujiona huru kama ndege angani
Istiara – lakini kwa Neema kulikuwa na moto wa ndoto uliokataa kuzimwa.
f) Ulemavu si ukosefu wa uwezo au mwisho wa maisha.

4.

a. Matumizi ya dayalogia – kuna mazungumzo kati ya watu wanne
Maelezo ya jukwani - (Akicheka.)
b. Uwekaji wa akiba
c. Kuelimisha vijana kuweka akiba mapema na kujenga utamaduni.
d. Hutumika kuonyesha hisia,ishara au vitendo vinavyofanywa na wahisika.
e. Nimejifunza kuwa ni muhimu kuweka akiba.

5.

a. Ujumbe wa shairi hili ni kuwa tunapaswa kulinda wanyama pori.

b. Takriri - Tulinde wanyama pori, kwa udi na kwa uvumba.
Nahau/msemo – kwa udi na kwa uvumba.

c. Tulinde wanyama pori, kwa udi na kwa uvumba

Kiswahili Gredi ya 9 • • •

KJSEA Sampuli ya Pili

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

KARATASI YA PILI

1. Mwanafunzi aandike insha aktumia maelezo aliyopewa.
2.

a. Huwa na kifo cha kipekee - Mwili wake ukawa msambao mpana wa mawe.
Huwa na visa vya kishujaa - alilinda mashamba yao, familia zao, na wanyama wa porini.

b. Chuku - Mwili wake ukawa msambao mpana wa mawe.
Taswira - kando ya Ziwa Victoria

c. Nguvu zake zilikuwa zimefichika kwenye kivuli chake.

d. Mandari ya kijijini – Watu wa Kijiji walimpenda sana

e. Ili wapalilie amani miongoni mwao.

f. Mwanafunzi aeleze yale aliyojifunza kutokana na mighani.

3.

a. Mawanafunzi aeleze ploti ya novela aliyosoma kwa kifupi.

b. Taswira – jua lilipochoza asubuhi
Urudiaji walifurahi imerudiwa
Nahau – nyani walikuwa wakikata tamaa

c. Waliogopa walipoona namna umweso ulivyokuwa ukipasua anga kwa mistari mikali yenye mapindi huku radi ikiachilia sauti ya kusikitisha na kutamausha.

d. Mandhari ya kijijini – Kijiji kizima kilichangamka sana.

e. Wenye furaha – wanakijiji walifurahi
Wacha Mungu – wakipiga dua Mola awarehemu

4.

a. Matumizi ya dayalogia

b. Taswira – anapangusa machozi
Istiari – nilitiwa kwenye jaribio la kuiba.

c. Rajabu alimwambia Kembo akate kufuli la baiskeli kisha ampeleke.

d. Mpole- kwa upole
Mwenye ushawishi 0akimtuliza siko hapa kukudhuru mwanangu.

e. Maudhui ya wizi Kembo anasema kuwa alishawishiwa kuiba baiskeli.
Dhamira ya tamthilia ni kuonyesha kuwa

wizi ni jambo baya.

5.

a. Ujumbe wa shairi hili ni kuonya mtu kuchunga maneno anayosema asije akajuta.

b. Lina beti mbili.
Lina mishororo minne katika kila beti.

c. Ninajifunza kuchunga ninayosema ili nisije nikajuta.

KJSEA Sampuli ya Tatu

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

KARATASI YA PILI

1. Mwanafunzi aandike insha akitumia maelezo aliyopewa

2.

a. Ina wahusika wanyama.
b. Hakuwa na hekima ya kutosha.
c. Uhaishaji
d. Mwenye busara – kobe alipendekeza wanyama wachimbe mtaro ili wapate maji
Mshauri – Kobe aliteuliwa kama mshauri
e. Mandhari yam situ
Mandhari ya mto
f. Nimejifunza kuwa hekima na ushirikiano vina nguvu kuliko misulu.

3.

a. Mandhari ya kijijini – wanakijiji wa Kijiji cha Angaza
b. Dhamira ya novela ni kuonyesha nguvu ya umma na umuhimu wa wananchi kuwajibisha viongozi wao.
c. Wenye umoja – walishirikiana kuitisha mikutano.
Wajuzi wa sheria – walijua vifungu vya sheria vinavyowaruhusu kumwondoa mbunge alipopuuza vikao vyao.
d. Methali – fimbo ya mbali haiui nyoka.
Istiara – imetekelezwa na kuzikwa kwenye kaburi la sahau.
e. Nimejifunza kuwa na ujuzi wa katiba.

4.

a. Sungu alirarua kitabu cha Tindi.
b. Mandhari ya shuleni
c. Mdadisi – anawadadisi Tindi na Sungu.
Mpole – (kwa upole)
d. Matumizi ya maelezo ya mabano-(kwa upole.)
Kuna migogoro.
e. Mwanafunzi aeleze yale aliyojifunza.

5.

a. Ujumbe wa shairi hili ni kutuhimiza kushirikiana na wenzetu.
b. Methali – tenda mema nenda zako.
Msemo – bega kwa bega
c. Lina beti tatu.
Lina mishororo minne katika kila beti.

Integrated Science

1

Mixtures, Elements and Compounds

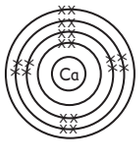
A. Structure of the Atom

1. An atom is the smallest unit of an element capable of participating in a chemical reaction.
2. a. Proton: +1 (Positive)
   b. Neutron: 0 (Neutral)
   c. Electron: -1 (Negative).
3. Protons and neutrons are found in the nucleus.
4. An atom is electrically neutral because it has an equal number of protons and electrons, making the total charge zero.
5. a. Total electrons = 17.
   b. Element: Chlorine.
   c. One uses only dots, while the other uses dots and a cross to highlight the outermost electron.
6. Sulphur: 2.8.6;

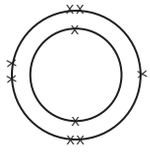
Fluorine: 2.7;

Argon: 2.8.8;

7. a. 2.8.2.
   b. Magnesium.
   c. Metal.
8. Protons = 9
   Electrons = 9
   Neutrons = 10 (19 - 9).
9. a. Beryllium.
   b. 2.2.
10. a. Calcium



b. Fluorine



11. a. Aluminium.
    b. Al.
12. By losing, gaining or sharing electrons.
13. Hydrogen gains or shares electrons rather than losing them. Helium's first energy level is completely full, making it chemically stable (a noble gas).
14. Number of Neutrons = Mass Number - Atomic Number.
15. a. 23 (11 + 12).
    b. 2.6.
    c. Element X (Sodium) is a metal; Element Y (Oxygen) is a non-metal.

B. Metals and Alloys

1. A metal is a substance that is typically solid, shiny and a good conductor that loses electrons during chemical reactions. An alloy is a mixture of two or more metals or a metal and a non-metal.
2. Exposure to air (oxygen) and water (moisture).
3. a. Malleability: Can be hammered into thin sheets.
   b. Lustre: Shiny appearance when polished.
   c. Ductile: Can be drawn into thin wires.
   d. Thermal conductivity: Ability to transfer heat quickly.
4. Steel: Iron + Carbon.
   Bronze: Copper + Tin.
   Brass: Copper + Zinc.
5. a. Metals: Iron, Aluminium.
   b. Alloys: Brass, Steel.
6. Painting, oiling/greasing, galvanisation and plastic coating .
7. Steel; it contains carbon which hardens the iron, making it stronger for construction.

8. Stainless steel resists rust and corrosion, keeping utensils safe and clean.
9. a. Plastic is a non-metal and a poor Wconductor (insulator) of electricity.
   b. The battery provides the electric current and the bulb indicates if the current is flowing.
   c. To provide a gap where different samples can be tested.
10. Using lightweight alloys like Duralumin reduces the weight of vehicles, which saves fuel and lowers environmental pollution.
11. a. It shows how fast heat travels through the material.
    b. Steel conducts heat slower, making it a better choice for handles than aluminium.
    c. Ensure both rods are exactly the same length and thickness for a fair test.
12. Weakens structures, causes economic loss due to replacement and spoils the appearance .
13. Carbon hardens the iron, making steel stronger than pure iron.
14. Due to its excellent electrical conductivity.
15. Gold (resists discolouration) and Silver (shiny appearance for ornaments).

C. Water Hardness

1. Water hardness is the amount of dissolved calcium and magnesium minerals, primarily calcium carbonate CaCO3(s), present in water.
2. Washing clothes.
3. a. Boiling point: 100°C at sea level.
   b. Colour: Transparent and clear.
4. Hard water has high dissolved minerals and forms scum with soap; soft water has low minerals and lathers easily with soap.
5. Calcium and Magnesium ions.
6. Chalky soils or limestone.
7. Peaty soil, granite regions or rainwater.
8. Boiling temporary hard water breaks down dissolved minerals into insoluble solids that settle out, making the water soft.
9. a. Distillation.
   b. It evaporates water leaving minerals behind, then condenses the vapour into pure soft water.
   c. Condenser and Receiving flask.
10. Hard water. Soften it by adding washing soda.
11. Pure water has no smell because it contains no dissolved substances. Foul smells in water are caused by impurities.
12. Distillation.
13. Advantages: Provides essential minerals (calcium) for bones; prevents pipe corrosion. Disadvantages: Wastes detergent; causes scale buildup in boilers.
14. a. The technician should heat equal amounts of river water and pure water using the same set-up and record the temperature at which each starts to boil, then compare the two temperatures.
    b. If the river water boils at a higher temperature, it shows that it contains dissolved impurities (solutes), since pure water boils at a lower, fixed temperature.
    c. Ensure the thermometer is suspended in the water, not touching the glass bottom.
15. Impurities like salts were present in the water.
16. The water has dissolved minerals from the rocks; therefore, it is hard water. It affects daily life by wasting soap, causing scale in kettles but provides dietary calcium.

2

Living Things and Their Environment

A. Nutrition in Plants

1. The process by which green plants convert sunlight energy, carbon (IV) oxide and water to make their own food (glucose).
2. Chlorophyll.
3. Carbon (IV) oxide and Water.
4. Broad, flat leaves provide a large surface area to capture maximum sunlight essential for photosynthesis.
5. Guard cells change shape to control the opening and closing of stomata, regulating water loss and the intake of carbon (IV) oxide .
6. Parallel venation has veins running alongside each other (monocots), while reticulate venation has a branching network (dicots).
7. a. Large surface area for maximum light capture.
   b. Absorbs the light energy needed.
   c. Facilitate the diffusion of carbon (IV) oxide to photosynthetic cells.
8. Thylakoids: Site of light-dependent reactions.
   Stroma: Site of the dark reactions (Calvin cycle) .
9. The light stage requires sunlight to produce oxygen and energy; the dark stage does not require light and uses the produced energy to make glucose .
10. Guard cells fill with water to open the stoma for gas exchange and lose water to close it and prevent excessive water loss.
11. Plants produce oxygen for animals to breathe, remove carbon (IV) oxide and serve as the foundational food source for the ecosystem.
12. The test will be negative (brown) because photosynthesis requires light to produce starch.
13. A - Midrib
    B - Margin
    C - Veinules
    D - Veins
    E - Apex
    F - Petiole
    G - Stem
    H -Stipule
14. Closed stomata prevent from entering, which halts the photosynthesis process. Closed stomata reduce the entry of carbon (IV) oxide into the leaf, decreasing the rate of photosynthesis and food (glucose) production.
15. The covered part will stay brown (no starch) due to lack of light, while the exposed part will turn blue-black indicating starch presence.

B. Nutrition in Animals

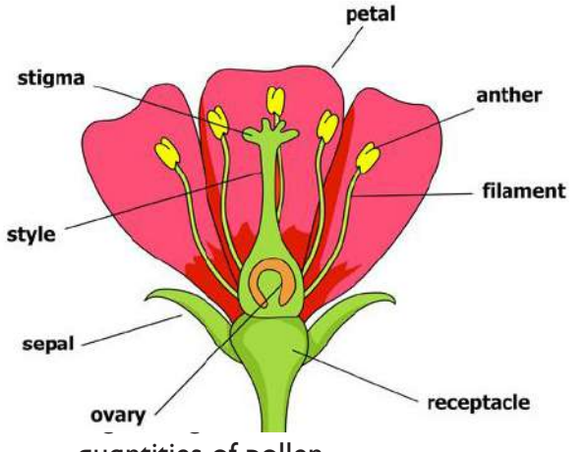
1. The way animals obtain and use food to meet their energy and growth needs, as they cannot make their own food.
2. To provide energy for growth, movement and tissue repair.
3. The teeth are used for cutting and grinding food: the incisor cuts food, while the molar grinds it during chewing.
4. Because they are used for catching prey, killing and tearing tough meat.
5. Endoparasites live inside the host (e.g. tapeworms)
   Ectoparasites live on the surface of the host (e.g. ticks).
6. Obtaining food from dead and decaying organic matter by secreting digestive enzymes outside the body.
7. a. Parasitic: Organism lives on or in a host, gaining nutrients while harming the host.
   b. Holozoic: Organisms take in solid and liquid food and digest it internally.
8. a. Mechanical churning and chemical digestion of proteins.
   b. Bile and Pancreatic juice.
   c. Ingestion > digestion (mouth/stomach)

> absorption (small intestine) > assimilation > egestion (large intestine/anus) .

9. a. Homodont dentition.
   b. Heterodont dentition.
   c. Animal Y, as mammals typically have varied teeth to adapt to complex diets.
10. Premolars have ridges for initial crushing; molars are larger with wide flat surfaces for the final grinding.
11. A – Enamel
    B – Dentile
    C – Pulp
    D – Blood vessel
    E – Gum
    F – Cementum
    G – Root
    H – Crown
12. Broad, flat surfaces (molars) are perfect for thoroughly grinding tough plant materials and fibrous foods.
13. Long, sharp canines for catching and tearing prey.
14. Parasitism (ectoparasites); the fleas benefit by feeding on the dog's blood, while the dog is harmed .
15. a. Mouth.
    b. Small intestine (ileum).
    c. Large intestine.

C. Water Hardness

1. The biological process where new plants are formed. It is important because it ensures the survival and continuation of a species.
2. Anther (part of the stamen).
3. Cross-pollination.
4. a. Insect pollination.
   b. Bees, butterflies.
   c. To ensure the pollen sticks to the insect's body for transfer.
5. a. Sepals: Protect the flower bud before it opens.
   b. Style: Connects the stigma to the ovary to allow pollen tubes to grow down to the ovule for fertilisation.
6. Bright and scented flowers use insect pollination
   Small and dull flowers use wind pollination.
7. A. Petal
   B. Anther
   C. Stigma
   D. Style
   E. Ovary
   F. Sepal
   G. Receptacle
8. The male reproductive part. It consists of the Anther (produces pollen) and Filament (holds the anther) .
9. It utilises water dispersal; the fibrous husk makes it buoyant and waterproof, allowing it to float.
10. Pollination > Germination of pollen tube > Fertilisation (gamete fusion) > Seed formation > Fruit formation .
11. Mushrooms reproduce via Saprophytic nutrition or spore formation (asexual reproduction).
12. Wind pollination. Flowers have exposed, dangling anthers and large feathery stigmas to catch airborne pollen .
13. Bright petals and scent attract the bees, while landing platforms provide a place to perch .
14. It grows down the style to transport the male gamete to the ovary for fusion .
15. (Insert the flower on page 256 of the premier combined practice book).



quantities of pollen.

C. The Interdependence of Life

1. The concept that all living organisms rely

on one another (and abiotic factors) for survival, directly or indirectly.

2. Temperature: Affects metabolic rates.
   Light: Influences photosynthesis.
   Water: Determines species distribution.
3. Mutualism, Commensalism, Parasitism .
4. Lack of water reduces plant growth (producers); herbivores starve without food, causing carnivores to lack prey.
5. Break down dead materials and release nutrients back into the soil.
6. They rely on sunlight for energy (photosynthesis) and water and soil for nutrients and survival.
7. Ticks feeding on cattle
   Fleas/lice on animals.
8. a. Symbiosis: Close long-term interaction benefiting at least one party.
   b. Competition: Organisms vie for limited resources like food or space.
9. By breaking down dead organic matter and returning the fundamental minerals back to the soil.
10. Dead matter would accumulate, soil nutrients would deplete and the food chain would collapse.
11. A food chain is a single linear path of energy flow; a food web is a complex network of interconnected food chains.
12. It dictates metabolic rates, such as cold temperatures slowing down reptile activity.
13. a. Grass.
    b. Grasshopper.
    c. Snake.
    d. Grasshopper populations would surge (leading to overgrazing) and snake populations would decline (due to starvation) .
14. Strong winds aid in the wind dispersal of seeds and shape the physical growth of plants like mangroves.
15. It alters their habitat and disrupts their metabolic adaptations, threatening their survival.

3

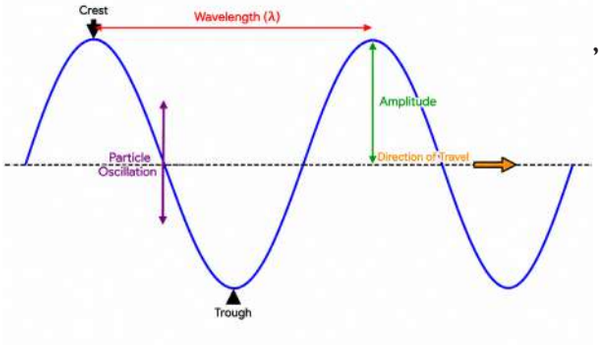
Force and Energy

A. Curved Mirrors

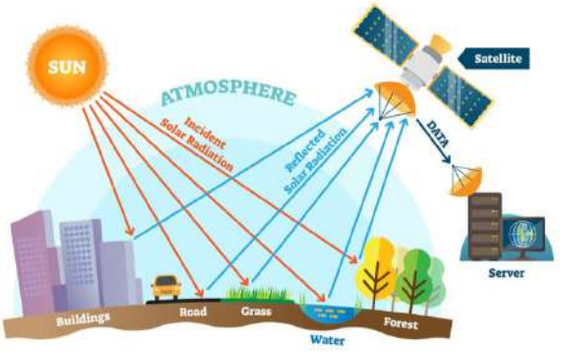
1. Reflective surfaces with a spherical or parabolic shape that bend light rays to form images.
2. The Law of Reflection (angle of incidence equals the angle of reflection).
3. Concave mirrors bring parallel light rays together at a focal point (converge)
   Convex mirrors spread light rays outward (diverge) .
4. Concave: Shaving mirrors, car headlights, solar concentrators .
   Convex: Rear-view mirrors, supermarket security mirrors, road safety mirrors.
5. Real, inverted and smaller than the object.
6. Always virtual, upright and smaller.
7. (i) Concave mirrors curve inward while convex curves outward.
   (ii) Concave mirrors converge light while convex mirrors diverge light.
8. A concave mirror forms a virtual image when the object is placed between the Focus (F) and the Pole (P).
9. a. Concave mirror.
   b. Very close (between the focus and the mirror).
   c. Virtual, upright and magnified.
10. a. Convex mirror.
    b. It provides a wide field of view and forms upright images.
11. Moving the object closer (from beyond C to inside F) changes the image from real/inverted/diminished to virtual/upright/magnified .
12. a. Beyond C (C is at 20cm).
    b. Real, inverted and smaller.
    c. Reflecting telescopes

B. Waves

1. A wave is a disturbance that moves through a medium or space, transferring energy without transferring matter.
2. v => f (Velocity = wavelength × frequency).
3. Waves are generated when a vibration or disturbance causes energy to be transferred through a medium without the medium itself being permanently moved. As the energy travels, particles in the medium oscillate, creating a wave.
   Examples:
   Ocean waves: When wind blows across the surface of a water body, it transfers energy to the water, causing the water particles to move up and down, forming surface waves.
   Earthquakes: When stress builds up in the Earth's crust and suddenly releases during an earthquake, it generates energy that travels through the ground as seismic waves.
4. In transverse waves, particles vibrate perpendicular to the wave's direction while in longitudinal waves, particles vibrate parallel to the direction.
5. a. Remote sensing.
   b. Near-infrared waves.
   c. Helps monitor soil moisture to optimise water use and increase yields.
6. Healthy vegetation is monitored using remote sensing by measuring how plants reflect different electromagnetic waves, especially near-infrared light, to detect their



10. a. Refraction.
    b. The wave changes speed as it enters the new medium.
    c. Lenses for glasses or microscopes.
11. Reflection, Refraction, Diffraction (movement around objects) and Straight-line motion .
12. Ultrasound imaging, X-Rays for fractures, CT scans and Laser surgery .
13.



14. Microwaves can transmit (pass through) clouds without being absorbed or reflected.
15. a. 500 Hz
    b. High-pitched, as higher frequencies correspond to higher pitches.
    c. 3 meters

KJSEA SAMPLE 1

SECTION A

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

SECTION B

31. a. 12.
    b. 2.8.2.
    c. Metal; it has 2 electrons in its outer shell that it will lose during reaction.
    d. Magnesium Oxide.
    e. Good thermal conductivity, high melting point.
    f. Brass.
32. a. The process by which green plants convert sunlight energy, carbon (IV) oxide and water to make food.
    b. Chlorophyll.
    c. i. To block light and test if it is necessary.
    ii. It would stay brown (no starch).
    iii. They provide oxygen.
    They remove carbon (IV) oxide.
33. a. Soft water.
    b. Temporary hardness.
    c. Boiling.
    d. Forms scum with soap, wasting detergent.
    e. Washing soda.
    f. i. It contains minerals like calcium that help strengthen bones and teeth.
    ii. It can form a protective layer inside pipes, which reduces corrosion and prevents metal poisoning (like lead).
34. a. In a transverse wave, particles vibrate perpendicular to the wave direction while in a longitudinal wave, they vibrate parallel.
    b. 50 Hz.
    c. Lightning is seen before thunder is heard because light travels much faster than sound.
    d. i. Convex mirror.
    ii. Concave mirror.
    e. It provides a wide field of view, allowing the driver to see more area behind and to the sides.
35. a. Grass > Grasshopper > Snake > Eagle .
    b. Primary consumer.
    c. Grasshopper populations would increase due to lack of predation, leading to overfeeding on grass.
    d. Sunlight (or water).

KJSEA SAMPLE 2

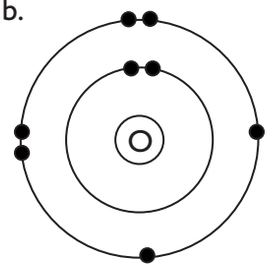
SECTION A

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

SECTION B

31. a. Hard water.
    b. Calcium or Magnesium compounds (e.g., sulphates)
    c. Provides essential minerals (calcium); reduces pipe corrosion.
    d. Add soap to the water and shake; if it forms abundant lather easily, it is soft
    water.
    e. i. Distillation
    ii. Addition of washing soda.

32. a. 2.8.1.
    b.



    c. 22 (40 - 18).
    d. Element R (Argon).
    It has a completely full outermost energy level (2.8.8) making it stable.
    e. Solid at room temperature; good conductor of heat/electricity . 3
33. a. Carbon (IV) oxide + Water > Glucose + Oxygen.
    b.i. Allows gas exchange (CO2 in, O2 out).
    ii. Transports water and minerals from roots to the leaf.
    c. i. Tree > Caterpillar > Bird > Hawk .
    ii. Bird.
    d. Interdependence of plants and animals means that plants and animals rely on each other for survival. For example, plants provide oxygen for animals to breathe, while animals provide carbon (IV) oxide that plants use for photosynthesis.
34. a. An alloy is a mixture of two or more metals or a metal and a non-metal.
    b. It is much stronger.
    c. It is a good electrical conductor and lightweight

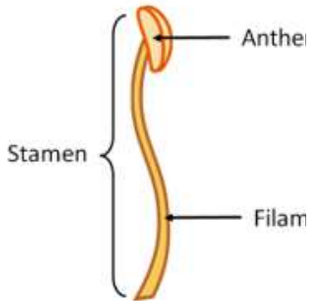
KJSEA SAMPLE 3

SECTION A

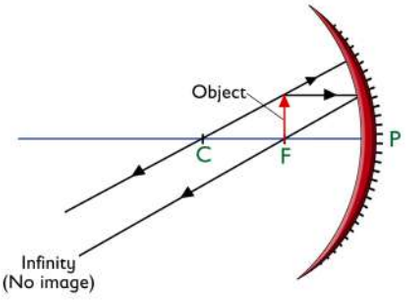
1. C
2. B
3. C
4. C
5. B
6. A
7. B
8. C
9. C
10. D
11. C
12. A
13. D
14. C
15. C
16. B
17. C
18. C
19. A
20. B
21. C
22. B
23. B
24. C
25. B
26. C
27. A
28. D
29. C
30. C
31. B

SECTION B

32. a. 13.
    b. 27
    c. 2.8.3.
    d. Metal.
33. a. Carbon (IV) oxide, Water.
    b. Traps light energy for the process.
    c. Chloroplast.
34. a. Nucleus.
    b. i. 2.8.3.
    ii. 14.
    c. an atom is electrically neutral because it has an equal number of positive protons and negative electrons, making the net charge zero.
35. a.



    b. The transfer of pollen grains from the anther to the stigma.
    c. Small petals, large amounts of light pollen.
36. a. The number of waves passing a point per second.
    b. 40\ m/s
    c. Water surface waves or electromagnetic waves (like light).
37. a. Grass > Grasshopper > Lizard > Hawk
    b. The number of grasshoppers would increase.
    c. Hawk.
38. a. Hydrated iron (III) oxide.
    b. Painting, galvanising or oiling .
    c. Because a new, reddish-brown flaky substance is formed.
39. a. Digestion is a biological process that enables the body to break down complex food into simple, usable substances.
    b. Absorption of nutrients into the bloodstream would be severely impaired.
    c. Small intestine (ileum).
40. a.



    b. The image would change from being at infinity to being real, inverted, diminished and positioned between c and f.
    c. Car headlamps, projector lamps or solar concentrators.

Agriculture

1

Conservation of Resources

A. Conserving Animal Feed: Hay

1. Any plant material (grasses, legumes, crop residues) harvested and fed to livestock as fodder.
2. Standing forage (in-situ/field drying).
3. Poles/posts (wooden poles or bamboo) used as the central support/base of the stack.
4. Elevating stacks prevents ground moisture from entering the forage, reduces rotting/mould, and deters pests/rodents from accessing the feed.
5.
   a. Standing forage / Haymaking (baling) / Stacking.
   b. Cut crop residues (e.g. maize stover) are stacked around a central pole using straw as tying/binding material to hold the stack firmly and protect it from rain.
   c. It ensures livestock have dry feed to eat during dry seasons when fresh pasture is unavailable, preventing starvation and maintaining productivity.
6.
   a. Standing forage
   b. Stacking
   c. Baled haymaking
7.
   a. Cut stovers at the right moisture level → Spread and allow to wilt/dry in the sun → Turn regularly with a rake for even drying → Gather into windrows → Bale using a baler or tie manually → Store in a raised, sheltered area.
   b. Rain or high humidity slows drying. Solution: Cover with polythene/tarpaulin or move to a sheltered area; resume drying when weather improves.
8.
   a. Fencing wire / Wooden posts / Thorny branches (any two).
   b. It conserves moisture in the soil and provides ready forage during drought, reducing the need to purchase feed in arid and semi-arid areas.
9. To ensure even and faster drying on both sides, preventing mould growth and ensuring the hay retains good nutritional value.
10. Drive a central pole firmly into the ground → Place a base layer of stones/logs to raise the stack off the ground → Begin stacking maize stovers around the pole in layers, ensuring the heads/tops face inward → Continue stacking until the desired height is reached → Cap the top neatly to shed rainwater → Tie the stack at intervals with sisal string for firmness.
11. Wear gloves to protect hands from cuts; keep baling equipment away from children; ensure hay is sufficiently dry before baling to prevent fire/heating; store bales away from open flames.
12. To prevent moisture absorption from the ground, reduce rotting and mould, and deter rodents and insects from nesting in or feeding on the hay.

B. Conserving Leftover Foods

1. The process of safely storing cooked or prepared food that was not consumed immediately in order to maintain its quality and prevent spoilage for future use.
2. Labelling helps identify the type of food, the date it was stored, and how long it has been kept, preventing confusion and helping avoid consumption of spoiled food.
3.
   a. Ugali / Rice / Chapati / Cooked vegetables / Beans / Soup (any three).
   b.
      i) Reduces food waste, meaning fewer resources (water, energy, money) are used to produce food that would otherwise be thrown away.
      ii) Encourages re-use of cooked food, lowering the carbon footprint of household food production.

4.
   a. Allow chapati to cool completely → Place in an airtight container or wrap in a clean polythene bag → Label with date → Store in the refrigerator at below 5°C.
   b. Cut chapati into strips and fry/toast for crispy chapati chips, or use as a wrap for vegetables/beans.

5.
   a.
      i) View leftovers as a ready meal rather than waste.
      ii) Plan meals deliberately to have leftovers for the next day.
   b. Keep a notebook or chart on the fridge listing each leftover, date stored, and date consumed to track usage and reduce waste.

6.
   i) Foul/off smell.
   ii) Visible mould or discolouration. (Also acceptable: slimy texture, unusual taste.)

7.
   a.
      i) Increased food waste filling up landfills, producing methane.
      ii) Wastage of resources (water, energy, fertiliser) used in growing the discarded food.
   b.
      i) Reduces household food expenditure by making the most of food already bought.
      ii) Reduces the need to buy or cook new meals, saving on fuel/energy costs.

8.
   a.
      i) Store in a clean, covered container.
      ii) Keep at a temperature of 4°C or below and do not leave at room temperature for more than 2 hours.
   b. Consume within 2–3 days.

9. Reduces food waste; saves money; prevents hunger; reduces the frequency of cooking; conserves energy and water; promotes environmental sustainability.

10. Repeated reheating allows bacteria to multiply to dangerous levels each time food cools and is reheated, increasing the risk of food poisoning.

11.
   i) Wash hands before handling food.
   ii) Use clean, airtight containers.
   iii) Cool food before refrigerating. (Also: label containers; do not mix raw and cooked foods.)

12.
   i) Type of food — some foods spoil faster than others.
   ii) Storage temperature — refrigerate or freeze appropriately.
   iii) Duration — know how long each food type can safely be stored.

13.
   a TRUE — Consuming leftover foods does not make the body weak if stored and reheated properly.
   b. TRUE — Spoilt leftover foods should be thrown away.
   c. TRUE — We should always label storage containers when conserving leftover foods.
   d. FALSE — We should NOT reheat leftover foods several times before conservation.

C. Integrated Farming

1. Animal/livestock rearing (manure from animals is used as organic fertiliser for crops).
2. Nutrients / organic matter (recycled through manure, compost, and waste materials within the farm system).
3. A basin/bowl/tray filled with water, or a plastic container (e.g. a basin or old tyre).
4. Nutrient cycling reduces the need for synthetic fertilisers by recycling waste (e.g. animal manure, fish pond water) back into the soil, maintaining soil fertility and reducing production costs.
5.
   a. Crop farming / Livestock rearing / Fish farming / Agroforestry / Apiculture (any three).
   b. E.g. Fish farming: Fish pond water rich in nutrients is used to irrigate crops, reducing freshwater wastage. / Agroforestry: Tree roots reduce surface runoff and improve water infiltration.

6.
   a. Mark out sections for crops, livestock, fish pond, and trees → Use cardboard/ plywood as the base → Draw/label each section → Use local materials to represent each component.
   b. Small plastic/clay animals, bottle tops, dried seeds, pebbles.
7. The rabbit waste (manure) can be composted and applied to crops as organic fertiliser, or used as feed/fertiliser input for a fish pond, completing the nutrient cycle and reducing waste.
8.
   a.
      i) Soil degradation due to overuse of synthetic inputs.
      ii) Increased waste and pollution from unmanaged animal waste.
   b.
      i) Multiple income streams from crops, animals, and fish.
      ii) Lower input costs through internal recycling of farm resources.
9. It recycles waste within the farm, reduces chemical use, maintains soil fertility, conserves water, and supports biodiversity, reducing the farm's negative environmental impact.
10. Trees provide shade for crops and animals, act as windbreaks, improve soil fertility through leaf litter and nitrogen fixation (for leguminous trees), reduce erosion, and provide fodder, timber, and fruit.
11. Diversified income; efficient use of resources; reduced production costs; improved soil health; food security for the household; environmental sustainability; resilience to climate variability.
12. Land size; availability of water; capital/ finances; market for products; knowledge and skills; climate/rainfall pattern; type of soil.
13. Rabbit manure is used as organic fertiliser for crops, improving yield. Crop residues and pasture are used as feed for the rabbits, reducing feed costs. The two activities support and sustain each other within the same land.
14.
   a. Choose a base material (cardboard/ plywood).
   b. Draw a layout dividing the farm into sections (crops, animals, fish pond, trees).
   c. Represent each component using local materials (clay, seeds, sticks, water).
   d. Label each section clearly.
   e. Show interconnections (e.g. arrows showing manure flow from animals to crops).
   f. Present and explain the model.

2

Food Production Processes

A. Organic Gardening

1. A method of growing plants using natural inputs (compost, manure, natural pesticides) without synthetic chemicals or fertilisers, to maintain soil health and produce safe food.
2.
   a. Crop rotation.
   b. It breaks pest and disease cycles; restores soil nutrients (especially when legumes are included); reduces the need for synthetic fertilisers; improves soil structure.
3. Fresh green plant material (e.g. comfrey leaves, nettles, or other nutrient-rich plants) fermented in water.
4.
   i) Use of biological controls (e.g. ladybirds to control aphids).
   ii) Application of natural pesticides (e.g. neem extract, chilli spray, tobacco solution). (Also: companion planting, physical barriers, hand-picking.)
5.
   a. Mulching / Composting / Crop rotation / Use of organic foliar feed (any two).
   b. E.g. Mulching: A thick layer of organic material (e.g. dry grass, leaves) placed around plants suppresses weed growth by blocking sunlight.
   c. These practices improve soil structure, add organic matter, encourage beneficial organisms (earthworms), and reduce chemical contamination of the soil.
6.
   a. Dry plant material (leaves/straw) / Green plant material (food scraps/ grass) / Animal manure / Soil / Water.
   b. Improves soil structure and fertility; adds nutrients; supports soil microorganisms; reduces waste; retains soil moisture.
7.
   a. Fermented plant material (e.g. comfrey) / Water / Manure / Wood ash / Neem (any two).
   b. Provides nutrients directly to plant leaves for faster absorption; is environmentally safe; reduces cost compared to synthetic fertilisers; improves plant health and yield.
8.
   a.
      i) Produces food free from harmful chemical residues.
      ii) Nutrient-dense food supports better consumer health.
   b. Reduces soil and water pollution; maintains biodiversity; builds healthy soil through natural inputs.
   c. Lower input costs (no synthetic fertilisers/pesticides); premium prices for organic produce; sustainable long-term production.
9.
   i) Mulching conserves soil moisture, reducing irrigation frequency.
   ii) It suppresses weed growth naturally, reducing labour.
   iii) As mulch decomposes, it adds organic matter and nutrients to the soil gradually without risk of chemical burn or environmental harm.
10. Legumes fix atmospheric nitrogen into the soil through root nodules; the maize benefits from this nitrogen, reducing the need for fertiliser. The soil structure is also improved after the legume crop.
11.
   i) Composting.
   ii) Mulching.
   iii) Crop rotation.
   iv) Use of natural/biological pest control. (Also: cover cropping, intercropping, use of organic foliar feed.)
12.
   i) Apply natural pesticides (e.g. neem extract, chilli spray).
   ii) Introduce biological controls (e.g. predatory insects).

13. Wear gloves and old clothes to avoid skin contact; work in a well-ventilated area; avoid inhaling fumes; keep away from food and water sources; wash hands thoroughly after; label the container clearly; keep away from children and animals.

B. Storage of Crop Produce

1. Sealing cracks prevents pests (insects, rodents) from entering the store, reduces moisture entry that causes mould, and maintains an airtight environment that deters weevils.
2. Cat (keeping a cat in/around the store); peppermint/eucalyptus leaves; ash spread on the floor; dried chilli powder at entry points.
3.
    a.
        i) Sweep out all old grain and debris.
        ii) Scrub walls, floor, and ceiling with hot water and soap.
        iii) Fumigate or dust with approved insecticide/ash.
    b. Sweeping and removing old grain eliminates mould spores and debris that harbour aflatoxin-producing fungi, preventing contamination of new produce.
    c. Mud/cement for plastering; wire mesh for ventilation gaps; timber/poles for structural repairs; polythene sheets.
4.
    a. Bite-test (dry beans snap cleanly); use a moisture meter; spread a sample on paper — if it feels cool/damp, moisture is too high.
    b. Hermetic storage (use of airtight containers/bags, e.g. PICS bags); ash mixing; solar heat treatment.
    c. Turning ensures all sides of bagged produce are exposed and prevents moisture accumulation at the base, reducing hotspots and insect development.
5.
    a.
        i) Bury deeply or compost away from the store.
        ii) Report heavily aflatoxin-contaminated grain to authorities rather than selling.
    b. The raised legs/platform coated with smooth metal/tin sheets (rat guards/ cone-shaped metal discs on the legs).

[Note: Refers to a traditional granary with smooth metal/tin rat guards on the legs.]

6.
    a. Petroleum jelly / rubber gaskets / masking tape / wax / silicone sealant.
    b. Ventilation allows moisture and heat generated by grain respiration to escape, preventing condensation, mould, and insect infestations.
7. Removes residual pests and insect eggs from previous stock; eliminates old grain dust that can contaminate new produce; allows thorough cleaning and fumigation; prevents mixing of old and new grains with different moisture levels.
8.
    i) Reduces the need for chemical pesticides/fumigants, minimising environmental pollution.
    ii) Reduces food waste and associated methane emissions from decomposing grain.
9. Vacate the store and keep people/animals away during fumigation; use recommended dosages only; seal the store for the specified period; ventilate thoroughly before re-entry; wear protective clothing (gloves, mask); follow manufacturer's instructions.
10. It reduces post-harvest losses, improves food security, prevents economic losses from spoiled produce, reduces exposure to aflatoxins, and helps farmers earn more by selling quality grain.
11.
    a. Empty and sweep out all old produce and debris.
    b. Scrub walls, floor, and ceiling with soapy water, then rinse.
    c. Seal all cracks, gaps, and holes.
    d. Fumigate or treat with approved insecticide/ash dust.
    e. Allow to dry completely before filling with new, dry produce.
12.
    a.
        i) Storing maize with high moisture content. ii) Failing to seal cracks

in the granary that allowed moisture and pests in.

b.

i) Ensure maize is fully dry (moisture below 13%) before storage.

ii) Repair and seal all cracks; apply ash or approved insecticide before storage.

13. Hermetic/airtight storage (e.g. PICS bags, metal silos) — seals out oxygen, killing insects naturally without chemicals.

14.

i) Regularly inspect for pest activity or signs of moisture.

ii) Ensure store is kept dry and well-ventilated.

iii) Turn/rotate bags periodically to prevent moisture build-up.

15.

i) Dried produce thoroughly before storage.

ii) Stored in airtight/sealed containers.

iii) Kept the store clean and pest-free. (Also: labelled bags; kept off the floor on pallets.)

C. Cooking: Using Flour Mixtures

1. A semi-liquid mixture of flour and liquid (such as milk, water, or eggs) used for making foods like pancakes, bhajias, or coating foods before frying.
2. Batter (specifically a thin/pour batter).
3. Batters have a higher liquid content and are pourable/semi-liquid, while doughs have less liquid and are thicker/solid enough to be kneaded and shaped.
4.

a. Pour/thin batter and Drop/thick batter.

b. Pour batter (e.g. pancakes) is thin and flows freely when poured; drop batter (e.g. muffins, bhajias) is thicker and drops in spoonfuls — it doesn't pour.

5.

a. Clean hands / floured surface / dough scraper (any two).

b. Resting allows gluten to relax, making the dough easier to roll/shape, and allows yeast (if used) to act, resulting in a lighter, softer product.

6. Flour mixtures are combinations of flour with liquid, fat, and other ingredients. They are essential as they form the structural base of foods like chapati and mandazi, giving them texture, shape, and nutritional value.
7.

i) Batter — a liquid/pourable mixture; example: pancakes.

ii) Dough — a firm, kneadable mixture; example: chapati or mandazi dough.

8. Thin/pour batter (e.g. for pancakes).
9.

i) Flour — provides structure/ carbohydrates.

ii) Egg — binds ingredients and adds protein.

iii) Milk/water — provides liquid to make the batter pourable; also adds moisture and flavour. (Also: sugar for sweetness; salt for flavour; fat/oil for texture.)

10. He should have sifted the flour through a sieve. Sifting removes lumps and aerates the flour, ensuring a smooth batter or dough without hard lumps.
11. Kneading develops gluten, making the dough elastic and smooth. Without proper kneading, the mandazi will be dense, tough, and will not rise properly during frying.
12.

i) Do not overfill the pan with oil — use just enough to submerge or half-submerge the mandazi.

ii) Lower mandazi gently into hot oil to prevent splashing. (Also: never leave hot oil unattended; use dry utensils.)

13.

i) They provide carbohydrates, which supply energy for daily activities.

ii) When made with eggs and milk, they provide protein for growth and repair of body tissues.

14. Mandazi is a traditional Kenyan snack/food, so preparing it reinforces cultural heritage. Selling it generates income for the family/ school, promoting entrepreneurship skills and practical application of Agriculture learning.
15.

i) Baking powder.

ii) Baking soda / bicarbonate of soda. (Also: yeast.)

3

Hygiene Practices

A. Cleaning Waste Disposal Facilities

1. To kill remaining germs/pathogens that survived scrubbing, preventing spread of disease and eliminating odour-causing bacteria.
2. Disinfecting with a bleach/disinfectant solution (e.g. diluted sodium hypochlorite), followed by thorough rinsing with hot water.
3. Stagnant water is a breeding ground for mosquitoes that spread malaria; unblocking the drain eliminates the habitat for larvae, preventing disease transmission in the community.
4. Biodegradable liners break down naturally, reducing plastic pollution in the environment and making waste disposal more environmentally friendly.
5.
   i) Removes rotting waste that harbours harmful bacteria and viruses.
   ii) Eliminates breeding sites for disease-carrying pests such as flies and mosquitoes.
6.
   i) Apply a disinfectant solution (e.g. bleach/Jik) and scrub again.
   ii) Rinse thoroughly and leave to air-dry in sunlight before relining.
7.
   i) Regularly remove leaves, debris, and solid waste from the drain.
   ii) Cover the drain with a mesh/grill to prevent large debris from entering.
8.
   i) Gloves protect hands from harmful bacteria and chemicals in the waste.
   ii) Masks prevent inhalation of pathogens, toxic fumes, and dust from waste.
9.
   i) Prevents build-up of food residues that cause blockages.
   ii) Eliminates germs and reduces risk of gastrointestinal infections.
10.
   a.
      i) Dispose of waste in designated bins, not in drains or open ground.
      ii) Use biodegradable waste products and clean facilities regularly.
   b. Regular cleaning removes food residues and waste that attract pests; without a food/shelter source, pest populations decline.
   c. Reduces open waste that causes pollution, supports Kenya's Big Four Agenda/Vision 2030 goal of a clean, healthy population.
11.
   i) A stiff brush/broom.
   ii) Disinfectant/bleach solution. (Also: gloves, bucket, water, protective mask.)
12. Pour a mixture of baking soda (bicarbonate of soda) followed by vinegar down the drain — the chemical reaction helps break down food residue. Follow with hot water to flush. Alternatively, use a plunger to dislodge the blockage.
13.
   i) Keep bin lids tightly closed at all times.
   ii) Disinfect and clean bins regularly to remove food odours that attract animals.
14.
   i) Baking soda (bicarbonate of soda).
   ii) Vinegar. (Also: lemon juice, ash, salt.)
15. It ensures consistency and accountability in cleaning; helps identify when facilities were last cleaned; prevents neglect; and provides a record for health inspections or school management.

B. Disinfecting Clothing and Household Articles

1. The process of killing or eliminating harmful microorganisms (bacteria, viruses, fungi) on surfaces, clothing, or articles using physical or chemical methods.
2. Sun/solar disinfection (using UV rays from direct sunlight to kill pathogens).
3. To kill remaining bacteria and pathogens on the fabric using heat (heat disinfection/ ironing method).
4. Salt draws moisture out of bacterial cells through osmosis, killing or inhibiting the growth of microorganisms (antimicrobial action).
5. Heat disinfection (boiling/moist heat method).
6. Rinse thoroughly with clean water to remove bleach residue that can damage the fabric, cause skin irritation, or weaken the gloves.
7.
   a.
      i) Boiling in hot water.
      ii) Sunlight exposure (solar disinfection). (Also: chemical disinfection using bleach/Jik solution.)
   b. Rinsing removes chemical residue that can irritate skin, damage fabric fibres, and may be harmful if ingested if clothing is worn near food preparation areas.
8.
   a. Free, requires no fuel/energy; also bleaches/whitens the fabric naturally.
   b. More reliable — kills all pathogens regardless of weather; faster and more consistent.
9.
   a. Proper disinfection (e.g. boiling or sun-drying) would have killed the fungi/ bacteria present on the damp towels before they were used, preventing skin infections.
   b. Hang towels in direct sunlight for at least 4–5 hours.
10.
   a.
      i) Wash socks thoroughly with soap and water.
      ii) Prepare a concentrated salt solution in a basin.
      iii) Submerge socks fully and soak for at least 30 minutes.
      iv) Remove and rinse thoroughly with clean water.
      v) Hang in sunlight to dry.
   b. Rinsing removes the salt that, if left on fabric, can cause stiffness, damage fibres, or irritate the skin when worn.
11.
   i) The side facing away from the sun does not receive UV radiation, so pathogens on that side survive — disinfection is incomplete.
   ii) Uneven drying may leave one side damp, encouraging bacterial/fungal growth.
12.
   i) Work in a well-ventilated area or outdoors to allow fumes to disperse.
   ii) Dilute the vinegar with water to reduce concentration and odour.
13.
   a. Boiling may cause colour bleeding/ fading in coloured fabrics, and can damage synthetic fibres, causing shrinkage or deformation.
   b. Ironing (dry heat) can be used after boiling to disinfect seams and areas not fully reached during boiling, and to remove residual moisture that may harbour bacteria.
14.
   a.
      i) Reduces cross-infection of skin conditions, lice, and pathogens between customers.
      ii) Builds public confidence in salon/ barbershop hygiene standards.
   b. It aligns with Kenya's Public Health Act and national infection prevention goals, reducing healthcare burden from preventable infections.
15.
   a. Sunlight exposure (solar disinfection).
   b.
      i) No chemical waste or water contamination from bleach/ disinfectants.
      ii) Uses renewable solar energy — zero carbon footprint.

16.

i) The soaking time was too short — salt needs at least 30 minutes to draw moisture from bacterial cells effectively.

ii) The salt solution may not have been concentrated enough to inhibit microbial growth.

17.

a.

i) Spread of fungal infections (ringworm, athlete's foot).

ii) Transmission of bacterial skin infections.

b.

i) Sun-drying in direct sunlight.

ii) Salting (soaking in salt solution).

18.

a.

i) Large pot/sufuria.

ii) Heat source (jiko/stove/firewood). (Also: clean water, tongs.)

b. Supervision is necessary to prevent burns and scalding from boiling water, ensure correct technique, and avoid overheating/damaging delicate fabrics.

19.

i) UV radiation from sunlight breaks down odour-causing bacterial cells, eliminating the source of bad smell.

ii) Higher temperature and better air circulation outdoors accelerate evaporation of moisture, reducing the musty smell associated with slow indoor drying.

20.

i) 'Always dry clothing in sunlight — UV rays kill germs!'

ii) 'Boil shared clothing items to kill harmful bacteria.'

iii) 'Rinse thoroughly after using chemical disinfectants to protect your skin.'

21.

a.

i) Immediately rinse the affected skin/eyes with plenty of clean running water for at least 10–15 minutes.

ii) Remove contaminated clothing and seek medical attention if irritation persists.

b. Careful handling prevents chemical burns, eye damage, and toxic fume inhalation; it also protects other learners in the shared school space from accidental exposure.

4

Production Techniques

A. Grafting in Plants

1. A horticultural technique where part of one plant (the scion) is joined to the root system of another plant (the rootstock) so they grow together as a single plant.
2. Multiple fruit varieties (e.g. different citrus types) can be produced on a single tree, saving space, increasing diversity of harvest, and providing aesthetic/ornamental value.
3. Compatibility between the scion and rootstock (and ensuring the graft union remains moist/shaded immediately after grafting to prevent desiccation in the dry conditions).
4. Proper wrapping/bandaging of the graft union with grafting tape or polythene strips to keep it moist, aligned, and protected until union forms.
5.
   i) Sharp, clean grafting knife/blade.
   ii) Grafting tape/polythene strip (budding tape). (Also: rootstock seedling, scion material, disinfectant.)
6.
   a. Bridge grafting (inarching/approach grafting).
   b.
      i) Bridge grafting restores the flow of water and nutrients across a damaged/ringbarked section of a branch.
      ii) It uses nearby shoots to 'bridge' the wound, keeping the existing branch alive without removing it.
7.
   a. To combine the high yield of the scion variety with the drought tolerance of the rootstock — producing a productive tree that survives dry conditions.
   b. Farmers in arid Kenya can grow productive mango trees without irrigation dependence; this improves income and food security even in challenging climates.
8. It allows propagation of superior varieties; produces earlier-bearing trees; maintains true-to-type characteristics of the mother plant; enables combining of disease/drought resistance with high yield; and allows repair of damaged trees.
9.
   a. Top-working / T-budding / Cleft grafting (any suitable method that allows multiple scions on one rootstock).
   b.
      i) The tree produces multiple types of citrus, providing variety in one space.
      ii) It serves ornamental/aesthetic purposes and attracts interest/ commercial value.
10.
   a.
      i) Water the rootstock regularly to keep it hydrated while the union forms.
      ii) Keep the graft shaded from direct sun/heat for 2–4 weeks.
   b. Suckers (shoots growing below the graft) are from the rootstock and will outcompete the scion if not removed; pruning them ensures the scion receives all nutrients.
11.
   a.
      i) The orchard becomes resistant to common diseases, reducing crop losses.
      ii) The grafted trees retain the local rootstock's adaptation to the local climate/soil.
   b. Grafting promotes sustainable production by reducing pesticide use (disease resistance), conserving local root genetics, and allowing production of improved varieties without importing new trees.

12.
   i) Prevents introduction of pathogens (bacteria, fungi, viruses) into the open graft wound, which could cause infection and graft failure.
   ii) Ensures clean cuts that allow close contact between scion and rootstock cambium layers for a successful union.

13.
   a. Wrap the graft union firmly with grafting tape; apply grafting wax or vaseline to seal the cut and prevent moisture loss.
   b. Direct sun causes rapid water loss (desiccation) from the exposed graft union, which can kill the scion before the union forms; shade keeps it cool and moist.

14.
   a. Labelling enables monitoring of each graft's progress; allows identification of the variety and comparison of success rates; prevents mix-up of varieties.
   b.
      i) Date of grafting.
      ii) Scion variety name. (Also: rootstock type, grafter's name.)

15.
   a. New leaf/shoot growth emerging from the scion.
   b. The scion shrivels, turns brown, or dries out with no new growth.

16.
   a.
      i) Restores productivity to old, low-yielding trees.
      ii) Allows introduction of improved/ new varieties onto established root systems without planting from seed.
   b. Farmers avoid the cost of uprooting old trees and replanting; established root systems reduce the time and cost of early tree establishment, and new varieties are introduced cheaply.

17.
   i) Produces trees that bear fruit earlier than seedling-grown trees.
   ii) Allows propagation of superior/ improved varieties.
   iii) Combines desirable traits (high yield + disease/drought resistance).
   iv) Enables repair and rejuvenation of damaged or old trees.

B. Homemade Sun Dryer

1. A homemade sun dryer is a simple, locally constructed device that uses solar energy (sunlight and heat) to remove moisture from vegetables and other produce. It is important because it prevents rotting, extends the shelf life of produce, and reduces post-harvest losses — especially in areas lacking refrigeration.
2. Solar radiation heats the air inside the dryer, which absorbs moisture from the vegetables. Vents allow humid air to escape and fresh dry air to enter, continuously removing water vapour from the drying produce.
3.
   i) Wooden frames/poles.
   ii) Wire mesh/chicken wire (for trays).
   iii) Black polythene sheet (to absorb heat).
   iv) Clear polythene sheet / transparent plastic (for the cover/roof). (Also: bamboo, old timber, nails.)
4.
   i) Wash hands thoroughly before handling vegetables.
   ii) Clean and dry the dryer trays/mesh before use to remove dust and old residue.
5. Direct sunlight causes rapid overheating that destroys colour, nutrients, and flavour. Indirect drying in a sun dryer uses diffused/ moderated heat that dries vegetables gradually, preserving colour, nutritional value, and taste, while the cover protects from dust and insects.
6. The black-painted dryer will dry faster because the black colour absorbs more solar radiation and converts it to heat, raising the internal temperature higher than the white-painted one, which reflects more heat.
7. Vents allow humid/moist air that has absorbed water from the vegetables to escape, and let in fresh, dry air. This continuous air exchange prevents condensation inside the dryer and speeds up drying.

8.
   i) Bamboo/old timber for the frame.
   ii) Wire mesh/chicken wire for drying trays.
   iii) Clear/black polythene sheet for the cover. (All locally affordable materials.)

9.
   i) Dried produce can be stored and sold during off-season when prices are higher, increasing profit margin.
   ii) Reduces post-harvest losses, meaning more produce is available for sale.

10.
   i) Paint the interior of the dryer black to increase heat absorption.
   ii) Ensure the transparent cover fits tightly to trap heat inside (reduce air gaps that let heat escape).

11. Overcast skies and rain reduce solar radiation, slowing or stopping the drying process. Solution: Use an alternative heat source (e.g. low-flame jiko indoors) or pre-dry briefly in a food-safe oven/warm room until the weather improves.

12.
   i) Wear protective gloves when handling wire mesh/nails to avoid cuts.
   ii) Use proper tools (saw, hammer) carefully and under supervision to avoid injury.

13. Households can buy vegetables cheaply during harvest (when prices are low), dry them for preservation, and use or sell them during scarcity when prices are high — earning more and reducing household food expenditure.

14. The sun heats the air inside the dryer; this warm air rises (convection), carrying moisture from the vegetables upward and out through the vents. Cooler, drier air enters from below, is heated, absorbs more moisture, and rises again — creating a continuous drying cycle.

15.
   i) The enclosed cabinet protects produce from dust, insects, and birds, maintaining hygiene.
   ii) The enclosed structure traps heat, achieving higher internal temperatures for faster and more effective drying.

16.
   i) Produce stacked too thickly on trays.
   ii) Poor air circulation due to blocked vents. Solution for (i): Spread produce in a single, thin layer on the tray so all pieces receive equal heat and airflow.

17. A multi-tray dryer can dry larger quantities of produce at once, increasing efficiency and saving time.

18.
   i) Sun dryers use free, renewable solar energy — no electricity costs, which is important in rural areas with limited or no grid access.
   ii) They can be constructed from locally available, affordable materials without technical expertise.

19.
   i) Dried vegetables (e.g. sukuma wiki, tomatoes) retain nutrients and can be consumed out of season, improving dietary diversity and nutrition when fresh produce is unavailable.
   ii) Sun drying prevents rotting of surplus produce, reducing post-harvest losses and ensuring the family has food throughout the year.

KJSEA SAMPLE 1

SECTION A — Multiple Choice Answers

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

SECTION B — Structured Answers

31.

a. Rain or high humidity slows drying of cut forage. How to overcome: Cover the cut forage with a tarpaulin or move to a sheltered area until weather improves; resume drying when sunny. (2 marks)

b.

i) Prevents ground moisture from soaking into the forage, reducing rot.

ii) Deters rodents and insects from entering the base of the stack. (2 marks)

32.

a. Turning leftover rice into fried rice by adding fresh eggs, vegetables, and seasoning. (1 mark)

b.

i) Reduces food waste and saves money on groceries.

ii) Ensures food security by providing meals during times of scarcity.

iii) Conserves resources (water, energy, time) used in cooking. (3 marks)

33.

a. Cardboard / small pieces of wood / sticks / cloth. (1 mark)

b.

i) Nutrient-rich fish pond water is reused to irrigate crops, saving freshwater.

ii) Animal manure is recycled as fertiliser for crops, reducing the need for external inputs. (2 marks)

34.

a.

i) Wooden poles/timber.

ii) Bamboo/sticks. (2 marks)

b.

i) Cut and assemble wooden/ bamboo pieces into a rectangular frame of the desired size.

ii) Stretch and fix wire mesh/ mosquito netting across the frame to form the drying tray. (2 marks)

35.

a. Poultry droppings are collected and composted to form organic manure, which is applied to vegetable beds to improve soil fertility and crop yield. (2 marks)

b.

i) Provides multiple income streams from different products (eggs, vegetables, fish, meat).

ii) Reduces production costs through internal recycling of waste as fertiliser and feed. (2 marks)

c. It reduces reliance on synthetic chemicals by recycling nutrients within the farm, lowering environmental pollution. (1 mark)

36.

a.

i) Sickle/panga for cutting.
ii) Baler or sisal string for binding. (Also: rake, tarpaulin.) (2 marks)

b.

i) Provides a reliable feed reserve for livestock when pasture dries up.
ii) Reduces the cost of purchasing supplementary feed during dry seasons. (2 marks)

37.

i) View leftovers as ready-made ingredients for new meals rather than waste.
ii) Plan meals deliberately to create leftovers for the following day, reducing daily cooking effort. (2 marks)

38.

i) Sun/solar disinfection — hang items in direct sunlight for at least 4–5 hours.
ii) Salting — soak items in a concentrated salt solution for at least 30 minutes, then rinse. (2 marks)

39.

a.

i) Both must belong to the same or closely related species/genus.
ii) The cambium layers of both must be able to align and fuse. (2 marks)

b.

i) Select a healthy scion (young shoot with buds) and a suitable rootstock.
ii) Make clean, matching cuts on both scion and rootstock to expose the cambium.
iii) Join the cut surfaces firmly, ensuring cambium alignment, and wrap tightly with grafting tape. (3 marks)

40.

i) Spread of fungal infections such as ringworm or athlete's foot.
ii) Transmission of bacterial skin infections between users. (2 marks)

41.

a.

i) To allow humid, moisture-laden air to escape from inside the dryer.
ii) To allow fresh, dry air to enter and maintain continuous airflow for effective drying. (2 marks)

b.

i) Uses free solar energy — no electricity costs.
ii) Extends shelf life of vegetables by reducing moisture, preventing rot.
iii) Protects produce from dust, insects, and rain during drying. (3 marks)

KJSEA SAMPLE 2

SECTION A — Multiple Choice Answers

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

SECTION B — Structured Answers

31.

a. During the wet season, the farmer fences off a section of pasture with posts and wire to prevent livestock from grazing. The forage is left to grow and mature, then allowed to dry naturally in the field for use during the dry season. (2 marks)

b.

i) Provides a ready feed reserve that livestock can graze directly without additional processing.

ii) It is low-cost — no machinery, harvesting, or storage structures are needed. (2 marks)

32.

a. Refrigeration — cool completely, place in an airtight container, and store at 4°C or below. (1 mark)

b.

i) Reduces money spent on buying or preparing new meals, lowering household food expenditure.

ii) Allows the family to sell or donate surplus preserved food, generating income or goodwill. (2 marks)

33.

a. Strings or arrows (drawn on paper or made of thread). (1 mark)

b.

i) Waste from one component (e.g. fish pond water) becomes input for another (crop irrigation), reducing external resource needs.

ii) Animal manure replaces synthetic fertiliser, reducing the cost of soil nutrients. (2 marks)

34.

a. Rejuvenation — to restore productivity and vigour to old, declining trees. (1 mark)

b. A sharp grafting knife / pruning saw. (1 mark)

35.

a.

i) Wire mesh / chicken wire.

ii) Mosquito netting / shade net. (2 marks)

b.

i) Cut a piece of clear polythene sheet/glass to fit the top of the frame and fix it securely as the transparent cover to trap solar heat.

ii) Cut small openings at the bottom and top of the side

walls; cover with mesh to create intake and outlet vents for airflow. (2 marks)

36.

a. Rabbit manure is collected and applied as organic fertiliser to the vegetable beds, improving soil fertility and crop yields at low cost. (1 mark)

b.

i) Diversified income from multiple products (crops, eggs, meat, vegetables) reduces financial risk.

ii) Lower input costs — farm waste is recycled as fertiliser and feed, reducing purchases. (2 marks)

c. Growing multiple crops and keeping different animal species on the same land creates varied habitats that support a diversity of organisms and beneficial insects. (1 mark)

37.

a.

i) A central wooden pole/post for the core of the stack.

ii) Sisal string/wire for tying the stack at intervals. (2 marks)

b.

i) Reduces overgrazing by providing reserve feed, allowing pasture to recover and preventing soil erosion.

ii) Uses natural, locally available materials with no chemical inputs, reducing environmental pollution. (2 marks)

38.

i) Repurposing — transform leftovers into a new dish (e.g. leftover beans into broth/soup).

ii) Refrigeration — store cooled leftovers in airtight containers at 4°C or below for short-term use. (2 marks)

39.

i) Kills harmful bacteria and fungi, preventing spread of skin infections.

ii) Removes odours, keeping clothing fresh and hygienic. (2 marks)

40.

a.

i) Rejuvenates old, unproductive trees without replanting.

ii) Combines desirable traits such as disease resistance and high yield.

iii) Produces trees that bear fruit earlier than those grown from seed. (3 marks)

b.

i) Repair — fixing storm-damaged or broken branches.

ii) Aesthetics — creating ornamental multi-fruit trees. (Also: Improvement.) (2 marks)

41.

i) Always wash hands thoroughly with soap before handling leftover foods.

ii) Store leftovers in clean, airtight containers and label with the date. (2 marks)

42.

a.

i) Black absorbs more solar radiation, increasing the internal temperature for faster drying.

ii) Converts light energy to heat energy efficiently, improving dryer performance. (2 marks)

b.

i) Remove moisture from vegetables, making them shelf-stable for months.

ii) Protect drying produce from rain, dust, and insects, maintaining hygiene.

iii) Allow farmers to preserve surplus produce during harvest gluts for sale during off-season. (3 marks)

KJSEA SAMPLE 3

SECTION A — Multiple Choice Answers

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

SECTION B — Structured Answers

31.

a. When forage is dried uniformly (all parts to below 15–20% moisture), mould and bacterial growth are prevented throughout the bale. Uneven drying leaves damp pockets that cause internal rotting and nutrient loss. (1 mark)

b.

i) Always cut away from the body and keep bystanders at a safe distance.

ii Handle the sickle with dry hands and store it safely (covered) when not in use. (2 marks)

32.

a. Place cooled leftovers in airtight freezer bags (remove excess air to prevent freezer burn), label with the date, and store at -18°C or below. (1 mark)

b.

i) Reduces the volume of food waste sent to landfills, lowering methane production (a greenhouse gas).

ii) Decreases demand for fresh food production, conserving water, land, and energy resources. (2 marks)

33.

a. Green paper / sand / soil / cloth / green-painted cardboard. (1 mark)

b.

i) Animal manure from rabbits/ poultry is added to vegetable beds as organic matter, improving soil structure and microbial activity.

ii) Crop residues are fed back to animals or composted, returning nutrients to the soil and maintaining fertility. (2 marks)

34.

a. Repair — to restore branches damaged by storms or disease to full functionality. (1 mark)

b. Grafting tape / polythene budding tape / raffia. (1 mark)

c. the graft union moist by wrapping tightly with grafting tape; shade the graft for 2–4 weeks to reduce moisture loss through desiccation. (1 mark)

35.

a.

i) Old timber/wooden planks.

ii) Corrugated iron sheets / old cardboard reinforced with polythene. (2 marks)

b.

i) Fit wire mesh or mosquito netting panels horizontally inside the cabinet at different heights to create multiple drying trays.

ii) Line the interior base and walls with black polythene sheet/ black paint to serve as the heat absorber that raises the internal temperature. (2 marks)

36.

a. Nutrient-rich water from the fish pond (containing fish waste) is channelled to irrigate vegetable beds, providing both water and natural fertiliser simultaneously. (1 mark)

b.

i) Multiple components ensure that even if one fails due to drought or disease, income and food from others continue.

ii) Water is recycled within the system, reducing vulnerability to water scarcity. (2 marks)

c. Selling eggs from poultry alongside crops provides diversified income streams, reducing financial risk from price fluctuations in any single product. (1 mark)

37.

a.

i) Fence posts (wooden/metal).

ii) Barbed wire / chicken wire / thorn branches. (2 marks)

b.

i) No machinery or harvesting equipment needed — extremely low cost.

ii) Forage remains in the field until needed, reducing storage infrastructure requirements. (2 marks)

38.

i) Reheat leftovers to a minimum internal temperature of 74°C to ensure all harmful bacteria are killed.

ii) Reheat only once — repeated reheating allows bacteria to multiply during cooling cycles, increasing food poisoning risk. (2 marks)

39.

i) Solar/sunlight disinfection — expose items to direct sunlight for at least 4–5 hours; UV rays kill pathogens without chemicals.

ii) Salting — soak items in a concentrated salt solution for at least 30 minutes; effective and chemical-free. (2 marks)

40.

a.

i) Compatibility — scion and rootstock must be of the same or closely related species for the union to form.

ii) Seasonality — grafting is most successful during the active growing/bark-slip season (rainy season) when cambium is active. (2 marks)

b.

i) Select a healthy scion (young shoot with 2–3 buds) from the desired variety.

ii) Make matching clean cuts on both scion and rootstock to expose the cambium layers.

iii) Align the cambium layers of scion and rootstock, join firmly, and wrap tightly with grafting tape to hold in place. (3 marks)

41.

i) Keep a written log or chart on the fridge listing each leftover, the date stored, and the date consumed.

ii) Use a phone app or calendar reminders to alert the household when stored leftovers are approaching their safe consumption date. (2 marks)

42.

a.

i) Prevents animals (chickens, rodents) from reaching and contaminating the drying produce.

ii) Improves airflow beneath the dryer, aiding ventilation and stability on uneven ground. (2 marks)

b.

i) Preserves seasonal surplus produce (e.g. tomatoes, kale) for consumption out of season, improving year-round dietary diversity.

ii) Retains 70–90% of vitamins in vegetables through gentle indirect drying, maintaining nutritional value.

iii) Reduces post-harvest losses, ensuring more food is available to the family and for sale, improving household food security. (3 marks)

Pre-Technical Studies

1

Foundations of Pre-Technical Studies

A. Safety on Raised Platforms

1.
   a. Raised platform: Any structure or device that lifts a person, tools, or materials above normal ground level to allow them to reach high places safely.
   b. Mobile Elevated Work Platform (MEWP): Powered platforms (like scissor lifts) with roll-on wheels that raise and lower at the push of a button.

2.
   - Step stool
   - Ladder
   - Trestles
   - Scaffold
   - MEWP (Mobile Elevated Work Platform)
   - Workbench

3.
   - Step stool
   - Ladder
   - Trestles

4. It provides a stable, powered platform that can be quickly and easily raised to the exact height needed for ceiling fixtures without manual climbing.

5.
   - **Workbench**: Used to provide a stable, raised surface for cutting, assembling, or repairing materials.
   - **Ramp**: Used to easily roll heavy equipment or provide accessibility (e.g., for wheelchairs) without lifting.

6.
   a. **Painters moving along mid-height exterior wall**: Scaffold (or Trestles).
   b. **Theatre crews rolling sets onto stage**: Ramp.
   c. **Student changing a light bulb**: Step stool or Ladder.

7.
   a. **Likely causes of defect**: Lack of proper daily inspection, general wear and tear, or using damaged/substandard parts during assembly.
   b. **Possible outcome if it tips over**: Workers falling from heights, severe injuries, or the structure collapsing onto people/property below.

8. Falling from height (due to overreaching and losing balance / platform tip-over).

9.
   a. Falling from height.
   b. Platform collapse or tip-over.
   c. Objects falling on people below.
   d. Electrocution (contact with overhead power lines).
   e. Muscle strain and fatigue.

10.
   - Tools or materials slipping off the edge of an unsecured platform (lack of toe boards).
   - Failing to secure hand tools with tethers or keeping them loose instead of in a tool belt.

11.
   - Worker shocked by power lines: **Electrocution**.
   - Painter develops back pain: **Muscle strain**.
   - Scaffold's feet sink: **Platform collapse**.
   - Hammer rolls off plank: **Objects falling.**

12.
   - Stop using the ladder immediately.
   - Tag the ladder clearly with a "DO NOT USE" or "Defective" sign.
   - Report the damage to a supervisor or teacher.
   - Remove it from the work site to be repaired (if applicable) or safely disposed of/replaced.

13.
   - Hard hat / Helmet (protects against falling objects or head bumps).
   - Safety harness with lanyard (fall arrest system).

- Non-slip safety boots/shoes.
  (*Also accept: High-visibility vest, safety goggles*).

14.
- Promotes a permanent culture of health and safety among learners/ workers.
- Extends the lifespan of the equipment by ensuring it is used within its designed limits and properly maintained.
- Reduces long-term financial liabilities (e.g., medical costs, compensation, or replacing broken equipment).

15.
- Ensuring tools are tethered or using toe-boards prevents heavy objects from falling onto students or teachers walking below the work area.
- Properly securing a scaffold and restricting access around its base prevents the platform from collapsing onto nearby classrooms, pathways, or playing students.

B. Handling Hazardous Substances

1.
a. **Hazardous substance**: Any material (solid, liquid, or gas) that can cause harm to human health, property, or the environment.
b. **Signal word**: A specific word found on chemical labels used to indicate the level of severity of a hazard (e.g., "Danger" for severe hazards, "Warning" for less severe hazards).

2.
- Bleach
- Toilet bowl cleaner / Drain unblocker
- Pesticides / Rat poison
- Kerosene / Methylated spirit
- Aerosol sprays / Hand sanitizers

3.
- It safely extracts and vents away toxic vapours, gases, or dust, preventing the user from inhaling them.
- It provides a physical barrier that helps contain accidental spills or minor chemical splashes.

4.
- Battery acid (Sulphuric acid)
- Toilet bowl cleaners (Hydrochloric acid)
- Drain cleaners (Caustic soda)
- Bleach

5.
a. **Kerosene**: Flammable
b. **Rat poison**: Poisonous (or Toxic)
c. **Battery acid**: Corrosive

6.
a) Toxic/Poisonous.
b) Pesticides, Rat poison.

7.
- "Highly Flammable: Keep away from open flames, sparks, and heat."
- "Keep out of reach of children."

8. Combining them creates toxic chlorine gas. The categories are **Corrosive** (bleach/acid) and **Toxic/Poisonous** (the resulting gas).

9.
- Kerosene
- Liquefied Petroleum Gas (LPG / Cooking gas)
- Methylated spirit
- Aerosol sprays (e.g., insecticides, air fresheners)
- Hand sanitizers (alcohol-based)

10.
- Dropping or knocking over glass containers.
- Pouring liquids too quickly or overfilling containers.
- Horseplay, running, or lack of concentration in the lab.
- Storing chemicals improperly (e.g., at the edge of a bench).

11.
a. To protect skin from corrosive splashes: **Chemical-resistant** gloves (or Safety gloves).
b. To avoid inhaling toxic vapours: **Respirator mask** (or Gas/Fume mask).
c. To shield eyes from chemical splashes: **Safety goggles**.
d. To protect clothing and body from spills: **Lab coat** (or Apron).

12.
- Do not touch, smell, or taste the liquid.
- Isolate the bottle and keep other learners away from it.

- Immediately report it to the teacher or lab technician for safe disposal or identification.

13.
- Product name / Chemical identity.
- Hazard pictograms/symbols.
- Signal word (Danger/Warning).
- Precautionary statements / First aid instructions.

14.
- Prevents chronic (long-term) health illnesses, such as respiratory issues or skin diseases, caused by repeated minor exposure to chemicals.
- Fosters a permanent culture of responsibility and safety that learners will carry into their future careers.
- Protects the school environment and local water systems from long-term toxic contamination.

15.
- Properly labelling containers prevents a classmate from unknowingly handling a dangerous chemical, avoiding severe burns or poisoning.
- Immediately wiping up spills ensures the next group of students won't slip or suffer chemical burns from uncleaned residues on the benches.

16.
- **Extreme fire hazard**:A tiny spark from a phone, static electricity, or metal scraping can ignite the highly flammable fuel, causing a massive, deadly explosion.
- **Toxic inhalation**: Breathing in the concentrated petroleum fumes can cause unconsciousness or respiratory failure.

C. Self-Exploration and Career Development

1.
a. Journal
b. Goals
c. Clubs
d. Mentor
e. Strength
f. Passion
g. Values
h. Lifestyle

2.
a. **Talent**:A natural aptitude, inner quality, or inborn ability to do something well without necessarily having to be taught.
b. **Ability**: A learned or developed skill to perform a specific task, usually acquired through training, practice, and experience.

3.
- Completing a weekend coding bootcamp → **Workshops and short courses**
- Practising scales on the piano daily → **Deliberate practice**
- Shadowing a professional chef for a day → **Mentorship and coaching**

4.
a. Identify and list your personal talents, strengths, and interests.
b. Research different careers or jobs that require those specific talents.
c. Identify the educational qualifications or skills needed for those careers.
d. Seek mentorship, job shadowing, or practical experience in the chosen field.

5.
- Respecting copyright and giving credit to other creators (avoiding plagiarism).
- Being honest and authentic about your skills and qualifications.
- Using your talents to positively impact others (avoiding cyberbullying or spreading misinformation).
- Protecting the privacy and data of others.

6.
- **Scenario**:A learner uses their coding skills to hack into a classmate's social media account, or uses photo-editing

skills to create fake, damaging images of someone. (*Accept any valid scenario*)
- **Why it's unethical**: It violates the victim's privacy, causes emotional and reputational harm, breaches trust, and is against the law.

7.

a. Adding visible or invisible watermarks to his images.
b. Displaying a clear copyright notice or using a Creative Commons license on the website. (Also accept: using low-resolution images).
b. Adding a contact form, an email link, or a comment section below his portfolio pieces.

8.

- **Stage 1 (Entry/Artisan):** Certificate level / Assistant role (e.g., Assistant Mechanic).
- **Stage 2 (Middle/Diploma):** Diploma level / Junior Professional role (e.g., Certified Mechanic).
- **Stage 3 (Advanced/Degree):** Degree/Professional level / Managerial role (e.g., Lead Engineer / Garage Owner).

9.

a. Science, Technology, Engineering, and Mathematics (STEM)
b. Social Sciences
c. Arts and Sports Science

10.

- It helps a learner focus their studies and choose subjects that directly align with their future goals.
- It provides motivation and a sense of direction, making learning more meaningful.
- It ensures a smoother transition from school to higher education or the job market.

11.

- Facing legal actions such as heavy fines, lawsuits, or imprisonment.
- Having the license revoked or being banned from the profession.
- Complete loss of professional reputation, trust, and future job opportunities.

12.

- Falsifying academic certificates or lying on a resume.
- Stealing a colleague's ideas and presenting them as your own.
- Using bribery, corruption, or nepotism to secure a job, promotion, or tender.

2

Communication in Pre-Technical Studies

A. Oblique Projection

1. B.
2. C.
3. B.
4. B.
5. C.
6.
   - The front face of the object is drawn flat and true to its actual shape and size.
   - Receding lines (showing depth) are drawn parallel to each other.
   - Receding lines are typically drawn at an angle of 45 degrees.
   - The depth can be drawn to full scale (Cavalier) or half scale (Cabinet).
   - It shows three dimensions (width, height, and depth) in a single view.
7.
   - **Front Face** (1 mark): Drawn true to shape (proportional to 30 cm height x 25 cm width).
   - **Angle** (1 mark): Receding lines drawn consistently at a 45-degree angle.
   - **Depth Scale** (1 mark): The seat depth is drawn at **half scale**. (Since actual is 20 cm, the drawing should represent 10 cm).
8.
   - **Front Face** (1 mark): Drawn true to shape (proportional to 10 cm x 8 cm).
   - **Angle** (1 mark): Receding lines drawn consistently at a 45-degree angle.
   - **Depth Scale** (1 mark): The depth is drawn at full scale (proportional to the full 6 cm).
9.
   a. Block i: Cabinet projection.
      Block ii: Cavalier projection.
   b. Cavalier projection shows the depth at full length, making it look elongated. Cabinet projection shows the depth halved, making it look shorter.
   c. **Cabinet projection** gives a more realistic view. Reason: Drawing the full depth at a 45-degree angle (Cavalier) creates an optical illusion that distorts the object, making it appear abnormally long. Halving the depth corrects this visual distortion.
10.
    - **Front Face** (1 mark): Drawn true to shape (e.g., proportional to 20 cm length x 7 cm height).
    - **Angle** (1 mark): Receding lines drawn at 45 degrees.
    - **Depth Scale** (1 mark): Depth is halved. (If actual width is 10 cm, the receding lines should be proportional to 5 cm).
11.
    - **Front Face** (1 mark): The circular face must be drawn at the front as a true circle (diameter representing 6 cm).
    - **Receding Lines** (1 mark): Drawn from the top and bottom edges of the circle at 45 degrees (representing 10 cm height).
    - **Back Face** (1 mark): The visible part of the back edge is drawn as a curve parallel to the front circle.
12.
    a. Cabinet projection. (*Accept this as the standard answer for furniture unless the diagram specifically showed highly elongated depth*).
    b. Cabinet projection reduces visual distortion on objects with significant depth (like desks), giving carpenters and designers a more realistic sense of proportion before manufacturing.

B. Visual Programming

1. B.
2. B.
3. B.
4. B.
5. B.
6.
    - Game Development
    - Education (Interactive learning tools, animations, stories)
    - Mobile Application Development
    - Robotics and IoT (Internet of Things) Automation
    - Environmental monitoring / Data visualization
7. Visual programming uses graphical elements like drag-and-drop blocks to build logic, whereas traditional coding requires typing specific syntax and text commands.
8.
    - **Hardware/Software**: A computer/ tablet, Internet connection (for web version), or the Scratch Offline Editor app.
    - **Interface tools** (*Acceptable alternative*): The Block Palette, Script Area, Stage, or Sprite Pane.
9. Defining the objective/problem (i.e., deciding what the application will do, like creating a storyboard or writing down the algorithm/ steps).
10. They manage the flow of the program by pausing actions (wait), creating loops (repeat/forever), and making decisions using conditional logic (if-then).
11. It removes the frustration of typing complex syntax and memorizing codes, making it easier and more engaging for beginners to learn computational thinking and logic.
12. Sprites are the characters, objects, or images on the stage that perform actions, move, and interact based on the programmed scripts.
13.
    - Programming an automated smart irrigation system to conserve water based on soil moisture sensors.
    - Designing an interactive game or animation to educate people on waste management, recycling, or climate change.
14. **Control** palette
15.
    a. Motion (Blue)
    b. Looks (Purple)
    c. Sound (Magenta/Pink)
    d. Events (Yellow)
    e. Control (Orange)
    f. Sensing (Light Blue)
    g. Operators (Green)
    h. Variables (Dark Orange)
    i. My Blocks (Pink/Red)

3

Materials For Production

A. Wood

1.
- They are generally lighter in weight (lower density) compared to hardwoods.
- They tend to have a lighter colour.
- They have a straight grain structure.
- They are relatively softer and easier to cut and work with using hand tools.

(*Note: Do not accept "needle-like leaves" as a physical characteristic of the wood itself, though it is a characteristic of the tree*).

1. D.
2. C.
3. B.
4. B.

6.

i. **Wood conversion**: The process of cutting and sawing felled tree logs into marketable sizes of timber (boards or planks).

ii. **Wood seasoning**: The controlled process of drying timber to reduce its moisture content to an acceptable level to prevent warping, splitting, and rotting.

7.
- **Softwood trees**: Pine, Cypress, Cedar, Podo, Spruce.
- **Hardwood trees**: Mahogany, Meru Oak, Teak, Eucalyptus (Blue gum), Camphor.

8.
- **Plain sawing** (through-and-through): The log is cut in parallel slices from one side to the other. It is fast and produces maximum yield (least waste), but the boards are highly prone to warping.
- **Rift sawing**: The log is cut radially (from the outer edge towards the centre). It produces very stable timber with a beautiful straight grain, but it is expensive and produces a lot of waste.

9.
- Carefully stacking the timber inside a closed, insulated chamber (kiln) using spacers (stickers) to allow air circulation.
- Gradually introducing and controlling precise amounts of heat, steam, and artificial air currents (fans) to draw out moisture evenly without damaging the wood.

10.
- Pine
- Cypress
- Cedar
- Podo

11.
- They are highly durable, strong, and resistant to wear and tear over many years.
- They possess beautiful, rich, and intricate grain patterns that give furniture an elegant look.
- They take finishes (like varnish and polish) exceptionally well.

12.
- It creates employment and income for thousands of people (e.g., carpenters, lumberjacks, transporters).
- It is a major raw material for the construction, paper, and manufacturing industries, boosting the local and national economy.
- It is a source of fuel (firewood and charcoal) for many households and small businesses.

13.
- Many tree barks, roots, and leaves are used to make traditional and modern medicines (e.g., Neem, Cinchona).
- Wooden interiors in homes and classrooms provide a natural, aesthetically pleasing, and psychologically calming environment that reduces stress.

14.
- It is used to carve traditional artefacts, masks, and sculptures that preserve

community history and heritage.
- It is used to make traditional musical instruments (like drums, nyatiti, or marimba) which are essential for cultural ceremonies and dances.

B. Waste Materials

1. c.
2. **Primary purpose of sorting waste at the source:**
   - To separate recyclable, organic (compostable), and hazardous materials from general waste, which prevents contamination and makes recycling or disposal much easier and more efficient.
2. **d**. Incinerator – burning waste materials safely
3. **d**. Burn
4. **b**. Job creation in recycling
6.
   - **Magnetism**: Many metals (like iron and steel) are attracted to magnets.
   - **Lustre**: Metals generally have a shiny or reflective surface when cleaned or scratched.
   - **Density/Weight**: Metals are usually heavier compared to plastics or wood of the same size.
   - **Sonorous**: Metals produce a ringing sound when struck.
7.
   - Always wear thick, cut-resistant gloves (and closed shoes) when handling broken glass.
   - Place broken glass in a sturdy, puncture-proof container and label it clearly as "Broken Glass" before disposal.
8.
   - **Sorting**: Separating plastics by type, colour, and quality.
   - **Shredding/Crushing**: Cutting the plastic into smaller flakes or chips.
   - **Washing**: Cleaning the flakes to remove labels, dirt, or leftover fluids.
   - **Melting and Pelletizing**: Melting the clean flakes and forming them into small pellets used to make new products.
9. Heavy metals (like lead, mercury, or cadmium) can leach into drinking water or release toxic fumes when burnt, leading to severe neurological (brain) damage, respiratory diseases, or organ failure.
10.
    - Paper waste (used exercise books, exam papers, wrappers).
    - Organic/Food waste (leftovers from the dining hall, fruit peels).
    - Plastic waste (bottles, pens, packaging).
    - Agricultural waste (dry leaves, grass clippings).
11.
    - Conserves natural resources by reducing the need to harvest raw materials (like trees for paper).
    - Reduces pollution (air, water, and soil) and lowers greenhouse gas emissions associated with manufacturing and waste decomposition.
    - Saves valuable landfill space and prevents the destruction of natural habitats.
12.
    - **Reuse**: Using an item again in its original physical form for the same or a different purpose (e.g., using an empty jam jar to store pens).
    - **Recycling**: Chemically or physically destroying the original item and processing its material to manufacture a completely new product (e.g., melting old plastic bottles to mold plastic chairs).
13.
    - Waste collectors / sorters.
    - Truck drivers transporting recyclable materials.
    - Machine operators or technicians in recycling plants.
    - Artisans who create and sell crafts or useful items from recycled materials.
14.
    - **Improves public health**: Prevents the outbreak and spread of diseases caused by pests (like rats and mosquitoes) that breed in unmanaged waste.
    - **Improves community aesthetics**: Keeps the market centre looking beautiful, clean, and smelling fresh, which boosts community pride and well-being.

4

Tools and Production

A. Holding Tools

1. Tools used to securely grip, support, or clamp an object in a fixed position while work (such as cutting, filing, or joining) is being done on it.
2.
   - Vices (e.g., Bench vice, Woodworker's vice)
   - Clamps (e.g., G-clamp, Sash clamp, F-clamp)
   - Pliers (e.g., Combination pliers, Needle-nose pliers)
   - Tongs
   - Tweezers
   - Alligator clips
   - Test tube holders
3. To create a secure, temporary electrical connection that leaves the mechanic's hands free to operate testing equipment.
4.
   - **Tongs (Blacksmith/Kitchen)**: Used to hold hot pieces of metal in a forge or flip hot food.
   - **Crucible tongs / Test tube holder**: Used in a laboratory to safely handle hot crucibles or test tubes over a flame.
5.
   a. **Bending wire**: Pliers (Combination or Needle-nose pliers).
   b. **Securing wood pieces during gluing**: Clamps (G-clamp, Sash clamp, or F-clamp).
   c. **Flipping food in a hot pan**: Kitchen tongs.
6.
   a. **Two possible causes**: Worn-out screw threads, missing or loose jaw inserts, or the vice is not securely bolted to the workbench.
   b. **One possible outcome**: The workpiece may slip or fly out while being cut or filed, which ruins the material and can cause severe injury to the user.
7.
   - **Tool**: Test tube holder (or rubber-coated tongs/tweezers).
   - **Why**: It is designed to provide a secure but gentle grip that prevents applying excessive pressure, which would shatter the delicate glass.
8.
   a. Apply glue and properly align the two wooden boards.
   b. Place small pieces of scrap wood between the clamp's metal jaws and the actual project to prevent surface damage.
   c. Position the clamp over the boards.
   d. Turn the handle/screw to tighten the clamp until the boards are firmly held together, then wipe away excess glue.
9.
   a. The size and shape of the object being held.
   b. The material of the object (e.g., delicate glass vs. solid metal).
   c. The type of operation being performed (e.g., welding, gluing, soldering).
   d. Whether the object is hot, electrically live, or hazardous.
10.
   a. **Cleaning**: Wipe the tool with a dry, clean cloth to remove dirt, grease, or sawdust immediately after use.
   b. **Lubrication**: Apply a few drops of light machine oil to the moving parts (like screw threads or pivot joints) to ensure smooth movement and prevent rust.
   c. **Storage**: Store in a dry, well-ventilated place such as a toolbox, drawer, or wall rack to prevent exposure to moisture.
   d. **Inspection**: Check the tool regularly for cracks, loose parts, or stripped threads before starting any work.

12.
- Apply a rust-penetrating oil (like WD-40) to the joint.
- Work the handles back and forth repeatedly to loosen the rust.
- Clean off the loosened rust with a wire brush or steel wool, then wipe clean and apply a fresh drop of lubricating oil.

13.
- **Safety**: Tools with insulated handles protect the user from electric shock.
- **Precision**: Tools like needle-nose pliers can hold or bend tiny wires in very tight spaces where fingers cannot fit.
- **Stability**: They keep components perfectly still during delicate operations like soldering.

14.
- A bench vice securely holds a piece of metal, allowing a learner to use both hands to operate a hacksaw faster and safer.
- G-clamps hold glued pieces of wood firmly together, allowing the student to move on to other tasks while the glue dries.

15. Striking objects with pliers can severely damage the tool by misaligning the pivot joint, denting the jaws, and breaking the handles. It is also dangerous because the pliers can easily slip off a nail and cause injury.

B. Driving Tools

1. Tools designed to push, turn, or force fasteners (like nails, screws, and bolts) into or out of materials, or to strike other tools (like chisels).

2.
- Hammers (e.g., Claw hammer, Ball-peen hammer)
- Mallets (e.g., Wooden, Rubber)
- Screwdrivers (e.g., Flathead, Phillips)
- Spanners / Wrenches (e.g., Ring, Open-ended)
- Allen keys (Hex keys)

3. A mallet has a softer head (wood or rubber) which absorbs shock and prevents mushrooming, splitting, or damaging the wooden or plastic handle of the chisel.

4.
- **Tool**: Spanner (or Wrench).
- Specific Use: It grips the head of a bolt or nut securely to provide leverage (mechanical advantage) for turning, tightening, or loosening it.

5.
- **Mallet**: Driving wood-handled chisels or gently tapping wooden joints together without denting the material.
- **Screwdriver**: Driving in (tightening) or removing (loosening) screws.
- **Hammer**: Driving nails into wood, extracting nails (using the claw), or shaping metal.

6.
a. **Two possible causes**: Using a screwdriver that is too small/ wrong shape for the screw head, over-tightening screws, or using the screwdriver for unintended purposes (like prying lids or chiselling).
b. **One possible outcome**: The tip will easily slip out of the screw head (cam out) when force is applied, which completely ruins the screw head, damages the workpiece, or stabs the user's hand.

7.
- **Tool**: A Claw hammer (or a standard heavy metal hammer).
- **Why**: It has a solid, heavy steel head that provides sufficient impact force to drive a nail into dense, hard materials without bouncing back.

8.
a. Select the exact size of spanner that fits the bolt head snugly.
b. Place the jaws or the ring of the spanner completely over the bolt head.
c. Apply steady pressure and pull the spanner firmly in an **anti-clockwise** direction.
d. Once the bolt is loose, continue turning it until it can be removed by hand.

9.

a. The type of fastener being driven (e.g., use a hammer for nails, spanner for bolts).
b. The exact size and shape of the fastener (e.g., matching a Phillips screwdriver to a cross-head screw).
c. The material being worked on (e.g., using a rubber mallet on delicate materials to prevent dents).
d. The amount of force or leverage required.

10.

- Stop using the hammer immediately.
- Drive a wooden or metal wedge deeper into the top of the handle (the eye of the head) to expand the wood and tighten the grip.
- If the handle is cracked or the head cannot be secured, replace the handle entirely.

11.

- **Efficiency**: They make assembling furniture or fixing fixtures much faster.
- **Leverage**: They allow humans to apply massive rotational force (torque) or impact force that would be impossible with bare hands.
- **Durability**: They ensure fasteners are driven tightly and securely, making repairs long-lasting.

12.

- **Saves money**: Extends the lifespan of the tools, avoiding the need for frequent replacements.
- **Maintains safety**: Well-cared-for tools do not break, slip, or fail during use, significantly reducing long-term workshop accidents.

13.

- Using the correct size of spanner prevents the tool from slipping off a tight bolt and injuring the student's knuckles.
- Using a properly maintained hammer with a secure head ensures the heavy metal piece doesn't fly off mid-swing and strike another learner during a woodwork class.

B. Driving Tools

1.

a. **Observation**: Walking around the community to spot challenges.
b. **Consultation/Interviewing**: Talking to community members to understand their needs.
c. **Brainstorming**: Listing down all the identified problems.
d. **Prioritization/Selection**: Choosing the most pressing problem that can be realistically solved by the learners.

2. It provides a practical opportunity for learners to apply their technical skills (like measuring, cutting, and joining) to design and fabricate real-world solutions, such as building dustbins, compost bins, or incinerators.

3.

- **Availability of materials**: Importance: Ensures the project is affordable and can be completed without delays.
- **Skill level / Feasibility**: Importance: Ensures the project matches the learners' current technical abilities and can be done safely.
- **Relevance to the problem**: Importance: Ensures the final product actually solves the identified community issue.

4.

- **Design brief**: A short statement describing the problem and the proposed solution.
- **Fabrication**: The actual hands-on process of cutting, shaping, assembling, and finishing the project item.
- **Budgeting**: Calculating the total financial expense required to produce the item.

5.

a. Timber/wood, recycled plastic drums, wire mesh, bricks, or iron sheets.
b. The project becomes unnecessarily expensive, faces delays due to transport, and becomes difficult for the local community to repair or replicate.

6.

a. List all the specific materials, tools, and hardware (like nails or glue) needed.

b. Determine the exact quantity of each item required.
c. Research or inquire about the current unit price of each item from local suppliers.
d. Multiply the quantity by the unit price and add them up to find the total estimated cost.

7.
- Wood / Timber / Bamboo
- Scrap metals
- Recycled plastics (e.g., old jerricans)
- Clay / Stones / Bricks
- Off-cut fabrics / Leather

8.
- Promotes self-reliance by allowing individuals to fix their own items.
- Saves money that would have been spent hiring technicians for minor repairs.
- Fosters creativity and critical problem-solving skills.
- Provides a foundation for future career pathways and income generation (job creation).

9.
- Fabricating colour-coded waste sorting bins (for plastics, organic, and paper).
- Constructing a secure compost bin for organic waste.
- Building a small, safe incinerator for hazardous/medical waste.

10.
- **Improved living standards**: It creates a cleaner, safer, and healthier environment for everyone.
- **Empowerment**: It builds a culture where the community learns to solve its own problems rather than waiting for external help.
- **Economic growth**: Successful projects can be scaled into small businesses, providing employment for the youth.

11.
- They are highly cost-effective (cheap) and easy to acquire.
- They are environmentally friendly as they reduce transport pollution and often utilize recycled waste.
- Future maintenance and repairs are easier because replacement parts are readily available.

5

Entrepreneurship

A. Financial Services

1. Organizations that provide financial services for their clients or members, such as receiving deposits, offering loans, managing investments, and providing financial protection (insurance).
2.
   - Commercial Banks (e.g., KCB, Equity Bank).
   - Savings and Credit Cooperative Organizations (SACCOs).
   - Microfinance Institutions (MFIs).
   - Insurance Companies.
   - Investment Banks / Brokerage firms.
   - Mobile Money Service Providers.
3.
   - SACCOs generally offer lower, more affordable interest rates compared to commercial banks.
   - They are member-driven, meaning loans are often guaranteed by fellow members rather than requiring strict physical collateral (like title deeds).
4.
   - **Deposit-taking Microfinance Institutions (DTMs)**: Licensed and regulated by the Central Bank of Kenya (CBK) to both accept cash deposits from the public and offer loans.
   - **Non-deposit taking Microfinance Institutions**: Only authorized to provide credit/loans but are strictly prohibited from accepting cash deposits from the public.
5.
   - Provide loans and savings accounts → **Banks**
   - Offer member-based, affordable credit → **SACCOs**
   - Cover risks through policies → **Insurance**
6.
   - **Institution**: Insurance Company.
   - **Why**: They provide specialized agricultural/crop insurance policies that compensate the farmer financially in case of unforeseen risks like drought, floods, or crop diseases, preventing total business failure.
7.
   a. Open and maintain an active business bank account to build a financial track record.
   b. Prepare a solid business plan and updated financial records.
   c. Obtain and correctly fill out the loan application forms.
   d. Provide the required security/collateral or find guarantors.
   e. Submit the application and await bank appraisal and approval.
8.
   - Providing savings/deposit accounts (BOSA/FOSA).
   - Offering various types of loans (e.g., development loans, emergency loans).
   - Earning members annual dividends on their shares.
   - Financial education and advisory services for members.
9.
   - **Interest rates**: The cost of borrowing (loans) or the return on savings.
   - **Fees and charges**: Transaction costs, account maintenance fees, or hidden charges.
   - **Accessibility and Convenience**: Proximity of branches, ATMs, and reliable mobile/internet banking options.
   - **Terms and conditions**: Flexibility of loan repayment periods and collateral requirements.
10. Advise them to seek a **short-term working capital loan, a bank overdraft facility**, or mobile-money credit (e.g., M-Shwari/Hustler Fund) to bridge the immediate cash shortage and keep the business running.
11.

- Provides essential seed capital/credit to purchase initial stock or equipment.
- Facilitates safe, fast, and easy payment transactions with suppliers and customers.
- Keeps business funds secure and separate from personal money, allowing for better financial tracking.

12.
- It guarantees easier and faster approval for future loans.
- It allows the business to negotiate for higher loan limits and lower, more favourable interest rates.

13.
- To research and find the lowest interest rates on loans.
- To discover institutions with the lowest transaction fees and best digital platforms.
- Comparing ensures the entrepreneur chooses a financial partner that maximizes their profits and offers the most flexible terms for their specific business needs.

B. Government and Business

1.
- To protect consumers from exploitation (e.g., overpricing, poor quality goods).
- To raise revenue through taxation to fund public services.
- To promote fair competition and prevent the formation of harmful monopolies.
- To provide essential infrastructure and public goods that private businesses might ignore.
- To create employment opportunities for citizens.
- To protect the environment from destructive business practices.

2.
- The government (through the Central Bank) can lower the base lending rate, which forces commercial banks to lower their interest rates.
- Alternatively, the government can provide subsidized, low-interest state funding (such as the Hustler Fund or Youth Enterprise Development Fund).

3.
- **Licensing**: *Purpose*: To ensure only legally recognized and qualified businesses are allowed to operate.
- **Setting quality standards (e.g., KEBS):** *Purpose*: To ensure goods consumed by the public are safe and of high quality.
- **Environmental laws (e.g., NEMA):** *Purpose*: To ensure businesses do not pollute the environment or deplete natural resources.
- **Price controls (e.g., EPRA for fuel):** *Purpose*: To protect consumers from extremely high prices on essential commodities.

4.
a. Issuing licences: **regulation**
b. Tax breaks for SEZs (Special Economic Zones): **incentives**
c. Managing Kenya Ports Authority: **ownership**

5.
a. **Two possible taxes involved**: Value Added Tax (VAT), Income Tax (Corporate Tax or PAYE), or Excise Duty.
b. **One outcome of non-compliance**: The business will face heavy financial penalties/fines, legal prosecution, or forced closure by the Kenya Revenue Authority (KRA).

6.
a. Log into the eCitizen portal using an ID and password.
b. Navigate to the Business Registration Service (BRS) portal.
c. Conduct a name search to apply for and reserve the desired business name.
d. Fill in the required online company registration forms and upload necessary documents.
e. Pay the required registration fees via mobile money or card, and download the registration certificate once approved.

7.
- Value Added Tax (VAT)
- Income Tax (Corporate Tax, PAYE)
- Excise Duty
- Customs Duty (Import Duty)

8.
- **Saves time**: Eliminates long physical queues at government offices.
- **Convenience**: Services can be accessed 24/7 from anywhere with an internet connection.
- **Reduces corruption**: Minimizes face-to-face interactions, thereby reducing opportunities for bribery.
- **Cost-effective**: Saves the business money that would have been spent on transport and printing manual documents.

9.
- On earnings → **Income** (or Income Tax)
- On goods/services → **VAT** * On luxury items → Excise

10. **Compliance need for a business ignoring environmental regulations:**
- Advise the business to immediately contact NEMA (National Environment Management Authority) to conduct an Environmental Impact Assessment (EIA), acquire the necessary environmental licenses, and implement proper, legal waste disposal systems.

11.
- To avoid costly fines, legal disputes, and imprisonment.
- To build a strong, trustworthy reputation with customers and the public.
- To protect the health and safety of workers and the surrounding community.
- To ensure smooth, uninterrupted business operations (avoiding sudden closure).

12.
- Compliant businesses are eligible to apply for and win highly profitable government tenders.
- It attracts investors, banks, and partners who prefer to invest their money in legally sound, risk-free businesses.
- It prevents the business from losing its accumulated profits to legal fines and penalties, allowing that money to be reinvested into expansion.

C. Business Plan

1. A formal written document that outlines a business's goals, strategies, target market, and financial forecasts, serving as a roadmap for its operations and growth.

2.
- It provides a clear direction and roadmap for the business.
- It is essential for securing funding or loans from financial institutions.
- It helps in identifying potential risks and planning how to avoid them.
- It guides resource allocation and budgeting.
- It sets benchmarks to track the business's progress and success.

3. It proves to the bank or investors that the business is viable, well-thought-out, and has a clear financial strategy to generate enough profit to repay the loan.

4.
- **Financial Projections**: Deals directly with forecasting expected revenue, expenses, cash flow, and profit margins.
- **Marketing Plan**: Involves the budget required for advertising, promotions, and sales strategies.
- **Operational Plan**: Includes the capital needed for daily operations, such as purchasing equipment, paying rent, and employee salaries.

5.
- Overview of the plan → **Executive Summary**
- Customer and competitor study → **Market Analysis**
- Revenue forecasts → **Financial Projection**

6.
- **Business Description** (It mentions the legal structure as a sole proprietorship and its location).
- **Business Goals / Vision** (It outlines the goal to become the top juice provider).

7. **Market Analysis** (to prove there is demand in the new location) and **Financial Projections** (to show how the expansion

will be funded and its expected return on investment).

8.
   a. **Gather Information**: Research the market, competitors, and costs.
   b. **Draft the Core Sections**: Fill in the business description, marketing plan, and operational plan.
   c. **Calculate Finances**: Prepare the financial projections and budget.
   d. **Summarize**: Write the Executive Summary last.
   e. **Review**: Proofread and adjust for accuracy and realism.

9.
   - Regularly reviewing the plan to track if the business is meeting its goals.
   - Updating the financial projections when prices or market conditions change.
   - Using the marketing section to guide daily advertising or sales efforts.

10.
   - A. Promotion strategies: **Marketing Plan**
   - B. Concise overview: **Executive Summary**

11. It provides a clear baseline, making it easier to adjust strategies (pivot), re-calculate budgets, and activate contingency plans without losing sight of the overall business goals.

12.
   - Presenting the document to a commercial bank or SACCO to secure a startup loan.
   - Using the operational plan section to decide exactly how many employees to hire and what equipment to buy before opening a shop.

13. Resource persons (like accountants, mentors, or successful business owners) provide expert advice, help spot hidden risks, ensure financial estimates are realistic, and greatly improve the overall quality and success rate of the plan.

KJSEA SAMPLE 1

Section A (30 Marks)

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

Section B (50 marks)

33.

- To fund the construction and maintenance of public infrastructure (e.g., roads, bridges, railways).
- To enable the government to provide public services (e.g., education, healthcare, national security).
- To pay the salaries of civil servants (e.g., teachers, police, doctors).
- To help the government service (pay off) local and foreign national debts.
- To promote equitable wealth distribution by funding social welfare programs for the vulnerable.

34.

- **Regulation/Licensing**: Issuing licenses and enforcing laws to ensure legal operation.
- **Taxation**: Collecting corporate and business taxes to raise revenue.
- **Consumer Protection**: Setting quality standards (through bodies like KEBS) and controlling prices of essential goods (like fuel via EPRA).
- **Providing Incentives**: Offering subsidies, tax holidays, or funding (e.g., Hustler Fund) to promote business growth.

35.

a. Commercial Bank, SACCO (FOSA account), or Microfinance Bank.
b. Insurance Company.
c. Commercial Bank, SACCO, or Microfinance Institution.

36.

a. **Draw a spanner (2 marks):** * Marking guide: Award 1 mark for the correct outline of the spanner's head (either open-ended or ring). Award 1 mark for the handle/shaft.

b.

- Do not use the screwdriver as a chisel, pry bar, or punch.
- Always use the correct size and type of tip for the screw head to avoid stripping.
- Keep the handle clean and free from grease or oil to prevent slipping.
- Store in a dry toolbox or rack to prevent the metal shaft from rusting.

37.

a. **Mallet**: Striking wooden-handled tools (like chisels) or gently tapping wood joints together without denting the material.
b. **Punch (Centre punch):** Making small indentations in metal to guide a drill bit and prevent it from wandering.

c. **Pliers**: Holding, gripping, bending, or cutting small wires and metal pieces.

38.

- Always wear appropriate Personal Protective Equipment (PPE), such as safety goggles when chiseling.
- Ensure hammer heads are securely wedged to the handle and not loose.
- Never use driving tools with cracked, splintered, or taped handles.
- Wipe off any grease or oil from the hands and the tool's handle to prevent slipping mid-swing.
- Strike the object squarely with the flat face of the hammer, not glancing blows.

39.

a. **Reusing waste**: Using a discarded item again in its original physical form for the same or a different purpose (e.g., using an empty plastic bottle to carry water).

b. **Recycling waste**: Processing and breaking down waste material to manufacture a completely new product (e.g., melting old plastic containers to make plastic chairs).

40.

- **Plain sawing (Through-and-through):** The log is cut in parallel slices from one end to the other. It is the fastest method and produces maximum yield, but the boards are prone to warping.
- **Quarter sawing (Radial sawing):** The log is cut radially (from the outer edge towards the center). It produces very stable timber with beautiful straight grain, but it takes longer and creates more waste.

41.

a.

i. **Commercial Banks**: Institutions licensed to accept public deposits and offer business and personal loans.

ii. **SACCOs**: Member-owned cooperative societies that pool members' savings to provide affordable credit/loans to those same members.

iii. **Microfinance Institutions**: Organizations that provide small loans and financial services primarily to low-income individuals or small startups.

(Also accept: Insurance Companies, Mobile Money Providers).

b.

i. Cooperative Bank → **Commercial Bank**

ii. Mshwari → **Mobile Lending / Micro-credit**

iii. Safaricom M-Pesa → **Mobile Money Service Provider**

iv. Police SACCO → **SACCO (Savings and Credit Cooperative)**

42.

a. It enables an individual to accurately determine the actual, real-world dimensions and proportions of an object or building simply by measuring the scaled-down paper drawing.

b.

- They simplify complex mathematical ratio calculations into easy-to-read visual blocks.
- They help learners visually differentiate between the main units and the subdivisions on the scale.
- They provide practical, hands-on practice for taking measurements using dividers and compasses.

c.

- Formula: Actual Length = Drawing Length × Scale Factor (1 mark)
- Working: 7 cm × 50 = 350 cm (1 mark)
- Conversion: 350 cm ÷ 100 = **3.5 metres** (1 mark)

d.

- To represent measurements in two consecutive units (e.g., metres and decimetres, or centimetres and millimetres).
- To represent a single unit and its simple fraction.

KJSEA SAMPLE 2

Section A

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

Section B

31.

- **Life Insurance**: This covers human life and provides financial compensation to the insured's family in the event of death, or pays out a sum after a specified period.
- **General (Non-Life) Insurance**: This covers loss or damage to property and businesses against risks such as fire, theft, or accidents (e.g., motor insurance, property insurance).

32.

a.

- **A**. Ring end / Box end (the closed spanner)
- **B**. Handle / Shaft
- **C**. Open end / Jaw

b.

- Clean/wipe the tool with a dry cloth immediately after use to remove grease and dirt.
- Apply a light coat of oil to prevent rusting.
- Store in a dry toolbox or rack.
- Do not use the spanner as a hammer or strike it with a hammer to loosen tight bolts.

33.

- For the slot screw: **Flat-head / Slotted screwdriver**
- For the star screw: **Phillips / Cross-head screwdriver**

34.

K: tong
M: G Clamp
N: pliers

35.

- Developing interactive video games.
- Creating digital animations and interactive stories.
- Programming and controlling educational robots.
- Developing mobile applications.
- Automating Internet of Things (IoT) devices in smart homes.

36.

- Mahogany
- Meru Oak
- Mvule
- Teak
- Camphor
- Eucalyptus (Blue gum)

37.

- They come from broad-leaved trees.
- Most shed their leaves during the dry season (deciduous).
- They grow very slowly.
- The wood is generally dense, heavy, and very strong.

- They typically have a darker color and complex grain patterns.

39.

- They come from trees with needle-like leaves (conifers).
- They are evergreen (do not shed all leaves at once).
- They grow relatively fast.
- The wood is generally lighter in weight and softer than hardwood.
- They usually have a lighter color and straight grain.

40.

- Construction and building (roofing, structural supports).
- Making furniture (beds, desks, chairs).
- Source of fuel (firewood, charcoal).
- Manufacturing paper and cardboard.
- Carving cultural artifacts, ornaments, and musical instruments.
- Making tool handles and sporting equipment.

41.

- Plastic waste (bottles, bags, wrappers).
- Electronic waste / e-waste (old phones, computers).
- Metallic waste (scrap iron, rusty nails, old cans).
- Organic/Biodegradable waste (food peels, dead leaves).
- Glass waste (broken bottles).
- Paper waste.

42.

a.

i. Presentation software (e.g., Microsoft PowerPoint, Google Slides).

ii. Spreadsheet software (e.g., Microsoft Excel, Google Sheets).

b.

i. **Interactive Content Delivery**: Presentation software allows teachers and learners to display information using text, images, and videos, making complex concepts easier to understand visually.

ii. **Data Management and Analysis**: Spreadsheet software automates the calculation of grades, tracks learner performance over time, and generates statistical charts for easy analysis.

KJSEA SAMPLE 3

Section A

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

Section B (50 marks)

32.

a. **VAT**: Value Added Tax
b. **PAYE**: Pay As You Earn
c. **CBK**: Central Bank of Kenya

33.

- To fund the construction and maintenance of public infrastructure (roads, bridges, power lines).
- To provide essential public services like healthcare, education, and national security.
- To pay the salaries of government employees (teachers, police, doctors).
- To service (pay off) the country's national and foreign debts.
- To provide social welfare and relief food for vulnerable citizens.

34.

- Value Added Tax (VAT)
- Income Tax (e.g., PAYE, Corporate Tax)
- Excise Duty
- Customs / Import Duty
- Capital Gains Tax

35.

- Petrol / Gasoline
- Kerosene / Paraffin
- Liquefied Petroleum Gas (LPG) / Cooking gas
- Alcohol / Methylated spirit
- Aerosol sprays (e.g., insecticides, air fresheners)

36.

- Hammers (e.g., Claw hammer, Ball-peen hammer)
- Mallets (e.g., Wooden, Rubber)
- Screwdrivers (e.g., Flathead, Phillips)
- Spanners / Wrenches
- Punches / Allen keys

37.

a.

- Short-term goals (e.g., saving for a month)
- Medium-term goals
- Long-term goals (e.g., saving for retirement or a house)

b.

(*Hint: They must be SMART*)

- **Specific**: Clearly defined what needs to be achieved.
- **Measurable**: You can track the exact amount of money needed.
- **Achievable/Realistic**: It is possible within your current income.
- **Time-bound**: It has a clear deadline for completion.

38.

- Inspect the scaffold or platform for defects (like loose pins or cracked planks) before climbing.
- Always wear appropriate Personal

Protective Equipment (PPE) like safety helmets and fall-arrest harnesses.

- Ensure the platform has proper guardrails and toe boards to prevent falls.
- Avoid overloading the platform with too many people or heavy materials.
- Never overreach or lean too far away from the platform's center of gravity.

39.

- Scaffolds
- Ladders
- Step stools
- Trestles
- Mobile Elevated Work Platforms (MEWPs / Scissor lifts)

40.

- **The Stage**: The area where the animation, game, or project is displayed and runs.
- **Sprite Pane**: The section where characters/objects (sprites) are selected and managed.
- **Block Palette**:The menu containing all the color-coded draggable coding blocks.
- **Code / Script Area**:The workspace where blocks are dragged, dropped, and joined to build the program logic.
- **Backdrop / Stage Pane**:The area used to change the background image.

41.

a. **Mobile programming**: Visual programming allows users to easily build mobile phone applications by dragging and dropping interface elements and logic blocks (e.g., MIT App Inventor).

b. **Game development**: It simplifies the creation of interactive 2D or 3D games, allowing creators to focus on game design and storytelling rather than typing complex syntax.

c. **Robots**: It is used to program educational robots, telling them how to move, light up, or react to sensors using simple block commands.

42.

a.

- It attracts disease-carrying pests, rodents, and scavengers (rats, flies, stray dogs).
- It causes severe air pollution (foul, rotting smells) that affects neighboring businesses.
- Decomposing meat can contaminate the soil and nearby water sources.

b.

- Storing the bones and meat scraps safely and selling them to animal feed manufacturers or bone-meal fertilizer factories (Recycling/Reuse).
- Using specialized bio-digesters to turn the organic waste into biogas.
- Disposing of the waste through officially licensed municipal waste collection services.

43.

a.

- It acts as a clear roadmap, guiding the entrepreneur's daily operations and long-term goals.
- It is a mandatory requirement when applying for funding or loans from banks and investors.
- It helps the owner identify potential risks and create strategies to overcome them before they happen.

b.

- **Start-up Capital / Funding requirements**: The total money needed to start.
- **Financial Projections**: Forecasted income, expenses, and expected profit over time.
- **Cash Flow Statement**: How cash will move in and out of the business.
- **Break-even Analysis**: Calculating the point where the business starts making a profit.

44.

- It heavily reduces the moisture content, preventing the wood from rotting or suffering fungal decay.
- It makes the timber structurally stable, preventing it from shrinking, warping, or splitting after it is made into furniture.
- It makes the wood lighter, reducing transportation costs.
- It makes the wood much easier to cut, shape, glue, and polish.

Social Studies

1

SOCIAL STUDIES AND CAREER DEVELOPMENT

A. Pathway choices

Practice Assessment

1. Factors for pathway selection include: personal interests (passions and hobbies); academic performance in relevant subjects; career goals and job market demands; extracurricular activities and talents; lifestyle considerations; education requirements and future adaptability; influence from mentors, family or peers; and competition and connections.
2. Three elective subjects (minimum).
3. Indigenous Languages.
4. To allow learners to specialise and focus on areas that align with their strengths, interests and career goals, preparing them for specific careers.
5.

i) Pathway allows specialisation, fostering talents, interests and motivation.

ii) It aligns education with market needs, boosting employability in fields like sustainable development or leadership.

iii) Pathways promote self-efficacy and growth, building confidence and reducing dropout rates.

iv) They support national goals like Vision 2030 by developing a diverse, skilled workforce.

6.

a. Languages and Literature: Focuses on linguistic and literary skills, including English Literature, Communication Skills, Kiswahili, Indigenous Languages and foreign languages such as French, German and Arabic.

b. Humanities and Business Studies: Covers History and Citizenship, Geography, Business Studies, CRE/IRE/Hindu Religious Education and Community Service Learning.

7. Any THREE from: personal interests; academic performance; career goals and job market demands; extracurricular activities and talents; lifestyle considerations; education requirements and future adaptability.
8. Community Service Learning.
9.

i) Identify personal interests and strengths to find the most suitable track.

ii) Review the subjects available in each track and match them with your career goals and academic performance.

10. Teacher, Lawyer, Journalist, Public Administrator or Social Worker. (Accept any relevant Social Sciences career.)
11. A minimum of three electives ensures depth of knowledge in related subjects; provides a comprehensive foundation for the chosen pathway; and helps learners meet entry requirements for universities and professional training programmes.
12. To enable specialisation and preparation for specific careers aligned with individual strengths and the demands of the job market.
13. Choosing a pathway develops a diverse, skilled workforce that supports economic growth, addresses national challenges and contributes to Vision 2030 and overall national development.
14. Pathways build confidence and self-efficacy by allowing learners to focus on areas they excel in, fostering personal growth, motivation and a reduced likelihood of dropping out of school.

B. Pre-Career Support Systems

Practice Assessment

1. Psychosocial support.
2. Outdated information on platforms, unequal access in underserved areas without internet, or overwhelming numbers of options leading to poor decision-making. (Also accept: stigma

around seeking mental health help; limited number of trained counsellors.)

3. Identify the problem.
4. Self-awareness.
5. Pre-career support systems guide learners by offering resources and building networks that help them transition confidently and ethically into senior school and eventually into careers.
6.

a. Mentorship and coaching: Experienced figures such as teachers provide personalised advice, skill-building and role modelling to help learners identify strengths and set realistic career goals.
b. Career support: School offices, online portals like KUCCPS, or workshops providing pathway information, skills assessments and job shadowing opportunities.

7. Any THREE (one from each or any category):

i) Psychosocial: Stigma around seeking mental health help; limited number of trained counsellors in rural schools.
ii) Social: Negative peer influence; lack of diverse role models in communities.
iii) Mentorship: Mismatched mentor-mentee pairs; time constraints for busy professional mentors.
iv) Career: Outdated information on platforms; unequal internet access in underserved areas.

8. Family discussions on future goals; peer study groups. (Accept any two examples of social support.)
9. Psychosocial solutions focus on reducing stigma through awareness campaigns and increasing trained counsellors in rural schools. Spiritual solutions focus on inclusive interfaith dialogues that prevent alienating learners of diverse beliefs while integrating ethical guidance with career planning in neutral ways.
10.

i) Identify the problem.
ii) Generate and evaluate possible solutions that are realistic and accessible.

11. A teacher provides personalised academic advice and career guidance to a learner, helping them identify their strengths, clarify career goals and set realistic steps toward achieving them. (Accept any relevant and specific example.)
12. Pre-career mapping connects current academic efforts to future ambitions, showing learners how their present work directly contributes to achieving their long-term goals, thereby boosting motivation.
13. It allows learners to identify their interests, skills, goals and career steps, acting as a roadmap for both personal and academic progress.
14. Pre-career support systems provide resources and guidance to disadvantaged learners, ensuring that all students — regardless of their background — have equal access to career planning support and opportunities.
15. Any FOUR:

i) Boost emotional well-being and reduce dropout risk.
ii) Promote equity for disadvantaged learners.
iii) Foster community responsibility in guiding the next generation.
iv) Support sustainable development by preparing informed, responsible citizens.
v) Align with national goals like inclusive education and Vision 2030.

2

COMMUNITY SERVICE LEARNING

A. Community Service Learning Project

Practice Assessment

1. Community Service Learning allows learners to collaborate with fellow community members to plan and execute projects that address issues in their communities.
2. Identification phase (Problem identification phase) — studying the community through observation and research to understand its challenges.
3. Methodology (Design & Plan) — the section describing the tools, methods and steps used to execute the project.
4. Unity and cooperation among team members and the broader community.
5. Reflection helps learners evaluate what worked and what did not, learn from challenges faced, assess the project's success and make recommendations for improvement in future projects.
6. Problem identification — observing and researching the community to identify genuine issues, then authenticating the problem through community input or local authority data to verify its existence and impact.
7. Any TWO:

i) Mobilising the team and resources needed for implementation.
ii) Performing activities such as planting trees or conducting awareness sessions. (Also accept: Documenting progress with photos or logs; engaging community members for support.)

8. Any THREE:

i) Poverty leading to malnutrition.
ii) Violence causing social instability.
iii) Environmental issues like deforestation affecting water sources. (Also accept: disease outbreaks; poor sanitation; youth unemployment.)

9.

i) Brainstorming the problem — generating and discussing all possible solutions.
ii) Summarising the problem — clearly defining the issue through a Statement of the Problem.

10. Planning involves outlining a structured approach — assigning roles, setting timelines and mobilising resources; implementation is the action phase where the planned activities are actually carried out in the community.
11.

a. Collaborate with the youth in the area to:

i) Identify the garbage problem through community walks and surveys.
ii) Brainstorm and agree on a solution such as organising a community clean-up and establishing a proper waste disposal system.
iii) Assign roles to each youth member and implement the project.
iv) Document progress and educate residents on proper waste disposal.

b. Apply values as follows:

i) Responsibility — taking ownership of the community's hygiene and environment.
ii) Unity — working together as a team for the common good.
iii) Respect — treating community members with dignity during awareness campaigns.
iv) Integrity — ensuring all resources are used transparently and honestly.

12. Organising a tree-planting initiative. (Also accept: setting up a community recycling programme; constructing an eco-friendly drainage system.)
13. Reflection allows learners to assess what was achieved, identify challenges faced, evaluate whether the project's goals were met and formulate recommendations for future improvement.
14. Safety protocols — ensuring all team members and community participants are protected from harm throughout the implementation phase. (Also accept: ethical practices like obtaining community consent; sustainability.)

3

PEOPLE AND RELATIONSHIPS

A. Socio-Economic Practices of Early Humans

Practice Assessment

1. The Stone Age is a significant period in prehistory when humans developed tools and weapons primarily crafted from stone, playing a crucial role in enhancing their abilities to hunt, dig and protect themselves effectively.
2. Middle Stone Age (Mesolithic period).
3. Oldowan tools.
4. Early Stone Age (Lower Palaeolithic period).
5. The Levallois technique — a method of preparing the core stone before striking it, producing more refined, uniform and sharper flakes.
6.

a. Early Stone Age: Oldowan tools — simple choppers and hand axes made using hammerstones, bones and wood; used for cutting meat, scraping hides and making weapons; teardrop-shaped biface (Acheulean hand axe) with symmetrical edges.

b. Late Stone Age: Microliths — small, sharp, geometric stone flakes hafted into composite tools like arrows or sickles; grinding stones for processing grains; polished axes for clearing land and fishing hooks from bone.

7.

i) Arrowheads with prepared bases (Levallois technique) for hafting.

ii) Scrapers — convex-edged tools for skinning animals.

iii) Levallois flakes — refined, uniform flakes struck from a prepared core.

8.

i) Hunting wild animals — men hunted while women gathered roots, insects and eggs.

ii) Gathering fruits, nuts and roots for food. (Also accept: making basic stone tools; living in small nomadic groups.)

9. Early Stone Age tools were large, simple and crude (e.g., choppers and hand axes); Late Stone Age tools were much smaller, sharper, more refined and specialised (microliths), showing significant technological advancement in both design and purpose.
10. Humans began living in semi-permanent shelters or caves instead of moving constantly. (Also accept: humans started burying their dead; rock paintings became common; communities became more organised.)
11. The Levallois technique was advanced because it involved carefully preparing the core stone before striking it, resulting in a more controlled, refined and uniform flake — producing sharper and more specialised tools than the earlier crude percussion method used in the Early Stone Age.
12. (Drawing task — assess for accurate labelling of tools from each Stone Age period, e.g.: Early: hand axe/chopper; Middle: arrowhead/scraper; Late: microlith/polished axe.)
13.

i) Early tool-making laid the foundation for modern technology and manufacturing.

ii) Fire discovery enabled cooking, which led to modern food preparation and nutrition.

iii) Early agricultural practices in the Late Stone Age are the foundation of modern farming.

iv) Division of labour in early societies is the basis for modern economic specialisation.

v) Rock art is the foundation of modern art, communication and cultural expression.

14. It helps us appreciate the ingenuity and creativity of our ancestors, building cultural pride and helping modern people understand the foundations of human civilisation and technology.

15. Early Stone Age: simple choppers and hand axes; primarily hunting and gathering; fully nomadic lifestyle; no clothing; men hunted while women gathered; lived in small temporary groups.
Middle Stone Age: more advanced Acheulean/Levallois tools; continued hunting with better methods; began fishing near rivers; used fire for cooking and protection; made simple clothing from animal skins; started living in semi-permanent shelters; began burying the dead and creating rock paintings.

B. Indigenous Knowledge Systems in African Societies

Practice Assessment

1. Indigenous knowledge systems are the ways in which traditional knowledge is shared and preserved within a community, using methods of transmission like proverbs, apprenticeship, rituals, traditional songs and myths from one generation to the next.
2. Medicine.
3.

i) Sacred places like Kenya's Kaya forests were protected by elders, conserving water, trees and animals for future generations.
ii) Beliefs taught people to respect the land, water and animals as gifts from the spirits, preventing overuse and destruction.
iii) Sacred ceremonies and taboos instilled a sense of responsibility and identity tied to land preservation.

4.

i) Discovery of the oldest stone tools (Oldowan tools, approximately 2.6 million years old) at Olduvai Gorge (Tanzania) and Koobi Fora (Kenya) proves that technology began in Africa.
ii) Africa provides the complete fossil record of tool evolution — from simple choppers (Oldowan) to sophisticated hand axes (Acheulian, found at Olorgesailie, Kenya) — confirming Africa as the centre of technological development.

5. Cultural pride and identity — keeping traditions, languages and food practices alive and helping people feel proud of who they are.
6. Astronomy — observing the sun, moon and stars for navigation and calendaring of agricultural practices.
7.

a. Climate: Using natural phenomena for weather prediction; e.g., the Borana and Oromo in Ethiopia used star alignments and bird migrations to predict seasonal changes in weather and climate.
b. Arts: Forms of music, dance, sculpture and beadwork, e.g., Maasai adornments symbolised age sets and status, preserving traditions that affirm group identity.

8.

i) Herbal medicine — using medicinal plants to treat illnesses.
ii) Spiritual healing/rituals — using traditional ceremonies to restore health.
iii) Traditional knowledge of medicinal plant preparation and administration.

9. Climate indigenous knowledge — the study of natural weather indicators like star alignments, animal behaviour and plant patterns would directly benefit meteorology studies by providing traditional methods of weather prediction.
10. Indigenous knowledge uses traditional signs like star patterns, cloud observations and animal behaviour to predict weather. Modern decision-making uses weather apps, satellite data and scientific instruments. Combining both methods provides more accurate and culturally relevant agricultural planning.
11.

i) Intercropping maximises land use and reduces risk of total crop failure.
ii) Crop rotation maintains soil fertility, ensuring better yields over time.
iii) Selecting strong seeds improves crop resilience and overall yield.
iv) Shifting cultivation allows the soil to rest and recover, maintaining long-term productivity.

12. Sacred forests such as Kenya's Kaya

forests were protected by community elders, who used taboos and ceremonies to prevent overuse and destruction of trees, water sources and biodiversity. (Accept any relevant example.)

13. By observing the sun, moon and stars, communities can determine the best planting seasons, predict weather patterns and plan agricultural activities more accurately, leading to better harvests and reduced losses from poor timing.

14.

i) Elders' teachings, stories and proverbs teach morals, practical skills and community history to the younger generation.

ii) Oral knowledge transmission through storytelling and apprenticeships kept learning simple, accessible and culturally rooted.

iii) It strengthened generational bonds and cultural pride within communities, ensuring continuity of values and traditions.

15. Traditional songs, dances and crafts preserve culture and can also create jobs and income through cultural tourism, craft industries and performance arts

C. Poverty Reduction

Practice Assessment

1. Poverty: A state where people lack sufficient resources to meet their basic needs such as food, clothing and shelter.
Poverty reduction: A set of measures, both economic and humanitarian, intended to permanently lift people out of poverty and improve their living standards.

2. Any FOUR:

i) Colonialism took African resources and left unfair land ownership.

ii) Civil wars and conflicts destroy homes, roads and schools, diverting funds to weapons.

iii) Poor governance where leaders misuse public funds, slowing development.

iv) Few industries lead to few jobs for people.

v) Over-reliance on small-scale farming makes economies weak.

vi) Diseases like HIV/AIDS and malaria weaken workers and increase dependents.

vii) Natural calamities like drought and floods disrupt farming and damage infrastructure.

3.

i) Deforestation causes soil erosion and climate change, leading to low food production.

ii) Pollution from mining (e.g., mercury in Ghana's gold mines) harms health, making people unable to work.

iii) Governments borrow money when resources run out, leaving less for schools, hospitals and roads.

iv) Overfishing leads to reduction in fish populations, causing malnutrition and loss of livelihoods.

v) High demand for raw minerals causes conflicts, resulting in displacement and economic decline.

4. (Accept any three relevant creative initiatives in the learner's community, e.g.: youth digital skills training; community garden or cooperative farming; recycling initiative; microfinance savings group; vocational skills programme.)

5.

i) Reduced inequality and increased productivity through skills that children and youth acquire.

ii) Easy transport of goods and access to markets, attracting businesses to rural areas and creating jobs.

iii) Improved food security through increased harvests, raising farmer incomes.

iv) Encourages self-employment, innovation and local job creation.
(Also accept: builds safer and more peaceful communities.)

6. (Accept any three realistic policies, e.g.: provision of free/affordable education; investment in infrastructure; support for SMEs through loans and grants; agricultural reform; anti-corruption measures; universal healthcare.)

7.

a. Historical legacies: Colonialism took African resources, imposed unfair land

ownership and destroyed traditional economies, leaving countries dependent on outsiders and with limited local capacity for self-driven development.

b. Environmental challenges: Natural calamities like desertification, drought and floods disrupt farming activities, lower food production and damage property and infrastructure, pushing communities deeper into poverty.

8. Land (through overgrazing or deforestation); water (through overconsumption and pollution); forests/ timber (through illegal logging and charcoal burning). (Accept any three relevant natural resources from the learner's community context.)

9. (Accept any three relevant effects, e.g.: soil erosion reducing agricultural productivity; loss of biodiversity; pollution of water sources affecting community health; displacement of communities; desertification.)

10. Brainstorming involves generating as many ideas as possible without judgment to identify solutions; prototyping involves creating a small-scale model or test version of the best idea to evaluate its practicality and effectiveness before full implementation.

11.

i) Lack of quality education, leading to limited skills and difficulty accessing employment opportunities.

ii) Diseases like HIV/AIDS and malaria weaken workers and increase the number of dependents, reducing household productivity.

12. Brainstorming — thinking of as many ideas as possible to solve poverty problems without initially evaluating them.

13. Poverty reduction strategies contribute to the community by increasing food security through better agricultural yields; creating employment and economic growth; improving access to education and healthcare; reducing inequality; and promoting social cohesion and peace.

14.

i) Agricultural reforms increase food production, improving food security and raising farmer incomes.

ii) Modernised agriculture creates employment in the agricultural sector and related industries such as processing and distribution.

iii) Improved agricultural infrastructure and market access reduces post-harvest losses and connects farmers to better markets.

D. Population Structure

Practice Assessment

1. Population is the total number of people living in a given area at a specific time.
2. National census.
3. Population is the total number of people living in a given area at a specific time.
4. Age groups (e.g., 0–4, 5–9, 10–14, etc.)
5. Developing countries like Kenya have a wide-based pyramid — many young people, high birth rates and fast population growth. Developed countries like Germany have a narrow-based pyramid — few children, many old people and slow or no population growth.
6. Kenya: An expansive/wide-based pyramid with a very wide bottom indicating high birth rates and a large youthful population; narrows sharply toward the top due to higher death rates in older age groups, reflecting shorter life expectancy.
   Germany: A constrictive/stationary pyramid with a narrow base (low birth rates) and a wider middle/older section, indicating an ageing population with slow or no population growth and high life expectancy.
7.

i) National censuses.

ii) Vital registration systems (records of births, deaths, marriages and migrations).

iii) Sample surveys/Demographic and health surveys.
(Also accept: Administrative records such as school enrolments and health service usage.)

8.

i) Low birth rate — due to career priorities, high living costs and supportive policies like parental leave.

ii) Low death rate — due to improved healthcare, vaccination programmes and high life expectancy.

9. Kenya has an expansive pyramid with a very wide base (many young people, high birth rates); Germany has a constrictive pyramid with a narrow base and wider middle/top (few children, many older people, ageing population).

10.

i) Choose appropriate scales for both axes — horizontal for population numbers and vertical for age groups.

ii) Draw a vertical line in the middle and a horizontal baseline at the bottom; mark males on the left and females on the right.

11. A youthful population provides a large potential workforce (demographic dividend) that can drive economic growth; it supports investment in education and skills development; and it increases productivity, innovation and economic activity in the future.

12. Rural-to-urban migration reduces the youth population in rural areas, creating an older and predominantly female rural population; urban areas develop an imbalanced structure with more working-age males; and Kenya's overall population becomes increasingly concentrated in urban centres.

13. Kenya's youthful population (wide-based pyramid) requires heavy investment in education and healthcare for children, straining current resources but potentially yielding a demographic dividend through a large future workforce. Germany's ageing population (narrow-based pyramid) requires more allocation to pensions, elderly care and chronic disease management. Kenya must invest wisely in its youth now to sustain long-term development.

14. Knowing Kenya's population structure enables the government to plan and allocate resources such as schools, hospitals and housing appropriately; guides economic planning by predicting future workforce size and needs; helps design targeted social policies for specific age and gender groups; and ensures equitable distribution of national development funds.

15. (Drawing task — construct a population pyramid with males on the left and females on the right; age groups from 0–4 to 65+ on the vertical axis; use the provided data to draw proportional bars for each age group on both sides.)

E. Peaceful Conflict Resolution

Practice Assessment

1. Population is the total number of people living in a given area at a specific time.
2. Intrapersonal peace.
3.

i) Misinterpretation of messages leading to misunderstandings.

ii) Emotional barriers such as anger or fear escalating conflicts.

iii) Cultural differences creating barriers through varying norms and values.

iv) Power imbalances where one party dominates, inhibiting fair negotiation. (Also accept: Lack of trust from past experiences.)

4.

i) Self-awareness techniques such as reflection to identify emotional triggers and pause before reacting.

ii) Deep breathing and mindfulness exercises to calm immediate responses and promote clear thinking.

iii) Active listening to foster empathy by focusing on others' perspectives, reducing defensiveness.

5. Cultural peace can prevent conflicts by promoting mutual respect and appreciation of different traditions; encouraging open dialogue between diverse groups; and creating inclusive activities that celebrate rather than discriminate against cultural differences,

allowing all attendees to feel valued.

6. Intrapersonal peace promotes self-control, calmness and emotional regulation, enabling you to manage your own anger or frustration before it escalates into conflicts with classmates.
7. Interpersonal/social peace encourages learners to respect one another, listen actively, communicate openly and resolve disagreements through dialogue rather than aggression, creating a harmonious school environment.
8.

i) Interpersonal peace (peace within the community or society).

ii) Interpersonal peace can solve resource-based conflicts by encouraging dialogue, negotiation and fair resource-sharing among farmers; mediation by community elders can help facilitate a mutually agreeable solution on water use.

9. When learners refuse to communicate, they cannot express their feelings, clarify misunderstandings or seek solutions, which deepens the conflict. Solution: Encourage both parties to use active listening, 'I' statements and seek a neutral mediator who can help them re-open a constructive dialogue.
10. Deep breathing — taking slow, deliberate breaths helps the friend calm down before responding, preventing an impulsive angry reaction when corrected.
11. When one group dominates decision-making, the less powerful group feels excluded and unheard; their concerns are ignored, leading to growing resentment and an unfair outcome that does not address the root causes of the conflict.
12. Self-awareness: Recognise personal emotions and remain calm during the disagreement.
    Empathy: Actively listen to and acknowledge both groups' feelings and perspectives.
    Social skills: Facilitate respectful dialogue and help both groups reach a mutually acceptable solution.
    Self-regulation: Control responses, avoid taking sides and maintain neutrality throughout the process.
13. Establish a school peer mediation programme where trained peer mediators help students resolve disputes peacefully before they escalate into bullying. (Accept any relevant peace initiative.)
14. Collaborative projects require all group members to work toward a shared goal; this builds mutual trust through shared experiences; encourages each person to contribute their unique strengths; and creates bonds of respect and interdependence that reduce conflict, prejudice and divisions.
15.

i) Empathy: Sarah listens actively to both groups, acknowledging each group's concerns and validating their feelings to reduce defensiveness and open the door to dialogue.

ii) Self-regulation: Sarah remains calm and neutral throughout the process, preventing her own emotions from influencing the mediation, and guides both groups toward a mutually acceptable, win-win solution.

F. Healthy Relationships

Practice Assessment

1. A healthy relationship is one in which individuals treat each other with respect, communicate honestly, trust one another and support each other's well-being and personal growth.
2. Empathy — the skill of understanding and sharing the feelings of others; seeing things from each person's perspective.
3.

i) Misinterpretations (lack of active listening or cultural/language differences).

ii) Emotional barriers (unresolved anger or fear of vulnerability).

iii) Power imbalances (certain individuals or groups dominating decision-making).

iv) Cultural and value differences (creating prejudices or stereotypes).

4.

i) Enhancing communication through active listening and clear expression.

ii) Building emotional availability through

mindfulness and counselling to manage feelings like anger and vulnerability.

iii) Promoting inclusivity by organising cultural exchange events to celebrate differences.
(Also accept: Addressing power imbalances with democratic decision-making; rebuilding trust through consistent actions and transparency.)

5. Effective communication allows members to express their views clearly and listen to others; prevents misunderstandings that lead to conflict; builds trust and cooperation within the group; and ensures everyone feels heard and valued, improving overall group cohesion.
6. Negotiation allows both sides to express their preferences and reasons; helps identify common ground or a compromise that satisfies everyone; and ensures that the final decision is fair and agreed upon by all parties, preventing ongoing resentment.
7. Empathy allows you to understand the new learner's feelings of loneliness and isolation; acknowledging their feelings makes them feel seen and genuinely valued; and actively including them in activities and conversations builds a meaningful friendship and sense of belonging.
8. Assertiveness allows the player to calmly and respectfully express their concern about the unfair treatment without aggression; it communicates the issue clearly while maintaining mutual respect; and it models peaceful conflict resolution, addressing the problem without escalating into a fight.
9. When people do not understand or respect each other's cultural festivals and practices, they may misinterpret or devalue them, leading to prejudice, stereotyping and exclusion that prevent genuine community cohesion and healthy relationships.
10. When one learner always makes decisions for everyone, others feel excluded, undervalued and resentful; their contributions are ignored; trust within the group breaks down; and this results in poor teamwork, unhealthy group dynamics and conflict.
11. Through consistent actions and transparency — by keeping promises, being honest in all interactions and following through on commitments, school leaders can gradually rebuild the trust that was broken when promises were not kept.
12. Culture Day creates a safe space for learners to share their cultural foods, songs and traditions; builds mutual understanding and appreciation for diversity; challenges stereotypes and prejudices; and reinforces the value of inclusion in a multicultural school community.
13.

i) Deep breathing: Take slow, deliberate breaths when feeling angry to calm down before responding to correction, preventing impulsive reactions.

ii) Positive reframing: Shift perspective from seeing correction as personal criticism to viewing it as an opportunity to learn and improve, building a better attitude toward teachers and classmates.

14. Strong community relationships mean people trust and cooperate with each other; they can pool resources and skills to help clear blocked roads and assist affected families; mutual support reduces panic and speeds up recovery; and shared responsibility ensures the response is more efficient and inclusive than individual action.

4

NATURAL AND HISTORIC BUILT ENVIRONMENTS

A. Topographical Maps

Practice Assessment

1. A topographical map is a detailed representation of the earth's surface combining natural relief features with human-made features, illustrating how people interact with and modify landscapes for various purposes.
2. Clustered small square/dot symbols grouped together, representing a settlement.
3. The grid method for enlarging a map involves overlaying a grid on the original section, drawing a larger grid (e.g., double the size) and then transferring features square by square, ensuring all symbols such as roads and buildings are proportionally bigger.
4. A railway line.
5. Tea or coffee plantations/crop cultivation. (Vine-like symbols typically represent tea or sisal plantations on a topographical map.)
6. Contour lines are drawn to show elevation changes; to represent the shape and steepness of terrain; and to help map users identify hills, valleys and plains at a glance.
7.

i) Topographical maps show low-lying areas prone to flooding, helping planners identify at-risk zones and design early warning systems.

ii) They show slopes and drainage patterns, enabling authorities to plan evacuation routes and construct flood barriers in the right locations.

8.

i) Shows the slope and terrain of the land, helping the farmer identify suitable flat or gently sloping areas for crop farming and avoid areas prone to erosion or waterlogging.

ii) Shows water features like rivers and streams, helping the farmer identify reliable water sources for irrigation planning.

9.

i) The cross-section would be inaccurate and misleading, as readers cannot determine the actual elevation at different points along the section line.

ii) It would be impossible to determine the steepness of slopes or the peak height of the hill from the diagram.

10.

i) Maintaining accuracy of proportions and scale while reducing the map to a smaller size.

ii) Small symbols may become too tiny to read or identify clearly at the reduced scale.

iii) Simplified details may omit important features, reducing the map's usefulness.

iv) Maintaining correct distances and spatial relationships between features during reduction.

11. A river is shown as a blue line — solid for permanent rivers and dashed/broken for seasonal rivers. A railway line is shown as a black line with crossbars (sleepers) drawn at regular intervals along it.
12. Natural feature: River/Hill/Valley/Lake. Human-made feature: Road/School/ Settlement/Church/Bridge. (Accept any one valid example of each.)
13.

i) Topographical maps show the location and extent of forests, wetlands and other natural features, helping planners identify areas that need protection and conservation.

ii) They reveal terrain features like slopes and drainage patterns, enabling authorities to design effective soil and water conservation measures and prevent environmental degradation.

14.

i) Avoid constructing permanent buildings on the steep slope itself, as the risk of

landslides and soil erosion is extremely high, especially during heavy rains.

ii) Plant trees or other deep-rooted vegetation on the slope to stabilise the soil and significantly reduce the risk of landslides.

B. Internal Land Forming Processes

Practice Assessment

1. Internal land-forming processes are processes that take place inside the earth's crust and are responsible for shaping the landforms found on its surface. They are driven by natural forces that originate from within the Earth, including volcanic activity, folding, faulting, uplifting and sinking.
2. Tensional forces / Normal faulting — tensional forces pull the earth's crust apart along two parallel fault lines, causing the land between them to sink and form the steep-sided, flat-floored Rift Valley.
3. Tensional forces (or gravitational pressure) — as tensional forces increase along fault lines, the land between faults subsides, causing the sinking observed.
4. A large and sudden release of energy in the earth's crust due to the movement and interaction of tectonic plates.
5. Faulting — fault lines exposed the fluorspar mineral deposits along the Kerio Valley escarpment.
6. Shear forces — they cause lateral sliding of adjacent crustal blocks past each other.
7. Volcanic eruptions deposit lava and ash on the land surface; over time these materials weather and break down into mineral-rich soils; such volcanic soils found in parts of the Rift Valley and Mt. Kenya region are highly fertile and support intensive cultivation.
8. The theory was proposed by Alfred Wegener in 1912. It states that continents were once joined in a single supercontinent called Pangaea, surrounded by a large water body called Panthalassa. Due to convectional currents within the mantle, Pangaea broke apart — first into Laurasia (north) and Gondwanaland (south), separated by the Tethys Sea. Over time these further broke apart to form the present-day continents. (Diagram should label Pangaea breaking into Laurasia and Gondwanaland, then into modern continents.)
9. When two tectonic plates move away from each other at a divergent boundary, they create a gap that is filled by magma rising from the mantle. This magma cools and solidifies, forming new oceanic crust at the mid-ocean ridges, which gradually pushes the plates and continents further apart.
10. Hot springs and geysers are heated by magma chambers and geothermal activity deep underground. This heat generates steam that can be captured and used to drive turbines, generating electricity. Kenya's Olkaria geothermal fields harness this heat to produce clean, renewable electricity.
11. Faulting displaces rock layers and tilts the land, causing rivers to shift course; new channels may flood previously dry farmland while leaving other farms without water; this disrupts irrigation systems and can destroy crops, significantly reducing agricultural productivity in the affected area.
12. Block mountains (horsts) are formed when the land between two parallel fault lines is uplifted by vertical forces while the surrounding land drops. They attract tourists because of their scenic landscapes, unique ecosystems, wildlife and opportunities for hiking, mountain climbing and adventure tourism (e.g., Ruwenzori Mountains attract many visitors each year).
13. Tensional forces pull the earth's crust apart, causing rocks to fracture and form two parallel fault lines. As tension increases, the land between the fault lines sinks progressively, forming a flat-floored valley with steep escarpments (rift walls) on both sides.
14. Positive effects:

i) Exposure of minerals along fault lines facilitates mining, e.g., fluorspar deposits in Kenya's Kerio Valley.
ii) Formation of lakes in rift depressions provides water for irrigation, fishing and domestic use.
Negative effects:
iii) Earthquakes cause loss of life, property damage and infrastructure disruption.
iv) Soil instability in fault zones increases landslide risks, affecting transportation and settlements.

15.
i) Gravitational pressure — natural force of gravity causes rocks above a space to move vertically inwards.
ii) Volcanic activity — pressure building up inside the earth causes magma to burst out, moving crustal rocks.
iii) Earthquakes — large and sudden release of energy in the earth's crust due to plate movement.
iv) Plate tectonics — slow but ongoing movement of tectonic plates bumping into, moving apart or sliding past each other.

16. Understanding these processes helps communities identify fault zones and volcanic areas to avoid when siting buildings; enables engineers to apply appropriate seismic-resistant building codes; helps planners design evacuation routes for earthquake or volcanic emergencies; and promotes sustainable land use that minimises risk to human life and property.

C. Multi-Purpose River Projects in Africa

Practice Assessment

1. A multi-purpose river project is a large-scale development on a river designed to serve multiple functions, including hydroelectric power generation, irrigation, flood control, water supply, transportation, navigation and fisheries.
2. The Aswan High Dam on the Nile River in Egypt.
3. The River Tana experiences seasonal flooding in its lower basin, necessitating flood control projects to protect farmlands and settlements; and rapid population growth with increased demand for reliable electricity prompted hydropower development.
4. Any FOUR:
i) Hydroelectric power generation reduces energy import costs.
ii) Irrigation expands land under cultivation, boosting food security.
iii) Flood control prevents economic losses from damage to crops and property.
iv) Tourism from scenic reservoirs and wildlife generates income.
v) Fisheries development provides protein and jobs.
vi) Navigation and transport improvements lower logistics costs.
5. Any THREE:
i) Siltation and sediment build-up reduces water storage capacity and power generation efficiency.
ii) Large dam construction displaces communities, destroying farmlands and heritage sites.
iii) Environmental degradation as altered river flows disturb natural ecosystems and reduce biodiversity.

6.
i) Siltation: Plant trees upstream, build check dams to trap sediments, and periodically open dam gates to release silt downstream.
ii) Displacement: Compensate affected families with housing, services and livelihood support in resettlement areas.
iii) Environment: Monitor river health, allow fish migration routes and ensure continuous downstream water flow to support ecosystems.

7. Masinga, Kamburu, Gitaru. (Also: Kindaruma, Kiambere — accept any three from the Seven Forks Scheme.)

8.
i) Dams store water during the rainy season and release it during dry seasons for irrigation.
ii) They enable a controlled and reliable water supply to agricultural areas throughout the year.

iii) They allow farmers to grow crops year-round, significantly improving food security and incomes.

9. Multi-purpose river projects harness the kinetic energy of falling or flowing water through turbines to generate hydroelectric power; this provides a renewable and reliable source of electricity; e.g., River Tana projects generate over 800 MW of hydropower, reducing Kenya's reliance on imported fuel.

10.

i) Dams create large artificial reservoirs that support diverse fish populations.

ii) Controlled water flow creates stable aquatic environments suitable for fish breeding and growth.

iii) Access roads built for dam construction also improve access to fishing sites for local communities.

iv) Employment in fishing around the reservoir provides livelihoods for thousands of people.

11. Dams store excess water during heavy rainfall and river surges; this regulates the downstream water flow, preventing sudden and destructive floods; e.g., Kainji Dam in Nigeria protects farmlands from annual flood damage.

12.

i) Trapped sediments in the reservoir prevent nutrient-rich silt from being deposited on downstream farmlands, reducing soil fertility and crop yields.

ii) Loss of sediment causes delta erosion along river mouths, reducing available agricultural land for farming communities.

13. The government can provide adequate compensation and comprehensive resettlement packages that include new housing, land allocation, access to social services and livelihood support in the new location.

14. Invest in alternative renewable energy sources such as geothermal, wind or solar power to supplement hydroelectric production during periods of low water levels in dams. (Accept any relevant practical solution.)

15. Education ensures communities understand and value the projects; it helps affected people demand fair treatment and compensation during construction; it encourages sustainable use of dam resources; and it promotes transparency and accountability among project managers and government agencies.

D. Management and Conservation of the Environment

Practice Assessment

1. Environmental management is the practice of conserving natural resources and minimising human activities that may negatively affect the environment. Environmental conservation is the wise use and protection of natural resources to ensure their sustainability for future generations.

2. Deforestation; unsustainable farming practices like overgrazing and monoculture; and heavy rainfall on bare, unprotected land — all of which remove the protective vegetation cover that holds the soil in place.

3.

i) Air pollution causes respiratory diseases; water pollution leads to illnesses like cholera and typhoid.

ii) It lowers farm yields, damages infrastructure and reduces tourism income, causing major economic losses.

iii) Ecosystem disruption causes species extinction and weakens food chains, reducing medicinal resources.

4. Any FOUR:

i) Reforestation and afforestation — planting trees in degraded or new areas to prevent soil erosion.

ii) Sustainable agricultural practices — crop rotation and reduced chemical use.

iii) Proper waste management — sorting, composting and recycling materials.

iv) Enacting and enforcing strong environmental policies and laws through reserves and regulations.

v) Public awareness and education —

school clubs, eco-training and social media campaigns on recycling.

5.

i) Enforce strict laws against dumping waste in or near rivers.

ii) Create proper waste disposal facilities and regular waste collection systems.

iii) Educate the community on the dangers of water pollution.

iv) Organise regular clean-up activities along riverbanks.

v) Promote recycling to reduce the amount of plastic waste generated in the community.

6.

i) Deforestation leads to soil erosion and landslides as tree roots no longer hold the soil in place.

ii) Loss of tree cover contributes to climate change by reducing carbon dioxide absorption and disrupting water cycles, leading to decreased rainfall and drought.

7.

i) Water pollution causes waterborne diseases like cholera and typhoid, increasing healthcare costs and reducing community productivity.

ii) Air pollution from burning waste or industrial fumes causes respiratory diseases like asthma and lung cancer.

8. Monoculture depletes specific soil nutrients that the crop relies on; removes the same minerals year after year without replacement; reduces soil organic matter and microbial diversity; and promotes soil-borne pests and diseases, leading to declining yields and soil degradation over time.

9. Composting converts organic waste into nutrient-rich material that improves soil fertility; reduces the amount of waste sent to landfills; produces no harmful emissions unlike burning; and creates a sustainable, natural fertiliser that reduces the need for chemical fertilisers.

10. Environmental management is the practice of minimising human impacts on the environment (e.g., controlling industrial emissions).
Environmental conservation is the active protection and wise use of natural resources to ensure their long-term availability (e.g., creating game reserves to protect wildlife and ecosystems).

11. Drought dries out vegetation and bare soil, making it highly vulnerable to wind erosion; reduces water levels in rivers and lakes, threatening aquatic ecosystems; leads to overexploitation of remaining resources as communities struggle for basic necessities; and accelerates desertification.

12.

i. Manage the forest sustainably:
– Practise selective logging rather than clear-cutting, only harvesting mature trees.
– Plant new trees to replace those cut down (reforestation) to maintain forest cover.
– Create and enforce community rules on sustainable firewood collection and charcoal production.

12.

ii. Conserve the environment and prevent further degradation:
– Establish forest reserves and restrict unauthorised access to vulnerable forest areas.
– Educate the community on the long-term economic and environmental benefits of forest conservation.
– Promote alternative energy sources such as biogas or solar energy to reduce dependence on charcoal.

13. Environmental degradation destroys the natural resources — fertile land, water and pasture — that communities depend on for their livelihoods. When these resources are depleted, people can no longer sustain their way of life and are forced to migrate to urban areas or other regions in search of basic necessities.

14.

i) Trees absorb carbon dioxide and release oxygen, improving air quality and mitigating climate change.

ii) Tree roots hold the soil in place, preventing erosion and landslides.

iii) Trees provide shade, reducing local temperatures and improving the microclimate.

iv) Trees provide habitats for wildlife and support biodiversity.

15. Creative solutions like rainwater harvesting address specific local water scarcity needs in practical and cost-effective ways; they reduce dependence on unreliable water sources; promote self-sufficiency and environmental sustainability; and demonstrate innovative problem-solving that can be shared and scaled up within the community.
16. When all community members have equal access to land and water, it reduces conflicts over these resources; ensures that marginalised groups such as women and minorities are not left behind; promotes inclusive development where everyone benefits from natural resources; and creates a more stable and cohesive community.

E. World Heritage Sites in Africa

Practice Assessment

1. A world heritage site is a location of outstanding universal value, recognised by UNESCO for its cultural, historical, scientific or natural significance, protected to preserve humanity's shared heritage and promote sustainable tourism and education.
2. Serengeti National Park in Tanzania.
3. Robben Island most significantly symbolises the fight against apartheid and the struggle for freedom, equality and justice in South Africa, as it was the prison where Nelson Mandela and other anti-apartheid leaders were imprisoned for many years.
4.

i) To preserve cultural and natural heritage, protecting monuments, sacred sites and ecosystems so future generations can experience Africa's past.

ii) To promote education, research and sustainable tourism, generating income and raising global awareness about the importance of these sites.

5.

i) The Great Migration is one of the largest animal movements on Earth, attracting millions of tourists and generating significant income for Tanzania and Kenya through tourism.

ii) It demonstrates the ecological importance of large wildlife corridors and supports scientific research on animal behaviour and ecosystem health.

6. The Coco de Mer palm is special because it produces the largest seed in the plant kingdom; it is unique to the Vallée de Mai Nature Reserve in Seychelles; and it grows in a prehistoric palm forest that has remained largely unchanged for millions of years, making the reserve a 'living museum' of ancient plant life.
7.

i) It is one of the world's largest and most spectacular waterfalls, straddling the Zambia–Zimbabwe border, making it a natural wonder of outstanding universal value that attracts tourists from across the globe.

ii) It holds significant cultural importance for local communities and inspires cultural storytelling, ceremonies and conservation awareness about Africa's great river systems.

8.

i) Report the deterioration to the local county government or the relevant heritage authority to secure official intervention and funding for restoration.

ii) Raise community awareness about the building's historical value and organise a community fundraising campaign for its conservation.

iii) Advocate for the building's formal inclusion on the national heritage register so it receives legal protection and dedicated government funding.

9.

i) Reduction in wildlife populations disrupts the food chain and ecological balance in Serengeti, leading to an overabundance of some species and collapse of others.

ii) Loss of key predator or grazer species has cascading effects on vegetation and other animals, threatening the entire Serengeti ecosystem and reducing its tourist appeal.

10.

i) Build protective shelters or canopies over the most vulnerable church structures to shield them from heavy rainfall and erosion.

ii) Use traditional Ethiopian stone-carving techniques for authentic repairs to any damaged sections of the churches, maintaining their cultural integrity.

11. Visitor rules prevent trampling of the forest floor and damage to young native plants, protecting the delicate prehistoric Coco de Mer ecosystem from human disturbance and ensuring it remains pristine for future generations.

12.

i) Local communities can serve as active custodians who monitor and protect the sites from vandalism, illegal activities and uncontrolled tourism.

ii) Employment as tour guides, rangers and artisans gives communities a direct economic stake in preserving the sites, aligning their interests with conservation.

iii) Community ownership and cultural pride fosters a long-term sense of responsibility that sustains conservation efforts beyond external support.

13.

i) Enforce strict waste management regulations for tour operators and all tourists visiting the site and its surrounding areas.

ii) Create adequate, clearly marked waste disposal facilities at the falls and on access routes, alongside signage and campaigns promoting responsible environmental behaviour.

14.

i) Strengthen anti-poaching patrols and increase ranger training and capacity throughout the park.

ii) Create wildlife corridors and underpasses to support natural migration patterns without conflict from human activities.

iii) Introduce eco-friendly tourism guidelines limiting the number of vehicles and waste in the park.

iv) Impose heavy penalties including imprisonment for poachers to deter wildlife crime effectively.

(Also accept: partnering with local Maasai communities; deploying modern surveillance technology.)

5

POLITICAL DEVELOPMENT AND GOVERNANCE

A. The Constitution of Kenya

Practice Assessment

1. A constitution is a document that outlines a set of rules explaining how a country is governed. It establishes the government, defines its powers and protects the rights of the people.
2. Collection of public views — a commission gathers Kenyans' opinions through public hearings and memoranda.
3. Promulgation — the President officially signs and announces Kenya's new constitution.
4. Parliament/The National Assembly passed the Constitution of Kenya Review Act 2008 to guide the review process.
5. Any FIVE:

i) Registering as a voter.
ii) Attending civic education meetings to understand the contents of the draft constitution.
iii) Debating and discussing constitutional provisions in communities and public forums.
iv) Voting YES or NO during the referendum.
v) Encouraging others, especially women and minorities, to participate in the process.
vi) Electing or nominating delegates to represent the community at constitutional conferences.

6. Citizens CAN defend the Constitution through: reporting violations to courts; participating in civic education; respecting and following the law; advocating for reforms; promoting dialogue and peace; volunteering in community projects; and educating others about their rights.
The action that is NOT a way to defend the Constitution would be deliberately violating the law, encouraging corruption or undermining constitutional institutions. (Accept any logical, well-reasoned response.)
7.

i) Civic education informs citizens about the contents and importance of the constitution, enabling meaningful participation in the process.
ii) It ensures citizens understand their rights and responsibilities, making them more likely to defend and uphold the constitution after promulgation.

8.

i) Parliament provided the legal, democratic and political platform for debating, amending and approving the new constitution.
ii) Parliament passed the Constitution of Kenya Review Act 2008 to formally guide and regulate the constitution-making process.

9. Accurate representation ensures the constitution reflects the genuine will and needs of the people; it builds public trust in the process; and ensures the resulting constitution is legitimate and widely accepted by all communities.
10.

i) By making laws and legislation that align with and operationalise the constitutional provisions.
ii) By providing oversight of the Executive to ensure all government actions comply with the constitution and serve the public interest.

11. The last four stages:

v) Drafting the constitution — local and international experts prepare the draft.
vi) Referendum — the proposed constitution is approved by voters after public input.
vii) The National Assembly passes the Bill of the constitution.
viii) Promulgation — the President officially signs and announces the new constitution.

B. Civic Engagement in Governance

Practice Assessment

1. Civic engagement means how people take part in public life, solve community problems and influence governance.
2. Article 38 guarantees every citizen the right to vote, the right to be registered as a voter and the right to be a candidate for public office.
3.
i) It gives citizens a voice in governance, ensuring leaders are accountable to the people they serve.
ii) Active participation ensures diverse perspectives are considered in policy-making, leading to more inclusive and representative government.
4. 47 Senators.
5. Peace — promoting non-violence, dialogue and peaceful conflict resolution guided by lessons from post-2007 reforms.
6. Any TWO:
i) Organising community clean-up campaigns.
ii) Forming community-based organisations (CBOs) to address local needs.
(Also accept: joining peaceful demonstrations; participating in public barazas; engaging in environmental clean-up; participating in cooperative and neighbourhood watch groups.)
7.
i) A petition formally documents citizens' concerns and presents them to decision-makers, increasing the chance of action being taken.
ii) Writing petitions is a peaceful and lawful way of demanding change, demonstrating that citizens are engaged and aware of their rights.
8.
i) By holding public rallies and debates where the party manifesto and policies are explained to voters.
ii) By going to communities, schools and markets to explain citizens' rights, the voting process and candidates' qualifications.
9. Opposition parties hold the ruling party accountable by scrutinising its policies, questioning decisions in Parliament and alerting the public to any misuse of public funds or authority.
10.
i) Must receive more than 50% of all the valid votes cast in the presidential election.
ii) Must receive at least 25% of the votes in at least 24 of the 47 counties.
11.
i) Conduct voter education campaigns to explain the importance of voting and how elections can bring real, meaningful change in governance.
ii) Make the voter registration and voting process more accessible, e.g., through mobile registration units, extended registration periods and polling stations in underserved areas.
12.
i) Passing county assembly bills and approving the county budget, ensuring public resources are allocated for development in the community.
ii) Holding the county executive committee accountable by scrutinising its activities, policies and use of public funds.
13.
i) It empowers citizens with knowledge of their rights and how to exercise them, increasing informed participation in elections and governance.
ii) It reduces voter apathy and electoral malpractice, contributing to free, fair and credible elections.
14.
i) Integrity — encouraging honesty, transparency and rejection of corruption in all civic activities and public life.
ii) Social justice — promoting fairness, inclusion and upholding the rights and dignity of marginalised groups in governance.
15.
i) Obtain the required permit from the relevant authorities (e.g., police or county government) before the demonstration

begins.

ii) Ensure all participants are peaceful, disciplined and law-abiding, avoiding destruction of property or confrontation with security forces.

C. Kenya's Bill of Rights

Practice Assessment

1. The main purpose of the Bill of Rights in Kenya is to create a just, equal and peaceful society where everyone's needs and rights are respected.
2. Five (5) parts.
3. Articles 19–25.
4.

i) Welcome them in the community and treat them with dignity and compassion.

ii) Share resources such as food and clothing to help meet their basic needs.

iii) Oppose and speak out against discrimination and unfair treatment directed at refugees.

iv) Support community programmes that provide refugees with access to basic social services.

5. Articles 26–57.
6. The Kenya National Human Rights and Equality Commission promotes and protects human rights and equality in Kenya.
7. Any TWO:

i) Right to life and safety.

ii) Right to seek asylum and protection. (Also accept: right to food, shelter and healthcare; right to education; right to move freely within permitted areas.)

8. Any FOUR:

i) Right to life and human dignity.

ii) Right to fair treatment and equality before the law.

iii) Right to work and receive fair wages.

iv) Right to access healthcare services. (Also accept: right to education; right to practise their culture and religion; right to freedom from discrimination and exploitation; right to join or form associations.)

9. Being assertive means speaking up confidently and respectfully when you or others are treated unfairly — protecting human rights and promoting justice without resorting to aggression or violence.
10.

i) Recognise the violation — understand what right is being abused.

ii) Gather facts — refer to the Constitution or relevant laws to back up your argument with evidence.

11. By safeguarding the rights of children, women, the elderly, persons with disabilities and minorities; and by speaking out against any form of discrimination, abuse or exploitation when it occurs in the community.
12. Civic education informs citizens about their rights and responsibilities; it promotes values of equality, dignity and mutual respect; it encourages peaceful conflict resolution through knowledge of legal channels; and it creates a culture where everyone understands their role in maintaining social harmony.
13. Visit, listen to and include the elderly in community activities; support programmes that provide them with healthcare, food assistance and social interaction; and treat them with dignity and genuine respect for their experience and wisdom.
14. When everyone is treated fairly and has equal access to resources, opportunities and services, grievances stemming from exclusion and marginalisation are reduced; people are less likely to feel targeted or discriminated against; and a culture of mutual respect and fairness develops that prevents tension and conflict.
15. Advocate for accessible facilities in public spaces such as ramps and tactile paths; speak out firmly against discrimination; include persons with disabilities in school and community activities; and promote awareness about the rights and capabilities of persons with disabilities.
16. According to the steps for assertive action, they should escalate to higher authorities or advocacy groups — such as the Kenya National Commission on Human Rights (KNCHR), legal aid organisations or civil society groups —

to seek further support and ensure the violation is properly addressed.

D. Cultural Globalisation

Practice Assessment

1. A constitution is a set of rules and principles that determine how a community or country is governed — including how leaders are chosen, how decisions are made and how citizens' rights are protected.
2. The Kiondo basket — a handwoven sisal and leather basket celebrated globally for its eco-friendly and sustainable qualities.
3. The word 'safari' comes from the Swahili language, meaning 'journey'.
4. Ubuntu (a Nguni Bantu philosophy from Southern Africa meaning 'I am because we are', teaching that a person's well-being is tied to the well-being of others).
5. Afrobeat and other African music genres spread African culture, rhythms and storytelling traditions globally; connect African artists with international audiences; challenge cultural stereotypes by showcasing the richness and diversity of African creativity; and promote African identity and cultural pride on the world stage.
6. UNESCO protects cultural sites like Gorée Island to preserve their historical and cultural heritage of outstanding universal value for future generations; specifically, Gorée Island preserves the history of the transatlantic slave trade and serves as a powerful reminder of past injustices, promoting lessons on human rights, equality and dignity.
7. Any TWO:

i) Maasai Kikoi fabric and traditional Maasai dances.

ii) Kiondo basket.
(Also accept: Kenyan coffee ceremony; Benga music; Kenyan safari/wildlife experiences.)

8. African hospitality traditions of welcoming visitors with food and conversation break down social barriers and create bonds of friendship and trust between strangers; this spirit of inclusion and shared humanity inspires peaceful coexistence and reduces prejudice between different cultural groups.
9. Recording and uploading videos of traditional dance performances to digital platforms such as YouTube, TikTok or community websites, ensuring they are preserved and accessible to future generations worldwide. (Accept any relevant digital preservation method.)
10. Create a social media campaign that highlights the cultural importance, traditions and excitement of the festival, inviting community members to participate and share their experiences online. (Accept any relevant, practical suggestion.)
11. Cultural practices, languages and traditions carry unique knowledge, values and community identity that cannot be recovered once lost; preserving them maintains cultural diversity, strengthens community bonds and ensures people remain connected to their heritage.
12. International cultural festivals bring together people from different countries to celebrate and appreciate each other's music, food, dance and traditions; they create mutual understanding and respect between cultures; challenge cultural stereotypes and prejudices; and demonstrate that cultural differences can be a rich source of joy and unity rather than division.
13. Organise a community welcome event where migrants are invited to share their culture and get to know local residents, promoting mutual understanding and reducing fear of the 'other'. (Accept any relevant, respectful integration strategy.)
14. Human rights — because it helps learners understand their rights and responsibilities as both Kenyan and global citizens, promotes advocacy for justice and equality worldwide, and equips them to stand up for the rights of others across cultural boundaries. (Accept any relevant topic with a logical justification.)

15.

i) It shows that African cultural elements are globally valued, reflecting cultural exchange and economic globalisation.

ii) It demonstrates the economic potential of African cultural heritage in international markets, creating income and visibility for African artisans.

iii) It promotes awareness of Maasai and East African textile traditions to a global audience, encouraging appreciation of African identity and cultural creativity.

KJSEA SAMPLE 1

1. C – Take deep breaths, listen to their concerns, and speak politely.
2. B – Economic peace, to share resources equally.
3. B – By helping them identify the essential subjects like Biology, Chemistry, and Mathematics needed for a medical career.
4. C – They were more refined, sharper, and specialised for different tasks.
5. A – Traditional medicine, Iron smelting, Indigenous farming techniques.
6. B – By increasing taxes on the poor to generate more government revenue.
7. D – By analysing the influence of sports and entertainment on population growth.
8. B – Using symbols, colours, and labels to mark areas of activity.
9. C – Amina: Timbuktu – Mali.
10. B – Interpreting and applying the law.
11. C – Peace about money and resources (Economic peace).
12. B – Articles.
13. A – Cremation.
14. A – Altitude.
15. C – Food production.
16. C – Legislature.
17. A – Jin: Electing leaders.
18. C – Impeaching the governors. (This is the Senate's role, not the role of Members of Parliament.)
19. A – Maasai Kikoi fabric and traditional dances.
20. C – KNCHR.

SECTION B

21.

a. (Juhudi map). The land in the Juhudi area rises from South-West to North-East (west to east) direction — the river flows from the NE (forested higher ground) toward the SW (where the lake is, indicating lower ground).
b. Cool and wet — forest symbols are prominent in the eastern/north-eastern part of the Juhudi area, indicating higher rainfall and cooler temperatures associated with forested highlands.
c. South / South-West — the lake is located to the south or south-west of Zawadi Market on the map.
d. (Social amenities). Any THREE from: School (S.M.), Hospital (H), Police Post (P.P.), Church, Mosque. (Accept any three social amenities visible on the map.)
e. (Economic practices). Any TWO MAIN activities from: Tea farming (tea symbols visible), Maize farming (maize symbols visible), Forestry/Lumbering (forest in north-east), Sisal farming (sisal symbols). (Accept any two supported by map evidence.)

22.

a. Population is the total number of people living in a given area at a specific time.
b. Population structure is the composition of a population by age and sex, influenced by fertility, mortality and migration, showing the distribution across different age groups and genders.
c. Population growth is the increase in the number of people in a given area over a period of time, influenced by birth rates, death rates and migration.

23. (Sources of population data). i) National censuses — conducted periodically, counting all individuals by age, sex, location and socio-economic characteristics.
ii) Vital registration systems — records of births, deaths, marriages and migrations through civil registries.
iii) Sample surveys / Demographic and health surveys — collecting detailed information on subsets of the population.
iv) Administrative records — school enrolments, tax filings or health service usage data.

24.

a. (Six CSL steps). i) Identifying the problem in the community.
ii) Designing a solution to the identified problem.
iii) Planning to solve the identified problem.
iv) Implementing the plan to solve the community problem.
v) Writing a report on the concluded project.

vi) Appreciating teamwork in addressing community problems.

b. (Three reasons to participate). i) It develops practical skills such as problem-solving, communication and collaboration.

ii) It builds empathy and social responsibility by exposing learners to real community challenges.

iii) It prepares learners for responsible and active citizenship in their communities and the broader society.

c. (Four importance to learner). i) Develops critical thinking and problem-solving skills.

ii) Builds teamwork, leadership and communication skills.

iii) Enhances empathy and understanding of real community needs.

iv) Prepares learners for responsible and active citizenship.

25.

a. (Heritage vs Historical). World heritage sites are locations of outstanding universal value recognised and protected by UNESCO for their cultural, historical, scientific or natural significance for all humanity. Historical sites are places where important past events occurred, preserved for cultural, educational and commemorative purposes but not necessarily recognised by UNESCO.

b. (Historical sites by country). i) South Africa: Robben Island.

ii) Ethiopia: Rock-Hewn Churches of Lalibela.

iii) Tanzania: Serengeti National Park.

iv) Seychelles: Vallée de Mai Nature Reserve.

c. (Four conservation measures). i) Governments and UNESCO enforce laws against illegal construction, vandalism and uncontrolled tourism around heritage sites.

ii) Involve local people as custodians through employment (tour guides, rangers) and awareness campaigns.

iii) Use schools, museums and media to teach the public about the importance of these sites.

iv) Apply modern tools like drones for site monitoring and GIS mapping for land use planning.

26.

a. (Three IKS types). i) Agriculture: Techniques like intercropping and crop rotation; using natural indicators like lunar phases and animal behaviour to determine planting times.

ii) Medicine: Using herbal medicine and spiritual rituals to prevent and treat illnesses.

iii) Climate: Observing natural phenomena for weather prediction, e.g., star alignments and bird migrations (Borana and Oromo).

b. (Four practical ways to apply IKS).
i) Mixing traditional methods like intercropping with modern fertilisers for good harvests and healthy soil.

ii) Combining herbal medicine with modern medicine to treat illnesses like malaria while reducing side effects.

iii) Combining traditional climate signs (like star patterns) with weather apps for better agricultural planning.

iv) Using traditional weaving patterns in modern art, fashion and tools to preserve culture and earn income.

27. (Conservation vs Management). Environmental conservation is the wise use and protection of natural resources to ensure their sustainability for future generations (e.g., creating game reserves to protect wildlife). Environmental management is the practice of minimising human activities that negatively affect the environment (e.g., regulating industrial emissions and controlling pollution).

28. (Four factors: environmental degradation).

i) Deforestation — trees cleared for agriculture, logging or urban expansion, leading to soil erosion.

ii) Overpopulation and urbanisation — increasing pressure on resources and waste accumulation.

iii) Pollution from industrial activities — plastic waste contaminating air, water and soil.

iv) Unsustainable farming practices — overgrazing and monoculture depleting soil nutrients.

29. (Four effects of environmental degradation). i) Air pollution causes

respiratory diseases; water pollution leads to waterborne illnesses like cholera and typhoid.

ii) It lowers farm yields, damages infrastructure and reduces tourism income, causing major economic losses.

iii) Ecosystem disruption causes species extinction and weakens food chains, threatening food security.

iv) Displacement of people, causing urban overcrowding, conflicts over scarce resources and loss of livelihoods.

30.

a. (Cultural globalisation). Cultural globalisation is the spread and exchange of ideas, values, customs and lifestyles across different countries, leading to a blending of cultures, influenced by technology, travel and media.

b. (Main Kenyan cultural elements with global status). i) Maasai Kikoi — colourful fabric featuring in international fashion collections by designers such as Hermès.

ii) Kiondo basket — handwoven sisal basket popular in global eco-fashion markets.

iii) Safari tourism — Kenya's safari experience attracting millions of visitors annually.

iv) Kenyan music (Benga) and traditional dances featured in global festivals.

c. (Four factors: healthy cultural relationships). i) Social media platforms sharing cultural content like African dances, connecting youth globally and challenging stereotypes.

ii) World culture festivals showcasing music, dance, food and fashion, promoting dialogue, appreciation and unity.

iii) Teaching global cultures and African contributions in schools, fostering respect, curiosity and confidence in diverse interactions.

iv) Selling goods like Kenyan coffee and Maasai beadwork globally, helping share culture and build multicultural communities.

31.

a. (Two types of earth movements). i) Horizontal movements (including tensional, compressional and shear forces).

ii) Vertical movements (broad warping of large crustal areas leading to basins or plateaus, and localised faulting).

b. (Three causes of earth movements). i) Gravitational pressure — the natural force of gravity causing rocks to move vertically to fill spaces below.

ii) Volcanic activity — magma pressure building up inside the earth and causing crustal movement.

iii) Earthquakes — large and sudden release of energy in the earth's crust due to plate interaction.
(Also accept: Plate tectonics — slow but ongoing movement and collision of tectonic plates.)

KJSEA SAMPLE 2

SECTION A

1. B – Improve performance in Mathematics since it is essential for engineering.
2. B – Work with the community to dig proper drainage.
3. D – They were sharper and more specialised.
4. C – Climate.
5. A – Corruption and mismanagement.
6. A – A high dependency ratio due to many children.
7. B – Dialogue and compromise.
8. C – Discrimination.
9. B – Standard symbols and colours.
10. B – Producing hydroelectric power.
11. B – Building protective shelters.
12. D – It guides all other laws and institutions.
13. B – Civic engagement.
14. C – Corruption.
15. B – Cultural globalisation.
16. D – Faulting.
17. A – Deforestation and steep slopes.
18. C – Right to vote and be elected.
19. C – Health services.
20. C – Conducting a national census.

SECTION B

21.

a. (Milimani map). Quarrying/Stone quarrying. (The quarry symbol is clearly visible near the SM label in the Milimani Area map, indicating quarrying as the main economic activity. Also accept: Lumbering/Forestry if forest symbols are the most prominent feature.)
b. South-West — the SM is located to the south-west of the school (SCH) on the Milimani area map.
c. The highest point is in the eastern part of the map, in the area near WEMA RANCH, away from the lake and low-lying western features. (Accept any reasonable answer supported by map observation.)
d. Hot and dry / Semi-arid — the WEMA RANCH area away from the lake and forest suggests drier, warmer conditions typical of ranch/livestock areas.
e. (Burial permit place). Chief's Camp (CC) — the Chief's Camp is the administrative office where local permits including burial permits are issued in rural Kenya.
f. (Two other crops near SM). Tea and Coffee. (Crops likely to grow near a sawmill/highland forest area in Kenya include tea and coffee. Accept any two reasonable crops supported by the map context.)

22.

a. (Four factors for pathway selection).
i) Personal interests — passions and hobbies that indicate suitability for a pathway.
ii) Academic performance in relevant subjects from junior school.
iii) Career goals and job market demands — assessing future job opportunities and salary prospects.
iv) Lifestyle considerations — work-life balance, location preferences and long-term stability.
b. (Four requirements: Social Sciences pathway). i) The pathway emphasises understanding human behaviour, societies, governance and cultural dynamics.
ii) Admission depends on performance, especially in Social Studies and Languages.
iii) Learners must choose one of the three main pathways at the end of Grade Nine through the official platform.
iv) Learners should be strong in analytical thinking, research and communication skills.
(Also accept: Schools must have qualified teachers, libraries, digital tools and appropriate infrastructure.)

23.

a. (Two ways to identify community problems). i) Community observation walks — directly seeing and recording existing problems in the environment.
ii) Conducting surveys and interviewing local residents to understand their specific challenges and impacts.
b. (Two roles of team leader). i)

Coordinating and assigning tasks to team members based on their individual strengths and skills.

ii) Ensuring the project stays on schedule and within budget by monitoring progress at every stage.

c. (Two reasons for documenting a project).
i) Documentation provides a structured record for reflection, assessment and sharing with stakeholders and future learners.

ii) It creates evidence of the project's implementation and results, which can be used to improve future community service projects.

24.

a. (Two Late Stone Age socio-economic practices). i) The beginning of agriculture — growing crops like sorghum and millet and domesticating animals such as goats, sheep and cattle.

ii) Living in permanent villages instead of moving around, leading to the growth of organised communities.

b. (Two uses of fire). i) Cooking food to make it more digestible and nutritious.

ii) Providing protection from wild animals and warmth in cold environments.

c. (Two ways fire improved human life). i) Cooking food made it more digestible and nutritious, dramatically improving early humans' health and survival rates.

ii) Fire provided warmth and light, enabling early humans to survive in colder climates, extend their hours of activity and expand into new territories.

25.

a. (Forces A, B, C). A = Shear forces — two blocks sliding laterally past each other.
B = Compressional forces — two blocks being pushed together from opposite sides.
C = Tensional forces — two blocks being pulled apart.

b. (Faulting diagram). The blank = Faulting (the movement of crustal rocks along fault lines).
Two examples of physical features formed: i) Rift Valley (formed when the central block sinks between parallel fault lines). ii) Block Mountain/Horst (formed when the block between faults is uplifted).

c. (Two ways faulting influenced human activities). Positive:

i) Exposure of minerals along fault lines facilitates mining, e.g., fluorspar in Kenya's Kerio Valley.
Negative:

ii) Earthquakes caused by faulting cause loss of life, property damage and destruction of infrastructure.

26.

a. (Two conservation measures). i) Reforestation and afforestation — planting trees to prevent soil erosion and restore habitats.

ii) Proper waste management — sorting, composting and recycling waste to reduce pollution.

b. (Two effects of environmental degradation). i) Air and water pollution cause respiratory diseases and waterborne illnesses, increasing healthcare costs.

ii) Deforestation leads to soil erosion and reduced agricultural productivity, threatening food security.

c. (Four solutions: waste disposal). i) Introduce sorting systems separating recyclables from organic waste at household level.

ii) Establish composting programmes for organic waste to produce natural fertiliser.

iii) Create clearly marked and accessible waste collection points and managed landfill sites.

iv) Enforce strict laws and hefty penalties against illegal dumping and educate the community on proper disposal methods.

27.

a. (Eight stages of constitution-making). i) Debate over contentious issues.

ii) Collection of public views.

iii) Civic education.

iv) Constitutional conferences.

v) Drafting the constitution.

vi) Referendum.

vii) The National Assembly passes the Bill of the constitution.

viii) Promulgation.

b. (Three roles of citizens in constitution-making). i) Participating in public discussions, forums and barazas to share

their views and ideas.

ii) Through elections, choosing representatives who will speak on their behalf during the drafting process.

iii) T aking part in the referendum to approve or reject the final draft of the constitution.

c. (Three reasons citizens should participate). i) Their participation ensures the constitution reflects the genuine will and needs of all the people.

ii) It builds public trust and legitimacy in the process and the resulting constitution.

iii) It creates an informed citizenry that is more likely to uphold, defend and promote the constitution.

28.

a. (Two values guiding civic engagement). i) Social justice — promoting fairness and inclusion; involving marginalised groups; upholding equity and dignity.

ii) Integrity — encouraging honesty and transparency; rejecting corruption and misinformation.

b. (Two benefits: civic engagement to individuals). i) It builds a sense of personal responsibility and ownership of one's community.

ii) It develops leadership, communication and problem-solving skills that are valuable in all areas of life.

c. (Two benefits: civic engagement to community). i) It promotes social cohesion and unity as community members work together toward shared goals.

ii) It leads to improved community development as citizens collectively identify and address local challenges.

KJSEA SAMPLE 3

SECTION A

1. D – Political support.
2. A – Self-exploration.
3. A – Faulting. (Mt. Usambara in Tanzania is a block mountain formed by faulting/ uplift of crustal blocks.)
4. C – She showed resilience.
5. C – Ubuntu.
6. D – Freedom of assembly.
7. B – Online activism.
8. A – Robben Island.
9. A – Social equity.
10. B – Planting trees in catchment areas to minimise erosion.
11. A – Representation and legitimacy.
12. C – Healthcare.
13. B – During promulgation.
14. B – It was a way of expressing ideas, beliefs, and communication.
15. A – Building protective shelters.
16. B – Composting food leftovers.
17. B – Control annual flooding and generate hydroelectric power.
18. C – Faulting. (Faulting along the Kerio Valley escarpment exposed the fluorspar mineral deposits.)
19. A – Sudden movement of tectonic plates.
20. B – Personal peace.

SECTION B

21.

a. (Sabo map). North-West — Sabo Town is located to the north-west of Sabo School on the map.
b. (Type of settlement). Nucleated settlement — buildings and structures are clustered together in one central area around Sabo Town.
c. (Economic activities). i. South-west: Coffee growing (coffee/CC symbols visible) and Lumbering/Forestry (forest symbols visible in SW corner).
ii. Northern: Trade/Commerce (Market/ MKT visible at the top of the map).
d. (Missing social amenity). Hospital/Health centre — no hospital symbol is visible in the Sabo area map.
e. (General climate of eastern side). Hot and wet / Warm and wet — the eastern side has swamp symbols indicating a low-lying, waterlogged area with high rainfall and warm conditions.
f. (General flow of River Sabo). West to East — River Sabo flows from the western part of the map toward the eastern side where the swamp is located.

22.

a. (Two IKS examples). i) Traditional medicine / Herbal medicine.
ii) Climate / Indigenous weather forecasting (observing star alignments and bird migrations).
b. (Two uses of IKS for sustainability). i) Communities used herbal medicine and rituals to prevent and treat illnesses, keeping everyone healthy using natural resources without environmental harm.
ii) Groups like the Maasai studied clouds and animal behaviour to know when to move animals or plant crops, preventing starvation during droughts and ensuring sustainable land use.
c. (Two ways IKS can be applied today). i) Mixing traditional intercropping methods with modern fertilisers to get good harvests while keeping the soil healthy.
ii) Combining traditional climate signs (like star patterns) with weather apps for better agricultural planning during droughts or floods.

23.

a. (Two causes of poverty). i) Colonialism took African resources and left unfair land ownership.
ii) Civil wars and conflicts destroy homes, roads and schools, diverting resources from development to weapons.
b. (Two effects of over-exploitation). i) Deforestation causes soil erosion and climate change, leading to low food production and disruption of agricultural activities.
ii) Overfishing has led to reduction in fish populations, affecting both the main food supply and the source of livelihood for fishing communities, causing malnutrition.
c. (Four solutions to reduce poverty).

i) Invest in quality education to improve skills and create employment opportunities.
ii) Support small and medium-sized enterprises (SMEs) through loans, grants and business training.
iii) Develop infrastructure like roads and market facilities to improve economic access and connectivity.
iv) Implement agricultural reforms to improve food production, market access and farmer incomes.

24.

a. (Population structure represents). A developing country with a youthful/ expansive population structure (wide base pyramid — Kenya or a similar high-fertility developing country). (Accept any specific Kenyan county with a wide-based population pyramid.)
b. (Three characteristics). i) Wide base indicating a large proportion of young people under 14 years of age.
ii) High birth rate and high fertility rate, resulting in rapid population growth.
iii) Shorter life expectancy, with fewer people in the older age groups at the top of the pyramid.
c. (Two consequences of this population structure). i) High dependency ratio — the large youth population depends heavily on working adults for support, straining household and government resources.
ii) High demand for educational facilities, healthcare for children and youth employment opportunities, placing immense pressure on government services.
d. (Two negative effects of rapid population increase). i) Strain on public services like schools, hospitals and water supply, leading to overcrowding and deteriorating quality of services.
ii) High unemployment as the economy cannot create jobs fast enough for the rapidly growing working-age population.

25.

a. (Three forms of peace). i) Intrapersonal peace — inner peace within an individual; self-control, calmness and spiritual/mental well-being.
ii) Interpersonal peace — peace within the community or society; living in harmony and mutual respect.
iii) Cultural peace / Economic peace / Spiritual peace. (Accept any three recognised forms of peace.)
b. (Four ways of nurturing peace in school). i) Encourage active listening and respectful communication in all interactions between learners and teachers.
ii) Establish a school peer mediation programme with trained peer mediators to resolve disputes peacefully.
iii) Promote inclusivity by celebrating cultural diversity through events and activities that acknowledge all backgrounds.
iv) Address power imbalances with democratic and participatory decision-making processes in school governance.
c. (Three barriers to harmonious relationships). i) Misinterpretations — lack of active listening or cultural/ language differences causing misunderstandings.
ii) Emotional barriers — unresolved anger or fear of vulnerability preventing open, honest sharing.
iii) Power imbalances — certain individuals or groups dominating decision-making, fostering inequality and exclusion.

26.

a. (Two roles per arm — 6 marks).
EXECUTIVE (two roles):
i) Implements laws and government policies made by Parliament.
ii) Manages the day-to-day running of government and delivery of public services through the Cabinet.
PARLIAMENT (two roles):
i) Makes laws for the country through debate and passing of bills.
ii) Approves the national budget and exercises ongoing oversight of public expenditure.
JUDICIARY (two roles):
i) Interprets and applies the law, determining what the law means.
ii) Protects the constitutional rights of citizens and declares unconstitutional laws null and void.

b. (Two roles of Attorney General). i) The Attorney General is the principal legal adviser to the national government.
ii) The Attorney General represents the national government in court proceedings and all legal matters.

27.

a. (Two other cultural elements with global status). Any TWO:
i) Maasai beadwork / traditional jewellery — internationally recognised in fashion and craft markets.
ii) Kenyan coffee — globally recognised as a premium beverage.
(Also accept: African music like Afrobeat/ Benga; Ethiopian injera/Kenyan foods; Lamu cultural heritage.)
b. (Factors promoting healthy cultural relations). i) Social media platforms sharing cultural content like African dances, connecting youth globally and challenging stereotypes.
ii) World culture festivals showcasing music, dance, food and fashion, promoting dialogue, appreciation and unity.
iii) T eaching global cultures and African contributions in schools, fostering respect, curiosity and confidence.
iv) Selling cultural goods globally and through migration, helping share culture and build multicultural communities.
c. (Two ways of preserving Kenyan culture).
i) Use digital tools to record and share cultural knowledge such as Kenyan beadwork or traditional dances online, preserving traditions and promoting global cultural exchange.
ii) Organise cultural festivals like the Lamu Cultural Festival to preserve and showcase traditions, celebrate diversity and educate both locals and international visitors about Kenyan cultural heritage.

28.

a. (Rights of special groups — 6 marks). i. Elderly (two rights):
– Right to participate fully in the affairs of society by sharing their knowledge, skills and experience.
– Right to live in dignity, respect and be protected from neglect or abuse.
ii) Migrants (two rights):
– Right to life and human dignity.
– Right to fair treatment and equality before the law.
iii) Refugees (two rights):
– Right to life and safety.
– Right to seek asylum and protection from the authorities.
b. (Four ways to foster empathy and solidarity). i) Listen actively to the experiences of special groups through storytelling sessions, interviews or documentaries.
ii) Participate in support programmes — volunteer in shelters, elderly care programmes or charity drives.
iii) Reflect on shared humanity by discussing in class how everyone deserves dignity and equal treatment.
iv) Advocate for protective policies by writing petitions or joining campaigns that champion the rights of these groups.

Christian Religious Education

1

Creation

A. Work: God Worked

1. Christian work ethics are principles based on Scripture that guide believers to view work as service to God and others. They emphasise integrity, diligence, excellence and ethical behaviour such as honesty, avoiding deceit, respecting authority and pursuing excellence — as if working for the Lord (Colossians 3:23).
2. According to Proverbs 6:6-11, it is important to work hard because:
   (i) The ant works hard and stores food in summer without anyone forcing it — teaching self-motivation and diligence.
   (ii) Laziness leads to poverty — "A little sleep, a little slumber, a little folding of the hands to rest — and poverty will come on you like a thief."
   (iii) Time is a gift from God and must be used wisely; wasting it in sleep and idleness is irresponsible.
   (iv) Hard work leads to a good and stable life while laziness results in want and need.
   (Any relevant points from the passage.)
3. Points the learners were likely to mention about "A lazy person should not eat" (2 Thessalonians 3:10-12):
   (i) Paul taught that those who are unwilling to work should not expect to be supported by the community.
   (ii) Everyone has a responsibility to work and contribute to their own needs and those of others.
   (iii) Idleness leads to dependency, which is contrary to God's design for human work.
   (iv) Christians are to work quietly and earn their own living rather than being a burden to others.
   (v) This teaching reflects the principle that work is a God-given responsibility, not just an option.
   (Any five points from the passage.)
4. [Presentation activity — learners read and outline key teachings from Proverbs 6:6-11 (learn from the ant — diligence and preparation); Proverbs 10:4 (lazy hands make for poverty, diligent hands bring wealth); Exodus 20:11 (God worked six days and rested on the seventh — work and rest are both commanded); Genesis 2:1-3 (God rested after completing His work — setting a pattern of purposeful work followed by rest). Teacher assesses accuracy, use of charts/slides, and clarity of presentation.]
5. Salama's father's diligent work reflects the biblical principle of Proverbs 10:4 — "Diligent hands bring wealth." He did not farm lazily or irresponsibly but worked faithfully throughout the season. His bountiful harvest is the direct fruit of his responsible stewardship of the land God gave him. This shows that responsible work leads to productive outcomes and honours God's design that humans should "work the ground" (Genesis 2:15).
6. 2 Thessalonians 3:10-12 teaches:
   "For even when we were with you, we gave you this rule: The one who is unwilling to work shall not eat."
   Paul was addressing believers who were idle, not working and meddling in others' affairs.
   He commanded them to settle down, work quietly and earn their own living.
   Work is a God-given responsibility — idleness is not a Christian virtue.
   Those who refuse to work should not expect to be sustained by the community's generosity.
   The paragraph should convey that work is worship, diligence is a Christian duty, and laziness dishonours God. (Teacher assesses completeness, biblical accuracy and ability to apply the verse to family discussion.)
7. [Practical/contextual question — roles at home (cooking, farming, childcare), school (cleaning, group work, reporting duties), church (choir, ushering, Sunday school), and community (volunteering, environmental work). Virtues such as: diligence (completing tasks thoroughly), honesty (not cutting corners), responsibility

(doing your duty faithfully), stewardship (caring for shared resources), humility (serving without seeking praise), patience (persisting through difficulty), integrity (working correctly even when unobserved). Teacher assesses relevance and depth of virtue identification.]

8. [Research/presentation activity — learners research virtues related to work ethics, such as: diligence, honesty, responsibility, stewardship, humility, patience, integrity, service, excellence. Teacher assesses quality of research, accuracy of biblical connections and quality of presentation.]
9. [Creative writing activity — poem titled "God worked, we should also work." The poem should incorporate: God as the original worker (Genesis 1-2); humility (working without seeking praise); stewardship (using time and resources wisely); call to diligence (following God's example). Teacher assesses creativity, biblical accuracy, incorporation of humility and stewardship themes, and quality of expression.]
10. [Interview activity — the learner interviews a working adult about virtues applied in their job. Expected findings may include: integrity (being honest in all dealings), responsibility (fulfilling duties faithfully), diligence (working hard), patience (dealing with difficult clients/situations), respect (treating colleagues and clients with dignity). Biblical connections: Colossians 3:23-24 (working as for the Lord); Proverbs 22:29 (skilled and diligent workers serve before kings). Teacher assesses quality of interview, accuracy of biblical connections and quality of summary.]
11. Angela's father applies the following Christian values in his work as a nurse: Compassion (treating patients kindly); Equality (serving all patients without discrimination); Integrity (providing honest medical information); Respect for human dignity (treating patients as persons made in God's image); Diligence (working hard to provide quality care); Humility (serving patients without arrogance). These reflect Galatians 5:22-23 (fruits of the Spirit) and Colossians 3:23 (working as for the Lord).
12. Exodus 20:11 — "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." (Also accept Genesis 2:2-3.)
13. [Personal reflection — accept any three personal talents the learner identifies (e.g., singing, maths, cooking, drawing, athletics, leadership) matched with potential careers (e.g., singing →music teacher, composer; maths →engineer, accountant; cooking →chef, nutritionist; drawing →graphic designer, architect; athletics →sports coach; leadership →community organiser, management). Teacher assesses self-awareness, realistic career matching and awareness that God-given talents should guide career choices.]
14. Three virtues from the Fruits of the Holy Spirit applicable to work (Galatians 5:22-23): (i) Faithfulness — being reliable and committed to completing one's duties consistently; (ii) Gentleness/Kindness — treating colleagues, clients and others with respect and care in the workplace; (iii) Self-control — managing time, resources and emotions responsibly to maintain quality and ethical standards. (Also accept: Love — caring about the people one serves; Patience — persisting through challenges without giving up; Goodness — doing one's work ethically without deceit.)
15. Humility prevents pride in achievements by: reminding us that our abilities, opportunities and successes come from God — not merely from our own efforts; a humble worker gives credit to God and acknowledges the contribution of colleagues; humility prevents arrogance that can damage relationships and lead to poor decision-making; Proverbs 11:2 says "When pride comes, then comes disgrace, but with humility comes wisdom." A humble person remains teachable, continues improving and does not look down on others.
16. Spiritual gifts that could guide career choices (from 1 Corinthians 12):
    (i) Word of Wisdom — careers in counselling, leadership, governance or theology.
    (ii) Word of Knowledge — careers in research, academia, medicine or

teaching.

(iii) Gift of Healing — careers in medicine, nursing, psychology or community health.

(iv) Prophecy — ministry, pastoral work, social advocacy or justice work.

(v) Faith — ministry, entrepreneurship, community development work.

(vi) Discernment — law, counselling, theology, child protection.

(Any three gifts with matching career examples.)

17. Three reasons why it is important to work: (i) Work provides for our physical needs (food, clothing, shelter) and those of our families; (ii) Work is part of God's design for human purpose — He gave Adam work to do in the Garden (Genesis 2:15), showing that work gives us meaning and dignity; (iii) Work enables us to contribute to the community and serve others, fulfilling the Christian calling to love our neighbours. (Also accept: work allows us to be good stewards of God-given talents and time.)

18. God commanded human beings to work because: (i) Work is part of God's original design for humanity — before sin, God placed Adam in the Garden to "work it and take care of it" (Genesis 2:15); (ii) Work enables human beings to fulfil the "dominion" mandate — to be stewards of God's creation; (iii) Work is how God's image in humanity is expressed — God Himself worked in creating the world; (iv) Work provides the means for sustaining life and meeting human needs; (v) Work develops character and virtue (diligence, responsibility, integrity) that reflect God's character.

1

THE BIBLE

A. Christian Moral Values

1. Moral values according to Christian teaching are the fundamental standards or principles derived from Scripture that guide a person's behaviour, helping them distinguish between right and wrong. They are rooted in God's character and commands, directing believers toward righteous living that honours God and respects the dignity of all people.
2. Sexual purity is the commitment to maintain a lifestyle free from sexual sin — abstaining from sexual activity outside of marriage, avoiding pornography, immoral conversations and other influences that corrupt the mind, and presenting oneself to God with a pure heart, mind and body, as instructed in 1 Corinthians 6:18-20.
3. Four examples of sexual perversion that may have been taught:
   (i) Adultery — sexual intercourse between a married person and someone who is not their spouse.
   (ii) Homosexuality — same-gender sexual relations, described in Scripture as contrary to God's design.
   (iii) Bestiality — sexual acts with animals, viewed as a perversion of creation's order.
   (iv) Fornication — casual or premarital sex that exploits others and defiles the spirit.
   (v) Incest — sexual relations with close relatives, prohibited to preserve family structures.
   (vi) Prostitution — selling one's body for sexual purposes in exchange for money or material benefits.
   (Any four from the textbook list.)
4. Four Christian moral values that a young person should uphold:
   (i) Chastity — abstaining from sexual activity outside of marriage to honour God's design for intimacy.
   (ii) Self-discipline — resisting temptations through reliance on God's strength.
   (iii) Integrity — maintaining honesty and consistency in thoughts and actions, avoiding deceit in relationships.
   (iv) Respect for others — treating peers as siblings in Christ without objectification.
   (v) Purity of mind and heart — guarding one's thoughts and desires against pornography and immoral influences.
   (vi) Modesty — presenting oneself respectfully in speech, dress and behaviour.
   (vii) Faithfulness — loyalty and commitment, especially within relationships.
   (Any four.)
5. How Beryl can apply assertiveness and integrity to handle peer pressure:
   Assertiveness: Beryl should firmly and confidently communicate her decision to her friends — "I have decided not to engage in premarital sex because it goes against my Christian values and is harmful to my wellbeing." She should say this without aggression but without apology either.
   Integrity: Beryl should remain consistent with her values even when others disagree — not changing her position depending on who is watching. She should walk away from situations or conversations that pressure her, avoid being alone with friends who consistently encourage this behaviour and seek the company of people who share her values.
   She should also pray for strength, memorise Scripture like 1 Corinthians 6:18-20 and speak to a trusted adult or mentor.
6. Five life skills that foster sexual purity:
   (i) Decision-making — carefully evaluating choices to avoid risky environments and harmful relationships.
   (ii) Assertiveness — communicating confidently and firmly, saying no to unwanted advances and peer pressure.
   (iii) Critical thinking — analysing media messages and cultural trends to recognise and reject immoral influences.
   (iv) Goal-setting — defining personal boundaries and future aspirations, staying focused on education and purpose.

(v) Communication skills — expressing thoughts, feelings and boundaries clearly to reduce misunderstandings.
(vi) Stress and emotion management — using healthy coping strategies (prayer, talking to a trusted adult) to avoid seeking comfort in harmful behaviours.
(vii) Problem-solving — recognising challenges and seeking responsible solutions instead of harmful shortcuts.
(Any five.)

7. Three forbidden sexual practices outlined in the Bible:
(i) Adultery (sexual intercourse between a married person and someone outside the marriage — Exodus 20:14)
(ii) Fornication (premarital or casual sex — 1 Corinthians 6:18)
(iii) Homosexuality (same-gender sexual relations — Romans 1:26-27)
(iv) Incest (sexual relations with close relatives — Leviticus 18:6-18)
(v) Bestiality (sexual acts with animals — Leviticus 18:23)
(vi) Prostitution (selling the body for sex — 1 Corinthians 6:15-16)
(Any three.)

8. Consequences of adultery according to biblical teaching:

The Bible presents adultery as: a betrayal of the sacred marriage covenant made before God (Malachi 2:14); a sin against God and one's own body (1 Corinthians 6:18); a destroyer of trust and family stability; it carries spiritual consequences — the adulterous person sins against their own soul (Proverbs 6:32); in the Old Testament, it carried the death penalty (Deuteronomy 22:22). Adultery also leads to broken families, emotional pain for all parties involved, possible STIs and damaged reputations.
(Accept any three to four consequences from biblical teaching.)

9. Three ways upholding Christian moral values benefits young people:
(i) Emotional and psychological wellbeing — living by moral values reduces guilt, shame and anxiety caused by immoral behaviour, promoting a healthy sense of self-worth.
(ii) Stronger relationships — treating others with respect, faithfulness and integrity builds trust and leads to more meaningful and lasting friendships and relationships.
(iii) Spiritual growth — upholding God's moral standards keeps a person in right relationship with God, which is the foundation of true joy, peace and purpose.
(Any three from the textbook or valid Christian perspective.)

10. Faithfulness in the context of relationships means: loyalty and commitment to one person, especially within a romantic or marriage relationship; honouring the promises and vows made to a partner; avoiding cheating, multiple partnerships or deceptive behaviour; being trustworthy, honest and responsible in all interactions; remaining steadfast in care and commitment even during difficult times.

11. The Bible forbids sexual immorality because: (i) the body is the temple of the Holy Spirit — misusing it dishonours God's dwelling place within us (1 Corinthians 6:19); (ii) sexual sin harms the body in ways other sins do not — it affects us emotionally, physically and spiritually (1 Corinthians 6:18); (iii) God designed sexuality for the sacred context of marriage — sexual immorality violates this design and its protective boundaries; (iv) it harms others through exploitation, betrayal of trust and damage to relationships; (v) it corrupts the soul and separates one from God.

12. Self-discipline helps a young Christian maintain sexual purity by: enabling them to control sexual desires and impulses rather than acting on temptation; training the mind to reject pornographic or immoral thoughts and replace them with what is wholesome; empowering them to avoid situations, relationships and media that may lead to sexual temptation; allowing them to make deliberate, godly choices rather than reacting impulsively; building the character of consistency — maintaining purity not just in the moment but over time.

13. Purity of mind and heart is important in maintaining sexual integrity because: sexual sin begins in the mind before it is expressed physically — guarding one's thoughts is the first line of defence; pornography, immoral

conversations and sexual fantasies corrupt the mind and gradually erode self-control; Philippians 4:8 instructs believers to focus on what is "true, noble, right, pure, lovely and admirable"; a pure mind enables a person to honour God and others in all their interactions; purity of heart is what Jesus blessed — "Blessed are the pure in heart, for they will see God" (Matthew 5:8).

14. Steps John should take to overcome viewing pornographic content, applying purity of mind and heart:
    (i) Acknowledge and confess the problem to God and ask for forgiveness and strength (1 John 1:9).
    (ii) Install content filters or parental controls on all his devices to limit access to pornographic material.
    (iii) Replace pornographic content with wholesome, edifying material — Bible reading, educational content, healthy hobbies.
    (iv) Share his struggle with a trusted Christian mentor, pastor or counsellor who can provide accountability.
    (v) Avoid triggers — specific websites, apps or contexts that lead him to the behaviour.
    (vi) Pray consistently for strength, memorise Scripture on purity (Psalm 119:9-11) and engage actively in Christian community.
    (Any four steps with explanation.)
15. Critical thinking as a life skill helps protect against immoral behaviour by: enabling a person to analyse media messages, peer influence and cultural trends rather than accepting them blindly; identifying which friendships, entertainment and online content promote immorality versus what is morally sound; questioning "Is this consistent with my Christian values?" before making choices; recognising manipulation or false reasoning used to justify immoral behaviour; helping young people make intentional, reasoned moral choices rather than impulsive, emotion-driven ones.
16. Prostitution and fornication are contrary to God's plan for human sexuality because: God designed sexual intimacy exclusively for the marriage relationship between a man and a woman (Genesis 2:24); they exploit and degrade the participants, treating persons made in God's image as objects for sexual gratification or commercial transaction; they defile the body which is the temple of the Holy Spirit (1 Corinthians 6:19-20); they lead to physical harm (STIs, unwanted pregnancies), emotional damage (shame, guilt, trauma) and spiritual separation from God; they undermine the dignity, sanctity and purpose of human sexuality as designed by God.
17. How Peter should address his partner's disrespect for his physical boundaries — applying communication skills and self-respect:
    Communication skills: Peter should clearly and calmly communicate his personal boundaries to his partner: "I am not comfortable going beyond these limits in our relationship because I value sexual purity and I want us to honour God in our relationship." He should express how he feels without accusation, listen to his partner's response and be willing to have an honest conversation about their relationship expectations.
    Respect for oneself: Peter must recognise that he has the right to maintain his physical and moral boundaries regardless of his partner's pressure. His body is the temple of the Holy Spirit (1 Corinthians 6:19-20) and he must honour God with it. If his partner continues to disrespect his boundaries after clear communication, he should seriously consider whether this relationship is healthy or spiritually beneficial.
18. The connection between respect for oneself and others and sexual purity: Self-respect means recognising one's worth as a person created in God's image — this naturally leads to refusing sexual behaviour that degrades or harms oneself; respect for others means refusing to exploit, pressure or manipulate others for sexual gratification; when both parties in a relationship respect themselves and each other, they naturally maintain appropriate boundaries, communicate honestly and honour God's design for sexuality; 1 Corinthians 6:19-20 teaches that because our bodies belong to God, we must honour Him in them.
19. Decision-making approach for a Christian youth invited to an immoral party:
    Step 1: Evaluate the invitation honestly —

knowing that immoral activities will take place means attending would expose me to situations that violate my Christian values.
Step 2: Firmly decline the invitation — "I appreciate the invite, but I am not comfortable attending events where those activities take place."
Step 3: Suggest an alternative — offer a different activity that can be enjoyed together without compromising values.
Step 4: Stand firm if pressured — use assertiveness to maintain the decision without being rude.
Step 5: Inform a trusted adult if there is genuine concern about the safety of peers attending.
Philippians 4:8 — "whatever is true... whatever is pure... think about such things" — guides the decision to avoid immoral environments.

20. How a Christian teenager struggling with inappropriate thoughts can apply self-control and stress management:
Self-control: Acknowledge the thoughts immediately and refuse to dwell on them; pray at the moment of temptation — "God, help me to take this thought captive" (2 Corinthians 10:5); memorise Scripture on purity (Psalm 119:9, Philippians 4:8) and recall it when inappropriate thoughts arise; remove access to content that triggers those thoughts.
Stress management: If inappropriate thoughts arise from loneliness, boredom or stress, identify the underlying emotion and address it healthily — through prayer, exercise, creative activities or talking to a trusted adult; develop a productive daily routine that minimises idle time; engage in church community activities that provide positive social connection and spiritual encouragement.

B. Judge Deborah

1. A prophetess is a woman through whom God communicates His divine messages and guidance to His people. In Deborah's context, she received and delivered God's word to Israel, providing spiritual direction and prophetic insight that guided the nation, particularly in its battle against the Canaanites.
2. Deborah partnered with BARAK (son of Abinoam from Kedesh in Naphtali) in leading Israel into battle against the Canaanite commander Sisera and his army (Judges 4:6-9).
3. A judge in Israel during Deborah's time was a leader appointed or raised up by God to: deliver Israel from oppression by enemy nations; settle legal disputes and administer justice among the people; provide spiritual and military leadership; guide the nation according to God's laws when there was no king in Israel.
4. One reason Deborah is considered a courageous leader: She willingly agreed to accompany Barak into battle against a superior enemy force (Sisera had 900 iron chariots) — demonstrating that her courage was rooted in her trust in God rather than in physical strength or military advantage.
5. Deborah demonstrated wisdom in judging Israel by: sitting under the Palm of Deborah between Ramah and Bethel where the Israelites came to her for dispute resolution; providing fair and thoughtful judgement grounded in God's guidance; making decisions with clarity and justice that resolved conflicts among the people; she did not rely on human reasoning alone but on divine direction — her wisdom came from seeking God's will rather than her own understanding.
6. Deborah's faith in God was important for Israel's victory because: faith gave her the confidence to assure Barak and the Israelites that victory was certain despite the enemy's military superiority; her faith in God's promise and power gave the entire army confidence to advance; she trusted God's word completely — "Has not the LORD, the God of Israel, commanded you?" (Judges 4:6) — her certainty was contagious and motivated Barak and the army; her faith made her rely on God's strategy rather than human strength, which is what ultimately brought victory.
7. Two leadership qualities demonstrated by Deborah: (i) Wisdom — she provided fair, God-guided judgement to the Israelites who came to her for counsel; (ii) Courage — she stepped fearlessly into a leadership role during national crisis, accompanying Barak into battle without hesitation. (Also accept:

Faith, Leadership, Integrity, Encouragement, Prophetic insight.)

8. Deborah showed integrity in her decision-making by: ruling with honesty and upholding God's laws without favouritism — she treated all who came to her for judgement equally regardless of their social status or tribal background; her character earned the trust and respect of the people because they knew her decisions were based on God's truth rather than personal interest or bias; her commitment to justice was consistent and reliable.
9. Deborah encouraged Barak to fulfil God's instructions by: reminding him directly of God's command: "The LORD, the God of Israel, commands you..." (Judges 4:6) — she made it clear that the mission was God's, not merely a human military venture; when Barak hesitated and said he would only go if Deborah accompanied him, she agreed to go with him (Judges 4:9), providing him with the personal support and assurance he needed; she assured him of God's promised victory before the battle had even begun.
10. Guidance for Melisa from Deborah's courage:

Deborah faced a situation far more dangerous than a school crisis — she led Israel against a heavily armed army — yet she acted with confidence because her courage was rooted not in herself but in God.

Melisa should: (i) Pray for God's guidance and strength before entering any difficult leadership situation; (ii) Remember that her position is God-given and He is with her — "The LORD goes before you" (Deuteronomy 31:8); (iii) Prepare carefully for challenges by seeking advice from trusted mentors (as Deborah sought God's direction); (iv) Face each crisis calmly, assuring those she leads that she is focused on finding a solution; (v) Trust that God's strength is sufficient for her leadership role even when she feels uncertain.

11. How a Christian student can demonstrate Deborah's integrity in a school setting:

(i) Submitting their own original work — not copying or allowing others to copy, even under peer pressure.

(ii) Treating all classmates fairly — not showing favouritism based on friendship, tribe or social status.

(iii) Speaking honestly — not spreading rumours or misrepresenting others to gain advantage.

(iv) Keeping promises — if elected to a leadership role, fulfilling commitments made to fellow students.

(v) Doing what is right even when no one is watching — in class, during exams or in shared spaces.

(Any three specific school-based examples.)

12. Prophetic insight was important in Deborah's leadership because: it enabled her to receive and accurately communicate God's will to the people of Israel, providing supernatural guidance that human wisdom alone could not offer; she could assure Barak of victory before it happened — "I will deliver Sisera into your hands" — because God had revealed it to her; her prophetic role gave her credibility and authority that transcended human leadership; it ensured that Israel's military decisions were aligned with God's plan rather than human strategy alone.
13. One lesson from Deborah about obedience to God: Obedience to God leads to victory and positive outcomes. Deborah obeyed God's instructions without question and encouraged Barak to do the same. When Israel followed God's command, they defeated a much stronger enemy. This teaches that obedience to God, even in difficult or seemingly impossible situations, results in blessing and success.
14. How collaborative leadership as shown by Deborah and Barak can improve teamwork in Mutua's group project:

Deborah did not insist on leading alone — she partnered with Barak, respected his role and worked with the army as a team. Similarly, Mutua should:

(i) Listen openly to the concerns and ideas of group members before making decisions, even when they disagree.

(ii) Acknowledge and value each member's contribution — recognise that the project succeeds through the team's combined skills, not the leader's ideas alone.

(iii) Clearly assign roles that match each member's strengths, ensuring everyone has a meaningful contribution.

(iv) Establish open communication channels where members can express disagreements respectfully and solutions are sought together.

(v) Pray together and unite around a shared

goal, remembering that the project's success belongs to the whole group.

(Any three application points.)

15. Deborah's wisdom and discernment strengthened her leadership during Israel's oppression by: enabling her to assess the military and spiritual situation accurately — she knew God's timing and plan for deliverance; her discernment allowed her to identify the right person (Barak) to lead the military campaign and to direct him with specific instructions from God; her sound judgement in choosing when and how to strike against Sisera's army proved critical to the victory; she did not act impulsively but prayerfully and strategically, ensuring that God's instructions were followed precisely.

C. Kings David and Solomon

1. A family tree (genealogy) in biblical study refers to a record or list of a person's ancestors and descendants, showing the line of descent from one generation to the next. In biblical ancestry, it traces how God's promises passed from one generation to another — as in Matthew 1:1-17 which shows how Jesus descended from Abraham through David.
2. God's promise to King David concerning his descendants and the everlasting kingdom (2 Samuel 7:12-16):

God promised David that after his death, one of his own offspring would succeed him and establish his kingdom.

God would establish the throne of David's son's kingdom forever.

God would be like a father to David's son, and the son would be like a son to God.

David's house and kingdom would endure forever before God, and the throne would be established forever.

This promise found ultimate fulfilment in Jesus Christ, who was born from David's lineage and whose Kingdom is eternal.

3. Three religious contributions David made to Israel's worship of God:

(i) He organised and promoted the worship of God, bringing the Ark of the Covenant to Jerusalem with great celebration, music and dancing (2 Samuel 6:1-15).

(ii) He composed many Psalms that are still used in worship today, providing a foundation of devotional poetry and music for Israel's spiritual life.

(iii) He made elaborate preparations for the building of the Temple — collecting materials, organising workers and setting aside resources for it, even though God did not allow him to build it (1 Chronicles 22:2-5).

(iv) He organised the Levites and priests into divisions for the regular performance of temple worship.

(Any three.)

4. Two ways King David united and strengthened the nation of Israel:

(i) He united the twelve tribes of Israel under one central government, ending the division between Judah and the other tribes and creating a strong, unified national identity.

(ii) He established Jerusalem (captured from the Jebusites) as the political and spiritual capital of Israel — a neutral location that belonged to no single tribe, making it an effective symbol of national unity.

(iii) He strengthened Israel's army through military victories against enemies (Philistines, Moabites, Ammonites) that brought peace and security to the nation.

(Any two.)

5. Jerusalem was important during King David's reign because: he captured it from the Jebusites and established it as the capital of the united kingdom — a city that was politically neutral since it did not belong to any tribe, making it an ideal choice for a national capital; David brought the Ark of the Covenant to Jerusalem, making it both the political and spiritual centre of Israel; this established Jerusalem as the place where God's presence dwelt among His people; it became the symbol of Israel's national identity and God's covenant relationship with His people.
6. Three religious contributions David made to Israel's worship of God:

(i) He brought the Ark of the Covenant to Jerusalem with a great celebration of worship, music and dancing — establishing Jerusalem as the spiritual centre of Israel.

(ii) He composed Psalms that formed the basis of Israel's worship and are still used by believers today.

(iii) He made preparations for building the

Temple even though he was not permitted to build it himself.

(iv) He organised the priests and Levites into divisions for regular, structured temple worship.

(Any three.)

7. David is described as "a man after God's own heart" (1 Samuel 13:14) because: despite his failures, he had a deep, genuine love for God and a sincere desire to do God's will; he repented wholeheartedly when he sinned (Psalm 51) — showing true contrition rather than defensiveness; he consistently sought God's guidance before making major decisions; he honoured God even in his mistakes by acknowledging his wrongdoing; his heart's primary desire was to know and please God — shown through his Psalms, worship and devotion to building God's house.

8. How David demonstrated humility before and after becoming king:

Before becoming king: When anointed as a young boy, David returned to shepherding his father's sheep without demanding recognition or special treatment; he served his older brothers faithfully and played music to soothe King Saul without complaint.

After becoming king: When God promised him an eternal kingdom, David responded: "Who am I, O Lord God, and what is my family, that you have brought me this far?" (2 Samuel 7:18); he danced before the Ark without concern for royal dignity (2 Samuel 6:14); he mourned and fasted for enemies like Saul and Abner; after sinning with Bathsheba, he humbly repented before God (Psalm 51).

9. Two examples showing David's courage and integrity:

Courage: David volunteered to fight Goliath when the entire Israelite army was afraid. He refused the king's armour, went with his sling and stones, and defeated the giant with faith in God — showing courage rooted in divine trust, not recklessness.

Integrity: David had at least two clear opportunities to kill King Saul (who was trying to kill him) and chose not to — because Saul was God's anointed. He told his men: "I will not lay a hand on the Lord's anointed" (1 Samuel 24:10). This shows integrity in honouring God above personal survival or ambition.

10. How David's patience can guide the community youth leader facing delays and disagreements:

David waited for decades for what God had promised — the throne — while the current king was actively trying to kill him. During that waiting period, he did not scheme, retaliate or force circumstances. He trusted God's timing.

The youth leader should: (i) Trust that God's timing for the fundraising event is perfect — delays may have a purpose that is not yet visible; (ii) Remain composed and patient during volunteer disagreements — address them calmly and respectfully, just as David dealt with those who opposed him without retaliation; (iii) Continue working faithfully toward the goal rather than giving up because of frustration; (iv) Seek God's guidance through prayer when decisions are difficult; (v) Encourage volunteers through challenges rather than threatening or blaming them.

11. Three major achievements of King Solomon:

(i) Built the magnificent Temple in Jerusalem over twenty years — a centre of Jewish worship fulfilling God's promise to David, bringing the Ark of the Covenant and establishing God's dwelling among His people.

(ii) Composed 3,000 proverbs and 1,005 songs, contributing to biblical wisdom literature (Proverbs, Ecclesiastes, Song of Songs).

(iii) Became the wealthiest and wisest king of his time — "King Solomon was greater in riches and wisdom than all the other kings of the earth" (1 Kings 10:23), elevating Israel's reputation globally.

(iv) Established alliances through strategic marriages and treaties, ensuring peace and security for Israel.

(v) Built a magnificent palace and developed Israel's infrastructure, strengthening the nation's economy.

(Any three.)

12. Solomon's wisdom influenced Israel's reputation among other nations by: attracting rulers and dignitaries from across the known world — "the whole world sought audience with Solomon to hear the wisdom God had put in his heart" (1 Kings 10:24); the Queen of Sheba's famous visit showed that Israel's reputation for wisdom had spread

internationally; his proverbs and writings spread Israel's cultural influence; his ability to resolve complex disputes (like the case of the two mothers and the baby) demonstrated justice that other nations admired; his diplomatic alliances through wisdom and marriage brought Israel international respect and trade benefits.

13. Two mistakes James (like Solomon) could make that might weaken his relationship with God:

(i) Prioritising personal interests and entertainment over his duties and responsibilities — just as Solomon clung to foreign wives and allowed their idol worship to turn his heart from God, James is ignoring school rules and spending time on personal hobbies instead of serving students. This shows a shift of priorities away from his calling/responsibility.

(ii) Compromising values under influence — Solomon was influenced by his foreign wives to worship other gods. James may be influenced by peers or personal desire to abandon his Christian principles and student leader responsibilities, prioritising approval and pleasure over integrity and duty.

14. How Solomon's leadership decisions contributed to the later division of the kingdom:

(i) Heavy taxation — Solomon imposed heavy taxes on his subjects to maintain his lavish court and building projects, creating widespread resentment among the people.

(ii) Forced labour — he introduced forced labour for his building programmes, which was deeply unpopular and created bitterness.

(iii) Spiritual infidelity — by allowing his foreign wives to introduce idol worship and building shrines for their gods, Solomon turned Israel's heart away from God, inviting divine judgement (God told him the kingdom would be torn from his son's hand).

(iv) Giving away Israelite land — he gave King Hiram 20 towns in Galilee as payment, treating national land as personal property.

These decisions created the conditions for Jeroboam's rebellion and the kingdom splitting into Israel and Judah under Rehoboam.

15. How modern leaders can apply David's leadership qualities and Solomon's wisdom:

From David: (i) Seek God's guidance before major decisions — pray and consult Scripture; (ii) Act with integrity — do what is right even when it is personally costly; (iii) Show courage in difficult leadership moments — stand firm in the face of opposition; (iv) Remain humble — acknowledge mistakes, apologise and give credit where it is due; (v) Be patient — trust God's timing in organisational challenges.

From Solomon: (i) Pray for wisdom before pursuing power or wealth (Solomon asked for wisdom, not riches); (ii) Build systems and structures that serve the whole organisation, not personal interests; (iii) Learn from Solomon's failures — avoid moral compromise, overindulgence and spiritual drift; (iv) Remain faithful to God as the foundation of all leadership decisions.

(Accept any five combined points with application to modern leadership.)

1

THE LIFE AND MINISTRY OF JESUS CHRIST

A. Raising the Widow's Son

1. Compassion as shown in Jesus's ministry refers to a deep emotional response of sympathy and genuine concern for the suffering of others, accompanied by a strong desire and action to relieve that suffering — without expectation of personal gain. Jesus' compassion was always active, leading Him to heal, restore and uplift those in pain.
2. The widow was in a vulnerable situation because she had lost both her husband and now her only son — she had no male family member to provide for or protect her. In the ancient Jewish context, a widow without sons had no social security, no inheritance rights and no reliable means of support. She was completely dependent on the goodwill of others for her survival.
3. The crowd praised God after Jesus raised the widow's son because: the miracle was clearly a supernatural act that only God could perform — no human being had the power to raise someone from death; they recognised that God had intervened in their community through Jesus, affirming that "God has come to help his people"; the resurrection of the young man proved Jesus's divine identity as a great prophet sent by God; witnessing such a miracle naturally evoked awe, gratitude and worship.
4. Using lessons from Jesus's compassion, Thandi should:

(i) Notice and acknowledge her classmate's distress — not ignore it or pretend not to see the crying.

(ii) Approach her gently and with genuine warmth — "I noticed you seem upset. Would you like to talk?"

(iii) Listen patiently and without judgment — allowing the classmate to share what is troubling them without rushing to offer solutions.

(iv) Offer practical support — help with the failed test (study together, explain difficult concepts) and emotional encouragement.

(v) Pray for and with the classmate if appropriate.

Just as Jesus noticed the widow's pain amid a crowd and responded personally, Thandi should notice the individual need and respond with genuine care.

5. One lesson about God's power shown in the miracle at Nain: God has absolute power over life and death — He can restore what seems permanently gone. Even death, which is beyond all human ability to reverse, obeys His command. This demonstrates that nothing is impossible for God (Luke 1:37).
6. The miracle demonstrates God's authority over life and death by: Jesus approached the bier and commanded the dead young man, "Young man, I say to you, get up!" — and the dead man immediately sat up and began to speak. This shows that life itself is subject to God's authority; death is not the final word for those under God's care; Jesus acted with God's own power and authority; His command was instantly and completely obeyed — showing that even death cannot resist the authority of the Creator of life.
7. Resurrection in Christian belief refers to the raising of a dead person back to physical life. More broadly, it refers to the promised future event when all who have died will be raised bodily to life at the end of time — either to eternal life with God or to eternal separation from Him. The resurrection of Jesus is the foundation and guarantee of the Christian resurrection hope.
8. Lesson from the miracle that can encourage Joshua who feels hopeless after losing his football position:

The widow had lost everything — her husband and now her only son. Her situation seemed completely hopeless. Yet Jesus restored what she had lost. This teaches that no loss is permanent in God's hands — He can restore what seems completely gone.

Joshua should be encouraged that: a setback in sports does not define his worth or his future; God can open new doors and restore lost opportunities in unexpected ways; he should continue to trust God, work hard and

remain faithful even through disappointment; many great achievements come after painful losses that redirect us to God's better plan for our lives.

9. Jesus's actions toward the widow teach believers to care for vulnerable people by: noticing the needs of those who are marginalised, grieving or without support — Jesus noticed the widow in the crowd; taking compassionate action without waiting to be asked — Jesus approached her, not the other way around; offering real, practical help — He did not just sympathise but restored her son; treating vulnerable people (widows, orphans, the elderly, the disabled) as equally deserving of God's care and human attention; believers should actively seek out opportunities to serve those who have no one to speak for them.
10. "Don't cry" — Jesus said this to the widow before performing the miracle, showing His compassion and desire to relieve her grief immediately (Luke 7:13). (Accept the exact words or an accurate paraphrase.)
11. Lesson from the story that encourages Maria to help her elderly neighbour with heavy bags:

"Jesus' concern for the widow highlights the responsibility to care for vulnerable people in society, such as widows, orphans and the needy" — this is exactly the lesson that applies to Maria's situation.

Just as Jesus noticed the widow's vulnerability and responded with practical help, Maria should notice her elderly neighbour's physical limitation and offer practical assistance — carrying the bags, walking with her, checking if she needs any other help.

Caring for the vulnerable is a direct expression of God's love in action.

12. The importance of Jesus touching the bier (wooden frame carrying the body) before raising the young man: Under Jewish ceremonial law, touching a dead body or anything associated with death made a person ritually unclean. By touching the bier, Jesus deliberately crossed this social and religious barrier to reach the young man — showing that compassion and the restoration of life are more important than religious ritual or social convention. It also signalled to the crowd that something extraordinary was about to happen through divine power.
13. After witnessing the miracle, the people described Jesus as: "A great prophet has appeared among us" and "God has come to help his people" (Luke 7:16). This showed they recognised that Jesus acted with the authority and power of God, fulfilling the prophetic tradition of Israel.
14. Message from the miracle that teaches Kevin to stay hopeful during family financial difficulties:

The widow's situation appeared irreversible — death seemed to have the final word in her story. Yet Jesus completely reversed her despair with one word. This miracle teaches Kevin that no situation is beyond God's ability to restore.

Even when circumstances look as desperate as death, God can intervene and bring unexpected restoration. Kevin should: hold on to hope in God's power to turn things around; pray specifically about the family's financial needs; encourage his family to trust God together; and remember that God sees and cares about every detail of their situation.

15. The miracle reflects God's deep care for humanity by: Jesus was moved with compassion before He acted — He did not perform this miracle as a demonstration of power but as a response to genuine human grief; He approached a widow who had no social standing and no request from anyone — He acted out of pure love; restoring the son to his mother showed that God cares about family relationships, grief and human vulnerability; the miracle demonstrates that every human being — regardless of social status — is precious to God and worthy of His personal attention and intervention.

B. Healing the 10 Lepers

1. Leprosy in the biblical context was a chronic, progressive skin disease causing disfigurement, tissue destruction and social isolation. Individuals affected by it were declared "unclean" under Mosaic law, required to live separately from the community, and had to announce their presence with the words "Unclean! Unclean!" to prevent others from making contact with them. (Leviticus

13:45-46)

2. Lepers stayed at a distance when approaching Jesus because Mosaic law required them to remain separated from the rest of the community to prevent the spread of the disease and ritual uncleanness. They were socially excluded and not permitted to approach healthy people closely — hence they "stood at a distance and called out in a loud voice" (Luke 17:12-13).
3. Jesus told the ten lepers to go show themselves to the priests because: under Jewish law, the priests were the only ones authorised to examine and certify that a person was healed of leprosy and could be declared "clean" and restored to the community (Leviticus 14:1-7). By sending them before the healing was visible, Jesus was testing their faith — they had to act in obedience before they could see the result. Their willingness to go showed active, obedient faith.
4. Using the example of the ten lepers, Amina (overwhelmed by school challenges) should:

(i) Cry out to Jesus in prayer, just as the ten lepers cried out for mercy — bring her specific challenges directly to God with faith.

(ii) Pray persistently — the lepers shouted even from a distance, showing that no barrier is too great for faith-filled prayer.

(iii) Obey God's Word and take action while trusting God for the outcome — just as the lepers began walking toward the priests before the healing was visible.

(iv) Trust that Jesus hears her cry and is able to help, even when the challenge seems overwhelming.

(v) Seek help from teachers and trusted adults, combining prayer with practical action.

5. As the ten lepers obeyed Jesus's instruction to go show themselves to the priests, they were healed — "as they went, they were cleansed." The healing happened in the process of obedience, not before it. This shows that faith expressed through action brings results; obedience to Jesus's word is always rewarded.
6. The one who returned to thank Jesus was a SAMARITAN — a detail that was significant because Samaritans were considered foreigners and social outsiders by the Jewish community, yet he was the only one who returned to give thanks. (Luke 17:16)
7. The gratitude of the Samaritan leper was significant because: he was a foreigner — not a Jew — yet he returned to thank Jesus, demonstrating that gratitude to God transcends ethnic and religious boundaries; while nine others (presumably Jews) received the miracle but did not return, the outsider showed the greater spiritual response; Jesus noted this contrast: "Were not all ten cleansed? Where are the other nine?" (Luke 17:17); the Samaritan's return showed that true faith is expressed not just in receiving God's blessing but in acknowledging and thanking God for it.
8. Two ways Christians can show gratitude to God in their day-to-day lives:

(i) Taking time each day to thank God in prayer for life, health, family and blessings received.

(ii) Showing kindness by sharing resources and supporting vulnerable people as a way of honouring God.

(iii) Following God's teachings and making choices that reflect His will as a lifestyle of gratitude.

(iv) Using personal talents to serve God and others in daily activities.

(v) Telling others about God's goodness — just like the healed Samaritan leper who praised God loudly.

(Any two.)

9. How Brian can help the lonely new learner, using lessons on kindness:

Brian should: (i) Approach the new learner warmly and introduce himself — taking the initiative to reach out rather than waiting for someone else to act; (ii) Sit with him during breaks, invite him to join group activities and introduce him to other classmates; (iii) Show genuine interest in the new learner's background, interests and feelings without making him feel pitied; (iv) Stand up for him if others exclude or mock him; (v) Pray for him and with him if appropriate.

Just as Jesus healed those whom society excluded (lepers), Brian should show compassionate inclusion to a classmate who feels marginalised — this is Christlike kindness in action.

10. Faith as shown in the story of the ten lepers is: trusting in Jesus's power and willingness to help, even before any visible evidence

of healing; it is active trust that obeys Jesus's instruction and moves toward God's promise rather than waiting for proof before responding. The lepers demonstrated faith by calling out to Jesus despite their distance, by asking specifically for mercy, and by walking toward the priests before they experienced any physical change.

11. The ten lepers demonstrated faith before they received healing by: crying out to Jesus for mercy while standing at a distance — they trusted He could hear and respond to them even without direct physical access; they specifically addressed Jesus and requested mercy — showing directed, intentional faith rather than vague hope; they obeyed His instruction to go to the priests BEFORE they were healed — walking in obedience while trusting the miracle would happen. Their healing came "as they went" — proving that faith that moves and acts is the faith God honours.
12. One lesson learnt from showing kindness to others: Kindness creates trust, unity and friendship in families, schools and communities — when we show care and help to others, it builds genuine bonds of relationship and makes the environment more peaceful and cooperative. (Also accept: Kindness can inspire others to treat people better; Helping someone in need gives a sense of fulfilment and satisfaction.)
13. Showing kindness can create unity in a school or community by: bringing people together around shared acts of care and service; breaking down social barriers between different groups (as Jesus's healing crossed the boundary between Jews and the Samaritan leper); creating an atmosphere of trust and mutual support where people feel valued and included; reducing conflicts and misunderstandings by establishing positive, caring relationships; inspiring others to also show kindness, creating a culture of care that strengthens the whole community.
14. Telling others about God's goodness is a form of gratitude because: when the Samaritan leper returned praising God loudly, he was not just thanking Jesus privately but publicly declaring God's power and goodness for everyone to hear; sharing testimony of what God has done acknowledges that He is the source of all blessing and takes none of the credit for ourselves; public thanksgiving to God brings Him glory and encourages others to also trust in Him; it is an active, outward expression of appreciation rather than merely an inner feeling.
15. [Personal reflection — the learner should describe one specific practical way they would express gratitude, such as: joining a community service project; donating to a cause that helps the sick or needy; leading a praise and worship session; telling others about God's goodness; giving a thank-you offering at church; helping someone who cannot repay them. Teacher assesses sincerity, specificity and connection to the theme of gratitude for divine blessing.]

C. Parable on Prayer — A Friend at Midnight

1. A parable is a simple story drawn from everyday life that Jesus used to illustrate a deeper moral or spiritual truth about God's kingdom, human behaviour or divine principles. Parables use familiar situations and characters to convey profound spiritual lessons in an accessible and memorable way.
2. The man in the story went to his friend's house at midnight because an unexpected guest had arrived at his home and he had no bread to offer the guest. In the culture of the time, hospitality to guests was a serious social and moral obligation — failing to provide food for a guest would have brought shame on the host. His need was urgent and genuine.
3. The friend eventually got up to give the man bread because of his PERSISTENCE (boldness/importunity) — not because of their friendship. The text says "though he will not get up and give him the bread because of friendship, yet because of your shameless audacity he will surely get up and give you as much as you need" (Luke 11:8). The man kept knocking until the friend responded.
4. Lesson from the midnight friend that can guide James in asking classmates for help:

The man in the parable was not ashamed to ask for help at midnight despite the inconvenience — he recognised his genuine need and acted on it.

James should understand that: (i) Asking for help when genuinely needed is not a sign of weakness but of wisdom and humility; (ii) True friends and caring classmates are willing to help when approached honestly; (iii) Struggling silently is less effective than humbly seeking assistance; (iv) He should ask specifically and clearly what help he needs — tutoring, explanation of concepts, study notes.

The parable teaches that there is no shame in asking — the shame is in not asking when you genuinely need help.

5. Jesus teaches about persistence in prayer through this parable by using the contrast between a reluctant human friend (who eventually gives in because of persistent knocking) and a loving Heavenly Father (who is always willing to give good gifts to His children). If even a reluctant human friend can be moved by persistence, how much more will God — who loves His children deeply — respond to those who pray persistently with faith. The lesson is clear: keep asking, keep seeking, keep knocking — God will answer.
6. "Ask, seek and knock" (Luke 11:9-10) means:

"Ask" — bring your specific needs to God in prayer with confidence that He hears and responds.

"Seek" — actively pursue God's will and presence in your life; don't passively wait but earnestly look for God in prayer, Scripture and fellowship.

"Knock" — be persistent in prayer, like the man who kept knocking on his friend's door; do not give up even when the answer is delayed.

Jesus promises that everyone who asks will receive, everyone who seeks will find, and to everyone who knocks the door will be opened (Luke 11:10).

7. Lesson from the parable for Maria who panics immediately when problems come:

"Instead of worrying or panicking during difficulties, we are reminded to turn to God first, trusting that He understands our needs."

Maria should: (i) Pause and pray immediately when a problem arises — bringing it to God rather than panicking; (ii) Trust that God is in control and has a solution even when she cannot see one; (iii) Be persistent in prayer rather than giving up after one request; (iv) Remember that the man in the parable did not panic when his guest arrived unexpectedly — he took action by seeking help from his friend.

Prayer is the first response, not the last resort.

8. The parable shows that God is more loving than the reluctant friend by: drawing a contrast between the friend's motivation (he got up only because of the man's persistence, not out of love or friendship) and God's motivation (God gives "good gifts" to His children out of genuine, unlimited love); if even a reluctant, inconvenienced human friend eventually responds, then God — who is neither reluctant nor inconvenienced — will certainly respond generously and gladly to His children's prayers; Jesus emphasises that God gives what is "good" for us, not what is harmful — showing His wisdom combined with His love.
9. Lesson from the parable that can help Thandi continue praying for Mathematics help:

"Giving up too quickly may cause us to miss important breakthroughs" — the man in the parable had to keep knocking before the friend responded.

Thandi should: (i) Continue praying persistently — her discouragement may mean she is about to receive the breakthrough she needs; (ii) Trust that God hears every prayer and will respond at the right time; (iii) Combine prayer with consistent effort in studying — God honours both faith and diligence; (iv) Remember that Jesus specifically promised: "Ask and it will be given to you" — this is a direct assurance for her situation.

"Always pray and do not give up" (Luke 18:1).

10. Jesus compares God to a loving Father who gives good gifts because: earthly fathers, despite their imperfections, naturally want to give good things to their children — they would not give a snake instead of a fish or a scorpion instead of an egg; if flawed human parents give good gifts, then God — who is perfectly loving, wise and powerful — will give what is truly best for His children; this comparison grounds the promise of prayer in the most intimate and trustworthy relationship humans know — the parent-child relationship; it also reveals that God's generosity flows from love, not obligation or inconvenience.

D. Nicodemus' Encounter with Jesus Christ

1. "Born again" as used by Jesus in John 3:3-7 means: a spiritual rebirth — an inner transformation initiated by the Holy Spirit that results in a completely new spiritual life. It is not a physical or biological birth but a regeneration of the human spirit through God's power. Being "born again" means leaving the old sinful life behind and beginning a new life in relationship with God, enabling a person to perceive and enter the Kingdom of God.
2. Two reasons Nicodemus came to Jesus at night:

(i) He came at night to avoid being seen by his fellow Pharisees and Jewish leaders, who would likely have disapproved of or questioned his interest in Jesus's teaching — Nicodemus needed to protect his social and religious reputation.

(ii) He came genuinely seeking spiritual understanding — he was drawn to Jesus's teaching and miracles and wanted to have a private, uninterrupted conversation to learn from Him.

3. How the teaching on rebirth promotes inclusivity in the youth group that tends to judge others by background:

Jesus told Nicodemus — a respected Jewish leader — that spiritual birth is the only thing that matters for entering God's Kingdom, not religious background, social status, nationality or family heritage.

This teaches the youth group that: (i) All people — regardless of tribal, social, academic or family background — are equal before God and need the same spiritual rebirth; (ii) No one should be judged as more or less worthy of God's love based on where they come from; (iii) When Christians understand that they were all equally recipients of God's undeserved grace, they have no basis for judgement or exclusion of others; (iv) The church community should actively welcome all people as equally in need of and eligible for God's transforming love.

4. Nicodemus struggled to understand spiritual rebirth because: he was trying to interpret Jesus's words through a literal, physical lens — "Surely he cannot enter a second time into his mother's womb to be born!" (John 3:4); as a trained religious scholar, he was accustomed to understanding faith through religious practice, learning and law, not through spiritual transformation; his intellectual and religious framework did not have a category for the kind of inner supernatural rebirth Jesus was describing; he could not grasp truth that is spiritually discerned without the Holy Spirit's illumination (1 Corinthians 2:14).
5. How Jesus used the bronze serpent story to explain His mission:

In Numbers 21:4-8, God instructed Moses to make a bronze serpent and lift it on a pole. Anyone who had been bitten by a deadly serpent who looked at the bronze serpent would live.

Jesus said: "Just as Moses lifted up the snake in the wilderness, so the Son of Man must be lifted up, that everyone who believes may have eternal life in him" (John 3:14-15).

The parallel is: the bronze serpent was lifted on a pole to save those facing physical death; Jesus would be lifted up on the cross to save all who face spiritual death from sin. Looking to the serpent in faith brought physical healing; believing in Jesus (the "lifted up" Son of Man) brings eternal spiritual life.

The story foreshadowed Jesus's crucifixion as the means of salvation through faith.

6. What to tell Mika who thinks going to church makes him a Christian — using John 3:5-7:

Jesus told Nicodemus — a man who was deeply religious, an expert in Scripture and a leader in the temple — that religious observance alone is insufficient for entering God's Kingdom: "No one can enter the kingdom of God unless they are born of water and the Spirit" (John 3:5).

Tell Mika that: (i) Being a Christian is not defined by church attendance, religious knowledge or family background; (ii) True Christianity requires a genuine inner transformation — being "born again" by the Holy Spirit; (iii) This means personally believing in Jesus Christ, confessing sins, repenting and surrendering one's life to God; (iv) Church attendance is important but is the result of, not the cause of, being truly born again.

7. One similarity between the bronze serpent

and the mission of Jesus Christ: Both the bronze serpent and Jesus were "lifted up" as a means of salvation — the serpent on a pole brought physical healing to those who looked at it in faith; Jesus on the cross brings eternal spiritual life to all who believe in Him. Faith in what was "lifted up" was the means of salvation in both cases.

8. The Holy Spirit brings about spiritual rebirth in a believer by: working inwardly to convict a person of sin, leading them to repentance; creating a new spiritual life within the person — "that which is born of the Spirit is spirit" (John 3:6); transforming the person's desires, values and orientation from sin-centered to God-centered; dwelling permanently within the believer as a guide, teacher and source of spiritual power; the process is compared to the wind — "You cannot tell where it comes from or where it is going" (John 3:8) — it is real and powerful but its inner workings are mysterious and beyond human control.
9. The bronze serpent was a symbol of salvation through faith because: God instructed Moses to make it not as an idol but as an instrument of saving grace — healing came not from the serpent itself but from God's promise attached to it; those who looked at it in faith received healing from the deadly snake bites; it demonstrated the principle that God saves those who respond to His provided means of salvation with simple, active faith — they had to look in order to live. Similarly, all who look to Jesus in faith receive eternal life (John 3:15).
10. How the teaching about the Spirit being like the wind can help the confused Grade Nine learner who wants full control:

Jesus told Nicodemus: "The wind blows wherever it pleases. You hear its sound, but you cannot tell where it comes from or where it is going. So it is with everyone born of the Spirit" (John 3:8).

The learner should understand that: (i) The Holy Spirit's work in our lives is real and powerful but not fully under human control or prediction — and that is actually a source of comfort, not anxiety; (ii) God's plans for her future are guided by the Spirit, who knows things she cannot see or understand; (iii) Trying to control every detail of her future creates anxiety; trusting the Spirit involves letting go of the need for total control and believing that God is directing her path; (iv) She should pray for guidance, make wise decisions and then trust God's Spirit to lead her into the future He has prepared.

11. Being "born again" leads to a new lifestyle for a Christian by: creating new desires — a born-again person begins to love what God loves and turn away from what displeases Him; producing genuine repentance — turning away from sin becomes a natural response rather than a forced external rule; enabling obedience to God's Word from the inside out, not mere outward conformity; bringing a new sense of purpose — the born-again person understands their life as belonging to God, motivating service, generosity and mission; producing the Fruit of the Holy Spirit (love, joy, peace, patience, etc.) that transforms relationships and behaviour.
12. Jesus compared His crucifixion to the lifting of the bronze serpent because: both involved being "lifted up" as God's instrument of salvation; just as the Israelites received physical healing by looking in faith at the lifted serpent, all people receive spiritual life by believing in Jesus who was "lifted up" on the cross; the bronze serpent event foreshadowed Christ's death — a sacrifice that God provided as the means of saving those perishing from sin's deadly bite; the comparison helped Nicodemus (steeped in Old Testament knowledge) understand Jesus's mission through a familiar biblical reference.

E. Jesus' Ministry in Jerusalem

1. Jesus fulfilled the prophecy of Zechariah 9:9 during His triumphant entry: "Rejoice greatly, Daughter Zion! Shout, Daughter Jerusalem! See, your king comes to you, righteous and victorious, lowly and riding on a donkey, on a colt, the foal of a donkey." His entry on a colt fulfilled this specific messianic prophecy about a humble, peaceful king coming to Jerusalem.
2. Jesus chose to ride on a colt (young donkey) instead of a horse because: horses were

symbols of military power, war and conquest in the ancient Near East — kings going to war rode horses; by riding a colt, Jesus deliberately presented Himself as a humble, peaceful King who came not to conquer by military force but to bring peace and salvation; this was the fulfilment of Zechariah 9:9 which foretold a humble king coming in peace; it showed that His Kingdom was not an earthly political kingdom but a spiritual one.

3. The crowds welcomed Jesus as He entered Jerusalem by: laying their cloaks on the road as a sign of royal honour (equivalent to rolling out a red carpet); cutting palm branches and spreading them on the road as symbols of royalty and victory; chanting "Hosanna!" (meaning "Save us!") and "Blessed is he who comes in the name of the Lord! Blessed is the coming kingdom of our father David!" (Luke 19:38); praising Him as the Son of David — acknowledging His messianic identity.
4. As He approached Jerusalem, Jesus wept over the city (Luke 19:41-44). He expressed deep sorrow and grief because the city did not recognise the time of God's visitation or the things that would bring it peace. He foresaw the destruction of Jerusalem that would come because the people rejected the Messiah and the offer of peace He brought — blending the celebration of the triumphant entry with somber prophetic grief.
5. Jesus cleansed the temple because the temple courts had been turned from a house of prayer into a marketplace driven by exploitation. Money changers and merchants were operating in the Court of the Gentiles, charging inflated prices for currency exchange required for temple taxes and for sacrificial animals, making worship inaccessible to the poor and Gentiles who had travelled from far. Jesus condemned the commercialisation, corruption and exploitation that had replaced the temple's sacred purpose.
6. Jesus quoted two Old Testament scriptures during the cleansing: (i) Isaiah 56:7 — "My house will be called a house of prayer for all nations" — emphasising the temple's intended purpose as an inclusive place of prayer for all people; (ii) Jeremiah 7:11 — "But you have made it a den of robbers" — condemning the corrupt, exploitative commercial activities that had corrupted the temple's sanctity.
7. The message Jesus conveyed about the purpose of worship through the cleansing of the temple: True worship must be characterised by sincerity, humility and genuine communion with God — not commercial profit-making; the temple was meant to be a house of prayer for ALL nations — an inclusive sacred space, not an exclusive marketplace that exploited worshippers; worship must never be corrupted by greed, dishonesty or the exploitation of vulnerable people; purity and integrity in worship honour God while corruption and hypocrisy dishonour Him.
8. The Jewish leaders questioned Jesus's authority after the temple cleansing because: His bold action challenged their control over the temple and the financial system that benefited them; they saw His cleansing as an assertion of messianic authority that they had not granted Him; it threatened their political and religious influence over the people; they needed to discredit Him publicly to undermine His growing popular support and reassert their own authority.
9. Jesus exposed the hypocrisy of the Jewish leaders who questioned His authority by: responding with a counter-question — "Tell me: John's baptism — was it from heaven, or of human origin?" (Luke 20:4); this question put them in an impossible position: if they said "from heaven," Jesus would ask why they did not believe John; if they said "of human origin," the crowd (who revered John as a prophet) would reject them; they were forced to claim they did not know — revealing that their concern was political survival, not genuine truth-seeking; Jesus thus exposed their bad faith and refused to give them the authority they sought to use against Him.
10. When asked whether it was lawful to pay taxes to Caesar, Jesus taught: "Give back to Caesar what is Caesar's, and to God what is God's" (Luke 20:25). This brilliant answer taught that: Christians have dual responsibilities — to legitimate civil authority AND to God; paying taxes to civil government is a legitimate civic duty; at the same time,

every human being ultimately belongs to God and must give Him what belongs to Him — allegiance, worship, obedience and love; no earthly authority can claim from us what belongs to God.

11. Jesus responded to the Sadducees' question about marriage in the resurrection by: explaining that earthly marriage is an institution designed for this present age — it does not exist in the resurrection because people will no longer die and will be "like angels"; He used Scripture (Exodus 3:6) to prove the reality of resurrection — "I am the God of Abraham, the God of Isaac and the God of Jacob" (present tense), showing that God identifies Himself with the living, not the dead.

12. Jesus proved the reality of life after death to the Sadducees by: quoting from Exodus 3:6, where God said to Moses, "I am the God of Abraham, the God of Isaac and the God of Jacob" — using the present tense, not the past; since the Sadducees accepted the Torah (including Exodus) as Scripture, Jesus showed them from their own accepted text that Abraham, Isaac and Jacob must still be alive in God's presence — otherwise God would not describe Himself as their God in the present tense. "He is not the God of the dead, but of the living" (Luke 20:38).

13. Application of humility and servant leadership from Jesus's entry on a colt for Mary and Benard:

At school, they can apply this lesson by: (i) Choosing not to seek status, popularity or praise as the motivation for their actions — doing good because it is right, not to be seen; (ii) Willingly taking on tasks that seem "beneath" their position — prefects who clean, student leaders who serve rather than command; (iii) Treating all classmates equally regardless of their academic performance, social status or family background; (iv) Using their positions of responsibility (Easter service preparation) to serve others rather than to elevate themselves; (v) Following Jesus's example — the greatest King chose the humblest transport to demonstrate that true greatness is found in humble service (Mark 10:43-45).

14. Lessons for Christians from Jesus cleansing the temple about maintaining purity in worship:

(i) Worship must be sincere and from the heart — not a performance, a tradition or a business transaction.

(ii) The church should be an inclusive place of prayer for all people, not an exclusive space for the privileged.

(iii) Any form of corruption, exploitation or dishonesty in the church (financial mismanagement, false teaching) must be confronted rather than tolerated.

(iv) Sacred spaces and times of worship deserve reverence, not casual or commercial use.

(v) God desires worshippers who honour Him in spirit and truth (John 4:24) — not those who maintain religious appearances while pursuing personal gain.

(Any four with explanation.)

15. How Miriam can respond wisely to classmates who ask tough or mocking questions about her Christian beliefs — following Jesus's example:

Jesus's approach: He did not react emotionally, defensively or with anger; He answered with wisdom, composure and sometimes with counter-questions that revealed the questioner's real motives.

Miriam should: (i) Remain calm and composed — do not get angry, defensive or flustered; (ii) If the question is genuine, answer thoughtfully and honestly from Scripture and personal faith; (iii) If the question is designed to trap or mock, she can gently redirect: "What makes you ask that?" or give a wise, non-defensive response that takes the power away from the mockery; (iv) Not feel pressured to have all the answers — it is acceptable to say "That's a great question — let me think about it and come back to you"; (v) Pray for wisdom before and after difficult conversations (James 1:5); (vi) Remember that her witness is also demonstrated by how she responds, not just what she says.

F. Jesus' Passion, Death and Resurrection

1. The Lord's Supper is a sacramental rite instituted by Jesus during His final Passover meal with His disciples. It involves the sharing of bread and wine as symbols of His body given for humanity and His blood poured out

for the forgiveness of sins — establishing a new covenant between God and humanity. Christians celebrate it in remembrance of Jesus's sacrifice on the cross (Luke 22:7-20).

2. Two symbols and what each represents:

(i) Bread — represents the body of Jesus Christ given for humanity on the cross.

(ii) Wine (cup) — represents the blood of Jesus Christ, shed for the forgiveness of sins and the establishment of the new covenant between God and humanity.

3. The Lord's Supper helps Christians remember the death of Jesus by: physically re-enacting His Last Supper with His disciples, keeping the memory of His sacrifice alive and present rather than distant or abstract; every time Christians eat the bread and drink the cup, they proclaim "the Lord's death until he comes" (1 Corinthians 11:26) — it is a recurring act of remembrance and proclamation; it reminds believers that their forgiveness and salvation came at the cost of Jesus's suffering and death, fostering gratitude, reverence and renewed commitment.

4. The Lord's Supper promotes unity among Christians by: sharing the one bread and one cup, symbolising that all believers — regardless of background, tribe or social status — belong to one spiritual family through Christ's sacrifice; the act of coming together at the same table reflects the equality and brotherhood/sisterhood of all believers; it reinforces the shared identity of all Christians as recipients of God's grace through Jesus's blood; 1 Corinthians 10:17 says "Because there is one loaf, we who are many are one body, for we all share the one loaf."

5. What Miriam should do before participating in the Lord's Supper and why: Miriam should reflect on her behaviour, confess her sin (the quarrel with her friend) to God and, crucially, seek reconciliation with her friend before taking Communion. 1 Corinthians 11:27-29 warns that taking the Lord's Supper in an "unworthy manner" (with unconfessed sin or unresolved relationships) brings judgment on oneself. Matthew 5:23-24 also teaches: "First go and be reconciled to your brother or sister; then come and offer your gift." Miriam should also forgive her friend genuinely before the table.

6. Two events that took place at the Mount of Olives before Jesus was arrested:

(i) Jesus prayed in deep agony, asking the Father if the cup of suffering could pass from Him but surrendering to the Father's will: "Not my will, but yours be done" (Luke 22:42). An angel strengthened Him and His sweat was like drops of blood.

(ii) Jesus found His disciples sleeping from grief instead of praying, and urged them to pray so they would not fall into temptation.

(iii) Judas arrived with a crowd to arrest Jesus and betrayed Him with a kiss, a prearranged signal.

(iv) A disciple struck the servant of the high priest and cut off his ear, but Jesus healed the servant and rebuked the violence.

(Any two.)

7. How Daniel can apply Jesus's teaching to "pray so that you do not fall into temptation" in his exam situation:

Jesus prayed specifically about what He was facing — Daniel should do the same: pray specifically about the exam temptation, asking God for the strength to resist cheating, the wisdom to study well and confidence in the abilities God has given him.

Practical application: (i) Begin each study session with prayer, dedicating the preparation to God; (ii) Pray before the exam begins, asking for calmness, focus and integrity; (iii) Resist any opportunity or temptation to cheat during the exam by relying on God's strength rather than his own willpower; (iv) After the exam, give thanks to God regardless of the result; (v) Keep accountability with a trusted friend who shares his values.

8. Two things that happened to Jesus between His arrest and trial before Pilate:

(i) Jesus was taken to the house of the high priest; during the night He was mocked, beaten and falsely accused by the guards.

(ii) Peter followed at a distance and denied knowing Jesus three times — fulfilling Jesus's earlier warning.

(iii) At daybreak, Jesus was brought before the council of elders, chief priests and teachers of the law.

(iv) He was questioned about whether He was the Son of God; when He affirmed it, they judged Him guilty of blasphemy.

(Any two.)

9. Pilate found no reason to condemn Jesus but still allowed Him to be crucified because: he was politically pressured by the Jewish leaders and the crowd who demanded crucifixion — he feared a riot and the political consequences of going against the religious establishment; though he declared Jesus innocent three times, he yielded to the crowd's demand and released Barabbas (a criminal) instead; his decision prioritised his political position over justice — "wanting to satisfy the crowd, Pilate released Barabbas to them... and had Jesus flogged, and handed him over to be crucified" (Mark 15:15).

10. Lesson Metoo can learn from Peter's denial:

Peter, one of Jesus's closest and most loyal disciples, denied Jesus three times out of fear — despite having promised just hours earlier that he would never do so. This teaches that: (i) Fear and peer pressure can cause even the most sincere person to compromise their integrity momentarily; (ii) Failure and wrongdoing are not the end — Peter repented, was restored by Jesus and went on to become a great leader of the early church (John 21:15-19); (iii) Consequences of denying wrongdoing are more serious than admitting it — Peter wept bitterly, but his restoration came through repentance, not continued denial; (iv) Metoo should acknowledge wrongdoing immediately rather than denying it, face the consequences honestly and seek restoration.

11. Two reasons Christ's resurrection is important to the Christian faith:

(i) It proves that Jesus is truly the Son of God and validates all His teaching and claims — if Jesus had remained in the tomb, His claims to be the Messiah would have been false; the resurrection authenticates His divine identity.

(ii) It conquers the power of sin and death — Christians are assured that death is not the end but that eternal life is promised to all who believe in Christ.

(iii) It guarantees forgiveness of sins and reconciliation with God — God accepted Christ's sacrifice on the cross by raising Him from the dead.

(iv) Without the resurrection, the Christian message would be empty and faith meaningless (1 Corinthians 15:17).

(Any two.)

12. The resurrection of Jesus gives hope to Christians facing death by: affirming that death is not the final word — Christ conquered death and rose to eternal life, and Christians will share in that resurrection; "Because I live, you also will live" (John 14:19); it assures believers that those who have died in faith will be raised — 1 Thessalonians 4:14: "We believe that Jesus died and rose again, and so we believe that God will bring with Jesus those who have fallen asleep in him"; it transforms grief into hope — sorrow for the deceased is real, but it is not the same as hopelessness because of the resurrection promise.

13. Ascension as used in the Bible refers to the event when Jesus Christ, after completing His earthly ministry and appearing to His disciples for forty days after His resurrection, was physically taken up into heaven in the presence of His disciples — returning to the Father in glory and power. It marks the end of His earthly ministry and His exaltation to the right hand of God.

14. How Sarah can be encouraged to remain hopeful and faithful using the Ascension and Second Coming:

The Ascension: Jesus did not simply disappear — He ascended visibly and deliberately, with His disciples watching. Two angels appeared and assured them: "This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go" (Acts 1:11). Jesus's ascension was purposeful — He went to prepare a place for His disciples (John 14:2-3) and to sit at God's right hand as their High Priest and intercessor (Hebrews 7:25).

The Second Coming: Jesus personally promised: "I will come back and take you to be with me" (John 14:3). His physical absence is temporary — He will return personally and literally.

Sarah should be encouraged that: (i) Jesus is not absent but present through the Holy Spirit He sent; (ii) He is actively interceding for her at God's right hand; (iii) His return is certain — she should live with joyful expectation; (iv) She should remain faithful so she is ready to meet Him at His coming.

1

THE CHURCH

A. The Early Church

1. A church in the Bible refers to the community or assembly of all believers in Jesus Christ who come together in faith to worship God, learn His Word and support one another spiritually. It is not merely a physical building but the people of God united by their common faith in Jesus Christ and empowered by the Holy Spirit.
2. Two ways in which a church can be understood:

(i) A church can be understood as a physical building — a place where Christians gather to worship God, pray and hold religious activities.

(ii) A church can be understood as the community of all believers in Jesus Christ — a spiritual body of people united by faith in Christ, regardless of location or denomination.

3. The Early Church came into existence after Pentecost when the Holy Spirit was poured out on the disciples and other believers who were gathered in Jerusalem. About 3,000 people responded to Peter's sermon, repented of their sins and were baptised. These new believers formed the first Christian community — committed to the apostles' teaching, fellowship, breaking of bread and prayer (Acts 2:41-42).
4. Three characteristics of the Early Church (Acts 2:41-47):

(i) Devotion to the Scriptures (apostles' teaching) — they were committed to learning and applying God's Word.

(ii) Fellowship — they shared their lives intimately, meeting regularly, supporting one another and celebrating together.

(iii) Prayer — prayer was central to their community life, both individually and corporately.

(iv) Worship — they praised God, sang hymns and expressed adoration and reverence.

(v) Giving and sharing of possessions — they sold property and gave to anyone in need, ensuring no one lacked.

(Any three.)

5. Devotion to the Scriptures was important to the Early Church because: the apostles' teaching provided the foundational content of Christian faith — what to believe and how to live; without grounding in God's Word, the community would have been vulnerable to false teachings and confusion; the Scriptures gave them guidance for moral decisions, spiritual growth and understanding of God's character; it enabled them to understand Jesus's life, death and resurrection in the context of God's redemptive plan; devotion to truth kept the community united in one faith.
6. Fellowship strengthened the believers in the Early Church by: creating a genuine community of mutual support — they shared material resources, emotional burdens and spiritual joys; meeting regularly ensured that no one felt isolated or forgotten; they comforted each other in grief and celebrated joys together; the shared experience of persecution and the Holy Spirit's presence created a profound sense of belonging and brotherhood/sisterhood; this tangible community life was itself a powerful witness to those outside the church.
7. Advice to James (who rarely attends Bible study and feels spiritually weak) using the Early Church's example:

The Early Church was devoted to the apostles' teaching — they prioritised learning God's Word regularly as a community. Spiritual strength comes from consistent immersion in Scripture, prayer and fellowship.

James should: (i) Commit to regular Bible study attendance — spiritual growth requires consistent feeding on God's Word, just as physical health requires regular meals; (ii) Engage actively rather than passively — participate in discussions, ask questions and apply what is learned; (iii) Connect with fellow believers who can encourage and support him; (iv) Pray daily for spiritual hunger and the discipline to attend; (v) Volunteer in a church ministry that will keep him engaged and accountable.

8. The role of prayer in the life of the Early

Church: Prayer was the central source of their spiritual strength, guidance and power; they prayed individually and corporately, seeking God's direction, strength and protection; prayer kept them close to God and enabled them to discern His will; when faced with persecution, imprisonment or challenges, they prayed rather than panic — and experienced miraculous intervention (Acts 12:5; 16:25-26); prayer helped maintain unity and kept the community focused on God's mission rather than human agendas.

9. Two ways worship was expressed in the Early Church:

(i) Praising God and singing hymns — expressing adoration for God's greatness and salvation through corporate and personal song.

(ii) Breaking of bread (Lord's Supper) — remembering and proclaiming Christ's death through the sharing of bread and wine in worship.

(iii) Giving thanks to God publicly — acknowledging His goodness and grace through verbal and communal expressions of gratitude.

(Any two.)

10. Sharing possessions was important among the early Christians because: it was a practical expression of love and unity — it demonstrated that their spiritual oneness in Christ had tangible, material consequences; it ensured that "there were no needy persons among them" (Acts 4:34), meeting the real physical needs of vulnerable community members; it demonstrated that they viewed everything as belonging to God and themselves as stewards; it testified powerfully to the watching world of the reality of God's love living in the community; it reinforced the spiritual principle of generosity and trust in God's provision.

11. Miracles as used in the context of the Early Church refer to: supernatural acts of God performed through the apostles that defy natural laws. These miraculous signs served to authenticate the apostles' message about Jesus, demonstrate the power of God's Kingdom breaking into the world, strengthen the faith of believers and attract new converts to the gospel.

12. Two miracles performed in the Early Church according to the Book of Acts:

(i) The healing of the lame man at the temple gate called Beautiful — Peter and John healed a man who had been lame from birth; he immediately walked, jumped and praised God (Acts 3:1-16).

(ii) Many healings and deliverances — people brought sick individuals and those troubled by evil spirits, and all were healed; people were healed even by Peter's shadow passing over them (Acts 5:12-16).

(iii) General wonders and signs performed by the apostles among the people (Acts 2:43; 5:12).

13. Miracles confirmed the authority of the apostles by: serving as supernatural signs that their message about Jesus came from God, not from human invention; people who witnessed the miracles could not deny that God was working through the apostles; the miracles inspired awe and drew large crowds who then heard the gospel; they validated the apostles' claim that Jesus had risen from the dead and given them divine authority to speak and act in His name; even the Jewish council acknowledged that "an outstanding miracle has occurred" and could not deny it (Acts 4:16).

14. What Anna should do using the Early Church's practice of giving and sharing:

The Early Church members gave to anyone in need — "no one claimed that any of their possessions was their own, but they shared everything they had" (Acts 4:32). This was not optional but a natural response to God's love.

Anna should: (i) Not ignore the person in need but actively look for ways to help — offer practical assistance (food, emotional support, prayer, connecting them to church welfare); (ii) Inform the church leadership or welfare committee about the person's situation so organised support can be provided; (iii) Personally contribute what she is able to offer; (iv) Volunteer her time and skills; (v) Remember that serving those in need is serving Christ Himself (Matthew 25:40).

15. How David should respond to mockery and unfair treatment because of his Christian faith — using the story of Paul and Silas:

Paul and Silas were beaten, falsely accused and imprisoned — yet they did not seek revenge or give up. Instead, they prayed and sang hymns to God in prison, trusting that God was in control.

David should: (i) Maintain his faith and continue to live by his Christian values despite the unfair treatment; (ii) Pray about the situation rather than retaliating with anger or resentment; (iii) Use the opportunity to witness through his response — responding to mistreatment with calmness, forgiveness and integrity is a powerful Christian testimony; (iv) Trust that God sees his situation and will deliver him in His timing; (v) Seek the support of mature Christians or a trusted teacher if the treatment crosses into bullying or injustice that needs to be reported.

B. The Gifts of the Holy Spirit

1. The role of the Holy Spirit as taught by Jesus Christ: Jesus taught that the Holy Spirit would be a permanent Helper, Advocate and Comforter given to believers after His departure. The Spirit would dwell within believers, teach them all things, remind them of Jesus's teaching, convict the world of sin, righteousness and judgment, glorify Jesus and empower believers for witness and service worldwide (John 14:15-26; 16:5-15; Acts 1:7-8).
2. Two ways the Holy Spirit helps believers according to Jesus's teachings:

(i) The Spirit teaches believers and reminds them of everything Jesus has taught — providing ongoing spiritual understanding and guidance (John 14:26).

(ii) The Spirit empowers believers for witness and service — "You will receive power when the Holy Spirit comes on you, and you will be my witnesses" (Acts 1:8).

(iii) The Spirit convicts of sin, righteousness and judgment — guiding believers toward repentance and righteous living (John 16:8).

(iv) The Spirit comforts and helps believers, ensuring they are not left as orphans (John 14:18).

(Any two.)

3. The Holy Spirit continues the teaching ministry of Jesus among believers today by: illuminating Scripture as believers read and study it — making God's Word understandable and applicable to contemporary situations; bringing to remembrance Jesus's teachings at key moments of need or decision; guiding believers into all truth — helping them understand deeper spiritual realities that cannot be grasped through human intellect alone (John 16:13); working through teachers, preachers and pastors in the church to communicate God's truth; convicting believers when they drift from Jesus's teachings, drawing them back to obedience.
4. The work of the Holy Spirit in convicting the world of sin, righteousness and judgment (John 16:8-11): Sin — the Spirit reveals the ultimate sin of rejecting Jesus Christ as Lord and Saviour, showing people their need for salvation; Righteousness — the Spirit reveals that true righteousness is found in Christ (who was vindicated by His resurrection and ascension), not in human moral effort; Judgment — the Spirit reveals that the ruler of this world (Satan) has been judged and that all who reject Christ face the same judgment; this threefold conviction leads people to repentance and faith in Jesus.
5. Two reasons the Holy Spirit empowers believers for witness and service:

(i) So that Christians can boldly proclaim the gospel beyond their own natural ability, courage and eloquence — the Spirit gives the right words and the right opportunity (Acts 4:31).

(ii) So that the witness about Jesus can reach "the ends of the earth" — a task impossible in human strength but achievable through the Spirit's empowerment (Acts 1:8).

6. The gifts of the Holy Spirit are special supernatural abilities given by God to believers through the Holy Spirit to serve the Church and build up the body of Christ. They enable Christians to carry out God's work effectively and to live out their faith for the good of others and the glory of God (1 Corinthians 12:4-11).
7. Three of the nine gifts of the Holy Spirit (1 Corinthians 12:8-11): Word of Wisdom; Word of Knowledge; Faith; Gifts of Healing; Working of Miracles; Prophecy; Discerning of Spirits; Various Kinds of Tongues; Interpretation of Tongues. (Any three.)
8. Why the gifts of the Holy Spirit are important for building up the Church:

(i) They equip believers for specific service within the body of Christ, enabling each person to

contribute meaningfully to the community.

(ii) They demonstrate God's ongoing supernatural presence and power within the Church.

(iii) They provide guidance, protection from error and encouragement to the congregation through revelation, prophecy and discernment.

(iv) They enable the Church to carry out its mission effectively — healing the sick, proclaiming the gospel, distinguishing truth from error and leading people to faith.

(v) Each gift complements others, creating interdependence and unity within the body of Christ.

(Any three reasons.)

9. The three categories of the gifts of the Holy Spirit:

(i) Revelation gifts (gifts of knowledge) — Word of Wisdom, Word of Knowledge, Discerning of Spirits.

(ii) Power gifts (gifts of demonstration) — Faith, Gifts of Healing, Working of Miracles.

(iii) Divine Utterance gifts (gifts of inspiration) — Prophecy, Various Kinds of Tongues, Interpretation of Tongues.

10. The purpose of Revelation gifts in the Church: Revelation gifts (Word of Wisdom, Word of Knowledge, Discerning of Spirits) uncover hidden truths and provide supernatural insight that enables the Church to make God-guided decisions, deeply understand God's truth and distinguish between divine, human and demonic influences. They protect the Church from deception, provide wisdom in complex situations and enable informed guidance for leadership decisions and pastoral care.

11. The gift of discerning of spirits can help us make the right choices by: enabling a person to distinguish whether a spiritual experience, teaching or person is influenced by God's Spirit, human spirit or an evil/demonic spirit; helping identify false teachers by examining whether their character and fruit align with Scripture (Matthew 7:15-20); protecting believers from deceptive doctrines, cult practices and spiritual manipulation; enabling the Church to evaluate all spiritual experiences against the standard of God's Word and Christ's Lordship (1 John 4:1-3; 1 Corinthians 12:3).

12. How Mary can be encouraged using the gift of faith or healing:

Mary doubts God's power to heal her sick friend — this is where the gift of faith is specifically designed to operate.

Encourage Mary by: (i) Reminding her that the gift of healing demonstrates God's compassion and power — God healed through the apostles and still heals today; (ii) Faith is not about feeling confident but about trusting God's character and His promise to hear our prayers; (iii) She should pray for her friend specifically and boldly, trusting that God hears every prayer; (iv) She can ask others in the church who have the gift of faith or healing to pray with her; (v) Point her to Acts 3:1-16 — Peter and John healed the lame man through faith in Jesus's name; (vi) God's power is not limited by Mary's doubt — she should pray and leave the outcome with God.

13. How the gift of the word of wisdom can help Brian (unsure which school activity to choose):

The word of wisdom provides supernatural insight for solving complex problems or making godly decisions beyond normal human understanding.

Brian should: (i) Pray specifically for the gift of wisdom to be active in his decision — James 1:5 also promises wisdom to those who ask God; (ii) Seek counsel from mature Christians, spiritual mentors or church leaders — wisdom often comes through the community; (iii) Weigh each option against his God-given gifts, values and calling — the word of wisdom helps align decisions with God's will, not just what is popular or easy; (iv) Consider which activity will best serve others and glorify God, rather than choosing based on personal benefit alone.

14. Two ways discernment can help Lucy realise the group promoting hatred and violence is ungodly:

(i) Compare the group's teachings and actions against Scripture — discernment prompts us to examine whether what is taught aligns with the Bible. The fruit of the Holy Spirit (love, peace, kindness) is clearly absent from a group promoting hatred and violence (Matthew 7:15-20).

(ii) Examine the lifestyle and character of the group's leaders and members — discernment involves identifying whether their conduct

produces good fruit (moral transformation, love, peace) or bad fruit (violence, hatred, division). Jesus warned: "By their fruit you will recognise them" (Matthew 7:16).

(iii) The fact that the group promotes violence in God's name is itself a sign — God is love (1 John 4:8) and His Spirit produces peace, not violence.

(Any two.)

15. How the Holy Spirit can help Daniel overcome his fear and witness boldly:

Jesus specifically promised: "You will receive power when the Holy Spirit comes on you; and you will be my witnesses" (Acts 1:8). The very purpose of the Spirit's empowerment is bold witness.

Daniel should: (i) Pray and ask God specifically for the Holy Spirit's filling and the gift of boldness in sharing his faith; (ii) Remember that the disciples went from fearful, hiding believers to bold public preachers after Pentecost — entirely through the Spirit's empowerment; (iii) Start small — share his faith with one trusted friend, then gradually grow in confidence; (iv) Prepare by knowing what he believes and why — familiarity with the gospel reduces anxiety; (v) Understand that witnessing does not require perfect words — the Spirit will give him what to say (Luke 12:11-12); (vi) Join a church outreach group for mutual encouragement and support.

1

CHRISTIAN LIVING TODAY

A. Courtship and Marriage

1. Courtship is a period in which two people intentionally get to know each other with the purpose of determining compatibility for marriage. Its purpose is to help potential partners build emotional, spiritual and social understanding of each other while maintaining respect, boundaries and moral values — determining whether they are suited for a lifelong marriage commitment.
2. Two key differences between courtship and marriage:

(i) Courtship is a period of getting to know each other and assessing compatibility for marriage; marriage is the lifelong commitment and union itself — recognised by God and society.

(ii) In courtship, the couple is still deciding whether to commit; in marriage, the commitment has been formally made and is binding.

(iii) Courtship focuses on building understanding and establishing compatibility; marriage involves shared life, mutual responsibilities, family building and a covenant made before God.

3. Marriage is considered a lifelong commitment because: God instituted it as a permanent covenant, not a temporary arrangement — "What God has joined together, let no one separate" (Matthew 19:6); the marriage covenant is made before God as a witness, carrying spiritual responsibility and accountability; the Bible commands that marriage should be honoured by all (Hebrews 13:4); it involves two people becoming "one flesh" — a spiritual and physical union of the deepest kind; its permanence provides the stability and security needed for raising a family and building a life together.
4. Early marriage is any marriage before the age of 18. Example scenario: A 15-year-old girl whose family, facing financial hardship, agrees to her marriage to a much older man in exchange for bride price — she drops out of school to become a wife before she is emotionally, physically or legally ready.
5. Three causes of early marriage in modern society:

(i) Poverty and economic hardship — families marry off young daughters to reduce financial burdens or receive bride price.

(ii) Cultural and traditional practices — some communities value early marriage as a way of preserving family honour.

(iii) Lack of education or school dropout — limited awareness of rights and future opportunities makes young people vulnerable.

(iv) Teenage pregnancy — families may push for marriage to avoid social shame.

(v) Peer pressure and social influence in communities where early marriage is common.

(Any three.)

6. Two consequences of early marriage for Emma and Felix who married while still in school:

(i) Interrupted education — they would likely drop out of school to manage married life, reducing their career opportunities and economic independence.

(ii) Health risks for Emma — young mothers face higher risks of complications during pregnancy and childbirth, as their bodies may not be fully mature.

(iii) Financial poverty — as young, uneducated people, they likely lack the skills, income and stability to sustain a family.

(iv) Emotional stress — they lack the maturity and life skills needed to navigate the challenges of marriage.

(Any two.)

7. Moral values are fundamental standards or principles that guide a person's behaviour, helping them distinguish between right and wrong. Life skills are practical abilities and competencies that help individuals effectively navigate daily challenges and make responsible decisions. They are important in avoiding early marriage because they equip young people to resist pressure (assertiveness), make responsible choices

(decision-making), understand consequences (critical thinking) and set goals that protect their future (goal-setting and self-discipline).

8. Two life skills George could use to avoid early marriage at 16:

(i) Assertiveness — George should learn to firmly and respectfully say "No" to the pressure from his friends, clearly communicating his decision and the reasons for it without being swayed by their opinion.

(ii) Decision-making — George should carefully think through the long-term consequences of marrying at 16 (school dropout, financial instability, emotional unreadiness) and weigh these against his future goals and aspirations.

9. Four qualities to consider when choosing a marriage partner:

(i) Shared faith and values — a partner who shares your Christian beliefs and moral standards ensures agreement on important life issues.

(ii) Good character — honesty, kindness, faithfulness and trustworthiness in a partner build a reliable and secure marriage.

(iii) Emotional maturity — the ability to control emotions, stay calm in disagreements and solve problems peacefully is essential for a healthy marriage.

(iv) Respect and love — a partner who values your dignity and demonstrates care, kindness and support strengthens the marriage.

(v) Good communication skills — the ability to listen and express thoughts clearly prevents misunderstandings and promotes problem-solving.

(vi) Responsibility and commitment — willingness to work hard, plan for the future and remain faithful through difficulties.

(Any four.)

10. Emotional maturity is important in a marriage because: marriage involves complex interpersonal dynamics — disagreements, disappointments, financial stress and major life changes; an emotionally mature partner can control their reactions during conflict, listen without immediately defending themselves, stay calm under stress and find peaceful solutions; without emotional maturity, small conflicts escalate, communication breaks down and resentment builds; marriage requires patience, empathy and the ability to consider a partner's feelings — all hallmarks of emotional maturity.

11. How practising self-control and patience could help Liam prepare for marriage:

Self-control: If Liam struggles with self-control, he may overstep physical boundaries in the relationship before marriage, causing emotional and spiritual harm. Practising self-control trains him to respect his partner's boundaries and his own moral convictions, honouring God in the relationship.

Patience: Marriage will inevitably involve delays, disappointments and times when things do not go as planned. Practising patience now prepares him to wait for the right timing in the relationship, to listen without rushing to respond and to navigate differences without demanding immediate resolution.

Both virtues are essential foundations of a healthy marriage relationship.

12. Three virtues that both partners should uphold before marriage:

(i) Self-control — helps both partners manage emotions and sexual desires, allowing them to respect boundaries and make responsible choices.

(ii) Honesty — being truthful builds trust and openness, helping partners understand each other clearly and avoid misunderstandings.

(iii) Faithfulness — showing loyalty and commitment even before marriage strengthens trust between partners.

(iv) Patience — allows partners to handle differences calmly and grow together without rushing decisions.

(v) Respect — valuing each other's dignity, opinions and personal space promotes trust and understanding.

(vi) Responsibility — demonstrating readiness for future roles and commitments in marriage.

(vii) Humility — helps partners admit mistakes, accept correction and treat each other with kindness.

(Any three.)

13. The role of the church in pre-marital counselling:

(i) Teaches God's design for marriage — emphasising love, faithfulness, respect and lifelong commitment.

(ii) Provides spiritual guidance through prayer, Bible study and counselling, helping couples centre their relationship on God.

(iii) Advises on moral values such as sexual

purity, honesty and self-control before marriage.

(iv) Teaches practical skills — communication, conflict resolution, roles and decision-making in marriage.

(v) Provides a safe environment to discuss expectations, finances, family background and future goals.

(vi) Helps couples recognise and address possible problems early, before they become serious marriage challenges.

(vii) Mentors engaged couples through experienced married couples and church leaders.

(viii) Emphasises marriage as a lifelong covenant and prepares couples to remain faithful through challenges.

(Any four.)

14. Marriage as a sacred institution ordained by God means: God Himself instituted marriage — it was not invented by human beings or society; God created man and woman to complement each other and designed marriage for companionship, unity and family; He joined the first couple together as "one flesh" (Genesis 2:24); the Bible commands that "marriage should be honoured by all" (Hebrews 13:4); Jesus affirmed the sacredness of marriage by quoting Genesis and declaring: "What God has joined together, let no one separate" (Matthew 19:6). Marriage is considered ordained by God because it originates from His creative design and serves His purposes for humanity.

15. How church guidance and premarital counselling could help Sophia and Tom:

(i) The church provides expert guidance from experienced married couples and pastors who can help them navigate their uncertainties with wisdom rooted in Scripture and experience.

(ii) Premarital counselling provides a safe, structured space for them to discuss important topics they might not address on their own — finances, family expectations, communication styles, values, roles and future goals.

(iii) The church's teaching on marriage as a God-ordained covenant gives them a biblical foundation for their decision, replacing confusion with clarity.

(iv) Prayer and spiritual guidance in counselling can help them seek God's will for their relationship, giving them confidence that their decision is not just based on emotion.

(v) The church provides ongoing mentorship and support even after the wedding.

B. Responsible Parenthood

1. Responsible parenthood is the practice of raising children in a way that meets their physical, emotional, social and spiritual needs while considering the well-being of the family and society. It involves intentional, loving and consistent guidance of children toward responsible and God-fearing adulthood.

2. Two ways parents show compassion and care to their children:

(i) Providing physical needs — ensuring children have food, clothing, shelter, education and healthcare.

(ii) Providing emotional support — listening to children's concerns, affirming their worth, offering comfort when they are hurt or afraid.

(iii) Treating children with the same tenderness that God shows to His people — Psalms 103:13: "As a father has compassion on his children, so the LORD has compassion on those who fear him."

(Any two.)

3. Teaching God's commandments to children is important because: it provides them with a moral and spiritual foundation that will guide their behaviour and decisions throughout life; Deuteronomy 11:18-21 instructed parents to teach God's word in all situations — when at home, when walking, when going to sleep; Proverbs 22:6 promises: "Start children off on the way they should go, and even when they are old they will not turn from it"; children who know God's Word are better equipped to resist peer pressure, make ethical choices and develop a relationship with God; it fulfils the parental calling to raise "God-fearing adults."

4. Three causes of irresponsible parenting that Amina may identify during a school debate:

(i) Poverty and economic hardship — financially struggling parents may fail to provide for children's basic needs (food, education, healthcare).

(ii) Lack of education — parents unaware of

proper parenting practices may neglect children's physical, emotional or spiritual needs.

(iii) Busy lifestyles — work pressures and long hours reduce the time and energy available for supervising, guiding and connecting with children.

(iv) Substance abuse — alcoholism or drug use impairs parental judgment, leading to neglect or abuse.

(v) Divorce or broken families — separation of parents can lead to neglect or inadequate care.

(vi) Overindulgence — spoiling children without teaching responsibility and discipline.

(Any three.)

5. Poverty and economic hardship can lead to irresponsible parenting by: forcing parents to work extremely long hours, leaving little time for supervision, guidance and emotional connection with children; creating stress and frustration that may spill over into harsh or neglectful parenting; making it impossible to provide adequate food, clothing, healthcare and education; leading some parents to make desperate decisions such as pulling children from school to work or marrying off daughters for bride price; creating an environment of chronic stress in the home that negatively affects children's development and sense of security.
6. Sarah's parents' busy lifestyle affects their relationship with Sarah by: reducing the time available for meaningful communication, leading Sarah to feel unheard, unimportant or emotionally disconnected from her parents; limiting their ability to monitor Sarah's activities, friendships and school performance — increasing the risk of negative peer influence; preventing parents from providing guidance, moral instruction and emotional support at critical developmental moments; Sarah may feel neglected or may seek emotional connection and validation from peers — making her more susceptible to negative influences outside the home.
7. Overindulgence refers to the practice by parents of giving children everything they want, meeting every desire without requiring effort, responsibility or accountability — spoiling them. It involves failing to set appropriate limits or allow children to experience the natural consequences of their actions, which deprives them of the opportunity to develop self-discipline, resilience and responsibility.
8. Substance abuse can affect parenting by: impairing the parent's judgment — they are unable to make sound decisions about their children's care, safety and wellbeing; making the parent emotionally unavailable — substance abuse creates emotional volatility (anger, depression, detachment) that is frightening and destabilising for children; leading to neglect — intoxicated or addicted parents may fail to provide food, supervision, medical care or school support; increasing the risk of domestic violence and abuse within the home; consuming financial resources that should be used for the children's needs.
9. Three roles parents play as role models in their home:

(i) Modelling values and character — children learn attitudes, values and behaviour by observing how their parents live, speak and treat others.

(ii) Demonstrating faith — parents who pray, read the Bible and live out their Christian beliefs model what a life of faith looks like in practice.

(iii) Showing how to handle conflict — the way parents manage disagreements, stress and challenges teaches children how to navigate similar situations.

(iv) Work ethic — parents who work diligently and responsibly demonstrate the value and dignity of work.

(Any three.)

10. Emotional support from parents helps learners gain confidence at school by: giving them a secure base — children who feel loved, accepted and valued at home approach challenges (including academic ones) with greater self-assurance; parents who affirm their children's worth regardless of academic performance build self-esteem that does not collapse under pressure; when children face academic difficulty, emotional support from parents motivates them to persevere rather than give up; knowing that home is a safe, supportive environment reduces anxiety and emotional distraction, enabling better concentration and learning.
11. Parents guide children in developing good

habits and life skills by: modelling the habits themselves — children learn by watching their parents' routines (early rising, prayer, reading, exercise); setting clear expectations and consistent routines for household chores, homework and bedtime; teaching time management by involving children in planning and scheduling; rewarding responsible behaviour and addressing irresponsible behaviour with appropriate, consistent consequences; giving children increasing levels of responsibility as they mature, building their confidence and competence.

12. Abstinence before marriage and its advantages:

Abstinence before marriage is the decision to voluntarily refrain from sexual activity until marriage.

Advantages: (i) Prevents unwanted pregnancies and the associated consequences (school dropout, early marriage, financial hardship); (ii) Protects against sexually transmitted infections; (iii) Allows individuals to prepare emotionally, spiritually and practically for marriage without the complications of premature sexual involvement; (iv) Builds strong character and self-discipline that strengthens future relationships; (v) Honours God's design for sexuality as a gift to be shared exclusively within the marriage covenant (1 Corinthians 6:18-20).

13. Peer pressure can help young people avoid unplanned families when: peer groups that value education, responsible behaviour and abstinence positively influence members to uphold the same standards; belonging to a Christian youth group or community that supports moral values creates positive peer accountability; friends who encourage goal-setting, academic achievement and faith-based decisions provide an environment where responsible life choices are the norm; this shows that peer pressure can be a positive force when the peer group shares constructive values and goals.

14. Effective communication between partners can prevent unplanned families by: ensuring that both partners discuss and agree on family planning before and after marriage — including when, whether and how many children to have; enabling honest conversations about boundaries, expectations and readiness; allowing both partners to share concerns about timing and financial readiness without assuming the other person's intentions; ensuring mutual understanding and agreement on reproductive health decisions, reducing the risk of impulsive or unplanned choices.

15. What parents should do to raise disciplined and morally upright children — applying responsible parenthood:

(i) Teach God's commandments consistently — through family devotions, Bible reading and applying Scripture to everyday situations.

(ii) Model the character they want to develop — children follow examples more than instructions.

(iii) Set clear, consistent rules with appropriate consequences for violation — discipline must be firm but loving (Proverbs 22:6; Colossians 3:21).

(iv) Show genuine compassion and care — building a relationship of trust and love that makes children receptive to guidance.

(v) Invest time in their children's lives — attending school events, helping with homework, listening to their concerns, praying together.

(vi) Provide emotional support — affirming children's worth and value, especially during failure or difficulty.

(Any four to five points.)

C. Leisure

1. Leisure refers to free time away from work, school or obligatory duties, used voluntarily for rest, recreation or personal development. It is time characterised by choice and enjoyment rather than obligation or necessity — biblically viewed as a gift from God for renewal and refreshment, requiring wise stewardship to avoid idleness.
2. Two examples of active leisure that learners enjoy after school:

Playing football, netball or basketball; jogging or running; swimming; cycling; jumping rope; attending sports clubs; gymnastics. (Any two.)

3. Passive leisure can promote mental relaxation by: allowing the mind to rest from the cognitive demands of schoolwork and structured activities; activities like reading books, watching educational videos or listening to music provide stimulation that

is enjoyable rather than stressful, allowing the brain to recover while remaining gently engaged; they reduce anxiety, improve mood and refresh concentration, making a person more focused and productive when they return to work.

4. One form of digital leisure that youth often uses: social media scrolling (e.g., TikTok, Instagram, Facebook); online gaming; streaming movies or videos on YouTube or Netflix. (Any valid digital leisure activity.)
5. Social leisure helps build relationships in the community by: providing shared experiences that create common memories and strengthen bonds; community events, volunteering or church youth group activities bring people of different backgrounds together around shared goals and activities; shared leisure creates an environment of joy, laughter and goodwill that fosters genuine friendship; serving together (volunteering) builds a sense of mutual responsibility and care for the community; it reduces social isolation and helps community members know and trust each other better.
6. One creative leisure activity a person can use to express themselves: Painting; drawing; creative writing; playing a musical instrument; singing; photography; pottery or clay modelling; drama and acting; gardening; craft-making. (Any valid creative activity.)
7. Grace's likely answer on why spiritual leisure is important for Christians:

"Spiritual leisure — prayer, Bible study and meditation — is important for Christians because it provides soul refreshment and growth in faith. Just as physical rest restores the body, spiritual leisure restores and strengthens the spirit. It keeps Christians connected to God, renews their commitment to His Word and provides guidance and peace in the midst of daily pressures. Exodus 20:11 shows that even God rested on the seventh day — setting a pattern of rest and renewal for humanity. Spiritual leisure ensures that our free time is used not only for physical refreshment but for growing in our relationship with God, which is the foundation of all Christian living."

8. Digital leisure refers to leisure activities conducted through digital technology — online gaming, social media scrolling, streaming content, video calls or digital content creation. Example: watching educational videos on YouTube; playing an online strategy game; connecting with family through video calls. (Any valid definition and example.)
9. How youths misuse leisure today:

(i) Spending excessive time on social media, leading to addiction, poor academic performance and reduced face-to-face interaction.
(ii) Engaging in substance abuse (alcohol, drugs, smoking) during free time.
(iii) Participating in immoral or risky sexual behaviour due to idleness and peer pressure.
(iv) Watching inappropriate or violent content that negatively influences behaviour and attitudes.
(v) Involvement in crime, gambling or betting as a way of passing time.
(vi) Excessive gaming, causing neglect of responsibilities and health problems.
(vii) Joining bad peer groups that promote indiscipline, violence or antisocial behaviour.
(viii) Misusing technology for cyberbullying, online scams or accessing harmful websites.
(Any four points.)

10. Three effects of alcohol, drug and substance use on individuals:

(i) Health problems — liver damage, heart disease, respiratory issues and weakened immunity.
(ii) Mental health issues — anxiety, depression, mood swings and impaired judgment.
(iii) Addiction — dependency, withdrawal symptoms and loss of self-control.
(iv) Poor academic or work performance — reduced concentration, memory loss and absenteeism.
(v) Relationship breakdowns with family and friends due to trust issues, aggression or neglect.
(vi) Financial problems — money spent on substances rather than essential needs.
(Any three.)

11. David's drug and substance abuse has led to the breakdown of his friendships because: substance abuse typically changes a person's personality and behaviour — he may have become aggressive, unreliable, dishonest or self-destructive; his friends may have distanced themselves for their own safety,

wellbeing and reputation; trust has been broken — he may have borrowed money he didn't repay, lied about his activities or let friends down repeatedly; his priorities have shifted entirely to obtaining and using substances, leaving no room for genuine friendship; his friends may be afraid of being associated with illegal activity or negative peer influence.

12. Self-control helps youths avoid substance abuse by: enabling them to resist the temptation to try drugs or alcohol even when offered by peers — saying no firmly and decisively; training the mind and body to respond to temptation with a disciplined refusal rather than an impulsive yes; building the habit of delayed gratification — choosing long-term health and wellbeing over short-term pleasure; keeping them focused on productive goals (education, career, faith) rather than idle activities where substance abuse is more likely to occur.

13. Two Christian moral values that can guide youth in using leisure wisely:

(i) Self-control — resisting the temptation of addictive or immoral leisure activities and making disciplined choices that honour God.

(ii) Wisdom — making sound decisions about leisure by considering long-term consequences and choosing activities that build up rather than destroy.

(iii) Responsibility — using free time accountably, fulfilling responsibilities first and avoiding activities that would harm oneself or others.

(iv) Faithfulness — maintaining commitment to Christian values and God-honouring behaviour even during leisure time.

(Any two from the textbook list.)

14. Positive peer influence can prevent misuse of leisure by: creating an environment where healthy, productive leisure activities are the norm — when your friends engage in sports, church activities, studying or community service, you are more likely to participate in these too; providing social accountability — friends who share Christian values will gently challenge or redirect a peer who is moving toward harmful leisure choices; offering genuine belonging and enjoyment in wholesome activities, removing the need to seek acceptance through substance abuse or immoral behaviour; making it easier to refuse harmful invitations when your peer group consistently models and supports positive choices.

15. How youths can spend their free time productively without misusing it:

(i) Engaging in religious activities — prayer, Bible study, church activities and Christian service.

(ii) Doing community services — visiting the sick and elderly, volunteering in environmental clean-ups.

(iii) Playing organised sports and games — football, netball, athletics that promote physical health and teamwork.

(iv) Taking care of the environment — gardening, tree-planting, waste management.

(v) Taking part in educative programmes — reading, online learning, skill development workshops.

(vi) Pursuing creative hobbies — drawing, writing, music, photography.

(vii) Spending quality time with family — contributing to household, supporting siblings.

(Any four to five well-explained points.)

D. Wealth, Money and Poverty

1. Wealth refers to an abundance of valuable resources or material possessions — including money, property and assets — that contribute to a person's financial security. A young person might acquire it responsibly by: working hard and diligently in a part-time job or family business; starting a small enterprise using their talents (baking, craft-making, farming); saving money consistently over time; using digital skills to provide services online.
2. Money is a medium of exchange accepted by all parties as payment for goods and services, as a measure of value and as a store of wealth. It is important in everyday life because: it enables people to buy food, clothing, shelter, healthcare and education; it facilitates trade and economic exchange without the inconvenience of barter; it enables saving and investment for future needs and goals; it allows participation in the formal economy and access to opportunities.
3. Poverty is the state of lacking sufficient resources, income or basic necessities of life — including food, shelter, clothing and

education — to live with dignity and meet fundamental human needs.

4. Two Christian teachings on wealth from Deuteronomy 8:18 and Ecclesiastes 5:10-19:

Deuteronomy 8:18 — "Remember the Lord your God, for it is he who gives you the ability to produce wealth." This teaches that wealth-generating ability is a gift from God, not a product of human cleverness alone; therefore, wealth should be used for His glory and purposes.

Ecclesiastes 5:10-19 — "Whoever loves money never has enough; whoever loves wealth is never satisfied." This teaches that the pursuit of wealth for its own sake leads to dissatisfaction; but earning and enjoying what God provides through one's labour brings contentment and joy.

5. Two Christian teachings on poverty from Proverbs 14:23 and Luke 4:18:

Proverbs 14:23 — "All hard work brings a profit, but mere talk leads only to poverty." This teaches that diligence and honest work are God's intended means of escaping poverty, while idleness and empty talk lead to want.

Luke 4:18 — Jesus declared: "The Spirit of the Lord is on me, because he has anointed me to proclaim good news to the poor." This teaches that God has special compassion for the poor and that Christians are called to share the gospel and bring hope to those in poverty.

6. Two causes of poverty in society today:

(i) Unemployment — lack of job opportunities leaves individuals and families without a steady income.

(ii) Low education levels — limited access to quality education reduces skills and employability.

(iii) Poor health and lack of healthcare — illness prevents productive work and drains financial resources.

(iv) Economic inequality — unequal distribution of resources concentrates wealth among a few.

(v) Corruption and mismanagement of public resources.

(vi) Natural disasters and climate change.

(Any two.)

7. Two ethical ways a youth can acquire wealth:

(i) Hard work and diligence — engaging in honest work, completing tasks efficiently and taking responsibilities seriously.

(ii) Entrepreneurship — starting small businesses or initiatives that provide value to others while generating income.

(iii) Education and skill development — acquiring knowledge and qualifications that increase employability and earning potential.

(iv) Saving and investment — wisely managing money by saving a portion of income and investing in legal ventures.

(v) Providing services — tutoring, farming, digital services in exchange for fair compensation.

(Any two.)

8. How loving money too much can hinder one from inheriting the Kingdom of God: (i) The love of money shifts focus from eternal spiritual values to temporary worldly possessions, distracting believers from God's Kingdom; (ii) Prioritising wealth can lead to selfishness and neglect of the poor, contrary to Jesus's mission; (iii) "You cannot serve both God and money" (Matthew 6:24) — the heart cannot be fully devoted to God while being consumed by the pursuit of wealth; (iv) Gaining wealth at the expense of one's soul results in spiritual emptiness (Luke 9:25); (v) Greed and selfishness hinder faithful Christian living and inheritance of eternal life.

9. Christians are encouraged to be generous with their wealth because: generosity reflects God's own character — He gave His only Son (John 3:16) and continues to give generously to all; Proverbs 19:17 — "Whoever is kind to the poor lends to the LORD, and he will reward them for what they have done"; generosity is an act of worship — it acknowledges that everything belongs to God and we are merely stewards; it breaks the power of greed and materialism in a believer's heart, freeing them for greater devotion to God; it meets genuine needs in the community, expressing God's love in practical ways.

10. The role of education in reducing poverty: Education equips people with skills, knowledge and qualifications that make them more employable and capable of earning a stable income; it enables people to start businesses and engage in entrepreneurship; it breaks the cycle of generational poverty by giving children opportunities their parents did not have; educated communities are

better able to advocate for their rights and make informed decisions; education reduces vulnerability to exploitation, disease and financial manipulation.

11. Hard work is considered an ethical way of acquiring wealth because: it reflects God's own example — He worked six days in creating the world; it honours the biblical principle that "lazy hands make for poverty, but diligent hands bring wealth" (Proverbs 10:4); work completed honestly and diligently creates genuine value for others and for oneself; it avoids exploitation, deception or taking what rightfully belongs to others; work produces wealth without causing harm, making it inherently ethical.

12. How Alex can apply Christian principles on wealth to raise funds ethically for his business:

(i) Hard work — begin with what he has and work diligently, even if the business starts very small.

(ii) Saving — consistently set aside even small amounts from pocket money or gifts to build up startup capital.

(iii) Providing services — offer services to neighbours, family or classmates (tutoring, running errands, farming tasks) to generate the startup funds.

(iv) Collaboration — form a partnership with a trusted friend, pooling resources to start the business together.

(v) Integrity — refuse to take shortcuts through theft, fraud or deception; trust God to provide through honest means.

(vi) Seek mentorship — ask parents, teachers or successful small business owners for guidance and possibly initial investment.

13. How Maria can apply Christian teachings to help her neighbour struggling with unemployment poverty:

(i) Practical support — share food, resources or time with the neighbour to meet immediate needs (Proverbs 31:8-9; Luke 4:18 — God's people care for the poor).

(ii) Advocacy — help connect the neighbour with local employment opportunities, job training or government support programmes.

(iii) Prayer — pray specifically for the neighbour's situation, trusting God's compassion and provision for the poor.

(iv) Skills sharing — if Maria has relevant skills, she could teach or assist the neighbour in developing an income-generating activity.

(v) Church connection — involve the church community in supporting the neighbour through their welfare or outreach programmes.

14. How Jamal can earn money from online gaming ethically while balancing schoolwork:

(i) Ethics: He should only engage in legal, age-appropriate gaming platforms; avoid gambling-based games; be transparent with parents about his online activities; ensure the income sources are legitimate (e.g., competitive gaming prizes, content creation on YouTube, streaming on Twitch).

(ii) Balance: Set a clear schedule — limit gaming to specific hours outside of study time; prioritise schoolwork, ensuring grades do not suffer; set a weekly time budget for gaming versus studying; use school holidays for more intensive gaming activities; maintain other responsibilities (family duties, church, exercise).

15. How Zoe can apply saving principles and responsible money management:

(i) Budgeting — Zoe should create a simple budget for her allowance: allocate specific amounts for necessities, savings and entertainment. This prevents spending everything on unnecessary items.

(ii) Prioritising needs over wants — before buying something, ask "Is this a need or a want?" Unnecessary items should wait until genuine needs are met.

(iii) Setting a savings goal — identify something specific to save toward (school supplies, a future project) and put aside a fixed percentage of every allowance first before spending.

(iv) Accountability — ask a parent or trusted friend to help monitor spending and encourage saving habits.

(v) Biblical principle — remember that faithful management of small amounts trains us for greater financial responsibility (Luke 16:10).

KJSEA ASSESSMENT SAMPLES 1

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

Situation where a learner fails to take responsibilities seriously: A learner assigned to clean the kitchen, water the animals and care for a younger sibling ignores all these duties — choosing to sleep or play games instead. When asked about the tasks, they claim they forgot or that the tasks are not their responsibility. How the learner can change their attitude (using Genesis 2:1-3 and Proverbs 6:6-11): Genesis 2:1-3 shows that God Himself worked diligently for six days before resting — establishing work as a divine pattern and responsibility. The learner must understand that work is part of God's design, not a punishment. Proverbs 6:6-11 teaches that the ant works without supervision, preparing for the future through diligent effort. A lazy person, warned the proverb, will end up in poverty and want. The learner should: (i) Change their mindset — view home duties as an opportunity for responsible stewardship, not a burden; (ii) Work without waiting to be reminded — like the ant, develop self-motivation; (iii) Understand that avoiding responsibilities has consequences (loss of trust, neglect of family needs); (iv) Pray for diligence and discipline; (v) Set a personal schedule for completing daily tasks consistently.

22.

(a) How identifying God-given talents, interests and abilities can guide responsible career choices:

(i) Self-assessment reveals natural aptitudes — activities one does well without much effort often reflect God-given talents suited for specific vocations.

(ii) Aligning career with talent promotes excellence — people thrive professionally when their work matches their God-given design (teaching, leadership, creativity, healing).

(iii) It avoids the trap of peer pressure and status-seeking — choosing a career based on what God equipped you for, rather than what is popular or profitable, leads to genuine fulfilment.

(iv) It reflects stewardship — using one's talents responsibly in a career is a form of honouring God who gave those abilities.

(v) It ensures sustainable service to society — each person fills a role the community genuinely needs, contributing meaningfully.

(Any five points.)

(b) How developing a positive attitude towards work contributes to personal growth, academic excellence and community development:

(i) Personal growth: A positive attitude enables a learner to view challenges as opportunities to develop resilience, discipline and character — qualities that shape a mature, productive adult.

(ii) Academic excellence: A learner who approaches study as purposeful, God-honouring work will be more disciplined, consistent and thorough, leading to better academic results.

(iii) Community development: Positively-motivated workers take initiative, show up reliably and collaborate well — these qualities drive community projects, businesses and institutions to function effectively.

Daily-life examples: (i) A learner who cheerfully completes homework develops the study habits that lead to academic success; (ii) A student who volunteers to clean the school without being asked contributes to a better learning environment; (iii) A young entrepreneur who

starts a small business with a positive attitude creates employment and solves community needs.
(Any five points with examples.)
23.
Leadership qualities Deborah demonstrated and their application by student leaders today: (i) Wisdom — Deborah provided fair, God-guided judgement. Student leaders should listen carefully before making decisions, consult widely and base decisions on what is fair and beneficial to the whole school. (ii) Courage — She stepped into a difficult leadership role without fear. Student leaders should speak up against injustice (bullying, cheating, discrimination) even when it is uncomfortable. (iii) Faith in God — Her confidence came from trusting God, not her own ability. Student leaders should pray for guidance in their roles and make decisions aligned with their values. (iv) Integrity — She ruled honestly and without favouritism. Student leaders should treat all classmates equally, avoid corruption (e.g., manipulating elections) and be truthful. (v) Encouragement — She inspired Barak when he hesitated. Student leaders should uplift and motivate peers rather than criticising or diminishing them. (Any four to five with clear application.)
24.
How David's leadership qualities can guide learners in choosing leaders of integrity at school, church and in the community: (i) Humility — David was not motivated by pride or the desire for prominence; he served faithfully in ordinary roles before assuming leadership. Learners should look for candidates who are genuinely humble — not those who seek the position for status or power. (ii) Courage — David acted when others were afraid. Learners should choose leaders who are willing to make difficult decisions and address problems rather than avoiding controversy. (iii) Integrity and honour — David refused to harm Saul even when he had the opportunity; he kept his promises. Learners should elect those who have demonstrated honesty, kept their word and behaved with moral consistency even when unobserved. (iv) Patience — David waited years for what God had promised. Learners should value leaders who are measured and patient in decision-making rather than impulsive. (v) Dependence on God — David's strength came from his relationship with God. Learners should look for leaders who are God-fearing and who seek divine guidance in their roles. (Any four to five assessment criteria with explanation.)
25.
How Christian moral values and life skills can help a learner resist negative peer influence and maintain moral uprightness: Christian moral values: (i) Self-control — enables a learner to pause before acting on peer pressure, choosing a deliberate, godly response over an impulsive one; (ii) Integrity — living consistently according to one's values even when peers disapprove makes a learner resistant to social pressure; (iii) Purity of mind — filling the mind with God's Word (Philippians 4:8) builds a strong foundation against immoral suggestions; (iv) Respect for oneself — recognising personal worth as a child of God makes a learner unwilling to compromise their dignity for peer acceptance. Life skills: (i) Assertiveness — confidently refusing immoral invitations with a clear explanation of personal values; (ii) Critical thinking — evaluating the real motivations and consequences behind peer pressure rather than blindly following; (iii) Decision-making — carefully thinking through consequences before acting; (iv) Goal-setting — having clear educational and personal goals makes one less likely to jeopardise them for momentary acceptance. (Any five points combining moral values and life skills.)
26.
(a) How Jesus's compassion can guide learners in responding to suffering in their communities:
(i) Notice the need — Jesus noticed the widow's pain in the crowd. Learners should be alert to suffering in their community rather than being indifferent.
(ii) Take action — Jesus did not only feel sorry; He acted. Learners should respond practically to suffering — offering help with food, school supplies, emotional support or prayer.
(iii) Respond to the vulnerable — Jesus prioritised those who were most helpless. Learners should prioritise the elderly, orphans, sick and economically disadvantaged in their compassionate acts.
(iv) Do not wait to be asked — Jesus approached the widow without being requested. Learners should look for opportunities to serve without being prompted.

(v) Reflect God's love — Jesus's compassion was a demonstration of God's care for humanity. When learners show compassion, they represent God's love in their community.
(Any five.)

(b) Why gratitude is important in Christian living (using the healing of the ten lepers) and how learners can demonstrate thankfulness: Why gratitude is important: (i) Gratitude acknowledges God as the source of all blessings; (ii) Of the ten lepers healed, only the Samaritan returned to thank Jesus — showing that ingratitude is common but unacceptable; (iii) Jesus noted the ingratitude of the nine with concern, showing that God values and expects thankfulness; (iv) Gratitude keeps a person humble and aware of their dependence on God; (v) It opens the heart to continued blessing and relationship with God. How learners can demonstrate thankfulness daily: (i) Daily prayer of thanksgiving — specifically naming blessings received (health, family, education); (ii) Serving others as an act of thanks — sharing what God has given; (iii) Using their talents and skills in ways that glorify God; (iv) Telling others about God's goodness in their lives; (v) Contributing to church and community projects as a form of gratitude offering. (Any five points combining importance and application.)

27.

(a) Lessons from the Nicodemus encounter applicable to Christian living among youths today:
(i) Spiritual seeking is commendable — Nicodemus sought truth despite his high status; learners should always be willing to seek spiritual understanding, regardless of how much they already know.
(ii) True Christianity requires rebirth — attending church or knowing Scripture is not enough; learners need a genuine inner transformation through the Holy Spirit.
(iii) Humility enables spiritual growth — Nicodemus came with openness and questions; learners should approach faith with humility and a willingness to change.
(iv) Spiritual truth requires divine help — Nicodemus could not understand rebirth through human reasoning; learners should pray for the Holy Spirit's illumination when studying God's Word.
(v) No one is too important for Jesus — Nicodemus was a religious ruler, yet he came to Jesus as a learner; no one should feel too knowledgeable, mature or socially high to seek God.
(Any five.)

(b) How persistent prayer can help learners cope with personal challenges:
(i) Persistent prayer keeps the learner connected to God during difficult times — maintaining the relationship through which strength, guidance and peace flow.
(ii) It prevents panic and impulsive decision-making — the parable of the friend at midnight shows that persistent prayer replaces worry with active trust in God.
(iii) God responds to those who pray persistently — Jesus promised "ask and it will be given, seek and you will find, knock and the door will be opened" (Luke 11:9); persistence demonstrates genuine trust.
(iv) Prayer puts challenges in God's hands — academic pressure, family expectations and peer influence become manageable when committed to God in prayer.
(v) The Holy Spirit intercedes for us when we don't know what to pray — Romans 8:26 reassures learners that even imperfect prayers are heard.
(vi) Persistent prayer builds spiritual endurance — the very discipline of continuing to pray despite unanswered feelings develops the faith and perseverance needed for all of life's challenges.
(Any five.)

28.

Lessons Christians can learn from Paul and Silas in prison and their application today: (i) Worship and prayer in suffering — Paul and Silas prayed and sang hymns in prison, demonstrating that genuine faith continues to worship even in the darkest circumstances. Christians facing hardship today should not stop praying or attending worship — both are lifelines, not luxuries. (ii) God responds to faithful devotion — their midnight prayers triggered a miraculous earthquake. Christians should trust that God is active even when His response is not yet visible. (iii) Forgiveness and evangelism over revenge — Paul and Silas did not use their miraculous release to escape or punish their persecutors; instead they led the jailer to faith. Christians should respond to injustice with grace

and witness, not bitterness. (iv) God's protection and deliverance — even in unjust circumstances, God was in control and orchestrated their release. Christians should trust that God can deliver them from any situation for His glory. (v) Perseverance inspires others — their faithfulness led to the jailer's entire family believing and being baptised. Steadfast Christian living during trials has a powerful evangelistic impact on those who observe it. (Any five points with application.)

29.

(a) How Christian moral values help learners make responsible life choices:

(i) Relationships: Values like chastity, faithfulness and respect guide learners to form healthy, God-honouring relationships — avoiding sexual immorality, emotional manipulation and exploitation.

(ii) Education: Values like diligence, integrity and responsibility motivate learners to work hard honestly, not cheat and persevere through academic challenges.

(iii) Social behaviour: Values like humility, kindness and self-control guide learners to treat others respectfully, avoid bullying, resolve conflicts peacefully and contribute positively to their communities.

(iv) Decision-making: Having clear moral values provides a consistent framework for decisions — "Does this honour God? Does this align with my values?" replaces impulsive, peer-driven choices.

(v) Long-term wellbeing: Moral values protect learners from choices that might bring immediate pleasure but long-term harm (substance abuse, sexual immorality, dishonesty).

(Any five.)

(b) Five reasons why young people abuse drugs today:

(i) Negative peer pressure — wanting to fit in or be accepted by friends who use substances.

(ii) Stress and frustration — using substances to escape academic pressure, family problems or emotional pain.

(iii) Curiosity and experimentation — wanting to try something new without understanding the consequences.

(iv) Idleness and lack of productive activities — too much unstructured free time creates opportunities for substance experimentation.

(v) Poor role models — parents, older siblings or community figures who abuse substances normalise the behaviour.

(vi) Availability — easy access to alcohol, cigarettes or drugs in the home or community.

(vii) Media influence — social media, music and films that glamorise drug use.

(Any five.)

30.

(a) Five reasons why early marriage should be discouraged in society:

(i) Interrupted education — early marriage forces young people to drop out of school, permanently reducing their career opportunities and economic independence.

(ii) Health risks — young girls face serious complications during pregnancy and childbirth because their bodies are not yet fully mature.

(iii) Psychological and emotional immaturity — young people lack the life experience, emotional stability and communication skills needed to navigate the challenges of marriage.

(iv) Poverty cycle — young couples typically lack the skills, qualifications and stable income needed to sustain a family, trapping them in poverty.

(v) Domestic violence and unequal power — young girls are often in unequal, vulnerable positions in marriages with older partners, increasing their risk of abuse.

(vi) Limited personal development — early marriage reduces young people's decision-making freedom and restricts their opportunity for personal and professional growth.

(Any five.)

(b) Five life skills Joy needs to overcome pressure to marry early:

(i) Assertiveness — Joy should firmly and respectfully say "No" to her family's pressure, clearly communicating her decision to continue her education and the reasons behind it.

(ii) Decision-making — Joy should carefully evaluate her options, considering the long-term consequences of early marriage (school dropout, health risks, poverty) against the benefits of completing her education.

(iii) Communication skills — Joy should express her feelings, goals and boundaries to her family clearly and confidently — "I want to continue my education because I believe it is best for my future and for our family's wellbeing."

(iv) Self-esteem and confidence — Joy must believe in her own worth and right to pursue education, resisting manipulation or emotional

pressure from family members.
(v) Critical thinking — Joy should question the cultural assumption that early marriage is necessary or beneficial, seek information about her legal rights (the legal marriage age is 18) and access trusted support (school counsellor, teacher, church leader).
(vi) Goal-setting — Joy should articulate and hold firmly to her educational and career goals as the driving motivation for her decision.
(Any five.)

KJSEA ASSESSMENT SAMPLES 2

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

Five points learners might discuss about the importance of working hard: (i) Hard work is part of God's design — God worked for six days creating the world (Genesis 2:1-3); human beings are made in His image and are called to reflect His productive, creative character. (ii) Hard work leads to fruitful outcomes — "Diligent hands bring wealth" (Proverbs 10:4); consistent effort produces results that laziness never achieves. (iii) Laziness leads to poverty and need — Proverbs 6:9-11 warns that excessive sleep and idleness will result in poverty arriving "like a thief." (iv) Hard work develops character — diligence, patience, responsibility and resilience are all strengthened through the discipline of consistent work. (v) Hard work enables service to others — when we work hard and generate resources or skills, we are better able to support our families, communities and the work of God's Kingdom. (vi) God values all honest work — whether manual or intellectual, all work done with integrity reflects God's own creative, purposeful nature. (Any five.)

22.

(a) Virtues Opus (a doctor) can apply when treating patients:

(i) Compassion — treating every patient with genuine care and concern for their wellbeing, regardless of their social status or condition.

(ii) Integrity — providing honest medical information and diagnoses; never misleading patients for personal gain.

(iii) Humility — acknowledging when a case is beyond his expertise and referring to specialists; listening carefully to patients rather than assuming he knows best.

(iv) Patience — taking time with each patient, especially those who are elderly, frightened or have communication difficulties.

(v) Respect for human dignity — treating every patient as a person made in God's image, deserving of dignity regardless of their condition.

(vi) Diligence — working carefully and thoroughly, not cutting corners in diagnosis or treatment.

(Any five.)

(b) What to do to improve grades to pursue a career of choice:

(i) Develop a consistent study schedule — allocate specific daily study times for each subject and follow them without exception.

(ii) Seek help when struggling — approach teachers, tutors or classmates for help with difficult topics instead of avoiding them.

(iii) Set specific academic goals — identify the grade targets needed for the desired career and work backward to plan what is required each term.

(iv) Eliminate distractions during study time — especially social media, gaming and unnecessary socialising.

(v) Review past mistakes — learn from errors in tests and assignments so the same mistakes are not repeated.

(vi) Pray for wisdom and discipline — asking God to guide the learning process and strengthen self-discipline.

(Any five.)

23.

Five moral values youths should uphold to overcome sexual sins (from a resource person):

(i) Self-control — resisting sexual temptations and impulses by making deliberate, godly choices

rather than acting on emotion or desire. (ii) Integrity — maintaining honesty and moral consistency in all interactions, refusing to compromise values even under pressure. (iii) Respect for oneself and others — treating one's own body and the bodies of others with dignity as temples of the Holy Spirit (1 Corinthians 6:19). (iv) Faithfulness — maintaining loyalty and commitment in relationships; avoiding multiple partners and deceptive sexual behaviour. (v) Purity of mind and heart — guarding thoughts and desires against pornography, immoral conversations and other corrupting influences. (vi) Chastity — abstaining from sexual activity outside of marriage to honour God's design for intimacy. (Any five.)

24.

Five forms of sexual immorality in society today: (i) Adultery — sexual relations between a married person and someone outside the marriage. (ii) Fornication — premarital or casual sexual relations outside of marriage. (iii) Homosexuality — same-gender sexual relations. (iv) Incest — sexual relations with close relatives. (v) Prostitution — engaging in sexual activity in exchange for money or material benefits. (vi) Bestiality — sexual acts with animals. (vii) Pornography — creation, distribution or viewing of sexual content. (Any five.)

25.

Five failures of King Solomon: (i) He accumulated many foreign wives (700 wives and 300 concubines) who worshipped other gods — violating God's command for one man and one woman in marriage. (ii) He allowed his foreign wives to turn his heart from God toward their pagan idols — building shrines and altars for their gods in Israel. (iii) He imposed heavy taxes on his subjects and districts to maintain his lavish lifestyle, causing resentment. (iv) He introduced forced labour for his building programmes — contrary to the values of justice and freedom. (v) He gave King Hiram 20 towns in Galilee as payment for services — treating national land as his personal property. (vi) Despite receiving extraordinary wisdom from God, he failed to apply it to his personal moral life, especially regarding his marriages and idolatry. (Any five.)

26.

(a) The miracle of Jesus raising the widow's son at Nain (Luke 7:11-16):

As Jesus entered the town of Nain with His disciples and a large crowd, He encountered a funeral procession — a widow's only son was being carried out for burial. The widow's situation was desperate: she had already lost her husband, and now her only son was dead — leaving her without protection, provision or family support.

Moved with deep compassion, Jesus approached the widow and told her: "Don't cry." He then touched the bier (the wooden frame carrying the body), and the pallbearers stood still. Jesus commanded: "Young man, I say to you, get up!" Instantly, the dead young man sat up, began to speak and Jesus restored him to his mother.

The crowd was filled with awe and praise, saying: "A great prophet has appeared among us" and "God has come to help his people."

(b) Five lessons from the healing of the ten men with a skin disease:

(i) Faith requires action — the ten lepers demonstrated faith by obeying Jesus's instruction to go show themselves to the priests before they were healed; healing came as they moved in obedience.

(ii) God responds to persistent, specific prayer — the lepers cried out loudly for mercy; their persistence drew Jesus's attention and compassion.

(iii) Gratitude is a Christian responsibility — only one of the ten returned to thank Jesus; true faith is not just about receiving blessings but acknowledging and thanking God for them.

(iv) God's grace crosses cultural and ethnic boundaries — the thankful man was a Samaritan (a social outsider); God's blessings are available to all who come to Him in faith.

(v) Kindness and compassion should extend to the socially excluded — the lepers were social outcasts; Jesus reached out to them with dignity and care, teaching believers to serve those marginalised by society.

(Any five.)

27.

(a) Description of the parable of A Friend at Midnight (Luke 11:5-13):

Jesus told the story of a man who, at midnight, went to his friend's house to borrow three loaves of bread because an unexpected guest had arrived and he had nothing to offer them. Although the friend inside was already in bed with his children and initially refused — citing the inconvenience of getting up — the man

outside kept knocking.
Eventually, the friend inside got up and gave him what he needed — not out of friendship but because of the man's persistent, shameless boldness.
Jesus used this parable to teach about prayer: if a reluctant human friend eventually responds to persistent knocking, how much more will God — who is loving, generous and willing — respond when His children pray with faith and perseverance. Jesus concluded: "Ask and it will be given to you; seek and you will find; knock and the door will be opened to you" and compared God to a loving father who gives good gifts to his children.

(b) Five lessons Christians can learn from the parable:
(i) Persistence in prayer is honoured by God — like the man who kept knocking, Christians should continue praying even when answers seem delayed.
(ii) God is more willing to respond than any human friend — if a reluctant, inconvenienced friend eventually helps, God (who loves perfectly and is never inconvenienced) will certainly respond.
(iii) Seeking help when genuinely needed is a sign of wisdom, not weakness — the man in the parable was not ashamed to ask at midnight; Christians should not be ashamed to bring their needs to God.
(iv) God gives what is truly good and beneficial — unlike the reluctant friend who gave reluctantly, God gives with love and wisdom, providing what is truly best for His children.
(v) Christians should communicate with God constantly, not only in trouble but as a daily lifestyle — persistent prayer is not emergency-only communication but an ongoing relationship.
(vi) Giving up too quickly can cause us to miss breakthroughs — perseverance in prayer is key.
(Any five.)

28.

(a) Five characteristics of the early church:
(i) Devotion to the Scriptures (apostles' teaching) — they were committed to learning, applying and living by God's Word.
(ii) Fellowship — intimate sharing of lives, resources, joys and burdens; meeting regularly for mutual support.
(iii) Prayer — both individual and corporate prayer was central to their spiritual life and decision-making.
(iv) Worship — praising God through singing, giving thanks and expressing reverence for His greatness.
(v) Giving and sharing of possessions — distributing to anyone in need, ensuring no one lacked; selling property to support the community.
(Any five.)

(b) Major events of the Day of Pentecost (Shelby's summary):
(i) The disciples and about 120 other believers were gathered together in Jerusalem, praying 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 person present.
(iv) They were all filled with the Holy Spirit and began to speak in other languages (tongues) as the Spirit enabled them.
(v) Jews from every nation under heaven heard the disciples speaking in their own native languages and were amazed.
(vi) About 3,000 people responded to Peter's sermon, repented, were baptised and joined the community of believers.
(Any five.)

29.

(a) Five qualities to consider when choosing a marriage partner:
(i) Shared faith and values — a partner who shares your Christian beliefs ensures agreement on worship, moral behaviour and raising children.
(ii) Good character — honesty, kindness, faithfulness and trustworthiness indicate a person of reliable moral integrity.
(iii) Emotional maturity — the ability to manage emotions, stay calm in conflict and solve problems peacefully.
(iv) Respect and love — valuing your dignity and demonstrating genuine care, kindness and support.
(v) Good communication skills — the ability to listen and express thoughts clearly, preventing misunderstandings.
(vi) Responsibility and commitment — willingness to work hard, plan for the future and remain faithful.
(Any five.)

(b) Five virtues that Christians need to uphold before marriage:
(i) Self-control — managing emotions and sexual desires, respecting boundaries and making responsible choices.
(ii) Honesty — being truthful to build trust and avoid misunderstandings in the relationship.
(iii) Faithfulness — showing loyalty and commitment even before marriage.
(iv) Respect — valuing each other's dignity, opinions and personal space.
(v) Patience — handling differences calmly and growing together without rushing decisions.
(vi) Humility — admitting mistakes and treating each other with kindness.
(Any five.)

30.

(a) Five causes of irresponsible parenting (resource person's likely points):
(i) Poverty and economic hardship — unable to provide basic needs; extreme financial stress leads to neglect.
(ii) Lack of education — unaware of proper parenting practices, leading to inadequate physical, emotional or spiritual care.
(iii) Busy lifestyles and work pressures — limited time for supervision, emotional support and guidance.
(iv) Substance abuse — alcoholism or drug use impairs judgment, causing neglect or abuse.
(v) Divorce or broken families — single parents or separated couples may struggle to provide consistent care.
(vi) Overindulgence — giving children everything they want without teaching responsibility or discipline.
(Any five.)

(b) Five effects of alcohol, drugs and substance abuse on an individual (Nakitare and Faraja's findings):
(i) Health problems — liver damage, heart disease, respiratory complications and weakened immune system.
(ii) Mental health issues — anxiety, depression, psychosis, mood swings and impaired judgment.
(iii) Addiction — physical and psychological dependency with severe withdrawal symptoms.
(iv) Poor academic or work performance — reduced concentration, absenteeism and failure.
(v) Relationship breakdowns — family conflicts, loss of friends and social isolation due to trust issues, aggression or neglect.
(vi) Financial problems — income diverted to substances instead of essential needs.
(vii) Legal issues — involvement in illegal activities, accidents under the influence or possession charges.
(Any five.)

KJSEA ASSESSMENT SAMPLES 3

SECTION A (20 MARKS)

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

SECTION B (80 MARKS)

21.

How a learner who claims success depends on luck can develop responsibility and diligence (using biblical teachings): (i) Genesis 2:15 — God gave Adam the responsibility to "work the garden and take care of it" before the Fall. Work was God's design from creation — responsibility is built into human purpose, not optional. (ii) Proverbs 10:4 — "Lazy hands make for poverty, but diligent hands bring wealth." Success is not luck; it is the predictable result of consistent, diligent effort. (iii) Proverbs 6:6-11 — The ant gathers and prepares for the future without anyone forcing it. The learner must develop internal motivation — working faithfully whether observed or not. (iv) 2 Thessalonians 3:10 — "The one who is unwilling to work shall not eat." The Bible does not support passivity or reliance on luck; it explicitly connects work with reward. (v) Practical steps: (i) Create a daily school timetable and follow it consistently; (ii) Complete every assignment thoroughly, not just minimally; (iii) Seek help when struggling rather than blaming circumstances; (iv) Pray for discipline and diligence, then act on God's provision of strength. (Any five points combining biblical teaching and practical application.)

22.

(a) How balancing work and rest reflects God's plan for human life:

Genesis 2:1-3 records that God worked for six days and then rested on the seventh. This is not because God was tired but because He was setting a divine pattern for humanity: a rhythm of purposeful work followed by intentional rest.

(i) Work honours God — completing chores and school responsibilities is an act of stewardship; it reflects God's own creative, productive character.

(ii) Rest is not laziness but restoration — rest enables the body, mind and spirit to recover and return to work more effectively; Exodus 20:10 commands a day of rest.

(iii) A learner who only works without rest becomes exhausted, less productive and prone to illness; one who only rests without working becomes irresponsible and unproductive.

(iv) Balance reflects wisdom — the learner who complains that chores interfere with rest should understand that both chores (work) and rest are God-given needs, not competing demands. (Any four to five points.)

(b) How parents, teachers and learners can promote a positive attitude towards work:

Parents: (i) Model a diligent, joyful attitude toward work — children imitate what they observe; (ii) Assign age-appropriate chores consistently and praise responsible completion; (iii) Teach that work is a gift and a calling, not merely a burden.

Teachers: (i) Design engaging, relevant assignments that connect to real-world applications of learning; (ii) Celebrate effort and improvement alongside achievement; (iii) Share examples of how diligent work leads to career success and community contribution.

Learners: (i) Approach study and school duties with a growth mindset — every task is an opportunity to develop competence; (ii) Support classmates who struggle by sharing study notes and encouragement; (iii) Volunteer for school projects to develop a service-oriented work ethic.

(Any five combined points from all three groups.)

23.

Situation in which Solomon demonstrated his wisdom — the two mothers and one baby (1 Kings 3:16-28): Two women (prostitutes) came before King Solomon with a dispute. Both had given birth within days of each other. One baby had died during the night and both women now claimed the living baby was their own. The case had no witnesses and appeared impossible to resolve. Solomon's wisdom: He called for a sword and commanded that the living baby be divided in half and one half given to each woman. The true mother's love immediately revealed itself — she cried out to spare the baby's life and give it to the other woman. The false mother agreed to the division. Solomon then gave the living baby to the true mother, recognising that genuine maternal love would rather give up the child than see it harmed. This judgment demonstrated Solomon's supernatural wisdom — the ability to cut through deception and reach truth through an unconventional, divinely inspired strategy. The people recognised that God's wisdom was in him.

24.

Leadership qualities Apondi (school president) can apply from Deborah's leadership: (i) Wisdom — Apondi should make decisions carefully and fairly, consulting widely before acting and basing decisions on what is just and beneficial to the whole school, not personal preference. (ii) Courage — Apondi should speak up on difficult issues (bullying, unfair treatment, academic integrity) even when it is personally uncomfortable or unpopular. (iii) Faith and dependence on God — she should pray before making important decisions and seek God's guidance, trusting His wisdom over her own. (iv) Integrity — treating all students equally regardless of friendship, popularity or tribal background; maintaining honesty and transparency in her leadership. (v) Encouragement — actively uplifting and motivating fellow students and other leaders, especially when they hesitate or feel inadequate. (vi) Collaborative leadership — working with fellow student leaders and teachers rather than insisting on her own way; valuing each person's contribution to the shared mission. (Any four to five with clear application to school leadership.)

25.

Importance of King David as the king of Israel: (i) He united the twelve tribes of Israel into one strong, central nation under a single government, ending tribal divisions and creating a unified national identity. (ii) He established Jerusalem as the political and spiritual capital of the nation — capturing it from the Jebusites and making it neutral ground belonging to no single tribe. (iii) He promoted the worship of God — bringing the Ark of the Covenant to Jerusalem with celebration, composing Psalms and organising the Levitical priesthood for regular worship. (iv) He strengthened Israel's military and achieved significant victories over Israel's enemies (Philistines, Moabites, Ammonites), bringing peace and security to the nation. (v) He is the ancestor of Jesus Christ — God made a covenant with David that his kingdom would endure forever (2 Samuel 7:12-16), fulfilled in Jesus who is called the "Son of David" and whose Kingdom is eternal. (vi) He is remembered as "a man after God's own heart" — his genuine love for God, his repentance after failure and his devotion to worship set a spiritual standard for leadership. (Any five.)

26.

(a) Description of the miracle of Jesus healing the ten lepers (Luke 17:11-19):

As Jesus was travelling toward Jerusalem through the region between Samaria and Galilee, He entered a village where He encountered ten men with leprosy. Under Mosaic law, lepers were required to stay away from others and call out "Unclean!" to warn people. The ten lepers stood at a distance and called out loudly: "Jesus, Master, have pity on us!"

Jesus told them to go and show themselves to the priests — the authorised Jewish officials who could certify them as healed and allow them back into society. As they went, all ten were healed of their leprosy.

However, when one of them (a Samaritan) saw that he was healed, he returned immediately, praising God loudly, and threw himself at Jesus's feet in gratitude. Jesus asked: "Were not all ten cleansed? Where are the other nine? Has no one returned to give praise to God except this foreigner?" He told the Samaritan: "Rise and go; your faith has made you well."

(b) Importance of Christ's resurrection to Christian faith today:

(i) It validates Jesus's identity as the Son of God — the resurrection proved that all His claims to be the Messiah and Son of God were true;

if He had remained in the tomb, Christianity would have no foundation.
(ii) It conquers sin and death — Christ's resurrection demonstrates that death does not have the final word; Christians are assured that through Christ, death is defeated and eternal life is available to all who believe.
(iii) It guarantees forgiveness and reconciliation with God — God demonstrated His acceptance of Christ's sacrifice by raising Him from the dead; believers can be assured that their sins are truly forgiven.
(iv) It is the foundation of Christian hope — without the resurrection, "your faith is futile; you are still in your sins" (1 Corinthians 15:17); with it, every Christian promise and hope has substance and certainty.
(v) It empowers Christian living — knowing that Christ is risen and alive empowers believers to live faithfully, endure hardships and boldly share the gospel with confidence that Jesus is Lord.
(Any five.)
27.
(a) Lessons from Jesus's triumphant entry into Jerusalem for modern Christians:
(i) True greatness is expressed in humility — Jesus, the King of Kings, chose a humble colt rather than a mighty warhorse. Christians should serve others without seeking status or recognition.
(ii) Jesus fulfils prophecy — His deliberate fulfilment of Zechariah 9:9 teaches Christians to trust that God's promises will be fulfilled in His perfect way and timing.
(iii) Genuine praise honours God — the crowds praised God for all the miracles they had witnessed; Christians should respond to God's works with heartfelt gratitude and worship.
(iv) Jesus's Kingdom is a Kingdom of peace — by choosing a symbol of peace (the donkey) over military power (a horse), Jesus shows that His reign is one of reconciliation, not conquest.
(v) Grief for the lost is a Christian responsibility — Jesus wept over Jerusalem's rejection. Christians should have compassion for those who reject God, motivated to pray and work for their salvation.
(Any five.)
(b) Major events between the arrest and burial of Jesus:
(i) Jesus was taken to the house of the high priest; Peter followed at a distance and denied knowing Jesus three times during the night, fulfilling Jesus's earlier prophecy.
(ii) During the night, Jesus was mocked, beaten and falsely accused by the guards.
(iii) At daybreak, Jesus was brought before the council of elders, chief priests and teachers; when He declared He was the Son of God, they condemned Him for blasphemy.
(iv) Jesus was taken before Pontius Pilate, who found no basis for the charges and attempted to release Him; but the crowd demanded Barabbas's release and Jesus's crucifixion.
(v) Jesus was led to Golgotha and crucified between two criminals; He prayed for those crucifying Him, promised paradise to the repentant criminal and died, committing His spirit to God.
(vi) Joseph of Arimathea requested Jesus's body from Pilate, wrapped it in linen and placed it in a rock-cut tomb; the women observed the burial.
(Any five in narrative order.)
28.
How spiritual discernment helps learners avoid cults and religious extremism: (i) Comparing all teachings with Scripture — discernment prompts believers to test every doctrine against the Bible (Acts 17:11); any group whose teachings contradict Scripture or distort the gospel is identified as false. (ii) Examining the character and fruit of leaders — Matthew 7:15-20 warns of false prophets recognisable by their fruits. Discernment helps learners examine whether a group's leaders demonstrate the Fruit of the Spirit (love, peace, integrity) or produce harmful outcomes (manipulation, fear, violence). (iii) Identifying secret teachings or distorted gospels — cults often introduce exclusive, secret knowledge or modify core Christian doctrines (the person of Jesus, salvation by grace). Discernment helps learners recognise and reject these distortions. (iv) Evaluating lifestyle and moral outcomes — discernment assesses whether a group's practices produce righteousness and freedom or control, immorality and extremism (Galatians 5:19-23). (v) Relying on the Holy Spirit's guidance — 1 John 4:1-3 provides a clear test: every spirit that acknowledges Jesus Christ as Lord is from God; every spirit that denies this is not. Praying for the Holy Spirit's discernment provides supernatural protection against spiritual deception. (Any five.)
29.

(a) How Christian moral values guide learners in making responsible decisions about relationships and education:
(i) Self-control — prevents impulsive decisions in relationships (rushing into physical intimacy) and in education (giving up study for immediate entertainment).
(ii) Integrity — guides honest academic behaviour (refusing to cheat) and honest communication in relationships (not deceiving partners or friends).
(iii) Respect for oneself and others — prevents exploitation in relationships and maintains dignity in all interactions; in education, it motivates taking one's learning seriously as an investment in God-given potential.
(iv) Chastity — protects learners from the consequences of sexual immorality (STIs, unwanted pregnancy, emotional harm) that would interrupt education and harm future relationships.
(v) Faithfulness — builds reliable, trustworthy relationships and creates consistency in study habits and school commitments.
(Any five.)
(b) Ways young people can use their leisure time positively and productively:
(i) Engaging in sports and active recreation — football, netball, swimming or athletics that promote physical health, teamwork and discipline.
(ii) Reading and self-education — reading books (both Christian and educational) that expand knowledge, vocabulary and critical thinking.
(iii) Creative activities — music, art, writing, photography or craft-making that develop talent and provide wholesome self-expression.
(iv) Volunteering and community service — visiting the elderly, cleaning public spaces, helping in church activities — developing empathy, responsibility and Christian character.
(v) Spiritual activities — prayer, Bible study, youth fellowship, church choir — nourishing the spirit and building faith.
(vi) Skill development — learning a trade, taking an online course, developing a digital skill that can generate future income.
(Any five.)
30.
(a) Life skills that help young people avoid alcohol, drugs and substance abuse:
(i) Decision-making — carefully evaluating the consequences of substance use before acting; choosing long-term health over short-term pleasure.
(ii) Assertiveness — confidently saying no to peer pressure: "No thank you, that's not for me" — firmly and without apology.
(iii) Critical thinking — questioning why peers use substances, recognising misleading media images that glamorise drug use, and evaluating the real risks.
(iv) Stress management — identifying healthy ways to cope with stress, frustration and emotional pain (prayer, exercise, talking to a trusted adult) rather than using substances.
(v) Goal-setting — having clear academic and personal goals creates a strong reason to protect one's health and future; substance abuse would jeopardise those goals.
(vi) Communication skills — expressing concerns, feelings and boundaries clearly with peers and adults, including seeking help when tempted.
(Any five.)
(b) Practical ways learners can strengthen moral and spiritual living in everyday life:
(i) Daily prayer and Bible reading — starting and ending each day in communion with God builds spiritual strength and a clear moral compass.
(ii) Regular church attendance and fellowship — belonging to a community of faith provides accountability, encouragement and ongoing spiritual formation.
(iii) Choosing positive peer relationships — deliberately building friendships with people who share Christian values creates a supportive environment for moral living.
(iv) Memorising Scripture — storing God's Word in the mind provides a resource for resisting temptation and making wise decisions in challenging moments.
(v) Serving others — volunteering in community service, church activities or helping needy classmates develops empathy, humility and a service-oriented lifestyle that reflects Christian values.
(vi) Practising accountability — sharing personal struggles with a trusted Christian mentor, pastor or friend who can offer guidance, encouragement and honest feedback.
(Any five.)

Islamic Religious Education

1

Qur'an

A. Ulum al-Qur'an

1. Al-Qur'an
2. (Any 2)
   - No one has ever been able to produce anything like it, even one chapter.
   - It was revealed to an unlettered (illiterate) prophet yet challenged the most learned scholars of all ages.
   - It gives scientific details discovered through research in later centuries.
   - It has no shortcomings and does not contradict itself, despite being revealed over 23 years.
   - Allah (S.W.T.) promises to protect it from any distortion or human interference.
3. Alif-Lam-Mim / Ha-Mim / Ya-Sin / Nun (any mysterious opening letters of the Qur'an – huruf muqatta'at).
4. Because the Prophet Muhammad (S.A.W.) to whom it was revealed was an Arab speaker. / It is Allah's way to always reveal His Books in the language of His prophet.
5. Verses expressing the fear of Allah (S.W.T.) are in fiery, stern language, while those expressing His mercy are in soft, gentle language.
6. (Any 2)
   - Each Surah has a title derived from a word, name, event or theme within it.
   - All Surahs begin with Bismillah except Surah At-Tawbah.
   - A Surah may have several themes.
   - Surahs are not arranged in the order of revelation.
   - Surahs vary in length (longest: Al-Baqarah, 286 verses; shortest: Al-Kauthar, 3 verses).
   - The Qur'an uses the word 'Qul' in specific situations.
   - It uses similes and metaphors.
7. (Any 2)
   - From a word or name mentioned within the Surah (e.g., Al-Maida, Al-Baqarah).
   - From the first word of a Surah after Bismillah (e.g., Ash-Shams, At-Tin).
   - From an event narrated in the Surah (e.g., Al-Yunus, An-Nahl).
   - From themes found in that particular Surah (e.g., Al-Hujurat, An-Nisai).
8.
   - It is believed to be a continuation of the previous Surah Al-Anfal.
   - The Surah contains stern commandments against the idolaters and hypocrites, making it inappropriate to begin with the name of the Most Merciful.
9. (Any 3) — Unity / Mankind / Marriage / Women's rights / Kindness / Charity / Taqwa / Justice to women / Orphan's property / Unlawful earnings.
10. (Any 2) — Al-Baqarah (Alif-Lam-Mim) / Al-Yasin (Ya-Sin) / Surah An-Nun (Nun) / or any Surah with huruf muqatta'at.

B. Surah Al-Hujurat

1. 18 verses
2. Surah Al-Hujurat (Q49:2 — teaches believers not to raise their voices above the Prophet's S.A.W.).
3. Verify / confirm the news before acting on it, to avoid harming people unknowingly. (Q49:6)
4. Her testimony should not be accepted in future, since Surah Al-Hujurat warns against accepting testimony from an evildoer or someone known for dishonesty.
5. The general thoughts and opinions of people have no value when compared to the orders and directives of Allah (S.W.T.) and His Prophet (S.A.W.).
6. Muslims should stand up against the oppressors to uphold the truth and maintain the rights of the oppressed.
7.
   - All Muslims are brothers and sisters and are equal to one another.
   - Muslims should not make fun of, defame or call each other by offensive nicknames.
   - Muslims should not backbite or spy on each other.
8. Forbidden / haram. Calling someone by an offensive or unwanted nickname is prohibited by Surah Al-Hujurat (Q49:11).

9. He should advise his friend to stop spying / prying. Surah Al-Hujurat (Q49:12) expressly forbids spying on others' private affairs.
10. Racial discrimination / racism. Surah Al-Hujurat (Q49:13) teaches that no race is superior; the only criterion before Allah is righteousness (Taqwa).

2

HADITH

A. Ulum al-Hadith

1. Swahaba (Companions)
2. Hadith Sahih / Hadith Hasan / Hadith Dhaif
3. (Any 3) — Sahih Bukhari / Sahih Muslim / Sunan Abu Daud / Sunan Ibn Majah / Sunan An-Nasai / Jamii At-Tirmidhi
4. Hadith Dhaif is a weak Hadith that lacks the conditions found in Hadith Sahih and Hasan. It is narrated by persons whose character is not well known or who have a disparaged character (e.g., known for lying).
5. (Any 1)
   - It has a continuous chain of narrators (Isnad).
   - The chain can be traced to the Prophet (S.A.W.).
   - Narrators are reliable, trustworthy and honest.
   - Narrators have a strong and accurate memory.
   - It is free from contradictions and hidden defects.
6. (Any 2)
   - To establish the authenticity of Hadith.
   - To guide Muslims on matters of Shariah.
   - To establish the degree of acceptability of Hadith.
   - To encourage Muslims to adopt the Sahih Hadith.
   - To guard against infiltration of forged and false Hadith.
   - To help Muslims know which Hadith to accept or reject.
   - To preserve Hadith from fabrications for future generations.
7. Tabi'in (the Successors)
8. The science / study of Hadith — the discipline that studies the standards, rules and methods used to evaluate, authenticate and classify Hadith.
9. During the time of Tabi'i Tabi'in (the third generation) — the era of the Six Books (Sahihul Sittah).
10. Imam At-Tirmidhi

B. Selected Hadith

1. Unity
2. Work together / unite.
3. (Any 1)
   - Muslims are like one body; when one suffers, all should feel it.
   - Muslims must love one another.
   - Muslims should support one another.
   - Muslims should avoid envy, backbiting and hatred.
4. (Any 1)
   - It promotes unity and strength in the Muslim community.
   - It is commanded in the Hadith of the Prophet (S.A.W.).
   - It enables the community to overcome challenges.
5. (Any 2)
   - Muslims should treat each other as brothers and sisters, fostering love and compassion.
   - The Hadith warns against actions that lead to disunity (envy, hatred, backbiting).
   - All Muslims are equal regardless of any other barrier.
   - Each Muslim has a role in fostering unity.
6. (Any 1) — Suspicion about others / spying on others / Najsh (inflating prices) / jealousy / hatred / backbiting / deserting others.
7. (Any 2)
   - Muslims should avoid doubtful matters to safeguard themselves from sin.
   - Muslims should be vigilant in their choices to avoid potential sins.
   - Muslims should tolerate one another.
   - Muslims should not spread rumours or speak ill of others.
   - Muslims should love one another as brothers and sisters.
8. (Any 1)
   - Actions are judged by intentions; pure intention transforms ordinary acts into worship.
   - Ill motives can invalidate even outwardly righteous actions.
   - It advises Muslims to abstain from

doubtful matters.

- It strongly condemns backbiting, slander and suspicion.

9. Najsh
10. Backbiting is compared to eating the flesh of one's dead brother — an extremely abhorrent act. It is a major sin that causes disunity and harms individuals and the community.

3

PILLARS OF IMAN

A. Belief in the Day of Judgement

1. The Day of Judgement (Yaumul Qiyama)
2.
   - First: Resurrection (Baath) — Angel Israfil sounds the trumpet; all creatures die and the earth shakes violently.
   - Second: Gathering (Mahshar) — all souls return to their bodies and all people assemble before Allah (S.W.T.).
3. Prophet Muhammad (S.A.W.) — with Allah's permission, he will intercede for his followers.
4. (Any 1)
   - It strengthens a Muslim's faith in Allah (S.W.T.).
   - It motivates performing good deeds and avoiding evil.
   - It enables Muslims to fulfill one of the articles of Iman.
   - It instils virtues of responsibility, patience and Taqwa.
5. Angel Israfil
6. Munkar and Nakir — the two angels responsible for questioning the dead in the grave.
7. (Any 1)
   - Strengthens a Muslim's faith in Allah (S.W.T.).
   - Makes Muslims perform good deeds and avoid evils.
   - Creates the fear of Allah and the urge to avoid bad deeds.
   - Encourages justice and fairness, knowing one will be judged.
8. Seven (7) gates / doors
9. Darul Salaam means 'A Home of Peace' — one of the names of Paradise describing it as a place of complete peace and tranquility.
10. (Any 2)
    - His lifetime and how he used it.
    - His youth and how he exhausted it.
    - His wealth — how he earned it and how he spent it.
    - His knowledge and how he acted upon it.

B. Belief in Qadar

1. Qadar (and Qadha) / Divine Decree
2. Qadar refers to the power of Allah (S.W.T.) of predestination / pre-planning. Qadha is the actualisation of those pre-planned events.
3. Qadar (and Qadha) / Divine Decree
4. To Allah (S.W.T.) / to Qadar. Everything that happens — good or bad — comes from Allah (S.W.T.) and should be accepted with patience.
5. By believing in Qadar and Qadha — knowing everything is predetermined by Allah brings inner peace and contentment.
6. (Any 3)
   - It brings inner peace and contentment.
   - It strengthens faith and dependence on Allah (S.W.T.).
   - It motivates a Muslim to do good deeds while trusting Allah's will.
   - It promotes humility and modesty, knowing achievements are Allah's decree.
7. Belief in Qadar promotes humility because a person knows that all achievements are ultimately due to Allah (S.W.T.)'s decree, not solely their own abilities, preventing pride and arrogance.
8. (Any 1)
   - Strengthens belief in Allah as the sole creator.
   - Promotes contentment.
   - Guides a Muslim towards Tawakkul.
   - Generates moral and spiritual strength in situations of despair.
9. Tawakkul means complete reliance / trust in Allah (S.W.T.) — placing one's full dependence on Allah while taking necessary practical steps.
10. In situations of despair and hopelessness — when facing trials, hardships, tragedies or moments of grief and loss.

4

DEVOTIONAL ACTS

A. Shariah (Islamic Law)

1. Halal — acts allowed in Islam; performing them earns rewards, neglecting them earns sins. Haram — acts not allowed in Islam; engaging in them earns punishment from Allah (S.W.T.) in this world and the Hereafter.
2. (Any 2) — Protection of religion / intellect / life / property / dignity / rights and freedoms.
3. Fardh a'in — compulsory to every individual Muslim; failure leads to individual punishment (e.g., five daily prayers). Fardh kifaya — collective duty; if performed by some members, the obligation is lifted for the rest (e.g., Swalatul Janaza). If none performs it, the entire Ummah falls into error.
4. Kafir (unbeliever) / committing kufr (disbelief). Refusing a Fardh act leads to kufr.
5. Performing Swalatul Janaza (funeral prayer).
6. (Any 2) — Witr prayer / Swalatul Eid / prostration of forgetfulness (Sajdatus Sahw) when a Wajib act is omitted in prayer.
7. Sunnah acts are deeds that are not obligatory but are recommended. They comprise the Prophet's deeds, teachings and exemplary life. Allah (S.W.T.) rewards those who perform them but does not punish those who do not.
8. (Any 2)
   - Performing Fardh acts earns rewards from Allah (S.W.T.).
   - Neglecting them leads to Allah (S.W.T.)'s punishment.
   - Refusing or denying any Fardh act leads to kufr (disbelief).
9. Mubah
10. Makruh

B. Tawbah (Repentance)

1. He must first return the pen to his friend / restore the rights of the person he wronged, before seeking Allah's forgiveness.
2. Al-Ghaffar (the All-Forgiving)
3. Abandoning the sin is one of the essential conditions for Tawbah to be valid. Without abandoning it, the repentance is meaningless as the person is still committing the act.
4. Because no one knows when they will die. Delay risks dying before repenting, thereby losing the chance for forgiveness.
5. Astaghfirullah ('I seek forgiveness from Allah').
6. (Any 3)
   - Abandon the sin (stop the forbidden action).
   - Show genuine remorse and sorrow for having committed the sin.
   - Make a firm resolve not to repeat the sin.
   - Return what was taken from others (if the sin involved their rights).
   - Perform ablution (wudhu) and pray two Rakaats of repentance prayer.
7. Repents / asks for forgiveness from Allah (S.W.T.).
8. Al-Ghafur (the All-Forgiving) and Ar-Rahim (the Most Merciful).
9. She should repent again immediately, fulfilling all conditions of Tawbah. She must also return the stolen dress. Islam teaches that even if one repeats a sin, they should continue seeking forgiveness.
10. Allah (S.W.T.) changes / converts the minor sins of the sincere penitent into good deeds. (Q25:70)

5

AKHLAQ (MORAL TEACHINGS)

A. Virtues in Islam

1. Modesty (Haya)
2. By speaking kindly and truthfully; using polite, respectful language; avoiding backbiting and harmful language.
3.
   - Lowering the gaze in public and private.
   - Dressing appropriately (not revealing, tight or flashy).
   - Turning away from evils and being mindful of actions.
   - Being mindful of what is said and how it is said.
4. …self-contentment.
5. Trustworthiness (Amana) / integrity.
6.
   - Accepting Allah (S.W.T.)'s decree.
   - Expressing gratitude to Allah (S.W.T.).
   - Practising patience at all times.
   - Trusting in Allah (Tawakkul).
   - Engaging in acts of charity.
   - Being kind to others.
7. Amana
8.
   - By always speaking the truth and avoiding lies.
   - By keeping promises and honouring commitments.
   - By keeping secrets shared in confidence.
   - By being consistent in words and actions.
9.
   - Fulfilling financial trusts and obligations.
   - Keeping secrets.
   - Honouring contracts and agreements.
   - Being punctual and reliable.
   - Avoiding backbiting and slander.
10.
   - It is a command of Allah (S.W.T.) and an act of worship.
   - It is a cornerstone of a Muslim's character, reflecting faith and integrity.
   - It fosters trust, security and cooperation.
   - It earns respect and dignity from others.

B. Significance of Islamic Morality

1. Islamic morality (derived from the Qur'an and Sunnah).
2. Honesty / compassion / patience / humility.
3. Virtues help in the development of moral excellence and purification of the soul, bringing a Muslim closer to Allah (S.W.T.). They foster positive relationships and a just, harmonious society.
4. By following the principles of Islamic morality derived from the Qur'an and Sunnah, promoting good deeds and actively discouraging evil.
5. Attaining success in the Hereafter / spiritual growth and perfection.
6. From other creatures / animals.
7. She demonstrated Islamic morality through her good character, honesty and righteous behaviour, which attracted them to Islam. Islamic morality is a basis for attracting people to the religion.

C. Prohibitions in Islam — Zina

1. Adultery — extramarital sex by a married person; punishment is being stoned to death (rajm). Fornication — pre-marital sex by unmarried persons; punishment is a hundred lashes/canes.
2. Being stoned to death (rajm).
3. One hundred lashes / canes (flogging — Q24:2-3).
4.
   - Leads to destruction of the family set-up (quarrelling and divorce).
   - Creates mistrust between couples.
   - Loss of respect and social stigma.
   - Financial wastage on illicit relations.
   - Production of illegitimate children.
   - Leads to unwanted pregnancies.
   - Leads to sexually transmitted diseases.
5. Respect / social standing — they become socially unacceptable; no one is willing to

choose a fornicator or adulterer as a spouse.

6. HIV and AIDS / sexually transmitted diseases (STIs/STDs).
7. A married woman is respected, treated with dignity and her rights are protected within marriage. A woman engaged in zina may be exploited as a sexual object; her rights are unprotected and she faces shame and social stigma.
8. Islam recommends that those who have attained puberty should marry, to fulfil sexual desires within lawful boundaries and avoid zina.
9. Free mixing of sexes / consumption of alcohol / being alone (Khalwa) with a non-mahram / exposure to pornographic content.
10. To reduce the evil of temptation which can lead to zina. Decent dress that covers the body protects women from harassment and creates an environment of modesty and respect.

6

MUAMALAT (SOCIAL RELATIONS)

A. Domestic Violence

1. Domestic violence
2. Due to social stigma — society expects men to be strong and not speak about being abused.
3. (Any 3) — Physical / psychological / sexual / financial (economic) abuse.
4. Some communities believe men have the right to control their wives by doing whatever they want, including beating them. Islam strongly condemns such beliefs.
5. (Any 1)
   - The children may learn that domestic violence is acceptable (learned behavior) and repeat it in their own relationships.
   - The children may develop psychological trauma, fear or withdrawal.
6. (Any 2)
   - Victims suffer from low self-esteem.
   - Physical injuries or deformities.
   - In extreme cases, death of the victim.
   - May lead to divorce.
   - Major personality changes.
   - Depression, anxiety and suicidal attempts.
   - Drug and substance abuse.
7. Her anger issues could lead to domestic violence in the marriage and ultimately cause conflicts, instability or divorce.
8. Teachings that emphasise kindness, mercy and good companionship between spouses — building families on cooperation and respect as prescribed in Islam.
9. Imams can address domestic violence in their Friday sermons (Khutbah), emphasising Islamic teachings that condemn violence and promote respect and compassion between spouses.
10. (Any 3)
    - He treated his wives with respect, kindness and compassion.
    - He helped with household chores at home.
    - He consulted them on important matters.
    - He never physically abused any of his wives.
    - He said: 'The best of you are those who are best to their wives.'

B. Iddah

1. Three months (three menstrual cycles / Quru').
2. Four months and ten days.
3. Four months and ten days.
4. (Any 2) — Divorce (Talaq) / death of the husband / Khul'u.
5. (Any 1)
   - To check whether the woman conceived before the divorce, establishing paternity of any unborn child.
   - To give the couple a chance to reconcile.
6. No Iddah / zero — a woman divorced before consummation of the marriage is not required to observe Iddah.
7. (Any 2)
   - Get married or accept / discuss a marriage proposal.
   - Beautify herself (wearing makeup, perfume or attractive dresses).
   - Move out of her husband's house without a valid necessity.
8. (Any 1) — Going to work / safety concerns / medical emergencies / valid unavoidable necessity.
9. Until the delivery of her child — the Iddah of a pregnant woman extends until she delivers.
10. In Talaq Raj'i (revocable divorce), the husband can take back his wife during Iddah without a new marriage contract. Their reconciliation is therefore valid; they can continue with their marriage.

C. Child Custody

1. The mother — Islam gives mothers priority in custody of young children, especially those under the age of seven.
2. The father should be granted custody, since

the mother's drug addiction and aggression disqualify her. The primary consideration is always the child's best interest.

3. An 18-year-old is an adult and has the right to choose which parent to live with. The child's own preference should be respected.
4. (Any 3) — Nursing / nurturing / caring / raising the child.
5. The child's religious upbringing / ensuring the child is raised in the Islamic faith.
6. The mother — Islam gives mothers priority in custody of children under seven years.
7. (Any relevant points)
   - Protects the rights of the child.
   - Protects the rights of both parents.
   - A mature child has the right to choose which parent to live with.
   - Prevents quarrels and court battles over custody.
   - Promotes peace, harmony and contentment.
8. Her custody rights may be reviewed and reassigned to the Muslim father to ensure the children are raised in the Islamic faith.
9. Allah (S.W.T.) will separate him from his loved ones on the Day of Resurrection. (Prophet's Hadith: 'Whoever separates a mother from her child…')
10. Mothers shall breastfeed their children for two whole years, for those who wish to complete the full term. (Q2:233)

D. Polygamy in Islam

1. Twelve (12) wives
2. Polygamy
3. (Any 2)
   - His earlier wife may be barren and he wants children.
   - His wife may be chronically sick and unable to fulfil conjugal needs.
   - There may be a higher number of women (widows) than men in society.
   - To curb zina and prostitution.
4. (Any 1) — Barrenness / chronic illness / menstruation / post-natal bleeding / reaching menopause.
5. (Any 2) — Zina (fornication and adultery) / multiple sexual partners / homosexuality / unprotected sexual intercourse.
6. (Any 2)
   - The man must divide his time and wealth among his wives equally.
   - He must provide basic needs (housing, food, clothing) to all wives justly.
   - He must treat all wives with equality and kindness.
   - He must not marry more than four wives at the same time.
   - He must be able to satisfy the conjugal rights of all wives.
7. Lady Aisha (R.A.) — approximately 2,210 Hadith narrations.
8. Social purposes — to strengthen his relationship with his closest companions Abu Bakar (R.A.), father of Aisha, and Umar (R.A.), father of Hafsa.
9. Encourage young people who have attained puberty to marry, to fulfil sexual desires within lawful boundaries and prevent illegitimate children. / Allow polygamy as a lawful option.
10. Zainab bint Jahsh (previously wife of Zaid bin Harith, the Prophet's adopted son).

E. Trade and Finance in Islam

1. Riba (interest / usury)
2. (Any 2)
   - The amount of money being lent/ borrowed.
   - The period in which the borrowed money should be returned.
   - The details of the borrowing and lending arrangement.
   - Names and signatures of witnesses.
3. The debtor (borrower) / Farid — the borrower dictates the terms. (Q2:282)
4. His guardian should dictate the terms on his behalf.
5. (Any 1) — Sickness / illness / being illiterate / inability to write.
6. The pledge serves as a guarantee. If the borrower refuses to repay, the pledged item may be sold to recover the debt. This protects the lender's interest.
7. Return / give back the remaining money to his friend (the debtor). Anything left over after recovering the debt belongs to the owner of the pledge.
8. Kenya Bureau of Standards
9. Kenya Bureau of Standards (KEBS) /

Consumer Federation of Kenya (COFEK) / Competition Authority of Kenya (CAK).

10. It focuses on combatting online dangers such as fraud, scams and poor transparency, and developing new approaches to responsible consumption.

F. Contemporary Issues

1. 'Struggle' or 'exertion'.
2. The internal struggle (the 'greater Jihad') — striving to overcome personal vices and live a virtuous life according to Islamic principles.
3. The Prophet (S.A.W.) fought strictly in defence of Islam. None of the battles were initiated by Muslims; they were attacked by the Quraysh and merely defended themselves and their religion.
4. (Any 2)
   - It should only be done in defence of Islam or to protect Muslims from aggression.
   - There must be a justifiable reason; not for territorial expansion or personal gain.
   - It must be sanctioned by a religious leader or authority.
   - Civilians must not be harmed; women, children, the elderly and monks are not legitimate targets.
   - Crops, trees and natural resources must not be destroyed.
   - All avenues for resolving conflict must be exhausted first.
5. (Any 1)
   - Addressing root causes such as poverty, inequality and political grievances.
   - Countering extremist ideologies by promoting tolerance and understanding.
   - Launching intervention programmes for those vulnerable to radicalisation.
   - Empowering young people with positive alternatives.
6. Terrorism
7. Extremism / extremist views
8. The internet and social media — used for recruitment, propaganda and radicalisation.
9. The internet / social media platforms.
10. Extremism — hate speech promotes extremist ideologies which can escalate into terrorism.

6

ISLAMIC HERITAGE AND CIVILISATION

A. Islam in Kenya

1. (Any 2) — Arab traders / Muslim missionaries and preachers / Swahili traders / Somali administrators / Asian Muslims.
2. Lamu / Mombasa / Malindi
3. The Portuguese
4. It created a new, unique culture known as the Swahili culture and the Swahili people, along with the Kiswahili language (a blend of Arabic and Bantu languages).
5. (Any relevant)
   - Centre of trade between Arabs, Swahilis and local Wanga people.
   - Conversion of King Nabongo Mumia and some cabinet members.
   - Intermarriage between Arabs and local people.
   - Establishment of mosques and madrassas.
   - Islamic etiquettes (greetings, hospitality) built good relations.
   - Celebrating Islamic festivals facilitated the spread.
   - King Nabongo gave Arab settlers land and food.
   - The Kenya-Uganda railway helped spread Islam to the area.
6. (Any relevant)
   - Defeat of the Portuguese by Omani restored peace, allowing Muslims to move inland.
   - Building of the Kenya-Uganda railway brought Asian Muslims to Nairobi and Central Kenya.
   - Establishment of mosques and madrassas in Central Kenya.
   - Arrival of preachers and sheikhs.
   - Intermarriage between Arab traders and local people.
   - Sudanese Muslims who settled at Kibra, Nairobi also spread Islam.
7. The Somali culture is closely related to Arab culture, making it easy to accept Islam. Their nomadic lifestyle helped spread Islam as they moved across the region, and their hospitality welcomed Arab visitors.
8. Kiswahili (Swahili language) — a blend of Arabic and Bantu languages.
9. (Any 1)
   - Harsh climatic conditions in the interior.
   - Poor transport and communication network.
   - Scattered settlements making it hard to reach many people.
   - Resistance from hostile communities (Maasai, Nandi).
   - Association of Muslim traders with the slave trade, creating negative perception.
   - Arrival of the Portuguese who disrupted propagation efforts.
   - Competition from Christianity supported by colonial powers.
10. (Any 1)
    - Development of Kiswahili language.
    - Introduction of Islamic education through madrassas.
    - Distinctive coastal architecture (coral stone buildings, carved wooden doors).
    - Islamic festivals like Eid becoming part of Kenyan culture.
    - Influence on traditional attire (kanzu, hijab, headscarves).

B. Unity of Muslims

1. 'The hand of Allah (S.W.T.) is with those who are united.'
2. Work together / unite — it is easier to achieve goals collectively.
3. The Holy Qur'an and the Sunnah (Hadith) of the Prophet (S.A.W.).
4. Kiswahili has strong historical ties to Islam, is used by many Muslims in spreading Islam and bridges ethnic divides by serving as a common language of communication and religious education.
5. The Sunni and Shia / The Sufi and Salafi movements.
6. (Any 2)
   - Disproportionate targeting of Muslim communities, especially ethnic Somalis.

- Extra-judicial killings, forced disappearances and harassment of Muslims.
- Strained relations between Muslim communities and the state.
- Further internal divisions within the Muslim community.

7. Foreign donors / foreign funding (Gulf states / Saudi Arabia-linked organisations).
8. The Chief Kadhi is appointed by the government, so some Muslims perceive him as lacking independence and as a 'government stooge' rather than a fully autonomous religious authority.
9. Through unity — a united Muslim voice can more effectively advocate for the community's interests, fair representation and religious freedom.
10. (Any relevant)
    - Performing prayers in congregation.
    - Shared Islamic education through the madrassa system.
    - Islamic seminars and workshops.
    - Establishment of organisations like SUPKEM.
    - Humanitarian and social welfare activities.
    - Intra-faith and inter-faith dialogues.

C. Muslim Institutions

1. Madrassa / Duksi
2. (Any 3) — Hadith / Siirah / Tawheed / Fiqh
3. (Any 1)
    - Place of worship for the five daily prayers and Jumu'ah.
    - Place for education and learning.
    - Hub for social and communal life.
    - Place for civic engagement and community support services.
4. A mosque — mosques serve as venues for social events including weddings.
5. (Any 2)
    - Governance and management challenges; lack of clear organisational structure.
    - Financial management difficulties and heavy reliance on donations.
    - Lack of inclusivity (no spaces for women and people with disability).
    - Opposition from non-Muslims (Islamophobia) hindering expansion.
    - Narrow madrassa curriculum, neglecting modern subjects.
    - Graduates struggling to find employment outside madrassas.
    - Poor remuneration for madrassa teachers.
    - Extended secular school hours competing for learners' time.
6. Due to opposition from non-Muslims fueled by Islamophobia and misinformation, leading to legal and social battles against mosque expansion.
7. Madrassa curricula focus heavily on religious studies while neglecting modern subjects like science, mathematics and languages, giving graduates a limited skill set for the mainstream workforce.
8. (Any 3) — Islamic Relief Kenya (IRK) / Muslim Food Bank Kenya (MFB) / Kenya Muslim Charitable Society / Ummah Foundation / Supreme Council of Kenya Muslims (SUPKEM).
9. Islamic Relief Kenya (IRK)
10. Muslim Food Bank Kenya (MFB) — which offers self-employment initiatives, skills development and youth mentorship.

KJSEA SAMPLE 1

Section A

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

Section B — Structured Answers

21 — Five things proving the miraculous nature of the Qur'an (5 marks)

- No one has ever been able to produce anything like it, even one chapter.
- It was revealed to an unlettered prophet yet challenged the most learned scholars of all ages.
- It gives scientific details discovered through research in later centuries.
- It has no shortcomings and does not contradict itself, despite being revealed over 23 years.
- Allah (S.W.T.) promises to protect it from any distortion or human interference.
- It gives in-depth analysis of the future and the Hereafter not found in any other book.
- One never gets tired of reading it; it soothes the mind (Shifaa).

(Any 5 – 1 mark each)

22 — Five points on the language of the Qur'an (5 marks)

- It is clear and makes clear all the laws and reports it contains.
- It consists of distinct chapters (Muhkamaat), each free from flaws and contradictions.
- It has clear verses (bayinaat) indicating Allah's unity and perfection of His attributes.
- The language is rhythmic and harmonious (e.g., Surah An-Nas, Lahab, Ikhlas).
- It combines both poetic and prose forms.
- The verses are in classical Arabic in the dialect of the Quraysh of Makkah.
- The language is precise; no extra words that add no value.
- Verses expressing fear of Allah are fiery; those expressing mercy are in soft language.
- It contains difficult-to-understand vocabularies such as Alif-Lam-Mim.

(Any 5 – 1 mark each)

23 — Unique features/styles of the Qur'an (5 marks)

- Each Surah has a title derived from a word, name, event or theme within it.
- All Surahs begin with Bismillah except Surah At-Tawbah.
- A Surah may have several themes (multi-thematic).
- Surahs are not arranged in the order of revelation.
- Surahs vary in length (Al-Baqarah: 286 verses; Al-Kauthar: 3 verses).
- The Qur'an uses the word 'Qul' in specific situations.
- It uses similes and metaphors for clarity and insight.
- Some Surahs begin with mysterious alphabet letters (huruf muqatta'at).
- Rhetorical questions are posed with no reply expected.

(Any 5 – 1 mark each)

24 — Teachings of Surah Al-Hujurat (10 marks)

- Muslims must not let personal desires guide them; they must follow Allah's commandments.
- Muslims should be humble and respectful when speaking to their leaders.
- When receiving news from evildoers, Muslims must verify before acting.

- Human opinions have no value compared to Allah's orders.
- Every Muslim must strive for peace and stand up against oppressors.
- All Muslims are brothers and sisters and are equal to one another.
- Muslims should not make fun of other Muslims.
- Finding or picking faults in others is forbidden.
- Calling each other by offensive nicknames is haram.
- Harbouring bad suspicions about other Muslims is haram.
- Spying on others' private affairs is haram.
- Backbiting is a major sin — compared to eating a dead brother's flesh.
- Racial superiority is ended; only Taqwa (piety) determines who is better.

(Any 10 – 1 mark each)

25 — Five authentic books of Hadith and their compilers (10 marks)

- Sahih Bukhari — Imam Bukhari
- Sahih Muslim — Imam Muslim
- Sunan Abu Daud — Imam Abu Daud
- Sunan Ibn Majah — Imam Ibn Majah
- Sunan An-Nasai — Imam An-Nasai
- Jamii At-Tirmidhi — Imam At-Tirmidhi

(1 mark per book + 1 mark per compiler = 2 marks each; max 10 marks for all six)

26 — Characteristics of Hadith Sahih (5 marks)

- It has a continuous chain of narrators (Isnad).
- The chain can be traced back to the Prophet (S.A.W.).
- It has reliable narrators who are trustworthy, pious and honest.
- Narrators have a strong and accurate memory.
- The Hadith has no contradictions and does not contradict other reliable Hadith.
- It is free from any hidden defects.
- Narrators are of sound mind; not known for lying, forgetfulness or immorality.

(Any 5 – 1 mark each)

27 — Five events on the Day of Judgement (5 marks)

- Resurrection (Baath) — Angel Israfil sounds the trumpet; all creatures die.
- Gathering (Mahshar) — all souls return to bodies; people assemble before Allah.
- Receiving records of deeds — books given in right hand (Paradise) or left hand (Hellfire).
- Weighing of deeds on the mizan (scales) — good vs bad deeds.
- Intercession by Prophet Muhammad (S.A.W.) for his followers.
- Crossing the Siraat (bridge) — righteous enter Paradise; sinners fall into Hellfire.

(Any 5 – 1 mark each)

28 — Five conditions for fasting (5 marks)

- Being Muslim.
- Being of sound mind (sane).
- Having reached puberty.
- Making sincere intention (niyyah) before Fajr.
- Being free from menstruation and post-natal bleeding (for women).
- Not being gravely ill.

(Any 5 – 1 mark each)

29 — Significance of Tawbah in the life of a Muslim (10 marks)

- It is an act liked and accepted by Allah (S.W.T.).
- A believer gets a chance to be forgiven by Allah (S.W.T.).
- Tawbah cleans the heart from the stains of sins.
- Allah (S.W.T.) changes the minor sins of the penitent into good deeds.
- Repentance instils inner peace and removes guilt.
- Helps the person gain the love, mercy and kindness of Allah (S.W.T.).
- Repentance prevents one from repeating the sins committed.
- It regulates the relationship between a Muslim and Allah (S.W.T.).
- It draws a human being closer to Paradise and away from Hellfire.
- It enhances good relations between people by promoting forgiveness.
- It develops Taqwa through genuine regret.

(Any 10 – 1 mark each)

30 — Conditions for a valid agreement (5 marks)

- The lender must not expect to earn interest from what has been lent.
- The period of repayment must be clearly stated and agreed upon.

- All details of borrowing and lending must be written down.
- The debtor should dictate the terms of the loan.
- The loan should be witnessed by two men or one man and two women.
- The lender has the right to ask for a pledge/guarantee from the borrower.

(Any 5 – 1 mark each)

31 — Causes of domestic violence (10 marks)

- Anger management issues — short-tempered spouses.
- Jealousy, especially from in-laws.
- Low self-esteem used as a defence mechanism.
- Feelings of inferiority (inferiority complex).
- Cultural beliefs that men have the right to control and beat their wives.
- Personality or psychological disorders.
- Learned behaviour from growing up in a violent home.
- Unfaithfulness by either of the spouses.

(All 8 causes listed — 1 mark each + explanation for full 10 marks)

32 — Factors facilitating spread of Islam at the coast of Kenya (5 marks)

- Trade between Arabs and local coastal communities.
- Establishment of trade networks and coastal city states (Lamu, Mombasa, Malindi).
- Intermarriage between Muslim Arabs and natives, creating the Swahili culture.
- Missionary activities by Muslim traders, teachers and preachers.
- Establishment of mosques and Qur'anic schools (madrassas).
- Development of the Swahili language as a shared medium.
- Establishment of Muslim Sultanates (e.g., Seyyid Said of Oman in 19th century).
- Economic opportunities through Indian Ocean trade networks.

(Any 5 – 1 mark each)

KJSEA SAMPLE 2

Section A — Multiple Choice Answers

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

Section B — Structured Answers

21 — Five lessons from Surah Al-Hujurat (5 marks)

- Muslims should avoid backbiting and gossip (compared to eating a dead brother's flesh).
- Muslims should respect the privacy of others; spying is haram.
- Muslims must promote peace and reconciliation between believers.
- Muslims must respect authority — lowering voices before the Prophet (S.A.W.) and leaders.
- Muslims should refrain from insults and offensive nicknames.
- Muslims should not make fun of other Muslims.
- No one is superior except the most righteous (no racial hierarchy).
- Always have good thoughts about other Muslims; avoid suspicion.
- Verify news before acting; do not act on rumours.

(Any 5 – 1 mark each)

22 — Characteristics of Makkan Surahs (5 marks)

- Revealed before the Hijrah (migration) to Madinah.
- Generally shorter, with concise and poetic verses.
- Focus on Tawheed (Oneness of Allah), Akhirah and morality.
- Addressed to disbelievers, idolaters and polytheists.
- Emotive, warning and persuasive in style, calling people to Islam.
- Rhythmic and powerful to capture the attention of the listener.

(Any 5 – 1 mark each)

23 — Teachings of Surah Al-Luqman (5 marks)

- 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 all afflictions.
- All deeds, even the smallest, are known to Allah (S.W.T.).
- Avoid arrogance and boasting.
- Walk with humility and lower the voice.

(Any 5 – 1 mark each)

24 — Characteristics of Hadith Hasan (10 marks)

- The chain of narrators can be traced to the Prophet (S.A.W.).
- One of its narrators may have had a slight weakness — a fault in memory.
- The biography of one of the narrators is not fully known by the Muhadith.
- The Hadith does not contradict the fundamental teachings of Islam.
- A group of weak Hadith can collectively be elevated to Hasan.
- It has the qualifications of Hadith Sahih except for slight weakness in one narrator.
- 'Hasan' means 'good' — it is a good Hadith.
- It can be used in legal and religious matters.

(Any 8 – 1 mark each + elaboration for full 10 marks)

25 — Five reasons for the classification of

Hadith (5 marks)

- To establish the authenticity of Hadith.
- To guide Muslims on matters of Shariah.
- To establish the degree of acceptability of Hadith.
- To encourage Muslims to adopt the Sahih Hadith.
- To guard against infiltration of forged and false Hadith.
- To help Muslims know which Hadith to accept or reject.
- To preserve Hadith from fabrications for future generations.

(Any 5 – 1 mark each)

26 — Characteristics of Paradise (10 marks)

- Abode where faithful who performed good deeds will live forever.
- There is no death in Paradise.
- It has seven doors/gates.
- A garden full of delicious foods and fruits.
- People enjoy themselves at any time.
- Rivers of milk, honey and alcohol inside.
- The common language of Paradise is Arabic.
- No one knows its location except Allah (S.W.T.).
- No pain, sickness or distress in Paradise.
- Its names: Janaat-Naim / Janaat-Ma'awa / Janaat-Adneen / Janaat-Firdaus / Darul-Salaam / Darul-Mutaqeen / Darul-Muqaamah.

(Any 10 points – 1 mark each)

27 — Pillars of Iman in correct order (5 marks)

- 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)

(1 mark per correct pillar in order)

28 — Conditions of Tawbah for its validity (10 marks)

- Abandoning the sin — stop the forbidden action.
- Showing genuine remorse for having committed the sin.
- Firm resolve not to repeat the sin.
- If sin involves others' rights — seek forgiveness from them or return stolen property.
- Hasten to repent; no one knows when they will die.
- Seek forgiveness verbally (saying Astaghfirullah).
- Tawbah must be done sincerely for Allah's sake, not worldly gains.
- Recommended to perform ablution and pray two Rakaats of repentance prayer.
- Allah's mercy is vast; He loves those who repent.
- Even if one repeats the sin, continue seeking forgiveness.

(Any 10 – 1 mark each)

29 — Five conditions for validity of Hajj (5 marks)

- Being Muslim.
- Being of sound mind (sane).
- Being an adult (having reached puberty).
- Being physically and financially able.
- Making the intention (niyyah) for Hajj.
- Putting on Ihram at the designated Miqat.
- For women: being accompanied by a mahrim.

(Any 5 – 1 mark each)

30 — Ways a Muslim can practise modesty (5 marks)

- Learning about Islamic teachings on modesty.
- Being conscious of thoughts, words and actions.
- Seeking positive role models and environments.
- Reflecting on the transient nature of worldly life.
- Lowering the gaze in public and private.
- Dressing appropriately.
- Turning away from evils; being mindful of speech and actions.

(Any 5 – 1 mark each)

31 — Rationale for observing Iddah as an act of Ibadah (10 marks)

- To determine if the woman was pregnant from the previous husband.
- To avoid conflicts and disputes regarding paternity of the unborn child.
- To give the separated couple a chance to reconcile.
- For the widow, it is a period of consolation with the late husband's family.
- It provides a period of mourning and

reflection.

- Observing Iddah is a religious obligation earning rewards from Allah (S.W.T.).
- It ensures the paternity of an unborn child is known, protecting inheritance rights.
- It protects the woman from hasty remarriage after loss or separation.
- Offers the woman time to reflect and seek closeness to Allah (S.W.T.).
- Provides a degree of protection and respect for the woman.

(Any 10 – 1 mark each)

32 — Challenges faced by early Muslims in propagation of Islam (5 marks)

- Harsh climatic conditions in the interior.
- Poor transport and communication networks.
- Scattered settlements making it hard to reach many people.
- Resistance from hostile communities (Maasai, Nandi).
- Diverse traditional beliefs of various ethnic groups.
- Association of Muslim traders with the slave trade created negative perception.
- Arrival of the Portuguese, who disrupted propagation efforts.
- Internal conflicts among coastal city states.
- Lack of a unified missionary movement.
- Competition from Christianity supported by colonial powers.

(Any 5 – 1 mark each)

KJSEA SAMPLE 2

Section A — Multiple Choice Answers

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

Section B — Structured Answers

21 Five divisions of the Holy Qur'an (5 marks)
- Surahs (chapters) — 114 Surahs in total.
- Ayahs (verses) — individual verses within each Surah.
- Juzuu (parts) — the Qur'an is divided into 30 equal portions.
- Ruk'u — a sub-division within longer Surahs dealing with a specific matter.
- Manzil — the Qur'an is divided into 7 equal parts for completion in 7 days.

22 — Significance of preservation of the Qur'an (5 marks)
- It is a religious obligation; those who preserve it gain reward from Allah (S.W.T.).
- Ensures access to the 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 human interference.

(Any 5 – 1 mark each)

23 Factors necessitating collection/compilation of Hadith during the period of Tabi'in (10 marks)
- The need to preserve the teachings of the Prophet (S.A.W.).
- Death of the Prophet (S.A.W.) who was the primary source of Hadith.
- Death of the Swahaba (companions) who were Muhadith.
- Expansion of the Muslim empire required Hadith for Shariah to govern new converts.
- Emergence of fabricated Hadith by individuals promoting their own agendas.
- Emergence of Islamic learning centres where scholars began documenting Hadith.
- The need to differentiate between authentic and unauthentic Hadith.
- Rise of weak narrators and increased fabrication, requiring rigorous authentication.

(All 8 — elaborate for full 10 marks; 1 mark per point + explanation)

24 Five situations where Muslims can display unity (5 marks)
- During religious practices like prayer (Swalah) and fasting (Saum).
- During social events like weddings and funerals.
- Through giving in charity (Zakat and Sadaqah).
- Through believing in the Oneness of Allah (S.W.T.) — Tawheed.
- During the performance of Hajj.

25 Significance of believing in the Day of Judgement (10 marks)
- Strengthens a Muslim's faith in Allah (S.W.T.) as their creator.
- Makes a Muslim perform good deeds and avoid evils, knowing they will be accountable.
- Enables Muslims to fulfill one of the six articles of Iman.
- Instils virtues of responsibility and patience.
- Strengthens a Muslim's loyalty to their creator.

- Creates the fear of Allah (Taqwa) and the urge to avoid bad deeds.
- Encourages virtues of justice, knowing one will be judged fairly.
- Makes religion have meaning and sense to human beings.

(All 8 — elaborate for full 10 marks)

26 — Names of Ulul-Azm Prophets (5 marks)
- Nuh (A.S.)
- Ibrahim (A.S.)
- Musa (A.S.)
- Issa (A.S.)
- Muhammad (S.A.W.)

27. Daily prayers and times they are performed (5 marks)
- Fajr — from dawn (before sunrise) until sunrise.
- Dhuhr — from midday (when the sun passes its zenith) until mid-afternoon.
- Asr — from mid-afternoon until just before sunset.
- Maghrib — just after sunset until twilight fades.
- Isha — from nightfall (when twilight disappears) until midnight.

28 Conditions for validity of Swalatul Maghrib (5 marks)
- Being Muslim and of sound mind.
- Having reached puberty.
- Being in a state of ritual purity (wudhu / ablution).
- Wearing clean clothes free from impurities (najasaat).
- Facing the Qiblah (direction of the Kaaba).
- Making the intention (niyyah) for Swalatul Maghrib.
- The time for Maghrib prayer must have arrived.
- Ensuring the purity of the prayer space.

(Any 5 – 1 mark each)

29 Rationale for prohibition of homosexuality in Islam (10 marks)
- It causes sexually transmitted diseases.
- It attracts punishment from Allah (S.W.T.).
- It negatively affects population growth and can lead to extinction of the human race.
- It leads to degradation of morals in society.
- It goes against the natural order (fitrah) of Allah (S.W.T.)'s creation.
- It is considered a major sin in Islam with severe prescribed punishment.
- It undermines the institution of marriage and family structure.
- It is contrary to the example set by all the prophets.
- Allah (S.W.T.) destroyed the people of Lut for this act.
- It disrupts social structure and family values.

(Any 10 – 1 mark each)

30 — Significance of Islamic rules on child custody (10 marks)
- The rules protect the rights and welfare of the child.
- They protect the rights of both parents.
- A mature child has the right to choose which parent to live with.
- They prevent quarrels and unnecessary fights over custody.
- They prevent unnecessary court battles.
- They promote peace, harmony and contentment for all parties.
- The primary consideration is always the child's best interest.
- The mother is given priority for children under seven years.
- The father remains responsible for financial support even if the mother has custody.
- Islamic courts have discretion to make decisions based on specific circumstances.

(Any 10 – 1 mark each)

31 Rules of Jihad in Islam (5 marks)
- It should only be done in defence of Islam or to protect Muslims from aggression.
- There must be a justifiable reason; not for territorial expansion or personal gain.
- It must be sanctioned by a religious leader or authority.
- Civilians must not be harmed; mercy must be shown to non-combatants.
- Women, children, the elderly and monks are not legitimate targets.
- Crops, trees and natural resources must not be destroyed.
- No deliberate or unnecessary destruction of property; burning of

houses is forbidden.
- All avenues for resolving conflict must be exhausted before resorting to war.

(Any 5 – 1 mark each)

32 Roles of Mosques and Madrassas in society (5 marks)

Mosque:

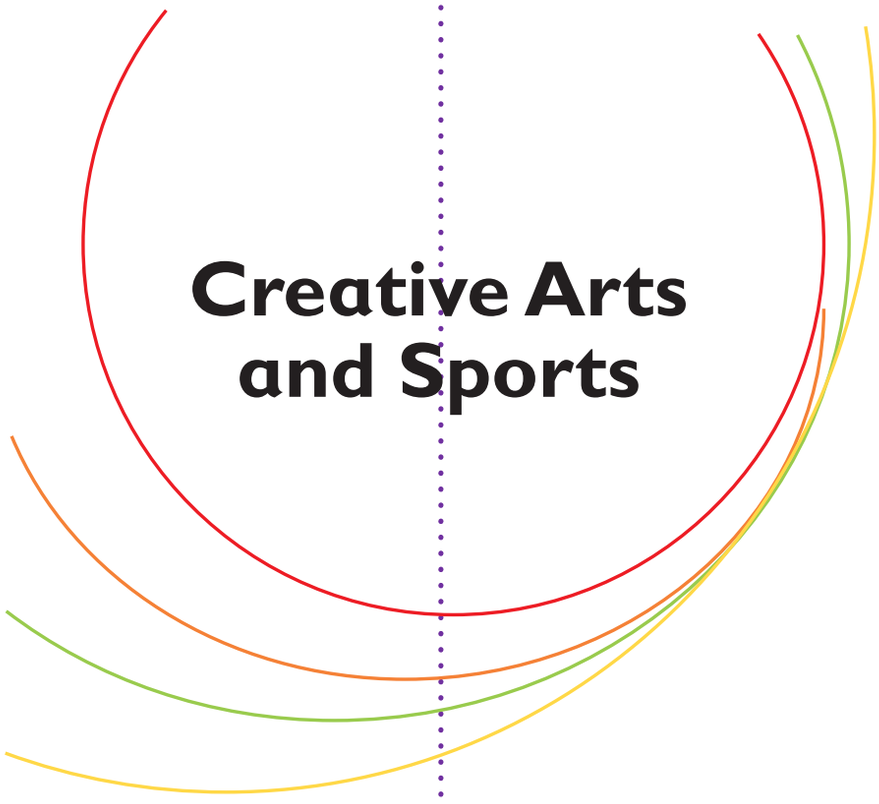
- Place of worship for the five daily prayers and Jumu'ah.
- Place for education and learning (classes, lectures and study circles).
- Hub for social and communal life (weddings, funerals, gatherings).
- Place for civic engagement and community support services.

Madrassa:

- Muslim learning institution for Qur'an memorisation and Islamic studies.
- Teaching Islamic subjects: Hadith, Siirah, Tawheed and Fiqh.
- Provides residential facilities for students and teachers.

(Any 5 – 1 mark each)

Creative Arts and Sports



1

Foundations of Creative Arts and Sports

A. Careers in Creative Arts and Sports

1. b. Sculptor
2. a. Graphic design freelancing
3.
   a. Art studio business: A business venture that offers classes in painting or sculpture, or provides a workspace for artistic creation.
   b. Sports academy: An institution or facility dedicated to training and developing individuals in specific sports.
   c. Music production: The process of setting up studios to record, mix, and produce audio/music tracks.
   d. Freelance graphic design: Providing independent visual design services for branding, digital marketing, or publication.
4. Actors primarily use physical movements, spoken dialogue, and emotion to portray characters in a narrative. Musicians primarily use musical instruments or their voices to create, perform, and express rhythmic and melodic sounds.
5. (Any three of the following) Referees/umpires, sports managers, physiotherapists, fitness trainers/coaches, sports scientists, nutritionists/dietitians, sports psychologists, sports broadcasters/journalists.
6. (Any two of the following) Identifying target audiences, creating a business plan/budget, registering the business/event legally, and using digital tools for marketing and promotion.
7. Organising tours to events like marathons or traditional games, and sports tourism guiding.
8. (Any one of the following) Creates jobs in tourism, media, and event management; attracts visitors/tourists through festivals and competitions; or supports sustainable development.
9. They help reduce stress, build self-confidence, and provide an avenue for emotional self-expression.
10. Preserving culture and traditions through stories, music, and indigenous sports, OR building national pride by showcasing local talents in international events (e.g., the Olympics).

B. Components of Creative Arts and Sports

1. c. Conflict
2. Power is the ability to generate maximum force in the shortest time, combining both strength and speed.
3. a. X – middle C
      Y – G
      Q – D
      R – F
   b. The flat symbol (♭) should be placed on the second line from the bottom (the B line) of the bass staff.
4.
5.
   a. Plot: The sequence of events that forms the storyline (exposition, rising action, climax, falling action, denouement).
   b. Resolution: The conclusion of the play where conflicts are addressed, loose ends are tied, and the story reaches closure.
6. Box jumps and Medicine ball slams.
7. A dot increases the duration of a note by half of its original value. A tie is a curved line connecting two notes of the same pitch, combining their durations into one continuous sound.
8. By using a dot or using a tie.
9. F, G, A, B♭, C, D, E, F.

10. The flat (B♭) is used to maintain the correct major scale interval pattern of Tone-Tone-Semitone-Tone-Tone-Tone-Semitone.
11. It helps players make quick decisions and fast movements to prevent errors or seize immediate opportunities (e.g., intercepting a pass or responding to a starter's gun).
12. It establishes the time, physical location, and environment of the story, which helps to influence the mood, atmosphere, and realism of the actions.
13. Extensions (dots and ties) lengthen the specific duration of notes, allowing sounds to be held or sustained across different beats or barlines, which shifts the rhythmic flow of the measure.
14.

    a – treble clef
    b – sharp accidental
    c – 4|4-time signature
    d – middle C
    e – bass clef
    f – brace

2

Creating And Performing in Creative Arts and Sports

A. Drawing and Painting

1. b. Blue, green, yellow-green (Analogous colours are positioned next to each other on the colour wheel).
2. b. Dabbing
3.
   a. Colour wheel: A circular diagram that organises colours to show their relationship with one another (primary, secondary, and tertiary).
   b. Dabbing: A painting technique that involves applying paint using short, quick, and light pressing strokes with a brush or sponge to create textured effects.
4. (Any three) Use of analogous colour schemes, consistent brush strokes/textures, repetition of shapes, and balanced spatial arrangement.
5.
   a. Warm: Red, Red-Orange, Orange (Accept any group of 3 adjacent warm colours).
   b. Cool: Blue, Blue-Green, Green (Accept any group of 3 adjacent cool colours).
6. Warm gradations transition between colours associated with heat and light (e.g., yellow to red), creating an advancing effect. Cool gradations transition between colours associated with water and shade (e.g., light blue to dark blue), creating a receding effect.
7.
   1. Dilute the paint generously with a solvent (e.g., water for watercolours).
   2. Apply the paint smoothly and quickly over a large area using a broad brush.
8. A landscape painting of the local market, the school compound, or a nearby physical feature like a hill or river.
9. Dabbing leaves broken, irregular marks of paint that effectively mimic the organic, rough, or leafy surfaces of natural forms like trees, bushes, and grass.
10. It inspires personal creativity, builds respect for diverse artistic expressions, and helps artists learn new techniques.
11. Analogous colours are adjacent (next to each other) on the colour wheel and create harmonious, low-contrast designs. Complementary colours are directly opposite each other on the colour wheel and create vibrant, high-contrast effects.
12. Award marks based on creativity, proper use of chosen materials, application of colour/texture, and overall aesthetic appeal.

B. Rhythm

1. d. Three beats (A minim is 2 beats; the dot adds half its value, which is 1 beat).
2. b. A lilting or swinging feel.
3. a. six beats
4. b. Aiding memory of patterns (e.g., taa, ta-te).
5. c. Varied pacing in routines.
6.
   a. Dotted minim: An extension that elongates the sound of the note to last for three full crotchet beats.
   b. A tie combines the rhythmic values of the connected notes into a single, continuous sound. Instead of playing the second note separately, you articulate the first note and hold it for the total duration of both notes combined.
7. A time signature (4/4) at the beginning, standard bar lines separating each measure of 4 beats, and a double bar line at the end.
8.
   x. Forte (f): It means loud. When a musician sees this symbol, they know to play or sing that section of the music loudly and with strength.
   y. Accent (>): It indicates emphasis. It tells the performer to play that specific note louder or with a stronger, sharper attack than the surrounding notes, so it stands out.

z. Crescendo: It means gradually getting louder. It is a dynamic change that indicates the music should start softly and gradually increase in volume over a specific phrase or passage.

9. A dotted note extends the duration of a sound by half of its original value. A dotted rest extends the duration of silence by half of its original value.
10.
    1. Using a dotted minim followed by a crotchet.
    2. Using a dotted crotchet followed by a quaver.
11. They introduce syncopation and a "bouncy" or swinging rhythm, which makes music and dance routines feel energetic rather than flat or monotonic.
12. They provide clear, dynamic rhythmic cues that help athletes synchronise their timing, improving team coordination during complex movements.
13. They define the unique identities of traditional dances and are used to accompany specific cultural rituals, ceremonies, or storytelling.
14. Examiner's Note: Check that the composition mathematically equals four crotchet beats per bar and correctly features a minimum of two dotted notes (e.g., dotted crotchets or dotted minims).

C. Athletics and Mosaic

1. b. Hop, step, jump.
2. d. Running in groups to save time.
3. An artwork created by assembling and pasting small, decorative pieces of materials (called tesserae) such as seeds, stones, glass, or paper onto a surface.
4. Pacing (maintaining a steady, manageable speed throughout the race to avoid premature exhaustion).
5. (Accept any recognised athletes) e.g., Eliud Kipchoge, Faith Kipyegon, Paul Tergat, Kelvin Kiptum, Catherine Ndereba.
6. It creates a sense of unity, rhythm, and structural neatness across the artwork.
7.
    1. Ensure the landing pit is filled with soft sand and well-raked.
    2. Wear proper, fitting athletic shoes.
    3. Perform adequate warm-up exercises and stretches.
    4. Ensure the runway is clear of any obstacles or debris.
8.
    1. Approach: A sprint down the runway to build maximum controllable speed.
    2. Hop: Taking off on one foot and landing on that same foot.
    3. Step: Taking off from the landing foot of the hop and landing on the opposite foot.
    4. Jump: Taking off from the step foot and flying into the sandpit, landing on both feet.
9.
    1. 5000m: Requires a balance of high aerobic endurance and tactical pacing over 12.5 laps of a standard track.
    2. 10,000m: The longest standard track event (25 laps), demanding extreme physical and mental stamina.
    3. Marathon: A road race covering a massive distance of 42.195 km, requiring strategic energy conservation and hydration.
10.
    1. The choice of contrasting colours to make the subjects stand out.
    2. Appropriate and deliberate spacing (interstices) between the tesserae.
    3. The direction/flow (andamento) of the tesserae to imply movement (especially for jumping athletes).
    4. Firmly securing/glueing the materials so they do not fall off.
11.
    1. Cheering or applauding during sporting events to motivate peers.
    2. Giving constructive, positive feedback or displaying peers' artworks on a noticeboard.
12. Tight, uniform spacing creates a static, calm, and highly organised mood. In contrast, varying the spacing or making it wider and more irregular can create a dynamic, energetic mood, conveying motion or tension in the artwork.

D. Melody

1. Award marks based on the following criteria:
   a. Correct key signature (One flat - B♭ on the correct line).
   b. Correct time signature (4/4 mathematically accurate in every bar).
   c. The melody must end on the tonic note (F).
   d. Good melodic contour and musical phrasing.
2.
   a. Rhythmic variation: Altering the note values or durations of a melody while keeping the original pitches or overall shape similar.
   b. Dynamic variation: Changing the volume or intensity (e.g., playing a section louder or softer) of the melody during a performance.
3. Dotted notes (e.g., dotted crotchet, dotted minim) and tied notes.
4. F, A, C, F (can be ascending or descending).
5. A question phrase ends on an unfinished cadence (usually the dominant), creating a sense of suspense or incompletion. An answering phrase typically follows and ends on a finished cadence (the tonic), providing resolution and closure.
6.
   1. Check the key signature and time signature before starting.
   2. Scan ahead for difficult rhythms, wide pitch intervals, or accidentals.
7. Providing background music to set the mood in a dramatic play, or serving as the accompaniment for a choreographed dance routine.
8. They prevent monotony, maintain the audience's interest, and help highlight different emotions, energy levels, or specific movements within the routine.
9. Award marks for any logically written variation that retains the single monotone pitch but changes the note durations (e.g., breaking crotchets into quavers or adding dotted rhythms) while strictly observing the time signature.
10. Check that bars 3 and 4 logically answer bars 1 and 2, ending on the tonic. The answering phrase must demonstrate deliberate rhythmic or melodic alterations compared to the opening.
11. Variations allow performers to express their individuality and creativity, making the practice or performance more engaging, dynamic, and emotionally satisfying.
12. Melodies help preserve cultural heritage, communicate traditional stories and values, and foster a sense of community unity during cultural festivals, ceremonies, or sporting events.

E. Rugby

1. b. Spin pass
2. a. Pop pass
3. b. Place kick (Note: Drop kicks are also legal for conversions, especially in Sevens, but the Place kick is the standard and most accurate technique for conversions).
4. d. Wearing proper cleats for grip.
5. c. To promote teamwork and enjoyment in the game.
6. Basic (Lateral) Pass: Used for standard, short-to-medium distance distribution to a supporting teammate in open play.
   Spin Pass: Used for fast, long-distance, and highly accurate passing to move the ball quickly across the field.
   Pop Pass: A very short, gentle upward pass used in close-contact situations, such as when the ball carrier is about to be tackled.
7. Communicate clearly (e.g., calling out names) before passing.
   Ensure the receiving player is looking at the ball and ready.
   Warm up fingers, wrists, and shoulders to prevent sprains.
   Practice on a clear, even, and safe playing surface to avoid tripping.
8.
   1. Hold the ball securely with both hands pointing downwards.
   2. Drop the ball straight down onto the ground.
   3. Strike/kick the ball exactly as it bounces off the ground (the half-volley).
   4. Follow through with the kicking leg towards the target.
9. Action pictures: To visually demonstrate the correct posture and technique.
   Text captions/labels: To identify the specific

type of pass or kick.
Brief game scenarios: To explain the context of when to use each technique during a match.

10.
1. Giving verbal praise or encouragement (e.g., saying "great pass" or "good try").
2. Offering high-fives, fist bumps, or pats on the back after a good play.

11.
a.
1. Gripping the ball too loosely or without using the seams.
2. Pushing the ball directly from the chest without flicking the wrists to create the spin.

b.
1. Instruct learners to spread their fingers firmly across the ball's seams for a better grip.
2. Practice the specific wrist-flicking and follow-through motion to generate rotation.

12. Individual: Enhances personal coordination, leg power, and kicking accuracy.
Team: Provides the team with tactical advantages, such as clearing the ball from the defensive zone to gain territory, or scoring points through conversions and penalties.

F. Photography

1. b. Bird's eye view
2. c. Worm's eye view
3. c. Normal eye view
4. A tripod (or monopod).
5. c. Protect the device using a cover or case.
6. b. Grouping them by viewpoint or theme.
7. c. Respecting people's privacy when taking photos.
8. b. Emphasise patterns and scale.
9.
a.
i. Fort Jesus: Worm's eye view.
ii. Mount Kenya: Bird's eye view.
iii. Maasai Mara: Normal eye view (Eye-level view).

b. Worm's eye view makes subjects look imposing, tall, and powerful.
Bird's eye view makes subjects look smaller, revealing broad layouts, scale, and ground patterns.
Normal eye view gives a realistic, natural, and relatable perspective to the viewer.

10.
a. Camera (or smartphone), tripod, and a storage device (memory card) / power bank.
b. Lighting determines the clarity and mood of the photo; good lighting prevents the subject from appearing too dark, grainy, or blurry.

11.
a. It makes the flagpole look extremely tall, dominant, and stretching endlessly into the sky.
b. Include an environmental background element (like a cloud or the edge of a building) to provide a sense of scale, or add a descriptive caption.

12.
a. Eye-level view captures subjects straight-on as naturally seen by a person standing, whereas bird's eye view captures subjects by looking downwards from a higher elevation.
b. Always be aware of your surroundings (e.g., uneven ground, wild animals, or water edges) instead of constantly looking only through the camera lens.

13.
a.
1. Clear titles/captions for each image.
2. Smooth, non-distracting visual transitions between slides.

b. Captions provide important context—such as the location, date, or the specific viewpoint used—that the viewer might not know just by looking at the image.

G. Descant Recorder

1. b. Pinching the thumb hole.
2. Award marks based on the accurate identification of the notes matching the shaded/unshaded holes in the specific fingering charts provided on the examination paper.
3. d. Gradually increasing volume.

4. a. Developing concentration.
5.
    a. Pinching technique: A technique where the player uses their thumbnail to partially uncover (open about a quarter of) the back thumb hole to play high-register notes.
    b. Diminuendo: A musical directive to gradually decrease the volume (getting softer) during a performance.
6. The back thumb hole, the first top hole, and the second top hole on the front.
7. High E, High F, High G (Accept any two).
8. Crescendo means gradually getting louder, whereas diminuendo means gradually getting softer.
9.
    1. Check the key signature (noting the B flat) and mentally review the fingerings.
    2. Perform warm-up exercises focusing on breath control and play through the F major scale.
10. It builds teamwork, cooperation, and communication skills when playing together in a group or ensemble.
11. Pinching "breaks" the air column inside the recorder, forcing the instrument to smoothly overblow into its upper octave/ register to produce the high pitch.
12.
    a. The challenge is the awkward "forked" fingering. Solution: Practice slowly transitioning between adjacent notes (e.g., A to B flat) in front of a mirror to ensure your fingers cover the holes completely without leaking air.
    b. The challenge is producing a squeaky or airy sound. Solution: Ensure only a tiny crescent (about 1/4) of the thumb hole is open, apply slightly faster/ firmer breath support, and keep the other fingers relaxed.
13. Assess practically. Award marks for correct posture, steady breath control, accurate fingering (especially the B flat), and rhythmic accuracy.

H. Basketball and Arts Integration

1. c. Chest pass
2. c. Step forward with one foot and follow through with his arms.
3. b. It protects the ball from being stolen.
4. b. Simple, relevant and clear symbols
5. b. It builds teamwork and positive sportsmanship.
6.
    a. Chest pass, Bounce pass, and Overhead pass.
    b. It is difficult for defenders to intercept because the ball is passed low to the ground, usually slipping under the defender's arms.
7.
    a.
        1. Keep her head up and eyes looking forward (to survey the court), rather than looking down at the ball.
        2. Use the finger pads (fingertips) to control and push the ball, rather than slapping it with the palm.
    b. Maintain a low, balanced athletic stance (knees bent) to prevent losing balance or falling over.
8.
    a.
        1. Simplicity (easy to recognize and remember).
        2. Relevance (uses symbols/colors that reflect the team's identity, like "Eagles"). (Also accept: Scalability or clear typography).
    b. They create a sense of identity, unity, and belonging among the players and their fans.
9.
    a. It allows learners to experiment with visual elements such as color, shape, and typography to express an idea or team spirit.
    b. State one value that learners demonstrate by appreciating each other after the game: Sportsmanship (or Respect / Empathy / Unity).
10.
    a. They require players to communicate, trust one another, and coordinate

their court movements efficiently to maintain possession and create scoring opportunities.

b. It develops the learner physically through athletic coordination (sports) while simultaneously developing them cognitively and creatively through visual problem-solving (art), creating a well-rounded individual.

I. Indigenous Kenyan Crafts

1. d. Kneading the clay to remove air bubbles. (Note: Wedging/kneading is the critical preparation step before rolling coils.)
2. b. To help coils stick together firmly.
3. c. To support warp threads and keep them tight.
4. b. Weft goes over two warps and under one.
5. c. To appreciate creativity and receive constructive feedback.
6.
   a. A hand-building method in pottery where clay is rolled into long, rope-like strips (coils) and stacked in spirals to build the walls of a vessel.
   b. Clay, water, slip, a scoring tool (like a pin or stick), and a smoothing tool (like a piece of gourd, rib, or spoon).
7.
   a. Uneven wall thickness, drying too fast in direct sunlight, or trapped air bubbles due to poor kneading.
   b. Dry the pots slowly under a shade or cover them loosely with plastic to control moisture loss. Ensure thorough kneading.
8.
   a. Wooden sticks/frame pieces, nails (or pegs), strong yarn/string (for warp), and a hammer.
   b. Handle tools like hammers and nails carefully to avoid hitting fingers, and ensure all nails are driven in securely without exposing sharp, loose edges.
9.
   a. The weft thread is woven over two warp threads and then under one warp thread. This sequence is shifted over by one warp in each new row to create a diagonal pattern.
   b. It creates a stronger, denser, and more durable fabric compared to a standard plain weave.
10.
   a. Coiled clay pots, woven baskets, or woven fabric samples.
   b. It builds learners' confidence, develops their critical thinking skills through peer evaluation, and inspires new creative ideas.

J. Swimming

1. b. Upright posture, arms stretched overhead, toes curled over the edge. (Examiner note: The swimmer then bends forward for the dive, but 'toes curled over the edge' is the key identifier here).
2. The horizontal alignment and posture of a swimmer's body in the water are aimed at reducing drag, maintaining buoyancy and maximising stroke efficiency.
3. b. It increases drag and slows her down. (It causes the hips and legs to drop/sink).
4.
   a. A continuous, wave-like movement of the body starting from the chest/head and flowing down to the toes, essential for the butterfly stroke.
   b. A kicking technique where both legs are kept together and move up and down simultaneously in a whip-like motion.
5. a. Arm pull and dolphin kick working together.
6. a. Tuck his head between the arms during entry. (Failing to streamline the head and arms results in a flat "belly flop" entry).
7. c. It promotes safety, fitness and confidence in water.
8.
   a. Toes gripping the pool edge, knees slightly bent, bending forward at the waist with arms extended straight out or streamlined overhead towards the water.
   b. Body in a prone (face-down) position, keeping the body undulating close to the water surface, with hips rising during the downward kick.
9.
   a. Pushing off the pool edge with unequal force from his feet, or pulling one arm

out of the streamlined position during flight.

b. Ensure equal pressure on both feet during take-off and tightly lock hands together over the head to maintain a straight aerodynamic shape.

10.

a. Dolphin kick.

b. It generates powerful forward thrust and helps lift the swimmer's hips and upper body out of the water for the arm recovery and breathing phase.

11.

a.

1. Ensure the water is deep enough for diving (usually >1.5 meters).
2. Ensure the landing area is clear of other swimmers. 3. No running on the wet pool deck.

b. To prevent severe head, neck, or spinal injuries caused by hitting the bottom of the pool or colliding with others.

12.

a. Improves cardiovascular endurance and builds full-body muscle strength/ flexibility.

b. It builds self-confidence, reduces mental stress, and allows safe participation in water-based social and recreational activities.

K. Kenyan Indigenous Games: Board Games

1. Bao, Ajua, Shisima, Enkeshui, Giuthi (Accept any three valid indigenous games).
2. c. Bao (Bao uses a 4x8 board, whereas Ajua uses a 2x8 board).
3. b. Centre 'shisima'.
4. The games require deep focus and strategic thinking, which diverts the mind from daily worries. The rhythmic, repetitive action of dropping seeds also has a calming, meditative effect.
5. b. Enjoyment through rhythm.
6. It creates a lively, entertaining atmosphere, and the beat of the music can synchronise with the rhythmic pacing of the players' moves.
7. b. Boosting concentration and reducing stress.
8. c. Maasai.
9. It is played on a carved wooden board with two rows of eight holes (a 2x8 grid). It uses 64 seeds, with 4 seeds placed in each of the 16 holes at the start of the game.
10. High-tempo music increases excitement, energy, and encourages faster turns. Low-tempo music promotes a calm environment conducive to deep focus and strategic planning.
11.
    1. Ensure the wooden playing boards are smooth to avoid splinters.
    2. Keep the playing seeds/stones away from small children to prevent choking hazards.
12. They enhance critical thinking, problem-solving, mathematical counting skills, and spatial planning.
13. The centre (shisima/water source) is the focal intersection of the board; players must move their pieces into or through this space to successfully align three pieces in a straight line to win.
14. It serves as a tool for socialisation and community bonding, teaches the youth patience and strategy, and helps preserve African mathematical and cultural heritage.
15. It triggers the release of "feel-good" hormones (like dopamine), which elevates the players' moods, relaxes the brain, and reduces anxiety.
16. They foster friendship, encourage healthy competition, teach respect for rules (turn-taking), and bridge generational gaps between the old and the young.
17. Different communities adapted the games based on their environment and language. For example, coastal communities play Bao using specific local seeds, while the Luo play Ajua near the lake, and the Maasai play Enkeshui in the Rift Valley. They use different board sizes and local names, reflecting Kenya's rich ethnic diversity while maintaining a shared mathematical game structure.

3

Appreciation in Creative Arts and Sports

A. Analysis of Creative Arts and Sports

1. d. Props (Props are theatrical/staging devices, whereas Theme, Setting, and Resolution are core narrative literary elements).
2. b. Anabolic steroids.
3. b. 3/4.
4. d. Medium.
5. b. Refining strategy.
6.
    i. Body movement: How actors use gestures, facial expressions, posture, and pacing to convey character emotions and advance the story without words.
    ii. Audience involvement: How the performance emotionally engages the viewers, captures their attention, and elicits reactions (e.g., laughing, gasping).
7. (Any three)
    1. Presence of a prohibited substance in an athlete's sample.
    2. Use or attempted use of a prohibited substance/method.
    3. Evading, refusing, or failing to submit to sample collection.
    4. Whereabouts failures (missing tests).
    5. Tampering with the doping control process.
8. Crescendo (gradually getting louder) and Diminuendo / Decrescendo (gradually getting softer). (Also accept Forte / Piano).
9. Subject matter is what is literally depicted in the artwork (e.g., a painting of a dying tree). Theme is the deeper, underlying message or concept the artist communicates (e.g., environmental destruction).
10.
    1. It helps viewers interpret the deeper meaning and cultural context of artworks.
    2. It helps artists evaluate their own work to identify areas for technical or aesthetic improvement.
11. Commemorative (honouring a historical figure/event), decorative (beautifying a public space), or cultural/religious significance.
12.
    a. A repeat sign (usually represented by a double barline with two dots; :||).
    b. They provide structural balance, reinforce the melody to make it memorable for the listener, and extend the performance without requiring new material.
13. It ensures a level playing field for all competitors, protects the long-term physical and mental health of the athletes, and maintains the integrity and true spirit of the sport.
14. It forces learners to look beyond the surface, asking how and why specific creative or tactical choices were made, evaluating their effectiveness, and forming reasoned, evidence-based judgments.
15. Doping is essentially cheating and violates the core value of fair play. In Kenya, recent suspensions of elite track and field athletes for using substances like EPO or steroids have damaged individual careers and tarnished the country's global athletic reputation, demonstrating that unethical shortcuts destroy trust in sports.
16. (Any valid examples) Age cheating (falsifying birth dates), match-fixing/bribery, violent conduct (hooliganism), and gender eligibility fraud.
17. By analysing the negative consequences of unethical shortcuts, such as an artist losing credibility due to plagiarism or an athlete being banned for doping, learners are inspired to value authenticity, originality, and hard work. It instils a strong sense of personal integrity and respect for fair competition.

KJSEA SAMPLE 1

Part 1: Performing Arts

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

Part 2: Sports

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

Part 3:Visual Arts

29. C.
30. B.
31. C.
32. B.
33. C.
34. B.
35. B.
36. A.
37. B.
38. B.
39. A.
40. B.

Section B (60 Marks)

Part 1: Performing Arts

41. Play Scenario Analysis:
    a Protagonist: Kiptoo (1 mark).
    Antagonist: The wealthy merchant (1 mark).
    b. Internal conflict (or psychological conflict) (1 mark).
    Reason: He is struggling with his own personal fear and emotions within himself rather than an outside force at that specific moment (1 mark).
    c. Identify the theme of this story: (2 marks)
    Preservation of cultural heritage OR Bravery/Courage OR Community unity (Award 2 marks for any well-stated relevant theme).
42.
    a.
        i. B flat (B♭).
        ii. F, E, D, C (Award 3 marks for the correct sequence).
    b.
        i. It combines the durations of the two notes into a single, continuous sound lasting 3 beats (2 beats for the minim + 1 beat for the crotchet).
        ii. A tie connects two notes of the same pitch to extend their duration. A slur connects two or more notes of different pitches to indicate they should be played smoothly (legato) without breaks.
43.
    a. Award marks for a top staff with a Treble Clef (1 mark), a bottom staff with a Bass Clef (1 mark), and a brace/bracket connecting the two staves on the left side (1 mark).
    b. The note should be drawn on a single ledger line exactly midway between the treble and bass staves.
44.
    a. (Any two, 1 mark each) Creating a budget/securing funds; marketing

and advertising the event; securing a suitable venue; printing and selling tickets.

b. Choreographer: Designs dance steps and movements (1 mark).
Scriptwriter: Writes the dialogue and instructions for a play (1 mark).

c. (Any two, 1 mark each) Promotes teamwork and cooperation; builds self-confidence; helps in making friends and socialising; improves communication skills.

Part 2: Sports (Learners answer either 48 or 49)

45.

a. Reaction time.

b. Power is the ability to exert maximum muscular force in an explosive burst (combining strength and speed) to jump over the hurdles.

c. A goalkeeper needs rapid reaction time to quickly respond to fast, unexpected shots or deflections to save the ball from entering the goal.

46.

a. A sports coach focuses on training athletes, developing game tactics, and improving performance. A physiotherapist focuses on the medical side, preventing injuries, providing treatment, and guiding physical rehabilitation.

b.

i. World Anti-Doping Agency.

ii. It provides an unfair competitive advantage (cheating), it harms the athlete's long-term health, or it violates the true spirit of the sport.

47.

a. (Any two) Opening a sports merchandise shop; starting a sports academy/fitness centre; sports event management; sports photography/ journalism.

b. It creates local jobs (e.g., tour guides, transport, hotel staff) and generates revenue for local businesses from visiting tourists and athletes.

48.

a. (Any two) Freestyle, Breaststroke, Backstroke, Butterfly.

b. The swimmer stands on the block, bends over to grip the front edge with both hands, and upon the starting signal, uses the arms to pull and legs to push explosively forward into the water.

c. (Any one) Do not run on the wet pool deck; never swim without a lifeguard/ supervisor present; do not dive in the shallow end.

49.

a. (Any one) Bao, Ajua, Shisima, Enkeshui, Giuthi.

b. Award marks based on an accurate, brief description of the chosen game. (e.g., for Shisima: Played on an octagonal board where players move pieces along lines to align three in a row through the centre 'shisima'.)

c. Enhances strategic thinking/ mathematical skills; preserves cultural heritage; provides stress relief and entertainment.

Part 3: Visual Arts

50.

a. (Any two) Blue, Green, Blue-Green, Violet/Purple.

ii. Cool colours evoke feelings of calmness, peace, nature, and water, which perfectly suit a "cool environment" campaign.

51.

a. It is a visual technique of gradually and smoothly transitioning from one colour, tone, or shade to another (e.g., smoothly blending dark blue into light blue).

b.

1. Draw or trace the desired design onto a piece of thick paper, cardboard, or acetate.
2. Carefully cut out the positive areas using a craft knife or scalpel, leaving the negative space intact.

52. use the following standardised rubric to mark the learner's responses based on the visual evidence in the test paper.

a. Subject matter: (2 marks)
Award 2 marks for accurately identifying the main objects, people, or scenery depicted in the painting (e.g., "A landscape showing farmers harvesting tea").

b. i. Colour scheme used: (1 mark)
Award 1 mark for correctly identifying the scheme (e.g., Monochromatic, Analogous, Complementary).

b. ii. How the scheme contributes to Harmony: (2 marks)
Award 2 marks for explaining how the related or balanced colours blend well together to create a visually pleasing, non-clashing image.

c. How the artist has achieved Unity: (3 marks)
Award marks for mentioning elements that tie the picture together, such as: repetition of specific shapes/lines (1 mark), consistent textures/brushstrokes across the canvas (1 mark), and overlapping forms to connect the composition (1 mark).

d. (Any two) Generates direct income for the artist (economic benefit); promotes local art and culture to a wider audience; builds the artist's professional reputation; funds community art projects.

KJSEA SAMPLE 2

Part 1: Performing Arts

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

Part 2: Sports

17. B.
18. B.
19. B.
20. A.
21. A.
22. A.
23. B.
24. B.
25. B.
26. B.
27. B.
28. B.

Part 3:Visual Arts

29. B.
30. C.
31. B.
32. B.
33. C.
34. B.
35. B.
36. B.
37. B.
38. B.
39. B.
40. C.

Section B (60 Marks)

Part 1: Performing Arts

41.

a. A fictional Kenyan village. (1 mark)

b. The use of local proverbs and songs makes the dialogue culturally authentic, relatable to the audience, and enhances the storytelling. (2 marks)

c. The village elder intervenes and invites the arguing neighbours to share a meal, which settles the dispute. (1 mark)

d. (Any two, 1 mark each) It provides entertainment; teaches moral lessons on peaceful conflict resolution; preserves and promotes cultural heritage through proverbs and songs. (2 marks)

42.

a.

i. Piano, which indicates the music should be performed softly. (1 mark)

ii. An accent, indicating that the specific note should be played louder or with a stronger attack than the surrounding notes. (1 mark)

b.

1. Rhythmic variation (changing the durations or note values).
2. Dynamic variation (altering the volume or expression marks) without changing the core pitches. (2 marks)

c.

i. 1 crotchet rest. (A dotted minim is 3 beats; a 4/4 bar requires 4 beats, leaving 1 beat remaining) . (2 marks)

ii. Learner should draw an open notehead with a stem and a dot to its right] Value: 3 crotchet beats. (2 marks)

43.

a.

i. Treble clef (or G clef). (1 mark)

ii. Bass clef (or F clef). (1 mark)

b. It groups or connects the treble and bass staves together on the left side to show that the music on both staves is to be played simultaneously (e.g., by a piano). (2 marks)

44.

a. A playwright writes the script, dialogue, and storyline for the play. A director oversees the creative process, guiding the actors' performances and staging the play. (2 marks)

b. (Any two) Computer/laptop, Digital Audio Workstation (DAW) software, microphones, audio interface, studio monitors/headphones. (2 marks)

c. It grants the artist exclusive legal rights to their work, allowing them to charge royalties, sell licenses, and prevent unauthorised free use, ensuring they earn money from their creations. (2 marks)

Part 2: Sports

45.

a. Overhead pass (ideal for passing over the heads of defenders). (1 mark)

b. Thumbs should be close together, pointing inwards (forming a 'W' or diamond shape), with fingers spread out wide and relaxed to absorb the impact of the ball. (2 marks)

c. A high dribble (bouncing up to the waist) is used for speed when moving the ball in the open court without heavy defence. A low dribble (bouncing below the knees) is used to protect the ball and maintain tight control when closely guarded by a defender. (2 marks)

46.

a. The strategy of distributing energy and maintaining a steady, manageable speed throughout a race to avoid premature fatigue. (2 marks)

b. (Any one) It increases heart rate/ blood flow to the muscles; it increases joint mobility and flexibility; it prevents muscle strains or injuries during the demanding race. (2 marks)

47.

a. (Any two) Severe liver or kidney damage, cardiovascular/heart problems, hormonal imbalances, psychological issues (like aggression or depression). (2 marks)

b. (Any one) Shaking hands with the opposing team, congratulating the winners, and thanking the referee/ officials respectfully. (2 marks)

48.

a. The body should be straight and streamlined, with arms extended tightly over the head (squeezing the ears), chin tucked in, and entering the water hands/fingertips first. (2 marks)

b. It reduces water resistance (drag), allowing the swimmer to glide forward much faster and more efficiently. (1 mark)

c. (Any two) Take a shower before entering the pool; use the toilet before swimming; wear proper, clean swimming attire/caps. (2 marks)

49.

a. To capture the majority of the opponent's seeds/pieces or successfully align a specific number of pieces on the board. (1 mark)

b. Seeds (like beans), pebbles, or small stones. (1 mark)

c. It diverts the mind from daily worries, relieving stress and anxiety; it builds cognitive focus and concentration; the repetitive action acts as a calming, relaxing exercise. (3 marks)

Part 3: Visual Arts

50.

a.

i. Warp: The strong, vertical threads that are tightly stretched across the loom frame before weaving begins. (2 marks)

ii. Weft: The horizontal threads that are woven in and out (over and under) the warp threads to create the fabric. (2 marks)

b. Plain Weave vs. Twill Weave: Plain weave follows a simple "over one, under one" alternating pattern. Twill

weave follows an offset pattern (such as over two, under one), which creates a distinct diagonal line pattern on the fabric. (2 marks)

51.

a. It determines the visibility, exposure, clarity, and the overall mood of the photograph. (1 mark)

b. An artwork created by assembling and sticking small, decorative pieces of materials (tesserae), such as seeds, stones, or coloured glass, onto a surface to form an image or pattern. (1 mark)

52.

a. Weaving. (1 mark)

b.

i. Achieved through the deliberate repetition of specific geometric patterns, lines, or sequences of shapes across the textile. (2 marks)

ii. Using a family of related earth tones (like browns, tans, and muted greens) prevents harsh contrasts, making all elements of the artwork feel connected, harmonious, and visually balanced. (2 marks)

c. (Any one for each) Functional: Used as a floor mat, blanket, or carrying bag. Decorative: Used as a wall hanging or table runner. (2 marks)

d. Cultural: Preserves indigenous weaving skills, patterns, and traditions, passing them down to future generations. Economic: Creates employment and generates income for artisans when sold locally or to tourists, boosting the creative economy. (3 marks)

KJSEA SAMPLE 3

Part 1: Performing Arts

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

Part 2: Sports

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

Part 3:Visual Arts

29. A.
30. C.
31. B.
32. B.
33. A.
34. B.
35. B.
36. B.
37. C.
38. A.
39. B.
40. B.

Part 1: Performing Arts

41.

a. Character names should be placed on the left side of the page (or centred) and written in capital letters before their corresponding dialogue.

b. A stock character is a recognizable, stereotypical fictional character based on common social or literary conventions (e.g., the wise elder, the village fool, the greedy merchant) whose traits are instantly understood by the audience.

c. Introduction (or Exposition). (1 mark)
Reason: It sets the scene, establishes the setting, and introduces the central problem (the drying river) before the main action or conflict begins. (1 mark)

d. A walking stick/staff or a fly whisk. (Accept any culturally appropriate prop that signifies age or authority).

42.

a.

i. Award 3 marks for a correctly drawn treble clef with eight semibreves starting from Middle C (on the ledger line below the staff) and ascending stepwise to the next C (in the third space).

ii. Between the 3rd and 4th notes (E and F) and between the 7th and 8th notes (B and C).

b.

i. A Perfect Fifth (5th).

ii. Harmonic interval. (1 mark)
Reason: Stacked vertically, it means the two notes are played simultaneously (together) rather than one after the other. (1 mark)

43.

a. Crotchet (Taa), two Quavers grouped together (Ta-te), and a Minim (Taa aa).
Award marks if the learner draws these musical notes accurately.

b. The symbol is a small, solid rectangle.

(1 mark) It sits/hangs below the fourth line of the musical staff. (1 mark)

44.

a.

i. A digital audio track / song recording.

ii. (Any one) Sharing snippets on social media platforms (like TikTok or Instagram); uploading to streaming platforms (like Spotify or YouTube); creating a dedicated website.

b. (Any two) It creates temporary jobs for event staff (marshals, security, medical personnel); it boosts business for local vendors selling food/water; it provides work for local transport operators bringing participants to the venue.

Part 2: Sports

45.

a. (Any two) Basic (lateral) pass, spin pass, pop pass.

b. A try is scored by grounding the ball in the opponent's in-goal area during open play (worth 5 points). A conversion kick is an attempt to kick the ball over the crossbar and between the posts immediately after scoring a try (worth 2 points).

c. It is a fundamental rule of rugby to prevent unfair territorial gain; passing forward results in a penalty (a scrum awarded to the opposition).

46.

a. The outgoing runner looks back at the incoming runner, extending their receiving arm backward with the palm facing up (or sideways) so the incoming runner can place the baton firmly into their hand.

b. The outgoing runner does not have to turn their head or slow down to look back; they sprint at maximum speed and rely purely on timing and a verbal cue to blindly receive the baton.

c. (Any one) Dropping the baton and not retrieving it correctly; passing the baton outside the designated exchange zone; false starting.

47.

a.

1. Have the player sit down and lean slightly forward (not backward, to prevent swallowing blood).
2. Pinch the soft part of the nose firmly for about 10 minutes.
3. Advise them to breathe through their mouth and apply a cold compress to the bridge of the nose if available.

b. It allows the muscles to repair and recover, replenishes energy stores, and prevents overtraining, fatigue, and injuries.

48.

a. It is a survival and resting technique used to keep the head above water and breathe continuously while remaining in a stationary, upright position in deep water.

b. The legs are drawn up toward the body with the knees bent and feet flexed outward; then, the legs kick outward and forcefully snap together in a circular, sweeping motion to propel the body forward.

c. To remove sweat, dirt, oils, and cosmetics from the body, keeping the pool water clean and hygienic.

49.

a. They brought community members together during leisure time, encouraging social interaction, friendly competition, and the sharing of stories and cultural values across generations.

b. (Any two) Seeds (like beans), pebbles/stones, carved wood (for boards), scooped holes in the earth/sand.

c. By integrating them into the formal PE curriculum, organising inter-class indigenous game tournaments, or setting up dedicated traditional games clubs.

Part 3: Visual Arts

50.

a. Serif letters have small decorative lines or strokes (feet) attached to the ends of the main letter strokes (e.g., Times New Roman). Sans-serif letters do not have these extra strokes, giving them a clean, modern look (e.g., Arial).

b.

i. A leaf, a tree, a globe, an animal, or a sun.

ii. Simple logos are easily recognizable, memorable, and can be scaled down or printed on different materials without losing clarity.

c. (Any three) A catchy, bold headline; clear and relevant imagery/graphics; concise, easy-to-read text; a clear call to action; good use of colour and contrast.

51.

a. 2D art (like drawing or painting) is flat and has only two dimensions: length and width. 3D art (like sculpture or pottery) has volume and occupies physical space, possessing three dimensions: length, width, and depth.

52.

a. Award 1 mark for identifying the correct form (usually, pottery vessels are geometric if perfectly symmetrical/cylindrical, or organic if they feature free-flowing, irregular, nature-inspired shapes).
Award 1 mark for a supporting reason based on the visual.

b. A smooth and polished texture makes the artwork look elegant, finished, and refined, inviting the viewer to want to touch or hold it.

c. Firing/baking the clay in a kiln at high temperatures.

d. mothers love

e. They preserve cultural values and beliefs: Such sculptures often represent key ideas like motherhood, care, unity, or spirituality. By capturing these themes in physical form, they show what a community values most, helping future generations understand social ideals and traditions.
They serve as historical records: Sculptures reflect the time in which they were created—through style, materials, and subject matter. They can reveal how people lived, what relationships mattered (like family bonds), and even artistic techniques of a specific period, making them valuable historical evidence.