

SECTION A (20 Marks)

Answer ALL the questions in this section on the separate ANSWER SHEET provided.

1. **C. Engaging in regular self-reflection and setting personal goals.**

- ⊙ **Explanation:** Personal awareness involves understanding one's own feelings, strengths, weaknesses, values, and goals. Self-reflection helps a learner to think about their experiences, learn from them, and identify areas for growth. Setting personal goals provides direction and motivation for improvement. Comparing to others (A) can lead to negative self-esteem, focusing only on strengths (B) ignores areas needing development, and relying solely on others (D) hinders independent decision-making and self-understanding.

2. **B. To make trade more efficient by overcoming the limitations of barter.**

- ⊙ **Explanation:** Barter (direct exchange of goods/services) has limitations like the "double coincidence of wants" (both parties must want what the other has) and difficulty in valuing diverse goods. Money serves as a medium of exchange, a unit of account, and a store of value, making trade much easier, faster, and more widespread.

3. **C. Fertile land and reliable water supply for agriculture.**

- ⊙ **Explanation:** Major rivers like the Nile (for Ancient Egypt) provided annual floods that deposited rich, fertile silt, ideal for agriculture. The river also supplied a consistent water source for irrigation, supporting large populations and the development of complex societies. Abundant minerals (A) and strong militaries (B) were important but secondary to the agricultural foundation, and isolated locations (D) would hinder trade and development.

4. *A: Basketry*

5. **C. Day and night.**

- ⊙ **Explanation:** The Earth rotates on its axis, which takes approximately 24 hours. As different parts of the Earth face the sun, they experience daylight, and as they turn away, they experience night. This rotation is the direct cause of the cycle of day and night. Changes in seasons (A) are caused by the Earth's revolution around the sun and its axial tilt. Eclipses (B) involve the alignment of the sun, Earth, and moon, and phases of the moon (D) are due to the moon's orbit around the Earth.

6. **C. Mutual respect, trust, and open communication.**

- ⊙ **Explanation:** Healthy interpersonal relationships are built on these fundamental pillars.
  - **Mutual respect:** Valuing each other's opinions, feelings, and boundaries.
  - **Trust:** Believing in each other's honesty and reliability.
  - **Open communication:** Freely expressing thoughts and feelings and actively listening to each other.
- ⊙ One person always making decisions (A) indicates an imbalance of power. Lack of communication (B) and constant disagreements (D) are hallmarks of unhealthy relationships.

7. **C. Subjecting them to forced labour and physical abuse.**

- ⊙ **Explanation:** The Indian Ocean Slave Trade, like other forms of slavery, involved extreme dehumanization. Slaves were treated as property, subjected to brutal working conditions in plantations, mines, or as domestic servants, and often endured severe physical and psychological abuse, violence, and deprivation of basic human rights. Opportunities for education (A), maintaining cultural practices (B), or full integration (D) were generally not characteristic of slave systems.

8. **C. It supports liquid water on its surface.**

- ⊗ **Explanation:** While other planets have atmospheres (D) and many have moons (A) and all planets orbit the sun (B), Earth is unique in our solar system for having **stable liquid water on its surface**. This is a critical factor for the existence and sustenance of life as we know it. The "Goldilocks zone" (right distance from the sun) and its atmospheric composition contribute to this.

9. **B. Divine beings or a Supreme Creator.**

- ⊗ **Explanation:** Across many traditional Kenyan (and broader African) religious beliefs, there is a strong concept of a Supreme Being or Creator God who is responsible for the creation of the universe and all living things, including human beings. Ancestral spirits (A) and powerful animals (C) play roles in many stories but are not typically the primary creators of humanity. Natural forces (D) might be associated with creation but usually as instruments of a higher power.

10. **B. Barter trade and subsistence agriculture.**

- ⊗ **Explanation:** Early African communities primarily engaged in **subsistence agriculture**, meaning they grew crops and raised livestock mainly for their own consumption, not for large-scale commercial sale. Any surplus was often exchanged through **barter trade** with neighboring communities. Industrial manufacturing (A), large-scale cash crop farming (C), and highly developed monetary systems (D) are characteristics of more advanced, industrialized economies that developed much later.

11. *B: Anemometer*

12. **A. 7:00 AM**

- ⊗ **Explanation:**
  - The Earth rotates 15 degrees of longitude per hour ( $360^\circ/24 \text{ hours} = 15^\circ/\text{hour}$ ).
  - When moving **west**, you **subtract** time.
  - The time difference is  $45^\circ/15^\circ/\text{hour} = 3 \text{ hours}$ .
  - Since the location is West of Greenwich, you subtract 3 hours from 10:00 AM.
  - $10:00 \text{ AM} - 3 \text{ hours} = \mathbf{7:00 \text{ AM}}$ .

13. *A*

14. **B. Primary sources are original accounts or artifacts, while secondary sources are interpretations or analyses of primary sources.**

- ⊗ **Explanation:**
  - **Primary sources** are direct, firsthand evidence from the period being studied (e.g., diaries, letters, photographs, eyewitness accounts, original documents, artifacts).
  - **Secondary sources** are interpretations, analyses, or commentaries on primary sources, usually created after the event (e.g., textbooks, biographies, documentaries, scholarly articles that analyze primary data).
- ⊗ Primary sources are not always written (A) and can be oral (e.g., oral traditions). Primary sources are generally considered *more* reliable for direct evidence, though they still require critical evaluation (C). Both types of sources can be found in various places, not just specific locations (D).

15. **C. Economic inequality and social injustice.**

- ⊗ **Explanation:** These factors are major root causes of conflict and instability within communities. When there's a significant disparity in wealth, opportunities, or fair treatment, it can lead to resentment, grievances, and ultimately conflict, hindering peace. Promoting cultural exchange (A), addressing grievances through dialogue (B), and strong community leadership (D) are all factors that **promote** peace.

16. **B. A powerful paramount chief (Asantehene) and a hierarchical system.**

- ⊗ **Explanation:** The Asante Kingdom was highly centralized and well-organized. The **Asantehene** was the supreme ruler, holding significant political, military, and spiritual authority. The kingdom had a hierarchical structure with various sub-chiefs and provincial administrations reporting to the Asantehene, unified by the Golden Stool. Options A, C, and D describe systems that are either too decentralized, too modern (democratic vote), or lack the single, powerful central figure that characterized the Asante.

17. **B. Developing a tour guiding business focused on historical sites.**

- ⊗ **Explanation:** An entrepreneurial opportunity related to Social Studies leverages knowledge and skills from the discipline.
  - Social Studies encompasses history, geography, civics, and culture.
  - A tour guiding business focused on historical sites directly uses historical knowledge, geographical understanding, and cultural awareness to provide a service, creating economic value.

- ⊖ The other options (A, C, D) are general business ventures not specifically tied to the unique insights or content of Social Studies.

**18. C. To apply classroom learning to real-world problems and develop civic responsibility.**

- ⊖ **Explanation:** Community Service Learning (CSL) is a pedagogical approach that integrates meaningful community service with academic instruction and reflection. Its core purpose is to enrich the learning experience, teach civic responsibility, and strengthen communities. It's not just about grades (A), free labor (B), or competition (D), but about deep learning and active citizenship.

**19. C. They had a complex social and political organization.**

- ⊖ **Explanation:** The massive and intricate stone structures of Great Zimbabwe, built without mortar, indicate a highly organized society. Such monumental construction requires:
  - A stable, centralized authority to plan and direct labor.
  - Skilled artisans and specialized labor.
  - A means to support a large workforce (e.g., surplus food).
  - A degree of social stratification to organize such complex projects.
- ⊖ This suggests a sophisticated political and social structure, not isolation (A), lack of techniques (B), or a simple hunting economy (D).

**20. C. They had specialized knowledge of beekeeping and forest resources.**

- ⊖ **Explanation:** The Ogiek are traditionally a hunter-gatherer community, often associated with forest dwelling. While "agriculture" generally refers to cultivation, their deep understanding of forest ecology, including beekeeping and sustainable harvesting of wild foods and medicines, represents a specialized traditional livelihood deeply tied to their environment. This knowledge is distinct from large-scale irrigation (A), pastoralism (B), or cash crop farming (D), which are not their primary traditional practices.

## **SECTION B (80 marks)**

**Answer ALL questions in this section in the spaces provided on this question paper.**

### **Task 1 (Map Reading and Interpretation)**

**21. A Social Studies teacher used the sketch map provided to facilitate a lesson on map reading and interpretation.**

**a) The teacher asked the learners to give the direction one would take when walking from the Mine to Airstrip. (1 mark)**

**Answer: South West**

**Explanation:** To determine direction, you would draw an imaginary line from the Mine to the Airstrip and then determine the bearing or compass direction relative to North.

**b) During the lesson, the teacher asked that learners to measure the distance along the railway line. Give the distance in kilometres. (2 marks)**

**Method:**

1. Locate the railway line on the map.
2. Using a piece of string or a flexible ruler, carefully trace the railway line.
3. Measure the length of the string/ruler against the map's linear scale.
4. Convert the measured distance to kilometers using the given scale.

**Answer: 20 km**

c) **The learners studied some economic activities carried out in the area. Name four of these activities. (4 marks)**

**Answers**

1. **Mining** (indicated by "Mine" feature)
2. **Transportation** (indicated by "Railway Line" and "Roads," "Airstrip")
3. **Trade/Commerce** (indicated by "Market" or "Town/Settlement")
4. **Forestry/Logging** (indicated by "Forest" )
5. **Tourism** (presence of national park)

d) **The learners were asked to discuss the types of vegetation found in the area. Identify three types of vegetation that they discussed. (3 marks)**

**Answers : Scrubland vegetation**

**Task 2 (Human Rights and Self-Exploration)**

**22. Human rights can be classified into social, economic, and political rights. Identify five social rights as contained in the UN Human Rights Charter. (3 marks)**

**Note:** The prompt asks for **five** social rights but allocates only **3 marks**. This suggests a mark per correct answer, so listing three good examples would secure full marks.

**Social Rights** (as per UN Human Rights Charter - Universal Declaration of Human Rights):

- a. Right to education
- b. Right to social security
- c. Right to health / medical care
- d. Right to adequate standard of living (including food, clothing, housing)
- e. Right to participate in cultural life / enjoy the arts and sciences
- f. Right to protection of motherhood and childhood
- g. Right to freely participate in the cultural life of the community.
- h. Right to socialize and have friends
- i. Right to worship

**Task 3 (Self-Exploration)**

**23. Self-exploration is crucial for personal growth.**

a) **Identify three benefits of self-exploration for a Grade 7 learner. (3 marks)**

**Benefits of Self-Exploration:**

1. **Improved Self-Understanding:** Helps learners understand their own strengths, weaknesses, talents, interests, and emotions better. This leads to greater self-awareness.
2. **Enhanced Decision-Making:** By knowing themselves better, learners can make more informed and appropriate choices about their studies, hobbies, friendships, and future paths.
3. **Increased Confidence and Self-Esteem:** Recognizing their abilities and understanding their challenges allows learners to build confidence in themselves and feel more secure.

4. **Better Relationship Management:** Understanding their own emotions and needs helps learners to communicate effectively and build healthier relationships with peers, family, and teachers.

5. **Personal Goal Setting:** Self-exploration helps in identifying what is important to them, enabling them to set meaningful and achievable personal goals.

6. **Resilience and Problem Solving:** Knowing themselves helps them cope better with challenges, understand their triggers, and develop strategies for overcoming difficulties.

b) **Outline three ways a learner can practice personal awareness. (3 marks)**

**Ways to Practice Personal Awareness:**

1. **Self-Reflection (Journaling/Thinking):** Regularly taking time to think about their feelings, actions, and experiences. Keeping a diary or journal to write down thoughts and emotions can be very effective.

2. **Seeking Feedback:** Asking trusted friends, family members, or teachers for constructive feedback on their behavior and how they are perceived by others.

3. **Mindfulness and Observation:** Paying attention to their thoughts, emotions, and physical sensations in the present moment without judgment. This can be done through simple breathing exercises or just observing their reactions.

4. **Setting and Reviewing Goals:** Setting small, personal goals and then reflecting on their progress, what went well, and what could be improved.

5. **Engaging in New Experiences:** Trying new activities or challenges helps learners discover new talents, interests, and how they react in different situations.

**Task 4 (History of Agriculture)**

24. **The historical development of agriculture marked a significant turning point for early human communities.**

a) **State two main reasons why early humans transitioned from hunting and gathering to agriculture. (2 marks)**  
**Reasons for Transition to Agriculture:**

1. **Increased Food Security/Reliability:** Agriculture offered a more stable and predictable food supply compared to the uncertainties of hunting and gathering, reducing reliance on nomadic movements and unpredictable natural resources.

2. **Population Growth:** A stable food supply could support larger populations, leading to the need for more efficient food production methods.

3. **Sedentary Lifestyle/Permanent Settlements:** Agriculture allowed people to settle in one place, leading to the development of villages, towns, and eventually civilizations, rather than constantly moving to follow food sources.

4. **Environmental Changes:** Climatic shifts or reduction in wild animal populations and plant resources might have pushed communities towards cultivating their own food.

5. **Surplus Food Production:** Agriculture often led to food surpluses, allowing some individuals to specialize in other activities (crafts, leadership) and fostering trade.

b) Identify three crops that were among the earliest to be domesticated in Africa. (3 marks)

**Early Domesticated Crops in Africa:**

1. Sorghum
2. Millet
3. Teff
4. Yams
5. Enset (False Banana)
6. African Rice (*Oryza glaberrima*)

**Task 5 (Early African Communities)**

**25. Early African communities had diverse political, social, and economic organizations.**

a) Describe one social characteristic of early African communities. (2 marks)

**Social Characteristics:**

**Family/Clan/Lineage as the basic unit:** Society was organized around extended families, clans, or lineages, which formed the primary social and economic units. Loyalty and identity were strongly tied to these groups.

**Communalism/Collective Ownership:** Land and resources were often held communally rather than by individuals, emphasizing shared responsibility and resources within the community. \* **Age-Set Systems:** Many communities had age-set systems where individuals passed through different stages of life (childhood, warrior, elder) with specific roles and responsibilities, promoting social cohesion and discipline. \* **Strong Oral Traditions:** Knowledge, history, and values were passed down through generations orally, via stories, songs, proverbs, and rituals. \* **Belief in a Supreme Being and Ancestor Veneration:** Spiritual beliefs often revolved around a distant Supreme God, lesser deities, and the veneration of ancestors who were believed to influence daily life. \* **Defined Gender Roles:** There were generally clear roles and responsibilities assigned to men and women within the community, often complementary.

b) Give two ways their political organization influenced decision-making processes. (2 marks)

**Influence of Political Organization on Decision-Making:**

1. **Consensus-Based Decisions (Council of Elders):** In many decentralized societies, decisions were made through extensive discussions and consensus among elders or respected community members, ensuring broad agreement.
2. **Centralized Authority (Kings/Chiefs):** In centralized kingdoms, a king or chief held ultimate authority, and their decisions, often advised by a council, were binding.
3. **Community Participation:** Many decisions, especially at the local level, involved the active participation of adult members of the community in assemblies or gatherings.
4. **Adherence to Customary Law:** Decisions were often guided by established customary laws, traditions, and precedents passed down through generations.

**5. Influence of Spiritual Leaders:** Religious or spiritual leaders often played a significant role in decision-making, providing guidance or prophecies.

### **Task 6 (Map and Map-Work)**

**26. Map and map-work are essential skills in Social Studies.**

**a) Name two major components found on a map that help in its interpretation. (2 marks)**

#### **Major Map Components:**

1. **Title:** Indicates the subject or area covered by the map.
2. **Key / Legend:** Explains the meaning of the symbols and colors used on the map.
3. **Scale:** Shows the relationship between distances on the map and actual distances on the ground.
4. **Compass Direction:** Indicates the direction of North, allowing the user to orient the map.
5. **Grid / Latitude and Longitude:** Systems of lines that help locate specific points on the map.
6. **Frame / Border:** Encloses the mapped area.
7. **Date of Publication:** Indicates when the map was created or last updated. ETC

**b) Explain three reasons why maps are important in studying Social Studies. (3 marks)**

#### **Importance of Maps in Social Studies:**

1. **Geographical Context:** Maps provide a visual representation of locations, helping learners understand where historical events occurred, where communities lived, and the physical environment that influenced them.
2. **Understanding Spatial Relationships:** They help in analyzing how different places relate to each other, such as trade routes, migration patterns, and the spread of ideas or diseases.
3. **Visualizing Data:** Maps can display various types of data (population density, economic activities, distribution of resources, political boundaries) in an easy-to-understand visual format.
4. **Tracking Historical Changes:** By comparing old and new maps, learners can observe how physical features, political boundaries, and human settlements have changed over time.
5. **Navigation and Planning:** Maps are essential for understanding how people navigate and plan journeys, whether for exploration, trade, or military campaigns.
6. **Problem Solving:** They can be used to identify geographical challenges or opportunities related to human societies, such as resource distribution or disaster preparedness.

### **Task 7 (Earth and Solar System)**

**27. The Earth and the Solar System are fascinating subjects in Social Studies.**

**a) Name the largest planet in our solar system. (1 mark)**

**Answer: Jupiter**

**b) State one effect of the Earth's revolution around the sun. (1 mark)**

**Effects of Earth's Revolution:**

1. **Occurrence of Seasons:** The Earth's revolution combined with its axial tilt (23.5 degrees) causes different parts of the Earth to receive varying amounts of direct sunlight throughout the year, leading to distinct seasons.
2. **Varying Lengths of Day and Night:** As the Earth revolves, the amount of daylight received at different latitudes changes throughout the year, causing longer days in summer and shorter days in winter (away from the equator).
3. **Different Constellations Visible at Different Times of the Year:** As the Earth moves in its orbit, our perspective of the night sky changes, making different constellations visible at different times.
4. **The Year:** The period of one complete revolution defines an Earth year (approximately 365.25 days).

**Task 8 (Ancient Egyptian Civilization)**

**28. Explain three ways in which ancient Egyptian civilization influenced modern Africa. (3 marks)**

**Influence of Ancient Egyptian Civilization on Modern Africa:**

1. **Architecture and Engineering:** The monumental structures like pyramids and temples showcase advanced architectural and engineering techniques that continue to inspire and demonstrate human ingenuity. While not directly replicated, the concept of large-scale public works and architectural grandeur has resonance.
2. **Agriculture and Irrigation:** Ancient Egyptians developed sophisticated irrigation systems along the Nile, techniques that are still relevant and inform modern agricultural practices in arid and semi-arid regions of Africa. Their understanding of flood cycles and water management was groundbreaking.
3. **Religious and Cultural Ideas:** Some philosophical and religious concepts (e.g., belief in an afterlife, moral codes) from ancient Egypt may have spread and influenced subsequent African belief systems, although direct causal links are complex and debated.
4. **Writing Systems (Hieroglyphs):** The development of one of the earliest known writing systems, hieroglyphs, contributed to the intellectual heritage of Africa. While not directly adopted, it highlights early African contributions to literacy and record-keeping, inspiring study of indigenous African scripts.
5. **Medical Knowledge:** Ancient Egyptians had advanced medical practices, including surgery, dentistry, and pharmacology, documented in papyri. This knowledge, through various channels, contributed to the broader medical advancements of the ancient world, some of which may have indirectly influenced later African healing traditions.
6. **Statecraft and Governance:** The highly centralized state and administrative structures of ancient Egypt provided an early model of complex governance, which could have offered conceptual influence to later African kingdoms, though the specifics varied.



## Task 9 (Personal Values)

### 29. Personal values guide our behavior and choices.

a) Define the term 'personal values'. (1 mark)

#### Definition of Personal Values:

**Personal values** are fundamental beliefs or principles that an individual holds to be important, desirable, and ethically correct. They guide a person's attitudes, decisions, and actions, shaping what they consider to be right, wrong, good, or bad.

b) Identify three personal values that promote healthy relationships within a school setting. (3 marks)

#### Personal Values Promoting Healthy School Relationships:

1. **Respect:** Valuing and treating others with dignity, recognizing their worth regardless of differences, and listening to their opinions.
2. **Empathy:** The ability to understand and share the feelings of another, showing compassion and trying to see things from their perspective.
3. **Honesty/Integrity:** Being truthful, trustworthy, and having strong moral principles, which builds trust among peers and teachers.
4. **Responsibility:** Being accountable for one's actions, fulfilling commitments, and contributing positively to group activities.
5. **Fairness:** Treating everyone equally and justly, and adhering to rules and principles without bias.
6. **Kindness/Compassion:** Showing care, concern, and a friendly attitude towards others, offering help when needed.
7. **Cooperation:** Working together effectively with others towards common goals, sharing tasks, and supporting teamwork.

## Task 10 (Indian Ocean Slave Trade)

### 30. The Indian Ocean Slave Trade had a vast extent and devastating consequences.

a) State two regions from which slaves were taken during the Indian Ocean Slave Trade. (2 marks)

#### Regions from which slaves were taken:

1. **East African Coast / Interior of East Africa** (e.g., present-day Tanzania, Kenya, Mozambique, Malawi, Congo, Uganda).
2. **Horn of Africa** (e.g., Ethiopia, Somalia).
3. **Great Lakes Region** (areas bordering Lake Victoria, Tanganyika, etc.).
4. **Madagascar**
5. **Southeast Africa**

**b) Discuss three negative long-term impacts of the Indian Ocean Slave Trade on African communities. (3 marks)**

**Negative Long-Term Impacts:**

**1. Depopulation and Loss of Productive Labor:** Millions of able-bodied people were forcibly removed, leading to significant population decline and a severe loss of skilled workers, farmers, and artisans, hindering economic development.

**2. Destabilization and Warfare:** The demand for slaves often led to inter-community warfare, raids, and the rise of powerful slave-trading states, which destabilized traditional social and political structures and fostered conflict.

**3. Economic Stagnation/Underdevelopment:** Focus on the slave trade diverted resources and energy away from productive activities like agriculture, crafts, and legitimate trade. It disrupted indigenous economic systems and created dependency on external markets driven by slave labor.

**4. Social Disintegration and Mistrust:** The trade broke up families and communities, leading to widespread trauma, fear, and a breakdown of trust between different groups. This undermined social cohesion.

**5. Technological Stagnation:** The ready supply of slave labor reduced the incentive to develop labor-saving technologies, potentially slowing down technological advancement in affected regions.

**6. Legacy of Racism and Discrimination:** The institutionalization of slavery contributed to the development of racist ideologies that justified the subjugation of Africans, leaving a lasting legacy of racial prejudice and discrimination in many parts of the world.

**Task 11 (Diversity and Interpersonal Relationships)**

**31. Diversity and interpersonal relationships are key to peaceful coexistence.**

**a) Give two examples of diversity found in Kenyan communities. (2 marks)**

**Examples of Diversity in Kenyan Communities:**

**1. Ethnic Diversity:** Kenya is home to over 40 distinct ethnic groups (e.g., Kikuyu, Luhya, Luo, Kalenjin, Maasai, Kamba, Mijikenda, Kisii, Meru), each with unique languages, customs, and traditions.

**2. Religious Diversity:** A wide range of religions are practiced, including Christianity (various denominations), Islam, Hinduism, and traditional African religions.

**3. Linguistic Diversity:** Over 60 languages are spoken, including national languages (Swahili and English) and numerous indigenous languages.

**4. Cultural Diversity:** Manifests in varied traditional music, dances, clothing, food, ceremonies, and rites of passage.

**5. Socio-Economic Diversity:** Differences in wealth, income, education levels, and access to resources exist across communities and regions.

**6. Geographical/Regional Diversity:** People live in diverse environments (coastal, highland, arid, urban, rural), leading to varied lifestyles and adaptations.

**b) Explain three ways of promoting healthy relationships among people from different cultural backgrounds. (6 marks)**

## Ways to Promote Healthy Relationships Among Diverse Cultures:

1. **Encourage Open Communication and Dialogue:** Create opportunities for people from different cultural backgrounds to interact, share their stories, and openly discuss their traditions, beliefs, and experiences. This helps break down stereotypes and build understanding. For example, organizing cultural exchange events or group discussions in schools.
2. **Promote Mutual Respect and Appreciation:** Teach and practice respect for diverse cultural practices, beliefs, and values, even if they differ from one's own. This involves acknowledging and celebrating differences as enriching, rather than viewing them as barriers. For instance, celebrating various cultural festivals in school.
3. **Foster Empathy and Understanding:** Encourage individuals to put themselves in others' shoes and try to understand perspectives that might be shaped by different cultural upbringings. Education about other cultures in Social Studies classes can cultivate this empathy. For example, learning about the history and traditions of different ethnic groups.
4. **Address Stereotypes and Prejudice:** Actively challenge and debunk stereotypes and prejudiced views about different cultural groups. Education plays a crucial role in correcting misinformation and fostering an inclusive environment. For instance, teachers facilitating discussions on common misconceptions.
5. **Support Collaborative Activities:** Organize group projects, sports, or community service initiatives that require people from different cultural backgrounds to work together towards a common goal. Shared experiences and achievements build bonds and reduce cultural barriers.
6. **Implement Fair and Inclusive Policies:** Ensure that rules, policies, and practices in institutions (like schools or workplaces) are fair, equitable, and sensitive to cultural differences, preventing discrimination and promoting a sense of belonging for everyone.

## Task 12 (Weather)

### 32. Weather plays a crucial role in our daily lives.

#### a) Identify two elements of weather. (2 marks)

#### Elements of Weather:

1. **Temperature:** The degree of hotness or coldness of the atmosphere.
2. **Rainfall / Precipitation:** Water falling from the atmosphere to the Earth's surface in various forms (rain, snow, hail, sleet).
3. **Wind:** The movement of air caused by differences in atmospheric pressure.
4. **Humidity:** The amount of water vapor in the air.
5. **Air Pressure:** The force exerted by the weight of the air on a surface.
6. **Sunshine / Cloud Cover:** The amount of sunlight received and the extent to which the sky is covered by clouds.

#### b) Explain three reasons why understanding weather patterns are significant for human activities. (3 marks) \*

#### Significance of Understanding Weather Patterns:

1. **Agriculture:** Farmers rely heavily on weather patterns (rainfall, temperature, sunshine) to determine planting and harvesting seasons, choose appropriate crops, and manage irrigation, directly impacting food security and livelihoods.

2. **Disaster Preparedness and Safety:** Understanding weather helps communities prepare for and mitigate the effects of extreme weather events like floods, droughts, storms, and heatwaves, saving lives and property.
3. **Transportation:** Weather conditions significantly affect air, road, and sea travel. Pilots, drivers, and sailors need weather forecasts for safe and efficient operations, planning routes, and avoiding hazardous conditions.
4. **Economic Planning:** Industries such as tourism, construction, and energy (e.g., solar, wind power) are highly dependent on weather. Forecasting helps in planning operations, resource allocation, and optimizing output.
5. **Clothing and Lifestyle Choices:** Daily weather forecasts influence personal decisions, such as what to wear, whether to carry an umbrella, or if outdoor activities are feasible.
6. **Health:** Extreme weather can impact human health (e.g., heatstroke, hypothermia, spread of vector-borne diseases related to rainfall). Understanding weather helps public health initiatives.

### Task 13 (Historical Information)

#### 33. Information can be sourced from various places.

##### a) Differentiate between primary and secondary sources of historical information. (2 marks)

**Primary Sources:** These are **original, firsthand accounts or artifacts** from the time period being studied. They are direct evidence of an event or experience.

**Secondary Sources:** These are **interpretations, analyses, or commentaries on primary sources**, created after the event by someone who did not directly experience it. They often synthesize information from multiple primary and sometimes other secondary sources.

##### b) Give two reasons why it is important to verify historical information. (2 marks) \* Importance of Verifying Historical Information:

1. **Ensure Accuracy/Truthfulness:** To confirm that the information is factual and represents events as they genuinely occurred, avoiding falsehoods or exaggerations.
2. **Identify Bias and Objectivity:** To detect any personal opinions, prejudices, or motivations of the source that might distort the historical narrative, and to seek a more balanced perspective.
3. **Establish Authenticity/Reliability:** To confirm that a source is genuine and was indeed created by the person or entity it claims to be from, and that it is credible.
4. **Construct a Comprehensive Understanding:** To compare different accounts and pieces of evidence, cross-referencing information to build a more complete and nuanced understanding of the past.
5. **Prevent Misinformation/Propaganda:** To guard against the spread of false or misleading information that could be used to manipulate understanding or promote specific agendas.

### Task 14 (African Continent)

#### 34. The African continent is unique in its shape, size, and features.

a) **State two ways in which the shape of Africa has influenced its climate. (2 marks)**

**Influence of Africa's Shape on Climate:**

1. **Limited Temperate Zones:** Africa's broad width across the equator and its tapering shape towards the North and South means that a large portion of the continent lies within the tropics. This results in generally hot climates with limited large temperate zones, except at the very northern and southern tips.
2. **Limited Maritime Influence (Coastal Areas):** The relatively smooth coastline with few deep inlets, gulfs, or large peninsulas means that maritime influences (like moderating sea breezes and consistent rainfall) do not penetrate far inland. This contributes to the vast dry interior regions.
3. **Dominance of Tropical Climates:** The compact, largely symmetrical shape centered on the equator leads to the widespread dominance of tropical rainforest, tropical grassland (savanna), and hot desert climates.

b) **Name three physical features commonly found in Africa. (3 marks)**

**Common Physical Features in Africa:**

1. **Plateaus / High Plains:** Much of Africa is characterized by extensive elevated plateaus, forming a "plateau continent."
2. **Rift Valleys:** The Great Rift Valley system, a massive geological fault, runs through East Africa, featuring deep valleys, lakes, and volcanic mountains.
3. **Deserts:** Vast desert regions like the Sahara (North Africa) and the Kalahari and Namib (Southern Africa).
4. **Rivers:** Major river systems like the Nile, Congo, Niger, and Zambezi.
5. **Lakes:** Numerous large lakes, many of which are associated with the Rift Valley (e.g., Lake Victoria, Tanganyika, Malawi).
6. **Mountains / Volcanic Peaks:** Prominent mountains, often volcanic, such as Mt. Kilimanjaro, Mt. Kenya, and the Atlas Mountains.

c) **Identify the African countries marked X and Y and their capital cities. (4 marks)**

- |                           |                            |
|---------------------------|----------------------------|
| i) Country X: Egypt       | Capital City: Cairo        |
| ii) Country Y: Madagascar | Capital City: Antananarivo |

**Task 15 (Peace in a Community)**

**35. Discuss three factors that can promote peace in a community. (3 marks)**

**Factors Promoting Peace in a Community:**

1. **Effective Conflict Resolution Mechanisms:** Establishing clear, fair, and accessible systems for resolving disputes (e.g., elders' councils, mediation, formal justice systems) helps prevent minor disagreements from escalating into larger conflicts.
2. **Equitable Distribution of Resources and Opportunities:** Ensuring fair access to land, education, healthcare, employment, and other vital resources for all members reduces grievances, economic inequality, and social injustice, which are often root causes of conflict.

3. **Promotion of Dialogue and Communication:** Creating platforms and encouraging open communication between different groups, leaders, and community members helps to build understanding, address concerns, and foster mutual respect.
4. **Respect for Diversity and Inclusion:** Actively celebrating and valuing the cultural, ethnic, religious, and other forms of diversity within a community, and ensuring all groups feel included and represented in decision-making processes.
5. **Strong and Accountable Leadership:** Having leaders who are seen as fair, just, and responsive to the needs of all community members, and who actively work to resolve issues and promote unity.
6. **Education for Peace and Coexistence:** Teaching values like tolerance, empathy, critical thinking, and non-violence from an early age helps shape individuals who are committed to peaceful interactions.
7. **Economic Development and Opportunities:** Providing stable livelihoods and economic prospects for all members reduces desperation and the likelihood of individuals being drawn into conflict or exploitative activities.

### Task 16 (Internal Structure of the Earth)

36. Study the diagram below which shows the internal structure of the Earth and answer the questions that follow.

a) Label the layers marked A, B, C, and D in the diagram. (4 marks)

**L: Crust** (Outermost layer)

**M: Mantle** (Beneath the crust)

**K: Outer Core** (Liquid layer beneath the mantle)

b) Explain three characteristics of the layer marked B. (6 marks)

**M is the Mantle:**

1. **Composition:** The mantle is primarily composed of silicate rocks rich in iron and magnesium. It is denser than the crust but less dense than the core.
2. **State/Consistency:** While mostly solid, the mantle behaves like a very viscous fluid over geological timescales. Its upper part (asthenosphere) is semi-molten and capable of slow convection currents.
3. **Temperature and Pressure:** Temperature and pressure increase significantly with depth within the mantle, ranging from about 500°C near the crust to over 4,000°C near the core.
4. **Convection Currents:** Heat from the core causes hot material in the mantle to rise and cooler material to sink, creating convection currents. These currents are believed to be the driving force behind plate tectonics, leading to continental drift, earthquakes, and volcanic activity.
5. **Thickness:** The mantle is the thickest layer of the Earth, extending from the base of the crust (Moho discontinuity) to the outer core, approximately 2,900 kilometers (1,800 miles) thick.
6. **Layers:** The mantle has two layers: upper mantle and lower mantle.