

KENYA NATIONAL EXAMINATION AND ASSESSMENT PREDICTION SERIES

ENDTERM 2 ASSESSMENT 2025

GRADE 9

SOCIAL STUDIES

MARKING SCHEME

1. **C. Late Stone Age**
2. **C. Challenges associated with the barter system**
3. **C. Emotional intelligence**
4. **B. Centralized bureaucratic administration.**
5. **C. The Trans-Saharan Slave Trade routes were mainly inland, while Indian Ocean routes were maritime.**
6. **B. A clay pot unearthed from an ancient settlement.**
7. **C. Folding**
8. **D. Anemometer** (Assuming the instrument shown measures wind speed, which an anemometer does. If it showed a wind sock or wind vane, the answer would change.)
9. **C. Accra**
10. **B. Acting honestly and morally, even when no one is watching.**
11. **C. The need for effective occupation to validate territorial claims.**
12. **B. Universal**
13. **C. Low birth rates and an aging population.**
14. **B. Being able to accept both praise and constructive criticism.**
15. **D. Alfred Wegener.**
16. **C. Continental drift and plate tectonics**
17. **C. Montane vegetation**
18. **C. Its unique rock-hewn churches carved out of solid rock.**
19. **C. To apply classroom knowledge to address real community needs.**
20. **C. 10:28 a.m.**

SECTION B (80 marks)

Task 1

21. Use the map below to answer question 21.

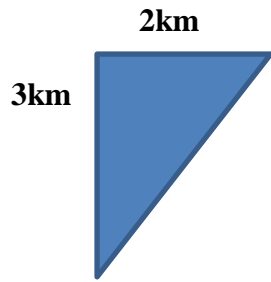
a) The direction of the cattle dip from Lake Bao

South-West (SW)

b) The town has developed mainly because of:

- **Confluence of transport routes:** Where roads, railways, or rivers intersect.(**MAIN**)
- **Presence of natural resources:** fertile land, or water sources
- **Administrative center:** If the town is a district or regional headquarters.
- **Agricultural activities:** If the surrounding area is productive agriculturally, leading to market centers.
- **Strategic location:** For defense or trade.

c) **The approximate area of Lake Bao is** To determine the approximate area, one would use the given scale of the map.



$$\begin{aligned}\text{Area} &= \frac{1}{2} \times 3\text{km} \times 2\text{km} \\ &= 3\text{km}^2\end{aligned}$$

d) **The climate of Buta is likely to be**

- i. **Vegetation type:** tea and forest
- ii. **Drainage patterns:** Presence of many rivers suggests high rainfall

Therefore, the climate

- i. **Cool and Wet Equatorial:**

e) **The main type of vegetation found in the northern part of Soti Area is**

Scrub/Bushland vegetation

22. Human origin and early man are key areas of historical study.

a) **Describe the main characteristics of the tools used by Early Stone Age man. (3 marks)** The main characteristics of tools used by Early Stone Age man (e.g., Oldowan and Acheulean industries) include:

- i. **Crude and basic:** They were very simple, often consisting of naturally fractured stones with minimal modification.
- ii. **Large and heavy:** Primarily made from large pebbles or cobbles, making them heavy and bulky.
- iii. **Multi-purpose/General-purpose:** Tools like choppers were used for a variety of tasks, such as breaking bones, chopping wood, and cutting meat, rather than specialized functions.
- iv. **Made from readily available materials:** Typically crafted from rocks found in the immediate environment, such as quartz, basalt, and chert.
- v. **Unifacial or bifacial:** Early tools were often unifacial (flaked on one side), while later Acheulean tools (hand axes) were bifacial (flaked on both sides) to create sharper edges.
- vi. **Simple manufacturing technique:** Primarily involved percussion flaking – striking one stone (hammerstone) against another (core) to detach flakes and create a sharp edge.

b) **Explain three significant changes that took place as a result of evolution during the different Stone Age periods of man. (2 marks)**

- i. **Development of more sophisticated tools:** Over the Stone Age, tools evolved from crude choppers to more refined hand axes, scrapers, spearheads, and eventually microliths, demonstrating improved cognitive abilities and specialized functions.
- ii. **Shift in lifestyle from nomadic foraging to settled agriculture:** This transition, particularly in the Late Stone Age (Neolithic Revolution), led to permanent settlements, food surplus, and the development of complex societies.

- iii. **Increased brain size and cognitive abilities:** Evidence from fossil records shows a gradual increase in cranial capacity, leading to enhanced problem-solving skills, abstract thought, and language development.
- iv. **Mastery of fire:** Early man learned to control fire, which provided warmth, protection from predators, enabled cooking, and facilitated tool making, significantly impacting survival and diet.
- v. **Development of art and symbolic thought:** The appearance of cave paintings, carvings, and burial rituals in the Middle and Late Stone Age indicates the emergence of complex cultural and symbolic expression.
- vi. **Bipedalism and anatomical changes:** Earlier hominids became fully bipedal, freeing their hands for tool-making and carrying, leading to changes in skeletal structure.

c) Identify the following Egyptian innovations (3 marks)

- i. **Pyramids:** Monumental stone structures, primarily tombs for pharaohs, showcasing
- ii. **Hieroglyphics:** The ancient Egyptian system of writing using pictorial symbols.
- iii. **Calendar:** A solar calendar of 365 days, divided into 12 months, which was highly accurate for agricultural planning.

23. Early African civilizations were centers of innovation and development.

a) Name two early African civilizations known for their significant architectural achievements. (2 marks)

- i. **Ancient Egypt:** Known for monumental structures like the Pyramids of Giza, temples (e.g., Karnak, Luxor), and obelisks.
- ii. **Great Zimbabwe:** Renowned for its impressive stone enclosures and walls, built without mortar.
- iii. **Aksum (Axum):** Famous for its towering obelisks (stelae) and sophisticated multi-story palace ruins.
- iv. **Kush (Kerma/Meroe):** Developed unique pyramid structures, although smaller than Egyptian ones, and impressive temples.
- v. **Lalibela (Ethiopia):** Known for its monolithic rock-hewn churches carved directly into the ground.

b) Outline three ways the Kongo Kingdom influenced the political organization of subsequent communities in Central Africa. (3 marks) The Kongo Kingdom, a highly centralized and organized state, influenced subsequent communities in Central Africa in several ways:

- i. **Centralized authority and administration:** It demonstrated the effectiveness of a strong central ruler (ManiKongo) supported by a hierarchy of provincial governors and local chiefs. This model was emulated by later states seeking stability and control.
- ii. **Standardized legal and judicial systems:** The Kongo Kingdom had a well-defined legal framework and courts, which provided a blueprint for justice administration in emerging communities, promoting order and dispute resolution.
- iii. **Taxation and revenue collection:** The system of collecting tribute and taxes from subordinate territories provided a model for economic organization and resource mobilization, enabling the financing of state activities and public works.
- iv. **Military organization and defense:** The Kongo's organized military structure, used for defense and expansion, influenced the formation of standing armies or organized fighting units in neighboring polities.
- v. **Diplomatic relations and alliances:** The Kongo Kingdom engaged in complex diplomatic relations with other states, including European powers, setting a precedent for inter-state diplomacy and treaty-making.
- vi. **Succession patterns:** The system of succession within the Kongo, often involving the royal lineage, might have influenced how leadership was transferred in other developing states.

24. Understanding historical information requires a critical approach.

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

- i. **Primary Sources:** These are first-hand accounts or direct evidence from the period being studied. They are original materials that have not been interpreted or analyzed by anyone else. Examples include diaries, letters, photographs, official documents, artifacts, oral testimonies from witnesses, and original recordings.
- ii. **Secondary Sources:** These are accounts or interpretations of historical events that are created after the period being studied, often by people who did not directly experience the events. They analyze, interpret, or summarize primary sources. Examples include textbooks, biographies, historical articles, encyclopedias, and documentaries.

b) Explain four reasons why it is important to consult both primary and secondary sources when researching historical events. (4 marks)

- i. **To gain a comprehensive understanding:** Primary sources provide raw, unfiltered insights and a direct connection to the past, while secondary sources offer broader context, analysis, and different perspectives, allowing for a more complete picture.
- ii. **To verify information and ensure accuracy:** Cross-referencing information between primary sources and comparing them with interpretations in secondary sources helps to verify facts, identify biases, and ensure the accuracy of the historical narrative.
- iii. **To identify different interpretations and debates:** Secondary sources often present scholarly debates and varying interpretations of primary source evidence, which encourages critical thinking and a nuanced understanding of historical complexities.
- iv. **To identify gaps in research and formulate new questions:** By reviewing existing secondary research, one can identify areas where primary source evidence is lacking or where further investigation is needed, leading to new research questions.
- v. **To understand the historiography:** Secondary sources reveal how historical understanding has evolved over time, showing how different historians have approached and interpreted the same events.
- vi. **To provide context and background:** Secondary sources help contextualize primary sources, providing the necessary background information to properly understand the significance and meaning of the raw historical data.

25. The internal structure of the Earth is dynamic, leading to various landforms.

a) Differentiate between horizontal and vertical earth movements. (2 marks)

- i. **Horizontal Earth Movements (Orogenic/Tensional/Compressional):** These are movements of the Earth's crust that occur parallel to the Earth's surface. They are primarily caused by plate tectonics, leading to compression (folding, mountain building) or tension (faulting, rift valleys) and are responsible for major structural landforms like fold mountains and rift valleys.
- ii. **Vertical Earth Movements (Epeirogenic):** These are movements of the Earth's crust that occur perpendicular to the Earth's surface, causing uplift or subsidence of large blocks of land. They are generally slower and affect larger areas, leading to features like plateaus, raised beaches, or submerged coastlines, without significant folding or faulting.

b) Explain three resultant features formed by faulting. (3 marks) Faulting occurs when tectonic forces cause rocks to fracture and displace along a plane.

- i. **Rift Valleys (Graben):** These are linear depressions formed when a block of land (graben) subsides between two parallel normal faults, often due to tensional forces pulling the crust apart. Examples include the East African Rift Valley.
- ii. **Block Mountains (Horst):** These are uplifted blocks of land that stand prominently above the surrounding area. They are formed when land on either side of two parallel normal faults subsides, or when the central block between reverse faults is uplifted. Examples include the Ruwenzori Mountains.

- iii. **Fault Scarps:** These are steep slopes or cliffs formed directly by the vertical displacement along a fault line. They can vary in height from a few meters to hundreds of meters, representing the exposed face of the fault block.
- iv. **Basin and Range Topography:** In regions with extensive tensional faulting, a series of uplifted horsts and down-dropped grabens can create a characteristic landscape of alternating mountain ranges and valleys.
- v. **Escarpsments:** While not exclusively formed by faulting, faulting can create or accentuate escarpments, which are long, steep slopes that mark the edge of a plateau or elevated area.

26. Personal awareness contributes to healthy relationships. State two characteristics of healthy interpersonal relationships. (2 marks)

- i. **Mutual Respect:** Individuals in the relationship value and appreciate each other's opinions, boundaries, and individuality, even when disagreements arise.
- ii. **Open and Honest Communication:** Partners feel comfortable and safe expressing their thoughts, feelings, and needs without fear of judgment, and they actively listen to each other.
- iii. **Trust and Honesty:** There is a fundamental belief in each other's integrity, and individuals are truthful and reliable.
- iv. **Support and Encouragement:** Individuals support each other's goals, celebrate successes, and offer encouragement during challenges.
- v. **Healthy Boundaries:** Each person respects the personal space, limits, and needs of the other, preventing feelings of being overwhelmed or controlled.
- vi. **Empathy and Understanding:** Individuals strive to understand and share the feelings of the other, demonstrating compassion and concern.
- vii. **Conflict Resolution Skills:** The ability to address disagreements constructively, negotiate solutions, and compromise without resorting to harmful behaviors.
- viii. **Shared Interests and Activities (but also individual space):** While enjoying time together, individuals also maintain their own interests and friendships, fostering personal growth.

27. African Diasporas have a significant connection to the continent. State three reasons for the historical movement of African people to other parts of the world, leading to the formation of the African Diasporas. (3 marks)

- i. **Transatlantic Slave Trade:** This was the most significant factor, forcibly transporting millions of Africans across the Atlantic to the Americas (North, South, and the Caribbean) to work as enslaved labor on plantations, primarily from the 16th to the 19th centuries.
- ii. **Indian Ocean Slave Trade:** An earlier and long-lasting slave trade that took Africans to the Middle East, Indian subcontinent, and parts of Asia, driven by demand for labor in agriculture, domestic service, and military.
- iii. **Trans-Saharan Slave Trade:** Involving the movement of enslaved Africans across the Sahara Desert to North Africa, the Middle East, and parts of Europe, driven by various economic and social demands.
- iv. **Voluntary Migration (Pre-Colonial/Early History):** Smaller-scale movements for trade, religious expansion (e.g., spread of Islam), and exploration, leading to communities outside Africa (e.g., early African traders in parts of Asia).
- v. **Colonialism and Post-Colonial Migration:** In the 20th and 21st centuries, economic hardship, political instability, persecution, and the pursuit of better opportunities (education, employment) have led to more recent voluntary migrations of Africans to Europe, North America, and other parts of the world.
- vi. **Professional and Academic Migration:** The movement of highly skilled professionals and academics from Africa to developed countries in search of better career prospects and educational opportunities.

28. Social Studies entrepreneurial opportunities can be found in various sectors. Outline two entrepreneurial opportunities related to the preservation and promotion of historical sites in Africa. (2 marks)

- i. **Cultural Tourism and Tour Guiding Services:** Developing and operating guided tours to historical sites, offering immersive experiences, storytelling, and local cultural insights. This can involve creating specialized packages for different interest groups (e.g., historical architecture tours, ancient civilization tours).
- ii. **Crafts and Souvenir Production:** Establishing enterprises that produce authentic, locally-made crafts, artworks, and souvenirs inspired by the history and culture of the site. This creates economic opportunities for local artisans and provides visitors with tangible memories.
- iii. **Accommodation and Hospitality Services:** Setting up eco-lodges, guesthouses, or traditional homestays near historical sites, offering visitors a unique cultural experience while promoting local economies and accommodating tourists.
- iv. **Digital Content Creation and Virtual Tours:** Developing interactive websites, mobile apps, virtual reality (VR) tours, or educational documentaries about historical sites to reach a wider global audience and generate revenue through subscriptions, sponsorships, or digital sales.
- v. **Educational Programs and Workshops:** Organizing workshops, lectures, or educational camps at historical sites for students and enthusiasts, focusing on archaeology, local history, traditional crafts, or indigenous knowledge systems.
- vi. **Site Management and Maintenance Services:** Offering specialized services for the conservation, restoration, and ongoing maintenance of historical structures and landscapes, potentially attracting funding from heritage organizations or government bodies.

b) Identify the historical monument Located at EFG. (3 marks)

E: Timbuktu in Mali.

F: Meroe in Sudan.

G: Roben island in South Africa.

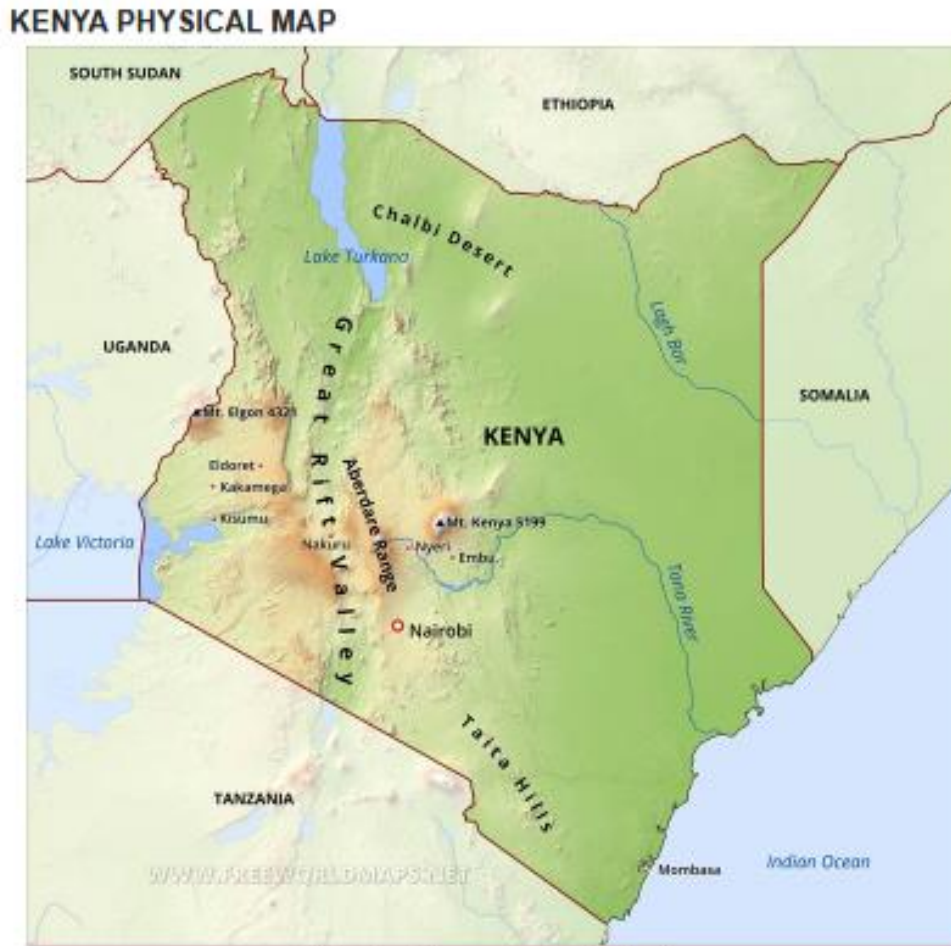
29. Personal values are crucial for self-improvement and community well-being. Highlight five national values as enshrined in the Constitution of Kenya. (5 marks) The Constitution of Kenya, in Article 10, enshrines several national values and principles of governance. Five of these include:

- i. **Patriotism, National Unity, Sharing and Devolution of Power, the Rule of Law, Democracy and Participation of the People:** This broad category emphasizes loyalty to the nation, cohesion, decentralized governance, adherence to legal principles, and active citizen involvement.
- ii. **Human Dignity, Equity, Social Justice, Inclusiveness, Equality, Human Rights, Non-discrimination and Protection of the Marginalized:** This highlights the fundamental respect for every individual, fairness, equal opportunities, and safeguarding the rights and well-being of all, especially vulnerable groups.
- iii. **Integrity, Transparency and Accountability:** These values emphasize honesty, moral uprightness, openness in governance, and the responsibility of individuals and institutions for their actions.
- iv. **Sustainable Development:** This refers to development that meets the needs of the present without compromising the ability of future generations to meet their own needs, encompassing environmental protection, economic viability, and social equity.
- v. **National Cohesion:** The principle of fostering unity and a sense of shared identity among diverse ethnic and cultural groups within the nation.
- vi. **Good Governance:** Encompassing principles like efficiency, effectiveness, responsiveness, and responsible management of public affairs.

(Any five distinct values from the above list would be acceptable. For instance, a learner could list: National unity, Human dignity, Integrity, Sustainable development, and Rule of Law.)

30. Population distribution and structure are key demographic concepts.

a) Draw a sketch map of Kenya and mark any two physical features and two major capital cities. (4 marks)



b) Explain three evidence supporting continental drift theory. (3 marks)

The Continental Drift Theory, proposed by Alfred Wegener, suggests that continents slowly drift across the Earth's surface. Evidence includes:

- i. **The Jigsaw Fit of Continents:** The coastlines of several continents, particularly South America and Africa, appear to fit together remarkably well, much like pieces of a jigsaw puzzle. This suggests they were once joined.
- ii. **Paleontological Evidence (Fossil Distribution):** Identical fossil species of plants (e.g., *Glossopteris* flora) and animals (e.g., *Mesosaurus*, *Lystrosaurus*) have been found on widely separated continents (e.g., South America, Africa, Antarctica, Australia, India). This distribution is best explained by the continents being connected in the past.
- iii. **Geological Evidence (Rock Formations and Mountain Ranges):** Similar rock types, geological structures, and mountain ranges of the same age and composition are found across different continents that would have been adjacent in Pangaea. For example, the Appalachian Mountains of North America are geologically similar to mountain ranges in Greenland, the British Isles, and Scandinavia.
- iv. **Paleoclimatic Evidence (Ancient Climate Zones):** Evidence of ancient climatic zones (e.g., glacial deposits found in tropical regions like India and Africa, or coal deposits formed in tropical swamps found in polar regions) indicates that continents have moved relative to the poles.
- v. **Magnetic Striping and Seafloor Spreading (later supporting Plate Tectonics):** Although discovered later, the patterns of magnetic reversals in oceanic crust parallel to mid-oceanic ridges provide strong evidence for seafloor spreading, which is the mechanism for continental drift.

c) **Identify the following types of faults. (3 marks)**

A: Normal Fault: Occurs when the hanging wall moves down relative to the footwall, typically caused by tensional forces pulling rock apart. (Diagram would show two blocks pulling apart, with one slipping down).

B: Reverse Fault (or Thrust Fault): Occurs when the hanging wall moves up relative to the footwall, typically caused by compressional forces pushing rock together. If the angle of the fault plane is very shallow, it's called a Thrust Fault. (Diagram would show two blocks pushing together, with one riding over the other).

C: Strike-Slip Fault (or Transform Fault): Occurs when blocks of rock move horizontally past each other, parallel to the strike of the fault plane, with little or no vertical motion. (Diagram would show two blocks sliding past each other laterally).

31. Poverty remains a major challenge in many parts of Africa. Outline four causes of poverty in African communities. (2 marks)

- i. **Historical Factors (e.g., Colonialism and its legacy):** Colonial policies often disrupted traditional economies, exploited resources for the benefit of colonial powers, and established economic structures that hindered long-term independent development.
- ii. **Poor Governance and Corruption:** Weak institutions, lack of accountability, and widespread corruption divert resources, deter investment, and undermine public services, disproportionately affecting the poor.
- iii. **Conflict and Political Instability:** Wars, civil unrest, and political instability disrupt economic activities, displace populations, destroy infrastructure, and divert resources from development to defense, leading to widespread poverty.
- iv. **High Population Growth Rate:** In some regions, rapid population growth outstrips the rate of economic growth and resource availability, putting strain on education, healthcare, and job creation.
- v. **Low Agricultural Productivity and Climate Change:** Over-reliance on rain-fed agriculture, outdated farming methods, land degradation, and the impacts of climate change (droughts, floods) lead to food insecurity and reduced income for farmers.
- vi. **Limited Access to Education and Healthcare:** Inadequate investment in quality education and healthcare limits human capital development, perpetuates cycles of poverty, and reduces productivity.
- vii. **Lack of Infrastructure:** Poor transportation networks, unreliable energy supply, and limited access to technology hinder economic activity, market access, and industrial development.
- viii. **Unfavorable Global Economic Systems:** Unequal trade terms, reliance on commodity exports with fluctuating prices, and high debt burdens can disadvantage African economies in the global market.
- ix. **Natural Disasters:** Frequent droughts, floods, and other natural calamities destroy livelihoods, agricultural output, and infrastructure, pushing vulnerable communities deeper into poverty.

b) **Outline two solutions to combat poverty in African communities. (2 marks)**

- i. **Investment in Education and Skills Development:** Providing access to quality education, vocational training, and technical skills empowers individuals, improves employability, and fosters innovation, breaking intergenerational poverty cycles.
- ii. **Promoting Sustainable Agriculture and Food Security:** Investing in modern farming techniques, irrigation, drought-resistant crops, and agricultural extension services can increase food production, enhance rural incomes, and reduce vulnerability to climate shocks.
- iii. **Strengthening Governance and Combating Corruption:** Implementing robust anti-corruption measures, promoting transparency and accountability, and strengthening democratic institutions can ensure resources are used for public benefit and attract investment.
- iv. **Developing Infrastructure:** Investing in reliable energy, transportation networks (roads, railways), and digital connectivity facilitates trade, industrial growth, and access to services, boosting economic activity.
- v. **Diversification of Economies:** Moving beyond reliance on raw material exports by promoting industrialization, value addition, and developing diverse sectors like tourism, manufacturing, and technology to create more stable economies and job opportunities.

- vi. **Access to Finance and Microfinance:** Providing small loans, financial literacy training, and support for small and medium-sized enterprises (SMEs) empowers entrepreneurs and stimulates local economies.
- vii. **Regional Integration and Trade:** Promoting intra-African trade and regional economic blocs can create larger markets, reduce trade barriers, and foster economic growth.
- viii. **Healthcare Improvement:** Investing in accessible and affordable healthcare services improves public health, reduces child mortality, and increases life expectancy, contributing to a more productive workforce.

32. Multipurpose River Projects play a crucial role in development.

a) Discuss two conditions that led to the establishment of multipurpose river projects in Africa. (2 marks)

- i. **Need for Hydroelectric Power (Electricity Generation):** Many African countries have significant hydroelectric potential but faced energy deficits. Multipurpose river projects were established to harness this potential, providing a renewable source of electricity for industrial development, urban centers, and rural electrification.
- ii. **Demand for Irrigation and Food Security:** Many parts of Africa experience unreliable rainfall or aridity, leading to food insecurity. These projects aimed to provide controlled water supply for irrigation, expanding agricultural land, increasing crop yields, and ensuring food security.
- iii. **Flood Control:** Major rivers in Africa often experience seasonal flooding, causing significant damage to property, infrastructure, and lives. Multipurpose projects incorporated dams and reservoirs to regulate river flow, thereby mitigating flood risks.
- iv. **Improvement of Navigation and Transportation:** Some projects aimed to improve navigability on rivers, making them suitable for transport of goods and people, thus fostering trade and connectivity.
- v. **Water Supply for Domestic and Industrial Use:** Rapid urbanization and industrial growth created a high demand for potable water. River projects provided a reliable source of water for urban populations and industries.
- vi. **Fisheries and Tourism Development:** The creation of large reservoirs often facilitated the development of fisheries, providing food and livelihoods, and also created opportunities for water-based tourism activities.

b) Name the main multipurpose river project found in the following country. (2 marks)

a. **Egypt: Aswan High Dam** (on the River Nile)

b. **Kenya: Seven Forks Dams Scheme** (on the Tana River, comprises several dams like Masinga, Kamburu, Gitaru, Kindaruma, Kiambere)

33. Weather and climate are interconnected geographical concepts.

a) Highlight one element of weather. (1 mark)

- i. **Temperature:** The degree of hotness or coldness of the atmosphere.
- ii. **Precipitation:** Any form of moisture that falls from the atmosphere to the Earth's surface, such as rain, snow, sleet, or hail.
- iii. **Wind:** The movement of air from areas of high pressure to areas of low pressure.
- iv. **Humidity:** The amount of water vapor present in the atmosphere.
- v. **Atmospheric Pressure:** The force exerted by the weight of air on a unit area of the Earth's surface.
- vi. **Sunshine/Cloud Cover:** The amount of solar radiation received or the extent of cloudiness in the sky.

b) Identify the climatic regions XYZ (3 marks)

X: Mediterranean climate

Y: Equatorial Climate

Z: Desert Climate.

b) State three factors that affect vegetation distribution in Africa. (3 marks)

- i. **Climate (Rainfall and Temperature):** This is the most significant factor.
 - a. **Rainfall:** Determines the availability of water. Areas with high, consistent rainfall support forests (e.g., equatorial rainforests), while areas with less rainfall support grasslands and deserts.
 - b. **Temperature:** Affects plant growth rates and types. High temperatures favor tropical vegetation, while lower temperatures at high altitudes support montane or alpine vegetation.
- ii. **Altitude/Relief:** As altitude increases, temperature decreases, and rainfall patterns can change. This leads to distinct vegetation zones on mountains (e.g., montane forests, bamboo zones, moorland, alpine vegetation).
- iii. **Soils:** Soil type, fertility, drainage, and depth influence which plants can grow. For example, fertile alluvial soils support rich vegetation, while sandy or saline soils support specialized species.
- iv. **Drainage:** The amount of water in the soil, influenced by relief and rainfall, determines vegetation. Waterlogged areas may support swamp vegetation, while well-drained areas support forests or grasslands.
- v. **Human Activities:** Human actions like deforestation, agriculture, urbanization, overgrazing, and burning of vegetation significantly alter natural vegetation distribution.
- vi. **Aspect:** The direction a slope faces influences the amount of sunlight and moisture it receives, affecting vegetation growth. For example, windward slopes may have more dense vegetation than leeward slopes.

b) Describe three characteristics of savannah vegetation (3 marks)

- i. **Dominance of Grasslands with Scattered Trees:** The most defining feature is the presence of extensive grasslands (tall grasses like elephant grass) interspersed with scattered, drought-resistant trees and shrubs (e.g., acacia, baobab). The density of trees varies, from open grasslands to more wooded savannahs.
- ii. **Distinct Wet and Dry Seasons:** Savannah vegetation is adapted to a climate characterized by a long dry season and a relatively short but intense wet season. During the dry season, grasses may turn brown and trees may shed leaves to conserve water.
- iii. **Adaptations to Fire:** Savannah ecosystems are prone to natural wildfires, especially during the dry season. Many plant species have adapted to fire, with deep roots, thick bark, or rapid regrowth after burning.
- iv. **Presence of Large Herbivores and Carnivores:** Savannahs support a diverse array of large grazing animals (e.g., wildebeest, zebra, elephants) and their predators (e.g., lions, cheetahs), forming a unique ecological balance.
- v. **Generally Flat or Undulating Landscape:** Savannahs typically occur in relatively flat or gently rolling plains, making them suitable for grazing animals and human activities like pastoralism.

34. Conflict resolution is essential for maintaining peace. State three non-violent ways of solving conflicts in a community. (3 marks)

- i. **Mediation:** Involves a neutral third party (mediator) who facilitates communication and negotiation between conflicting parties, helping them reach a mutually acceptable solution. The mediator does not impose a decision but guides the process.
- ii. **Negotiation:** Direct communication between the conflicting parties themselves, where they discuss their differences, exchange proposals, and work towards a compromise or agreement without the involvement of an external decision-maker.
- iii. **Arbitration:** A process where conflicting parties agree to present their case to a neutral third party (arbitrator) who then makes a binding decision or recommendation. Unlike mediation, the decision is often imposed.
- iv. **Dialogue and Open Communication:** Encouraging open and respectful conversations between individuals or groups in conflict to understand each other's perspectives, identify root causes, and build common ground.
- v. **Community Barazas/Forums:** Organizing public meetings or traditional council gatherings where community members can openly discuss grievances, share concerns, and collectively seek solutions, often guided by elders or respected leaders.
- vi. **Education and Awareness Programs:** Implementing programs that teach conflict resolution skills, promote tolerance, and raise awareness about the benefits of peaceful coexistence within the community.
- vii. **Apology and Forgiveness:** Encouraging sincere apologies from those who have caused harm and fostering a culture of forgiveness can help heal rifts and restore relationships within a community.

35. Map reading and interpretation are vital skills in Social Studies.

a) Outline two types of scales used on topographical maps. (2 marks)

- i. **Statement Scale (or Verbal Scale):** Expressed in words, e.g., "One centimeter represents one kilometer" or "1 inch to 1 mile." It's easy to understand but changes if the map is enlarged or reduced.
- ii. **Representative Fraction (RF) or Ratio Scale:** Expressed as a fraction or ratio, e.g., 1:50,000 or 1/50,000. This means one unit on the map represents 50,000 of the same units on the ground. It remains accurate even if the map is resized.
- iii. **Linear Scale (or Graphic Scale/Bar Scale):** A line drawn on the map, usually with divisions marked to show corresponding distances on the ground (e.g., 0 to 1 km, 1 to 2 km). This scale remains accurate even if the map is enlarged or reduced, as it scales with the map.

b) Explain three challenges of fieldwork when collecting geographical data. (3 marks)

- i. **Accessibility and Terrain:** Some areas may be difficult to reach due to rugged terrain (mountains, dense forests), lack of roads, or physical barriers (rivers, swamps), making it challenging to collect data effectively or safely.
- ii. **Weather Conditions:** Unpredictable or extreme weather (heavy rain, strong winds, intense heat, cold) can hinder fieldwork, damage equipment, make data collection difficult, or pose safety risks to researchers.
- iii. **Cost and Logistics:** Fieldwork can be expensive, involving travel, accommodation, equipment, and personnel. Logistical challenges include obtaining permits, arranging transport, and securing necessary supplies, especially in remote areas.
- iv. **Time Constraints:** Fieldwork often requires significant time investment for travel, data collection, and repeat visits. Limited time can restrict the scope and depth of data collected.
- v. **Human Factors and Safety:** Researchers may face challenges such as hostile communities, language barriers, security risks (crime, wildlife), health risks (diseases), and getting lost, which can compromise data collection and personal safety.
- vi. **Equipment Malfunctions/Limitations:** Scientific equipment used in fieldwork can malfunction, run out of power, or be ill-suited for specific environmental conditions, leading to inaccurate or incomplete data.
- vii. **Data Quality and Reliability:** Ensuring the consistency and accuracy of data collected in diverse field conditions can be challenging, especially when relying on surveys or observations that are subject to human error or bias.

c) Name the types of maps shown below. (3 marks)

- **A: Topographical Map**
- **B: Sketch Map**
- **C: Atlas Map**