

# CONQUEROR CBE DISTINCTION AIM

## GRADE 8

# CBE COMBINED EXTENSION ACTIVITIES ANSWERS



## COMPETENCY BASED EDUCATION

## **Published by**

**Conqueror CBE Distinction Aim Publishers Ltd**

### **Head office**

Mutaratara Mall, 2<sup>nd</sup> floor

River road

P.O Box 2323-00300, Nairobi

Cell: +254 707 521 446, +254 755 168 523

Email: conquerorpublishers@gmail.com

The moral rights of the authors have been asserted.

### **All rights reserved.**

No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means; electronic, electrostatic, magnetic tapes or mechanical including photocopying, recording or any information storage and retrieval or system or in any other way copied whatsoever without the prior permission in written from the publisher.

### **2026 EDITION**

# Table of Contents

Mathematics .....	1
English .....	14
Kiswahili .....	20
Integrated Science .....	35
Agriculture .....	
Social Studies .....	43
Pre-Technical Studies .....	58
Creative Arts .....	
Christian Religious Education .....	
Islamic Religious Education .....	

## Preface

The transition to Junior School marks a defining stage in a learner's academic journey. It is a period of growth, discovery and increasing responsibility, where a learner is expected not only to acquire knowledge but also to apply skills, values and attitudes that prepare them for life beyond the classroom.

*Conqueror CBE Distinction Aim Grade 7* has been developed with this transition firmly in mind. Guided by the principles of the Competency-Based Education framework, this Reference material is designed to support learners as they explore new ideas, strengthen foundational skills and develop confidence in their abilities. It recognises that learning is most effective when it is relevant, engaging and connected to real-life experiences.

The content in this book is carefully structured to promote inquiry, creativity and independent thinking. Each learning area is presented in a clear and accessible manner, supported by practical activities, illustrations and examples drawn from everyday contexts familiar to Kenyan learners. These features encourage active participation, collaboration and reflection, enabling learners to take ownership of their learning.

Beyond supporting classroom instruction, this Reference material serves as a dependable companion for research, projects, homework and private study. It is equally valuable to teachers seeking structured support for lesson delivery and to parents who wish to guide learning at home.

# MATHEMATICS ANSWERS

## 1.1 Integers

### Practice exercise 1 page 2

- 1, -2, -500, -1000, 2, 500
- 124, 254, -7, 0, 583
- 6
- 

Integer	Non integer
63, 83, 0, -34, -45, -898, 82 and 100	$\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{4}{7}$ , 6.98, 73.89, 67.098, -77.83

+18 and -3

- +8 and -10
- 37 books
  - 6
  - 3
  - +24
  - 8

### Practice exercise 2 page 3

- 
- - 
  - 
  - 
  -

### Practice exercise 3 page 4

- 

- 
- 
- 

- 3
- 10 rungs
- 9

### Practice exercise 4

- 15
  - 12
  - 8
  - 8
  - 18
- 5
  - 14
  - 2
  - 2
  - 1
  - 6
  - 18
- 32
- 

- 
- 
- 

- 26m
- 13

### Practice exercise 5 page 4

- 4,
  - 12
  - 9
  - 22
  - 2
  - 27
- 146 pounds
- 138 dollars

## 1.2 Fractions

### Practice exercise 1 page 5

- $\frac{9}{10}$
  - $6\frac{1}{10}$
  - $4\frac{1}{6}$
  - $24\frac{5}{6}$
- $\frac{19}{36}$
- $2\frac{1}{4}$

### Practice exercise 2 page 6

- $1\frac{29}{40}$
  - $4\frac{16}{45}$
  - 
  - $\frac{7}{20}$
  - $\frac{22}{29}$
  - $5\frac{53}{80}$
- $\frac{4}{65}$
  - $\frac{505}{636}$
- $\frac{4}{5}$
- Sh 15680

### Practice exercise 4 page 7

- 36 hectares
- 1500
- 0.26667
- 410 birds
- 3 hrs

## 1.3 Decimals

### Practice exercise 1 page 8

- 0.2
  - 0.9
  - 2.1
  - 3.84
- 0.85
  - 0.88
  - 0.76
  - 0.94
- $\frac{37}{8} = 4.625$
  - $\frac{92}{5} = 18.4$
  - $\frac{209}{80} = 2.6125$
  - $\frac{51}{4} = 12.75$

- Tom=65.28, Susan=63.8125
  - 129.0925
  - 1.4675
- 48.375

### Practice exercise 2 page 8

- 1.4
  - 0.123
  - 3.171717...
  - 2.3232..
- 0.3
  - 0.6
  - 0.4
  - 0.7
  - 0.16
  - 0.83
- 0.63
  - 4.3
  - 0.361

### Practice exercise 3 page 9

- $\frac{4}{9}$
  - $\frac{23}{11}$
  - $318\frac{197}{900}$
- $\frac{7}{9}$
  - $\frac{22}{9}$
- $\frac{446740}{99000}$
  - $\frac{16}{37}$
  - $\frac{22}{11}$
  - $\frac{572}{90}$
  - $\frac{1}{3}$
  - $\frac{7}{9}$
  - $\frac{1}{16}$
  - $2\frac{33}{111}$
  - $\frac{2}{9}$
  - $\frac{8}{9}$
  - $\frac{2}{11}$
  - $\frac{53}{99}$
  - $\frac{25}{33}$
  - $\frac{7}{11}$
  - $\frac{112}{999}$
  - $\frac{113}{333}$
  - $\frac{19}{111}$

### Practice exercise 4 page 10

- 3.698
  - 34.5625
  - 767.6725
- 688.7
  - 688.74
  - 688.735
  - 688.7354
  - 688.73538
  - 688.735380



2. a. 1:2                                      b. 3:4  
 c. 7:2                                         d. 1:4  
 e. 88:7
3. a. 1:25                                      b. 1:4.28  
 c. 11:3                                        d. 1:1  
 e. 1:33.33                                  f. 1:5

**Practice exercise 3 page 16**

1. a. 4:7                                         b. 6:5  
 c. 2:1                                         d. 5:8  
 e. 7:10                                        f. 8:9  
 g. 9:3                                         h. 3:2
2. 8:11
3. Plate T

**Practice exercise 4 page 17**

1. a. 8    b. 4  
 c. 9    d. 12  
 e. 18
2. 106.67 kg
3. 45m
4. A. 2:3                                      b. 3:5
5. 12.5cm
6. 150cm

**Practice exercise 5 page 17**

1. a. 700                                        b. 1200000  
 c. 685.71                                    d. 150000000  
 e. 112500
2. 160 girls
3. a. 6:12:7  
 b. John:sh 480000, Alex:sh 240000, Peter :sh 240000
4. 43 yrs
5. Lucy:160 eggs, Joel:100 eggs Total 260 eggs
6. Kasuku:sh 1073077. Soma:sh 1430769, Elimu:sh 596154

**Practice exercise 6 page 18**

1. a. 400                                        b. 600  
 c. 800                                        d. 1200
2. a. 150                                        b. 80  
 c. 80
3. sh 240

4. sh 225per litre
5. 30 cm
6. Sh 462000

**Practice exercise 7 page 19**

1. i. 300% increase  
 ii. 13.21% increase
2. a. 50% inc  
 b. 9.09 %increase
3. i. 10% dec  
 ii. 20%dec
4. 20%dec
5. 16.07% dec.
6. 20%inc
7. 10% dec.
8. 2.75%dec

**Practice exercise 8 page 19**

1.

No. insect	1	2	-6	-10	-12
No. eggs	5	-10	30	50	60

2. 3.75 ha
3. problem
4. 9 days
5. 1

**Practice exercise 9**

1. a. 30 men  
 b. 15 men  
 c. 8 men  
 d. 5 men
2. 24 minutes
3. 2 mins
4. 4 mins
5. 1 day

## 2.1 Algebraic expression

## Practice exercise 1 page 20

- 5g and 7g
  - 6m and m
  - 3b and 10b
  - 4k and 9k
  - 6w, -8w and 9w
  - 22m and 9m, 12n and 7n
- Keli:  $y + x$ , Melin:  $4y + 2x$  Total =  $5y + 3x$

## Practice exercise 2 page 20-21

- $4x(1-6y)$
  - $14m(4n+10-6n)$
  - $4(y+2x+4q)$
  - $4c(z-8)+z(1+3)$
  - $e(1-f) + 2(e+F)$
  - $6k(2+6-9m+4n)$
- $4(4x+8)$
- $2(t+30-2h)$

## Practice exercise 3 page 21

- $3x-2y/y$
  - $3m-4/8$
  - $6mr-3r/xp-4zq$
  - $4y(3z+m)-3x(z+m)/3x+4y$
  - $7/2xy$
  - $xy-x-y/3xy$
  - $292y-53x/144$
  - $23x+45y+34/60$
  - $xy+y^2-xz+yz/yz$
  - $-a-b/xyz$
- problem
- 1
  - $3p^2-2q/2p$
  - $tq^2-qt^2/tq$
  - 1/2
  - $8+2xy/6x+3y$

## Practice exercise 5 page 22

- 13
  - 12
  - 28.44
- 41
  - 50
  - 140
  - 257

- 980
- 678.672
  - 2350.216
- 4
- 4.125
  - 8
  - 4
- $8a+48c$
  - yes

## 2.2 Linear equation

## Practice exercise 1 page 22-23

- $10c+6p=320$
- $x+y=200$
- $x+y+30=180$
- $x+y=18, x-y=4$
  - $3d+4c=6200, 4d+3c=6400$
  - $7c+4t=655, 5c+3t=475$
  - $x+y=26, 25x+10y=500$
  - $l-w=10, 2l+2w=180$

## Practice exercise 2 page 23

- $y=1\frac{2}{5}, x=3\frac{3}{5}$
  - $b=131.5, a=269.5$
  - 70kg
  - 100

## Practice exercise 3 page 24

- $X:1, y=3$
  - $a=7, b=1$
  - $y=-1/3, x=13$
- $f=3\frac{2}{5}, w=1/5$
  - $t=2, r=6$
  - $y=3, x=14$
- pen=sh20, pencil=10
- volley=10 players

## Practice exercise 4 page 24

- t
- cow=sh 25000, goat=sh7000  
300000
- 3 problem
- 4

# 3.0

# MEASUREMENT

## 3.1 Circles

### Practice exercise 1 page 25

- a. 62.85cm      b. 88cm      c. 157.14cm
- a. 42cm      b. 14cm  
c. 98cm      d. 56cm
- 44m
- 141.43cm
- 3.5cm
- 264m
- 1056cm
- 1.32km

### Practice exercise 2 page 26

- a. 21cm      b. 22cm  
c. 15.71cm      d. 14.54cm
- a. 17.6cm      b. 15.71cm  
c. 15.71cm      d. 56.57cm  
e. 2.44cm      f. 2.93cm
- 8.8cm
- 20cm
- 42cm
- 34.36cm
- 880cm
- 44m

### Practice exercise 3 page 27

- a. 90cm      b. 72cm
- 11.28cm
- 288m
- 2.65cm

### Practice exercise 4 page 27

- a. 3.9m      b. 100m      c. 75cm
- 11cm
- 74.4m
- 100cm

### Practice exercise 5 page 28

- a. 35.56cm      b. 79.625m
- 47cm
- 53 times
- 7cm
- B
- 64 turns

### Practice exercise 6 page 28-29

- a. 65.14cm  
b. 88.14cm  
c. 50cm  
d. 42.67cm
- a. 65.14cm      b. 98.4cm
- 357.14cm
- 222.5

## 3.2 Area

### Practice exercise 1 page 29-30

- a. 6.16m<sup>2</sup>      b. 78.55cm<sup>2</sup>  
c. 39.28cm<sup>2</sup>
- 10
- 154m<sup>2</sup>
- 378.57m<sup>2</sup>
- a. 606.38cm<sup>2</sup>  
b. 136.68cm<sup>2</sup>

### Practice exercise 2 page 30

- a. 2.26m<sup>2</sup>      b. 4.27m<sup>2</sup>
- 197.12m<sup>2</sup>
- 9.44cm
- 1206.86cm<sup>2</sup>

### Practice exercise 3 page 31

- a. 15.20m<sup>2</sup>      b. 22.05
- 42.82m<sup>2</sup>
- 314.29m<sup>2</sup>
- 38.5cm<sup>2</sup>

### Practice exercise 4 page 31-32

- $1.232\text{cm}^2$
  - $2.3\text{lcm}^2$
  - $308\text{cm}^2$
  - $78.57\text{cm}^2$
  - $235.7\text{lcm}^2$
  - $1100\text{cm}^2$
- $30.8\text{m}^2$
- $513.33\text{cm}^2$
- $10.5\text{cm}^2$
  - $366.67\text{cm}^2$

### Practice exercise 5 page 32-33

- $150\text{cm}^2$
  - $561.3\text{cm}^2$
  - $64.5\text{cm}^2$
  - $50400\text{cm}^2$
- 500
- $3.1\text{m}^2$
- $256.5\text{m}^2$
  - sh 89775

### Practice exercise 6 page 33

- $2200\text{cm}^2$
  - $1.96\text{m}^2$
  - $132\text{cm}^2$
- $1683\text{cm}^2$
- $43.56\text{cm}^2$
- $267.3\text{m}^2$
- $612.85\text{cm}^2$

### Practice exercise 7

- $912\text{cm}^2$
  - $130\text{cm}^2$
- $204\text{cm}^2$
  - 100
- $6660\text{cm}^2$

### Practice exercise 8

- $12\text{cm}^2$
- $12.5\text{cm}^2$
- $15.5\text{cm}^2$
- $12.5\text{m}^3$

## 3.3 Money

### Practice exercise 1 page 36

- Principal:sh 50000, interest:sh 16500
- Principal :sh 67000, interest :sh 8000
- Principal :sh 72600
- sh 60000
  - sh 70800

### Practice exercise 2 page 36

1

Principal	Rate%	Time	Interest	Amount
20000	10	1 yr	2000	22000
600000	12	3yrs	216000	816000
5000000	7.2	9 months	270000	5270000
35000000	9.5	14 months	3879166.67	38879166.67

2. 23400

3. a.90000                      b. 40500                      c. 75000

4. 13%

### Practice exercise 3 page 37

1.

Amount borrowed	75000	120000	525000
Interest year 1	9000	14400	64200
Interest year 2	10080	16128	70704
Interest year 3	11289.6	18063.36	79188.48
Compound interest	30369.6	45891.36	214092.48

2. a. 139000

b. sh 680535

3. 8497.47

4. 7417579.81

5. 26530.20

6. sh 396900

### Practice exercise 4 page 38

- sh 382032
- sh 377913.6
- Imani:302500, Amani:sh 202500
  - 100000, Imani gained
- sh 4374000
- sh 18525

### Practice exercise 5 page 39

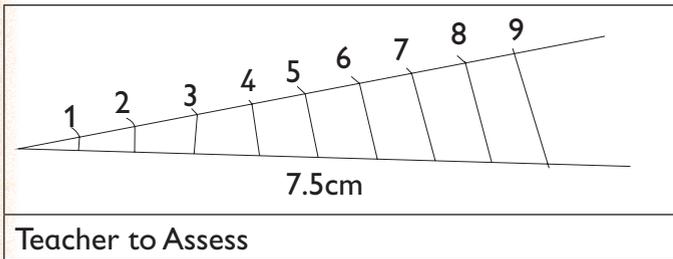
- 69000
  - 22500
  - 10800
  - 67000
  - 54000
- problem
- sh 28000
- sh 4000
- sh 24000
- sh 640000

# 4.0

# GEOMETRY

## 4.1 Geometrical Construction

Practice exercise 3 page 42 no. 1 and 4



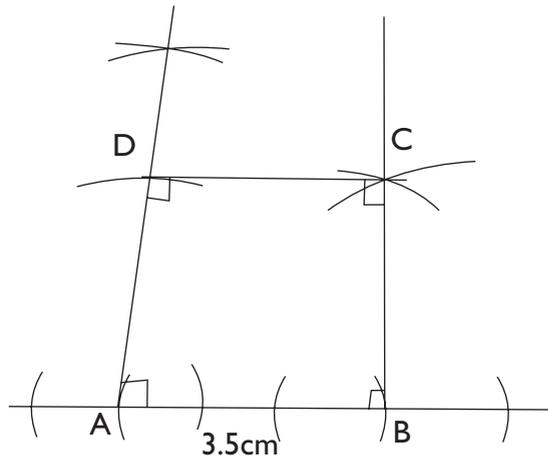
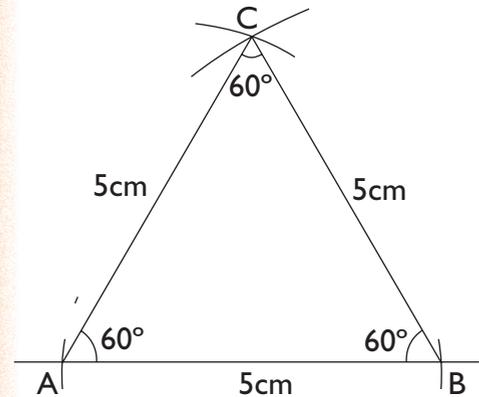
Practice exercise 4 page 43

- 3. 7 sides
- 4. 120 degrees

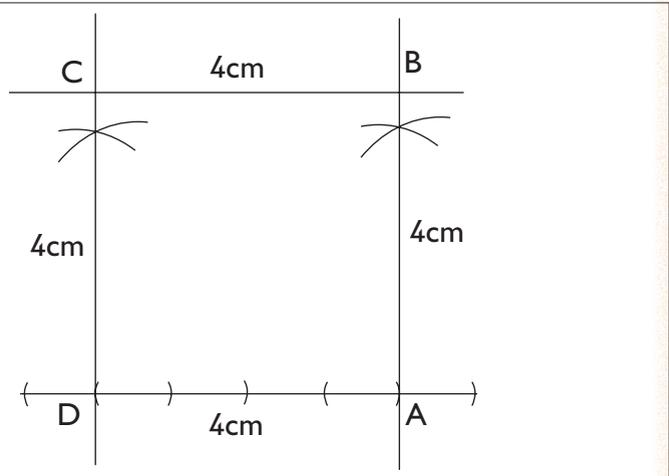
Practice exercise 5 page 43

- 2. a. 60  
b. 3 sides  
c. 360 degrees
- 3. 60 degrees
- 4. 5 sides
- 5. 6 sides
- 6. triangles

Practice exercise 6 page 44 no. 1 and 3



Practice exercise 7 page 46 no. 2 and 3



Teacher to Assess

Practice exercise 8 page 47 no. 4 and 6

Teacher to Assess  
Teacher to Assess

# 5.0

# DATA HANDLING AND PROBABILITY

## 5.1 Data Presentation and Interpretation

### Practice exercise 2 page 68-69

- |               |         |       |
|---------------|---------|-------|
| a. Strawberry | b. Cola | c. 30 |
|---------------|---------|-------|
- |            |          |
|------------|----------|
| a. English | b. Dutch |
| c. 500     | d. 200   |
| e. 400     |          |
- |   |
|---|
| a. the marks that James got                       |
| b. i. CRE                      ii. Social Studies |
| c. 300  |

### Practice exercise 4 page 70

- |          |          |
|----------|----------|
| a. day 7 | b. day 4 |
| c. 30mm  | d. day 1 |
| e. 60mm  | f. 280mm |
- |                |         |
|----------------|---------|
| a. 280m        | b. 45 m |
| c. 4.5 minutes | d. 25 m |
| e. 25 meters   |         |

### Practice exercise 5 page 71

- |        |       |                  |
|--------|-------|------------------|
| a. 0.2 | b. 11 | c. $\frac{3}{5}$ |
|--------|-------|------------------|
- 70 mass, 13
- Length 5cm, 13 seedlings
- 73

### Practice exercise 6 page 72

- |          |
|----------|
| a. 5.304 |
| b. 65.4  |
| c. 0.375 |
- 69.88
- |                            |
|----------------------------|
| a. highest: 96, lowest: 55 |
| b. 77.9                    |
- 46
- 21.5
- 2275kg

### Practice exercise 7 page 72

- |      |           |         |
|------|-----------|---------|
| i. 7 | ii. 117.5 | iii. 64 |
|------|-----------|---------|
- 70
- 23
- 145cm
- 132.5kg

## 5.2 Probability

- |               |               |
|---------------|---------------|
| a. likely     | b. likely     |
| c. impossible | d. impossible |
| e. unlikely   | f. likely     |
- |             |
|-------------|
| a. unlikely |
| b. likely   |
| c. likely   |
| d. likely   |

### Practice exercise 3 page 74

- |                  |                  |
|------------------|------------------|
| a. 50            | b. 32            |
| c. 30            | d. 20            |
| e. $\frac{1}{5}$ | f. $\frac{2}{5}$ |
- |                  |                  |                  |
|------------------|------------------|------------------|
| a. $\frac{3}{8}$ | b. $\frac{3}{8}$ | c. $\frac{1}{4}$ |
|------------------|------------------|------------------|
- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| a. $\frac{7}{20}$ | b. $\frac{3}{10}$ | c. $\frac{7}{20}$ |
|-------------------|-------------------|-------------------|
- $\frac{1}{2}$
- $\frac{1}{6}$

### Practice exercise 4 page 75

- $\frac{2}{5}$
- $\frac{1}{26}$
- |                  |                  |
|------------------|------------------|
| a. $\frac{4}{9}$ | b. $\frac{5}{9}$ |
|------------------|------------------|
- $\frac{1}{5}$



32.

Principal	Time(years)	Rate	Amount
Sh. 20000	3	13%	Sh. 28857.94
Sh. 10000	2	12%	Sh. 12544

33. Ann: Sh. 3 750 Beth: Sh. 6 250

34. 9 days

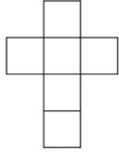
35.  $x = 3, y = 5$

36. a) b) c. 0

37. 8 metres

38. 900 tiles

39. 3.5 m/s



40. a)

b) 54 cm<sup>2</sup>

### Model paper three

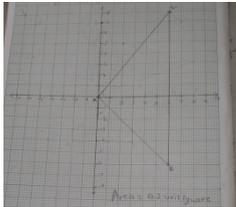
1. C    5. A    9. A    13. C    17. D  
 2. A    6. B    10. D    14. A    18. A  
 3. B    7. C    11. C    15. D    19. C  
 4. C    8. B    12. D    16. C    20. B

21. Sh. 51 200

22. 9 days

23.  $(x,y) = (0,7)$

24.



25. Exercise Book: Sh. 250 Story Book: Sh. 80

26. 1437.33cm<sup>2</sup>

27. 250 cm

28.



29. Sh. 114 000

30. 382.84cm<sup>2</sup>

31. Sh. 462 000

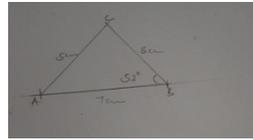
32. a) 60 pieces total cost = Sh. 750.

33. (a) Length of the Arc: 11 cm    b) Perimeter of the Sector: 25 cm

34. (a) Mode: No mode.    (b) Median = 13    (c) Mean: 12.14

35. (a) P(Red): 0.5    (b) P(Blue): 0.3    (c) P(Not Green): This means Red or Blue. 0.8 or

36.



37.  $x = 2.4, y = 5.8$

38. a) Sports, 50 learners    b) 15 learners    c) 150 learners

39. 912cm<sup>2</sup>

40. 28.28cm

### Model paper four pg 80

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

21. 1984cm<sup>2</sup>

22. Interest = sh. 155 013.95

23. 5 sides (Pentagon)

24. 20%

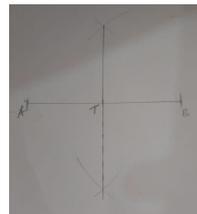
25. Partner 1: sh. 30 000    Partner 2: sh. 42 000  
 Partner 3: sh. 48 000

26. Diameter = 21 cm.

27. 16.67%

28.  $n = 6$

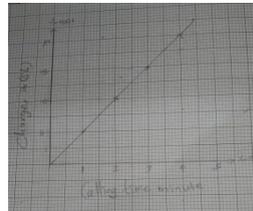
29.



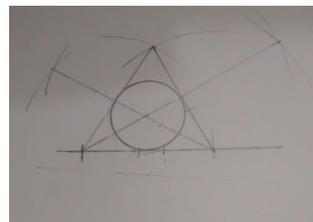
30. 15 400 cm<sup>2</sup>

31.  $x = 5, y = 3$

32.



33.



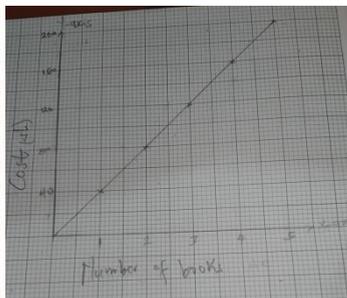
34. a)  $3(x + 5) + 2x = 85$       b) Pencil = sh. 14, Pen = sh 19
35. a)  $x + y = 20$ ,  $x - y = 4$     b)  $x = 12$ ,  $y = 8$
36. a) Total outcomes: 15    (b) P(Blue): (c) P(Not Red): or 0.6
37. a) Circumference: 44 cm    (b) Area of the two circular ends: 308 cm<sup>2</sup>    c) 748 cm<sup>2</sup>
38. 45.45%
39. a) Mean = 2.97 books    b) Mode = 3, c) Median = 3
40. (a) Value after 2 years = Sh. 44 100    (b) Total appreciation: sh. 4 100

37. Sh. 273 268.32
38. Length = 54cm
39. a) 22cm    b) 50cm
40. (a) Charles' share = Sh. 30 000  
b) Sh. 1 800

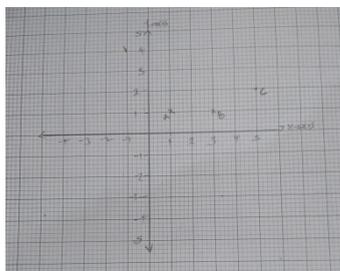


### Model paper five

- |      |      |       |       |       |
|------|------|-------|-------|-------|
| 1. C | 5. A | 9. A  | 13. D | 17. D |
| 2. B | 6. B | 10. C | 14. A | 18. B |
| 3. A | 7. D | 11. B | 15. C | 19. C |
| 4. C | 8. C | 12. C | 16. B | 20. A |
21. 78.54m<sup>2</sup>
22.  $x^2 + 3x - 10$  cm
23. Kasuku: Sh. 1 073 076.92, Soma: Sh. 1 430 769.23, Elimu: Sh. 596 153.85
24. 240cm<sup>2</sup>
25. 1 USD = Sh. 128
26. 120°
27. k=5
28. 2.199m<sup>2</sup>
29. P(sum of 5)=
30. Sh. 1 275 000
31. a) 5cm    b) 36m
32. a) Sh. 675, b) 12.5%
- 33.



34. Median = 24
- 35.



36. a)      b)

# **ENGLISH GRADE 8 ANSWERS**

**Assessment Task 1**

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

**Assessment Task 2**

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

**Assessment Task 3**

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

**Assessment Task 4****Task 1: Composition**

1. Check the structure of a dialogue, sentence structures, tenses, spelling and grammar.

**Task 2: Oral Literature**

2. a) The trickster is Kavi the crow. He uses cleverness and deception to get what he wants.
- b) The farmer laughs and even leaves corn for the crow in the future. This shows he was kind-hearted and can appreciate cleverness even when used against him.
- c) Cleverness and creativity can solve problems even in difficult times. Sometimes kindness and understanding go further than punishment. (Accept other reasonable answers.)
- d) Drought struck the land.
- e) A long time ago.

**Task 3: Poetry**

3. a) Regular rhyme scheme, ABAB
- b) Living together in unity. (Accept other correct answers.)
- c) Accord and God, diversity and unity.
- d) The poem has a title, four stanzas with four lines in every stanza.
- e) A poet is the person who writes poems whereas a persona is the voice or the speaker in a poem.

**Task 4: Novella**

4. a) Maya felt nervous and lonely because she had just moved to a new town and did not know anyone.
- b) Maya saw Lilly seated by herself and thought she might be lonely but friendly.
- c) Lilly responded positively. She smiled, talked with Maya, happy to make a friend.
- d) felt much more confident and excited to come back tomorrow.
- e) as the days went by.

**Assessment Task 5****Task 1: Composition**

Assess the structure of a formal letter, sentence structures, tenses, spelling, grammar and creativity.

**Task 2: Oral Literature**

- a) He challenged the leopard to prove his greatness and to stop him from boasting.
- b) Koba is clever and strategic because he uses intelligence rather than strength to win.

- c) It suggests that the leopard looked down upon the tortoise as small, weak and insignificant. He did not take him seriously.
- d) The moral is that intelligence is more powerful than strength and boasting leads to shame.
- e) Personification. This is because the wind is given human feelings of jealousy. There is also hyperbole, as the leopard's power is exaggerated.
- f) A storyteller can make the story interesting by:
  - using voice variation and tone to show different characters such as Jaku's boasting and Koba's calmness,
  - adding gestures and facial expressions to express emotions like pride, surprise and shame.
  - using audience engagement such as pauses, repetition and sound effects to build suspense during the race.

### Task 3: Poetry

- a) The poem is about the wind carrying stories, memories and lessons from the past to those who listen.
- b) "The river sang of broken hearts."
- c) The poet appeals to the sense of hearing.
- d) The rhyme scheme is AABB.
- e) The poet conveys that if we listen carefully, we can learn strength and wisdom from the stories and lessons carried by the wind.

### Task 4: Novella (10 marks)

- a) The villagers cut off communication with Eliza's family because they associated the family's misfortunes with curses and powers of witchcraft, leading them to fear and avoid the family.
- b) Eliza's mother is portrayed as resilient, hardworking and determined. Despite her hardships, she takes initiative to find employment, works diligently and eventually manages to secure independent housing for herself and her daughter.
- c) The word "auctioned" means that the bank publicly sold all the family's possessions to the highest bidder, typically to recover a debt or loan that the family could not repay.
- d) After Eliza's father passed away, the church organised a decent send-off for him. Subsequently, the bank auctioned all of the

- family's possessions, and Eliza's grandmother took Elijah away, believing their mother was not stable enough to care for both children.
- e) The theme of resilience in adversity is reflected, as the characters face social isolation, financial ruin and family separation but continue to strive towards rebuilding their lives with determination and hope. (Accept other reasonable answers.)

### Assessment Task 6

#### Task 1: Composition

Assess creativity, sentence structures, tenses, spelling and grammar.

#### Task 2: Oral Literature

- a) The story is an explanatory narrative. It explains why the sun and the moon take turns to provide light. It also gives a traditional explanation of the origin of day and night.
- b) The opening formula is: "A long time ago, when the world was still new..."
- c) The closing formula is: "Even today, the sun and the moon continue to take turns, reminding us of the importance of cooperation and balance in the world."
- d) The characters include the sun and moon.
- e) Responsible: The sun agrees to take turns with the moon to ensure humans can rest. Helpful or beneficial: It provides warmth and energy to help crops grow.  
Considerate: The sun recognises that too much light is harmful and acts to improve life for humans.
- f) Accept reasonable answers. For example, use voice modulation, changing tone, pitch or volume to create excitement, use gestures and facial expressions to make the story more vivid, ask rhetorical questions or involve the listeners with comments like "Can you imagine that?" (Accept other reasonable answers.)
- g) The story teaches the importance of cooperation and balance in life.  
It also shows that consideration for others and wise decisions lead to harmony and happiness. (Accept other correct answers.)

### Assessment Task 5

#### Task 1: Composition

Assess the structure of a formal letter, sentence structures, tenses, spelling, grammar and creativity.

## Task 2: Oral Literature

- a) He challenged the leopard to prove his greatness and to stop him from boasting.
- b) Koba is clever and strategic because he uses intelligence rather than strength to win.
- c) It suggests that the leopard looked down upon the tortoise as small, weak and insignificant. He did not take him seriously.
- d) The moral is that intelligence is more powerful than strength and boasting leads to shame.
- e) Personification. This is because the wind is given human feelings of jealousy. There is also hyperbole, as the leopard's power is exaggerated.
- f) A storyteller can make the story interesting by:
  - using voice variation and tone to show different characters such as Jaku's boasting and Koba's calmness.
  - adding gestures and facial expressions to express emotions like pride, surprise and shame,
  - using audience engagement such as pauses, repetition and sound effects to build suspense during the race.

## Task 3: Poetry

- a) The poem is about the wind carrying stories, memories and lessons from the past to those who listen.
- b) "The river sang of broken hearts."
- c) The poet appeals to the sense of hearing.
- d) The rhyme scheme is AABB.
- e) The poet conveys that if we listen carefully, we can learn strength and wisdom from the stories and lessons carried by the wind.

## Task 4: Novella (10 marks)

- a) The villagers cut off communication with Eliza's family because they associated the family's misfortunes with curses and powers of witchcraft, leading them to fear and avoid the family.
- b) Eliza's mother is portrayed as resilient, hardworking and determined. Despite her hardships, she takes initiative to find employment, works diligently and eventually manages to secure independent housing for herself and her daughter.
- c) The word "auctioned" means that the bank publicly sold all the family's possessions to the highest bidder, typically to recover a debt or loan that the family could not repay.

- d) After Eliza's father passed away, the church organised a decent send-off for him. Subsequently, the bank auctioned all of the family's possessions, and Eliza's grandmother took Elijah away, believing their mother was not stable enough to care for both children.
- e) The theme of resilience in adversity is reflected, as the characters face social isolation, financial ruin and family separation but continue to strive towards rebuilding their lives with determination and hope. (Accept other reasonable answers.)

## Assessment Task 6

### Task 1: Composition

Assess creativity, sentence structures, tenses, spelling and grammar.

### Task 2: Oral Literature

- a) The story is an explanatory narrative. It explains why the sun and the moon take turns to provide light. It also gives a traditional explanation of the origin of day and night.
- b) The opening formula is: "A long time ago, when the world was still new..."
- c) The closing formula is: "Even today, the sun and the moon continue to take turns, reminding us of the importance of cooperation and balance in the world."
- d) The characters include the sun and moon.
- e) Responsible: The sun agrees to take turns with the moon to ensure humans can rest.  
Helpful or beneficial: It provides warmth and energy to help crops grow.  
Considerate: The sun recognises that too much light is harmful and acts to improve life for humans.
- f) Accept reasonable answers. For example, use voice modulation, changing tone, pitch or volume to create excitement, use gestures and facial expressions to make the story more vivid, ask rhetorical questions or involve the listeners with comments like "Can you imagine that?" (Accept other reasonable answers.)
- g) The story teaches the importance of cooperation and balance in life. It also shows that consideration for others and wise decisions lead to harmony and happiness. (Accept other correct answers.)

### Task 3: Poetry

- a) The poem is about a mother's love and care for her children. It highlights how she protects, guides and supports them through challenges.
- b) The poem is structured four stanzas with four lines in each stanza. It has a regular rhyme scheme, creating a rhythmic and flowing pattern.
- c) "A mother's love, a steady light" – comparing a mother's love to a guiding light. "Her heart a cradle, soft and warm" – comparing a mother's heart to a cradle that provides comfort and safety.

### Task 4: Novella

- a) The word twenty refers to the number of rhinos that Mugeni's friend suggested should be shot and killed in order to obtain their horns.
- b) At the beginning of the extract, Mugeni was planning an illegal operation to acquire rhino horns. He believed the animals could be shot, their horns removed and then delivered to Chung Ling. However, he was disturbed by the suggestion of killing as many as twenty rhinos, which he felt would be excessive and dangerous.

- c) Emotional and sensitive – His voice sounds thick, as though he is overcome with grief. Concerned – He is aware that the rhinos are in danger and understands the seriousness of killing them. (Accept other reasonable answers.)
- d) Lengai was emotional because he realised that the plan involved killing many rhinos.
- e) One aspect of style is the use of an idiom, for example: "killing the goose that laid the golden egg." (Other acceptable responses: dialogue, rhetorical questioning, repetition.)
- f) It means destroying a valuable source of future benefit. Mugeni implies that killing too many rhinos would eliminate the very resource that could continue bringing profit.
- g) One theme evident is wildlife conservation versus poaching (illegal exploitation of endangered animals). (Accept other reasonable responses.)



# MAJIBU YA KISWAHILI GREDI YA NANE

## 1.0

## USAFI WA SEHEMU ZA UMMA

## A. Kusikiliza na Kuzungumza

1. Kusikiliza kwa makini, Kuepuka vizuizi vya mawasiliano, Kumtazama mzungumzaji ana kwa ana, Kutumia viziadalugha ili kuonyesha kuelewa swali au wazo, Kutumia maneno ya kumhimiza msemaji aendelee kuongea
2. Kujikita kwenye kiini cha mjadala, Kudadisi, Kutumia lugha ya adabu, Kuzungumza kwa ukakamavu, Kutomkata kalima mzungumzaji, Kujibu wakati ufaao
3. Tathmini maigizo hayo iwapo vipengele vinavyofaa vimetumika.

## B. Kusoma

1. Walimu
2. Walienda katika vyoo/misala
3. Walitulia na kusubiri
4. Wakati wa likizo ya Desemba
5. Tathmini matukio na mpangilio wake
6. Tathmini utabiri wa mwanafunzi
7. Kueleza maana za maneno
  - a) majalala - mahali pa kutupia taka
  - b) vyoo - vyumba ambamo watu huenda haja
  - c) kunawa - kusafisha mikono
  - d) mazingira - hali au mambo yanayomzunguka mtu
  - e) usafi - hali ya kutokuwa na uchafu

## C. Kuandika

## a) Alama ya Hisi

1. Hisi
2. Kujaza nafasi
  - a. Aha! Chakula hiki kinapendeza sana.
  - b. Alhamdulillah! Timu yetu imeibuka mshindi.
  - c. Pukachaka! Baadhi ya watu bado wanachafua sehemu za umma.
  - d. Hewala! Tutasaidiana kusafisha ukumbi huo wa mikutano.
  - e. Ala! Kwa nini hamzingatii usafi wa sehemu za umma?
3. Tathmini sentensi

## b) Alama ya ritifaa

1. Ritifaa
2. Asubuhi hiyo nilipoamka, niliwatoa ng'ombe katika zizi kisha nikapata kiamshakinywa. Niliianza kusoma kitabu changu nilichonunuliwa mwaka wa '95 na mjomba wangu. Wakati huo mjomba alikuwa akifanya kazi kule ng'ambo. Ilipofika saa mbili za asubuhi, niliandamana

na marafiki zangu ili tuende kung'arisha uwanja wa michezo katika mji wetu. Tulikuwa tumeng'amua kuwa usafi wa sehemu za umma una manufaa si haba.

3. Tathmini sentensi

## D. Sarufi

## a) Viwakilishi vya nafsi

1. Tathmini majibu k.v. mimi, wewe, sisi, nyingi, yeye
2. Tathmini sentensi

## b) Viwakilishi vionyeshi

1. huyu, vile, hii, yale, humu
2. Kuzaja nafasi
 

a. wao	b. Hiki
c. huyo	d. Huku
e. Pale	

3. Tathmini kifungu

## c) Viwakilishi vya idadi

1. mawili, mingi, chache, kadhaa, viwili
2. nyingi, mengi, wachache, mbili, vinne
3. Tathmini sentensi

## MIZANI YA SURAYA KWANZA

1. Mahojiano ni kuuliza mtu maswali ili kupata ujuzi au maarifa fulani kuhusu mada teule.
2. Vipengele vya kusikiliza mahojiano ni kama vile:
  - a) Kusikiliza kwa makini
  - b) Kuepuka vizuizi vya mawasiliano
  - c) Kumtazama mzungumzaji ana kwa ana
  - d) Kutumia viziadalugha ili kuonyesha kuelewa swali au wazo
  - e) Kutumia maneno ya kumhimiza msemaji aendelee kuongea
3. Vipengele vya kujibu mahojiano ni:
  - a) Kujikita kwenye kiini cha mjadala
  - b) Kudadisi
  - c) Kutumia lugha ya adabu
  - d) Kuzungumza kwa ukakamavu
  - e) Kutomkata kalima mzungumzaji
  - f) Kujibu wakati ufaao
4. nini, nani, lini, wapi
5. hisi
6. ritifaa
7. Tathmini sentensi
8. Tathmini sentensi
9. kiwakilishi cha nafsi, kiwakilishi kionyeshi
10. Tathmini sentensi

## 2.0

## MATUMIZI YAFUAYO YA DAWA

## A. Kusikiliza na Kuzungumza

- 1) Kupigia mstari sauti
 

gamu, ghamu  
gali, ghali  
gulamu, ghulamu  
gani, ghani  
gashi, ghashi

- 2) Tathmini matamshi
- 3) Hakiki sentensi

## B. Kusoma

- 1 Tathmini mifano ya msamiati iliyosoma
- 2 Tathmini sentensi
- 3 Tathmini ujumbe ulioandikwa

### C. Kuandika

- 1) Tathmini majibu
- 2) anwani ya mwandishi, tarehe, mtajo, maamkuzi na utangulizi, kiini cha kuandika barua (mwili), hitimisho, jina la anayeandika
- 3) Tathmini barua

### D. Sarufi

#### (a) Viwakilishi vya sifa

- 1) kubwa, tajiri, hodari, shujaa, kifupi
- 2) Kujaza nafasi
  - a. wazuri
  - b. mrefu
  - c. fupi
  - d. mashujaa
  - e. nyekundu
- 3) Tathmini sentensi

#### (b) Viwakilishi vya pekee

1. Kupigia mstari viwakilishi
  - a) Wanafunzi wenyewe wamefua zote.
  - b) Wengine wamejipusha na dawa za kulevya.
  - c) Wenye madhara mengi utazuilika tukidumisha usafi.
  - d) Usafi wa kibinafsi unafaa kudumishwa na yeyote.
  - e) Kwenyewe kuna miti mingi mno.
2. Kujaza nafasi

- a. Mengine
  - b. Chochote
  - c. wote
  - d. Zenyewe
  - e. wenye
3. Tathmini sentensi
- (c) **Viwakilishi viulizi**
1. Kutambua viwakilishi gani, yupi, wangapi, mingapi, zipi
  2. Kujaza nafasi
    - a) yupi/gani/wangapi
    - b) gani
    - c) yupi
    - d) mingapi
    - e) wangapi
  3. Tathmini sentensi

### MIZANI YA SURA YA PILI

1. Tathmini sentensi
2. gashi ghashi  
gani ghani
3. Tathmini majibu kwa kurejelea matini iliyosomwa
4. kiwakilishi cha sifa, kiwakilishi cha pekee
5. Tathmini majibu k.v. gani, yupi, vingapi
6. Tathmini sentensi
7. Tathmini sentensi
8. anwani, tarehe, mtajo, utangulizi n.k.
9. Tathmini majibu
10. Tathmini barua

## 3.0

# DHIKI ZINAZOKUMBA WANYAMA

### A. Kusikiliza na Kuzungumza

1. Mighani ni hadithi za mashujaa au majagina wa jamii fulani ambazo huaminika kuwa zilitokea.
2. Sifa za mighani ni:
  - a) huhusisha mashujaa wa jamii fulani.
  - b) wahusika hukabilia na hali ngumu.
  - c) mhusika hukomboo jamii yake dhidi ya maadui.
  - d) huzungumzia matukio ya kihistoria.
  - e) mashujaa hupewa uwezo usio wa kawaida.
3. Vipengele vya uwasilishaji
  - a) Kutumia lugha kulingana na hadhira
  - b) Kuihusisha hadhira kwa kutumia maswali ya balagha
  - c) Kuzingatia mtiririko unaofaa
  - d) Kutumia mbinu za lugha ili kuipamba lugha
  - e) Kutumia ishara za uso na mikono ili kuichangamsha hadhira
4. Tathmini usimulizi

### B. Kusoma

1. Tamthilia ni utungo uliogawanywa katika maonyesho na huwasilisha ujumbe kwa njia ya mazungumzo.
2. Tathmini majina ya tamthilia k.v. Maisha Mapya na Wema Hauozi
3. Sifa za tamthilia
  - a) huwasilishwa kwa njia ya mazungumzo.
  - b) imegawanywa katika maonyesho.
  - c) huweza kuigizwa jukwaani.

### C. Kuandika

Tathmini insha ya mwanafunzi

### D. Sarufi

#### (a) Viwakilishi vimilikishi

1. Kuchagua viwakilishi

C	H	A	N	G	U	A	Y	A	Y
T	E	M	A	A	N	E	E	E	A
K	I	O	O	R	G	E	N	A	M
W	A	K	O	I	A	U	A	U	M
C	H	U	N	G	U	T	A	F	U
C	H	O	M	B	O	E	K	A	L
H	U	Y	U	O	A	Z	U	T	A
Z	A	O	W	E	W	E	H	U	O

2. Kujaza nafasi wetu, chetu, wao, lake, wangu
  2. Tathmini sentensi
- (b) **Viwakilishi visisitizi**
1. Kupigia mstari viwakilishi visisitizi kwenye sentensi zifuatazo.
    - a) Kicho hicho kitaliwa na wanafunzi.
    - b) Aliyenusurika kutokana na dhiki nyingi ni yuyu huyu.
    - c) Wanafunzi wawa hawa wamewasili, wao hao bado wanafanya mazoezi.
    - d) Kalamu zile zile ni zangu, zizo hizo ni za walimu.
    - e) Mumo humo ndimo walimoingia.
  2. Tathmini sentensi

### MIZANI YA SURA YA TATU

1. Mighani ni hadithi za mashujaa au majagina wa jamii fulani ambazo huaminika kuwa zilitokea.
2. Sifa za mighani kama vile:
  - a) huhusisha mashujaa wa jamii fulani.
  - b) wahusika hukabilia na hali ngumu.
  - c) mhusika hukomboo jamii yake dhidi ya maadui.
  - d) huzungumzia matukio ya kihistoria.
  - e) mashujaa hupewa uwezo usio wa kawaida.
3. Vipengele vya uwasilishaji
  - a) Kutumia lugha kulingana na hadhira
  - b) Kuihusisha hadhira kwa kutumia maswali ya balagha
  - c) Kuzingatia mtiririko unaofaa
  - d) Kutumia mbinu za lugha ili kuipamba lugha
  - e) Kutumia ishara za uso na mikono ili kuichangamsha hadhira
4. Mifano ya mighani ni kama vile Luanda Magere, Fumo Liyongo n.k.
5. Tamthilia utungo uliogawanywa katika maonyesho na huwasilisha ujumbe kwa njia ya mazungumzo.
6. Sifa za tamthilia
  - a) huwasilishwa kwa njia ya mazungumzo.
  - b) imegawanywa katika maonyesho.
  - c) huweza kuigizwa jukwaani.
7. Tathmini majina ya tamthilia k.v. Natala, Kilio cha Haki, Amezidi, Maisha Mapya na Wema Hauozi
8. kiwakilishi kimilishi, kiwakilishi kisisitizi
9. Tathmini sentensi
10. Tathmini insha

## 4.0

## MATUMIZI BORA YA MALIASILI

## A. Kusikiliza na Kuzungumza

1. Visasili ni hadithi zinazoeleza asili ya matukio fulani katika jamii kama vile kifo, jua, lugha, zilizala na kiangazi.
2. Sifa za visasili
  - a) hurithishwa kizazi hadi kingine.
  - b) wahusika huweza kuwa binadamu, wanyama, miti na kadhalika.
  - c) husimulia asili ya hali au matukio katika jamii.
  - d) huwa na misingi ya kihistoria.
  - e) huaminika na wanajamii kuwa vya kweli.
3. Vipengele vya kimsingi vya uwasilishaji wa visasili ni kama vile:
  - a) ujumbe
  - b) wahusika
  - c) mbinu za lugha
  - d) mandhari
  - e) mtiririko
4. Tathmini uwasilishaji

## B. Kusoma

Tathmini usomaji kwa kuzingatia kanuni za kusoma kwa ufasaha.

## C. Kuandika

1. Tathmini mifano iliyoandikwa
2. Hakiki insha ya mwanafunzi

## D. Sarufi

- a) Hali ya mazoea
  1. Hali ya mazoea huonyesha mambo ambayo hufanyika mara kwa mara.
  2. Tathmini sentensi

## b) Hali timilifu

1. Hali timilifu huonyesha jambo lililofanyika muda mfupi uliopita.
2. Tathmini sentensi

## MIZANI YA SURAYA NNE

1. Visasili ni hadithi zinazoeleza asili ya matukio fulani katika jamii kama vile kifo, jua, lugha, zilizala na kiangazi.
2. Sifa za visasili ni kama vile
  - a) hurithishwa kizazi hadi kingine.
  - b) wahusika huweza kuwa binadamu, wanyama, miti na kadhalika.
  - c) husimulia asili ya hali au matukio katika jamii.
  - d) huwa na misingi ya kihistoria.
  - e) huaminika na wanajamii kuwa vya kweli.
3. Vipengele vya kimsingi vya uwasilishaji wa visasili ni kama vile:
  - a) ujumbe
  - b) wahusika
  - c) mbinu za lugha
  - d) mandhari
  - e) mtiririko
4. Tathmini majibu kama vile 'kwa nini paka huwala panya', 'kwa nini jua huchomoza upande wa mashariki na kuzama magharibi'
5. Kusoma kwa matamshi bora, Kusoma kwa kasi inayofaa, Kusoma kwa sauti inayofaa, Kutumia ishara zinazofaa
6. a) Hali ya mazoea - huonyesha mambo ambayo hufanyika mara kwa mara  
b) Hali timilifu - huonyesha jambo lililofanyika muda mfupi uliopita
7. Tathmini sentensi
8. Tathmini mbinu zilizoandikwa kama vile methali, chuku, tashbihi na sitiri.
9. Tathmini mifano ya mbinu
10. Tathmini insha

## 5.0

## MAJUKUMU YA KIJINSIA

## A. Kusikiliza na Kuzungumza

1. Maagizo ni maelekezo yatolewayo kwa mtu au watu wengine ili wafanye au wasifanye jambo fulani.
2. Usitupe taka hapo, Pitia nyuma ya mti huo, Kunywa maji kila baada ya kula
3. Huwa na lugha rahisi, Hutoka upande mmoja, Huwa ya moja kwa moja
4. Tathmini utoaji na uigizaji wa maagizo

## B. Kusoma

- 1 Akina mama
- 2 Nyakati hizi
- 3 Tathmini majibu k.v majukumu ya kijinsia
- 4 Katika Kijiji cha Ingusi
- 5 Kueleza maana za maneno
  - a. Kimaumbile - hali ya asili au ya umbo la kiumbe
  - b. Kuwanyonyesha - kuwapa watoto maziwa ili wanyonye
  - c. Majukumu - wajibu, kazi inayofanywa na mtu/watu
  - d. Wanawake - mtu wa jinsia ya kike
  - e. Kuwachunga - kuwapeleka mifugo malishoni

## C. Kuandika

1. Insha ya maelekezo hutoa mwongozo wa kutekeleza jambo fulani.

2. Sifa za insha ya maelekezo
  - a) Kichwa huandikwa kwa herufi kubwa na kupigiwa mstari
  - b) Hutoa habari sahihi
  - c) Huwa na mpangilio wa maelekezo wenye mantiki
  - d) Hutumia lugha rahisi au sahihi
  - e) Maelekezo hufuatana hatua kwa hatua tangu mwanzo hadi mwisho
  - f) Maelekezo huweza kuorodheshwa ili kuonyesha utaratibu unaofaa
3. Tathmini insha ya mwanafunzi

## D. Sarufi

- a) Wakati uliopita hali timilifu huonyesha jambo lililokuwa limekamilika kufanyika.
  1. Wakati uliopita hali timilifu huonyesha jambo lililokuwa limekamilika kufanyika.
  2. Kupigia mstari viambishi
    - a) Ng'ombe alikuwa amelala chini ya mti.
    - b) Shangazi alikuwa ameanzisha kilimobiashara.
    - c) Waakazi walikuwa wameacha mila potovu.
    - d) Wanafunzi walikuwa wameathamini jinsia zote.
    - e) Unyanyasaji wa kijinsia ulikuwa umekomeshwa.
  3. Tathmini sentensi
  4. Tathmini kifungu

### b) Wakati ujao hali timilifu

1. Wakati uliopita hali timilifu huonyesha jambo lililokuwa limekamilika kufanyika.
2. Kupigia mstari viambishi
  - a) Ufisadi utakuwa umeisha kufikia mwaka ujao.
  - b) Uzalendo utakuwa umeongezeka nchini kabla ya uchaguzi.
  - c) Nitakuwa nimelala utakapofika.
  - d) Yeye atakuwa amekula mboga na matunda.
  - e) Watoto watakuwa wamenawa kabla ya kula.
3. Tathmini kifungu
4. Tathmini sentensi

### MIZANI YA SURA YA TANO

1. Maagizo ni maelekezo yatolewayo kwa mtu au watu wengine ili wafanye au wasifanye jambo fulani.
2. Fungua mlango, Usitembee usiku
3. Huwa na lugha rahisi, Hutoka upande mmoja, Huwa ya moja kwa moja

4. nini(ujumbe), nani(wahusika), wapi(mandhari), lini
5. Tathmini majibu
6. a) Wakati uliopita hali timilifu huonyesha jambo lililokuwa limekamilika kufanyika.  
b) Wakati ujao hali timilifu huonyesha jambo litakalokamilika kufanyika.
7. Viambishi vya wakati na hali
  - a) Alikuwa amemkama mbuzi wake.
  - b) Nitakuwa nimeenda Mombasa.
8. Tathmini sentensi
9. Kichwa huandikwa kwa herufi kubwa na kupigiwa mstari, Hutoa habari sahihi, Huwa na mpangilio wa maelekezo wenye mantiki, Hutumia lugha rahisi au sahihi, Maelekezo hufuatana hatua kwa hatua tangu mwanzo hadi mwisho, Maelekezo huweza kuorodheshwa ili kuonyesha utaratibu unaofaa
10. Tathmini insha

## 6.0

# USALAMA NYUMBANI

### A. Kusikiliza na Kuzungumza

1. Usalama nyumbani; Tathmini majibu mengine
2. Unahusiana na matukio ya kawaida ya usalama wa nyumbani; Tathmini majibu mengine
3. Tathmini majibu ya mwanafunzi

### B. Kusoma

#### a. Maudhui

1. Maudhui ni ujumbe mkuu au habari kuu inayozungumziwa katika kazi ya fasihi.
2. Tathmini majibu kwa kurejelea tamthilia iliyosomwa
3. Tathmini maelezo ya mwanafunzi

#### b. Dhamira

1. Dhamira ni lengo au nia ya mwandishi wa kazi yoyote ya fasihi.
2. Tathmini majibu kwa kurejelea tamthilia iliyosomwa
3. Tathmini maelezo ya mwanafunzi

### C. Kuandika

1. Tathmini insha ya mwanafunzi
2. Tathmini insha ya mwanafunzi

### D. Sarufi

#### a) Vivumishi vya sifa

1. Tathmini majibu k.v. mzuri, mwema, shujaa, kibaya n.k.
2. Kujaza nafasi
  - a. safi
  - b. kipya
  - c. mweupe
  - d. kitamu
  - e. waaminifu, nzuri
3. Tathmini sentensi

#### b) Vivumishi viashiria

1. Kupigia mstari vivumishi viashiria
  - a. huyu, yule
  - b. huu
  - c. huo
  - d. haya, wale
  - e. kile
2. Tathmini sentensi

### MIZANI YA SURA YA SITA

1. Tathmini ujumbe kwa kurejelea matini iliyosomwa
2. Tathmini majibu
3. Maudhui ni ujumbe mkuu au habari kuu inayozungumziwa katika kazi ya fasihi.
4. Tathmini majibu kwa kurejelea tamthilia iliyosomwa
5. Dhamira ni lengo au nia ya mwandishi wa kazi yoyote ya fasihi.
6. Tathmini majibu kwa kurejelea tamthilia iliyosomwa
7. Vivumishi vya sifa k.v. -zuri, -eupe, -eusi, -bovu
8. Tathmini sentensi
9. Vivumishi viashiria
10. Tathmini sentensi
11. Kivumishi cha sifa, Kivumishi cha sifa
12. yule, huo
13. Tathmini sentensi
14. Tathmini sentensi
15. Insha ya mdokezo ni insha ambayo mwanafunzi hupewa mwanzo au mwisho wa insha. Yeye huhitajika kuendeleza insha aliyopewa mwanzo wake au kumaliza insha kwa kutumia maneno aliyopewa.
16. Insha ya mdokezo huwa za aina zifuatazo
  - a) ya kuanzia
  - b) ya kumaliza
17. Vipengele vya insha ya mdokezo ni kama vile:
  - a) kubuni inwani inayooana na kisa
  - b) kuandika kisa kinachoelekezwa na maneno uliyopewa
  - c) kutumia lugha ifaayo
  - d) kuzingatia muundo ufaao
18. Tathmini insha
19. Tathmini insha ya mwanafunzi

**A. Kusikiliza na Kuzungumza**

1. Usikilizaji husishi ni kupokea maneno yanayotamkwa na msemaji huku ukishiriki au ukihusika ili kuonyesha umakini wako.
2. Vipengele vya kuzingatia katika usikilizaji husishi ni kama vile:
  - a) kusikiliza kwa makini
  - b) kutomhukumu mzungumzaji
  - c) kutodakia mzungumzaji
  - d) kutumia ishara zinazoweza kumhimiza mzungumzaji
3. Tathmini mazungumzo

**B. Kusoma**

1. Ufupisho ni kueleza ujumbe wa habari kwa maneno machache.
2. Vipengele vya kuzingatia
  - a) Taja habari kuu za kila aya katika habari hiyo.
  - b) Andika habari kuu za kila aya kwa sentensi moja.
  - c) Panga sentensi hizo jinsi zilivyofuatana katika habari.
  - d) Unda aya moja kwa kuunganisha sentensi hizo ukitumia viunganishi na viakifishi vinavyofaa.
3. Tathmini ufupisho iwapo umezingatia vipengele vinavyofaa.

**C. Kuandika**

Tathmini insha

**D. Sarufi**

- a) **Vivumishi vimilikishi**
  1. Vivumishi vimilikishi k.v. -angu, -ako, -ake
  2. Kujaza nafasi
 

a. wangu	b. wake	c. yao
d. wetu	e. yao	

3. Tathmini sentensi

**b) Vivumishi vya idadi**

1. Vivumishi vya idadi k.v. mmoja, wengi, kadhaa
2. Kuzaja nafasi
  - a. wengi
  - b. wachache
  - c. kumi na viwili
  - d. miwili
  - e. kadhaa
3. Tathmini sentensi

**MIZANI YA SURYA SABA**

1. Usikilizaji husishi ni kupokea maneno yanayotamkwa na msemaji huku ukishiriki au ukihusika ili kuonyesha umakini wako.
2. Vipengele vya kuzingatia katika usikilizaji husishi ni k.v. kusikiliza kwa makini, kutomhukumu mzungumzaji, kutodakia mzungumzaji, kutumia ishara zinazoweza kumhimiza mzungumzaji
3. Ufupisho ni kueleza ujumbe wa habari fulani kwa kutumia lugha ya mkato.
4. kutaja habari kuu za kila aya katika habari hiyo, kupanga habari kuu za kila aya kwa sentensi moja, kupanga sentensi hizo jinsi zilivyofuatana katika habari, kuunda aya moja kwa kuunganisha sentensi hizo ukitumia viunganishi na viakifishi vinavyofaa.
5. vivumishi vimilikishi
6. Tathmini sentensi
7. Vivumishi vya idadi k.v. moja, kumi, wachache, nyingi
8. Tathmini sentensi
9. Tamathali za lugha k.v. tashbihi, chuku, tashihisi
10. Tathmini mifano kwa kurejelea tamathali zilizoandikwa
11. Hujenga sifa za wahusika, hujenga mandhari, huleta ufananisho k.v. tashbihi na sitiari
12. Tathmini insha

**A. Kusikiliza na Kuzungumza**

1. Uzungumzaji wa papo kwa papo ni mazungumzo ambayo hutolewa mbele ya hadhira bila kufanya mipangilio au maandalizi ya awali.
2. Vipengele vya kuzingatia katika uzungumzaji wa papo kwa papo ni k. v. ukakamavu, ujumbe unaolenga hadhira husika, ubunifu, utumiaji wa sauti ya chini, upangaji wa hoja, utumiaji wa lugha ya kawaida, utumiaji wa ishara, utumiaji wa sauti ifaayo
3. Tathmini kazi ya mwanafunzi

**B. Kusoma**

- a) **Mandhari**
  1. Mandhari ni mazingira ambamo matukio hufanyika katika kazi ya fasihi.
  2. Tathmini majibu kwa kurejelea tamthilia husika
  3. Umuhimu wa mandhari k.v.
    - a) Husaidia katika uteuzi wa lugha ya kutumia
    - b) Husaidia kutimiza dhamira ya mwandishi

- c) Humdhihirishia msomaji picha halisi ya hali
- d) Huwajenga wahusika na tabia zao

**b) Ploti**

1. Ploti ni jinsi matukio yanavyofuatana katika fasihi. Ni mtiririko wa matukio.
2. Tathmini maelezo kwa kurejelea tamthilia iliyosomwa
3. Umuhimu wa ploti k.v.
  - a) Humchorea msomaji picha ya matukio
  - b) Husaidia katika kuwasilisha ujumbe
  - c) Hudhihirisha sifa za wahusika
  - d) Hutoa uhalisia wa kazi ya fasihi
  - e) Humwezesha msomaji kufuatilia kazi ya fasihi kwa urahisi

**C. Kuandika****a) Alama ya mtajo**

1. “ ”
2. Matumizi ya mtajo k.v. kutajia maneno ya lugha ngeni katika matini, kunukuu maneno ya usemi halisi, kutajia majina ya filamu na vipindi
3. Tathmini sentensi

**b) Alama ya mshazari**

1. mshazari
2. Tathmini sentensi

**D. Sarufi**

**a) Ngeli ya I-ZI**

1. kamba, chupa, njia, karai, kalamu, ndizi, ndoo
2. Kupigia mstari viambishi vipatanishi
  - a) Ngazi imewekwa katika ghala.
  - b) Bendera yetu inatukumbusha kuhusu uhuru wetu.
  - c) Nchi hii ina wazalendo wengi.
  - d) Ngoma ilichezewa mtalii huyo.
  - e) Ngozi iliyonunuliwa ni ya kutengenezea viatu.
3. Kuandika katika wingi na kupigia mstari viambishi
  - a) Ngazi zimewekwa katika maghala.
  - b) Bendera zetu zinatumkumbusha kuhusu uhuru wetu.
  - c) Nchi hizi zina wazalendo wengi.
  - d) Ngoma zilichezewa watalii hao.
  - e) Ngozi zilionunuliwa ni za kutengenezea viatu.
4. Tathmini sentensi

**b) Ngeli ya I-I**

1. hasira, hofu, asali, samli, pombe, miwani, mirathi
2. Tathmini sentensi
3. Tathmini viambishi

**MIZANI YA SURU YA NANE**

1. Uzungumzaji wa papo kwa papo ni mazungumzo ambayo hutolewa mbele ya hadhira bila kufanya mipangilio au maandalizi ya awali.
2. Vipengele vya kuzingatia katika uzungumzaji wa papo kwa papo ni k. v. ukakamavu, ujumbe unaolenga hadhira husika, ubunifu, utumiaji wa sauti ya chini, upangaji wa hoja, utumiaji wa lugha ya kawaida, utumiaji wa ishara, utumiaji wa sauti ifaayo

3. Tathmini uzungumzaji wa wanafunzi
4. Mandhari ni mazingira ambamo matukio hufanyika katika kazi ya fasihi.
5. Tathmini majibu kwa kurejelea tamthilia husika
6. Umuhimu wa mandhari k.v. husaidia katika uteuzi wa lugha ya kutumia, husaidia kutimiza dhamira ya mwandishi, humdhihirishia msomaji picha halisi ya hali, huwajenga wahusika na tabia zao
7. Ploti ni jinsi matukio yanavyofuatana katika fasihi. Ni mtiririko wa matukio.
8. Tathmini maelezo kwa kurejelea tamthilia iliyosomwa
9. Umuhimu wa ploti k.v. humchorea msomaji picha ya matukio, husaidia katika kuwasilisha ujumbe, hudhihirisha sifa za wahusika, hutoa uhalisia wa kazi ya fasihi, humwezesha msomaji kufuatilia kazi ya fasihi kwa urahisi
10. (a) Alama ya mtajo, (b) Alama ya mshazari
11. Tathmini sentensi
12. Sahani hizi zilionunuliwa jana.
13. Sahani hizi zilionunuliwa jana.
14. Miwani iliyonunuliwa na kijana huyo inapendeza.
15. Miwani iliyonunuliwa na kijana huyo inapendeza.
16. kutajia maneno ya lugha geni katika matini, kunukuu maneno ya usemi halisi, kutajia majina ya filamu na vipindi
17. kuchukua nafasi ya 'au', kuonyesha akisami, kuandika tarehe, kuonyesha visawe
18. Tathmini nomino k.v. meza, karatasi, dawa n.k.
19. Tathmini nomino k.v. mvua, chai, soda n.k.
20. (a) Kahawa (Ngeli ya I-I), (b) huzuni (Ngeli ya I-I), (c) dawa (Ngeli ya I-ZI), (d) pua (Ngeli ya I-ZI)

**9.0**

**MAJUKUMU YA MNUNUZI**

**A. Kusikiliza na Kuzungumza**

1. Kupigia mstari sauti k na gh
  - a) kala ghala
  - b) kazi ghazi
  - c) kila ghila
  - d) kafi ghafi
  - e) kali ghali
2. Tathmini utamkaji
3. Tathmini vitanzandimi

**B. Kusoma**

- 1 wanunuzi, wauzaji
- 2 Tathmini ujumbe kama vile majukumu ya mnunuzi, jinsi ya kununua bidhaa n.k.
- 3 mchana, usiku, wakati wowote
- 4 dukani, mahali popote
- 5 mnunuzi hatanunua bidhaa au huduma hizo
- 6 Kueleza maana za maneno
  - a. kipaumbele - jambo muhimu
  - b. bajeti - makadirio ya mapato na matumizi
  - c. kukata shauri - kufanya uamuzi/kuamua
  - d. mnunuzi - mtu anayenunua bidhaa au huduma
  - e. piga bei - elewana kuhusu bei ya bidhaa au huduma
- 7 Tathmini majibu k.v. kuandaa bajeti kabla ya kuenda kununua chochote

**C. Kuandika**

Tathmini insha ya mwanafunzi

**D. Sarufi**

**a) Ngeli ya U-U**

1. moshi, uchafu, wasiwasi, ugoro, werevu, wivu
2. Kupigia mstari viambishi
  - a) Waasa huu utatumika kufanyia mazoezi.
  - b) Ulafi ulimsababishia fisi huyo madhara.
  - c) Upendo katika nchi hii unaleta faida.
  - d) Ugimbi ulimletea ugonjwa wa figo.
  - e) Wasia uliosomwa ulieleza kuhusu urithi.
3. Kuandika wingi wa sentensi na kupigia mstari viambishi
  - a) Waasa huu utatumika kufanyia mazoezi.
  - b) Ulafi uliwasababishia fisi hao madhara.
  - c) Upendo katika nchi hizi unaleta faida.
  - d) Ugimbi uliwaleta magonjwa ya figo.
  - e) Wasia uliosomwa ulieleza kuhusu urithi.
4. Tathmini sentensi

**b) Ngeli ya U-YA**

1. maonevu, mawano, matete, mawele
2. uonevu, uwiano, utete, uwele
3. Tathmini kifungu
4. Tathmini viambishi kwenye sentensi za kifungu

## MIZANIYA SURAYA TISA

1. Kupi Tathmini majibu
2. Tathmini usomaji
3. Tathmini kitanzandimi
4. ujumbe, mandhari, wahusika, wakati
5. uji: U-U, uovu: U- YA, umaskini: U-U, ugonjwa: U- YA
6. Tathmini sentensi
7. a) Malezi hayo yaliwasaidia.  
b) Upishi wao ulizingatia sheria bora.
8. Kuandika sentensi katika wingi.  
a. Uji wa watoto una maziwa.

- b. Unga wa mtama umenunuliwa.
- c. Uchoyo umeachwa na vijana hao.
- d. Mabua yaliangushwa na upepo mkali.
- e. Magonjwa hayo yalisababishwa na uchafu.
- f. Mapishi yetu yaliwapendeza wageni.
9. mada, utangulizi, kati, hitimisho
10. kila wazo kuu kuwa katika aya yake, kutoa maelezo toshelevu kwa kila hoja kuu katika aya yake, kuepuka urudiaji wa hoja katika aya, kuepuka uchanganyaji wa hoja katika aya
11. Tathmini insha

## 10.0

## KUKABILIANA NA HISIA

### A. Kusikiliza na Kuzungumza

#### a) Hurafa

1. Hurafa ni hadithi ambayo wahusika wake huwa wanyama.
2. Vipengele vya uwasilishaji wa hurafa ni k.v. kiini cha hadithi, kiwango cha lugha, mpangilio wa matukio, sauti ifaayo, ishara za mwili
3. Tathmini usimulizi

#### b) Hekaya

1. Hekaya ni hadithi ambayo mhusika mmoja hudhihirika kuwa mjanja. Mhusika huyo hutumia ujanja wake kujifaidi kutoka kwa mhusika mwingine ambaye huwa mpumbavu.
2. Vipengele vya uwasilishaji wa hekaya ni kama vile: kiini cha hadithi, kiwango cha lugha, mpangilio wa matukio, sauti ifaayo, ishara za mwili
3. Tathmini uwasilishaji

### B. Kusoma

1. Tathmini jina la tamthilia
2. Tathmini majina ya wahusika
3. Tathmini sifa za wahusika
4. Tathmini mafunzo

### C. Kuandika

Tathmini barua ya mwanafunzi

### D. Sarufi

- a) Vinyume vya vitenzi
1. Kinyume cha maneno ni maneno yanayokinzana na maneno yaliyotajwa.
2. Kujaza nafasi
  - a. walitoka
  - b. alikunjua
  - c. Mfungue
  - d. Niliamka
  - e. tunachukia
3. Tathmini sentensi
- b) Vinyume vya vielezi
1. Kinyume cha maneno ni maneno yanayokinzana na maneno yaliyotajwa.

2. Kuandika sentensi upya
  - a. Ndama alipofunguliwa, alitembea haraka hadi zizini.
  - b. Waziri aliongea sana/mno kuhusu jinsi ya kudhibiti msongo wa mawazo.
  - c. Hata nikiwa nimekasirika, mimi huongea kwa furaha.
  - d. Miti hiyo itapandwa mbali na mlima.
  - e. Sungura wake wanachezacheza nje ya kibanda.
3. Tathmini sentensi

### MIZANIYA SURAYA KUMI

1. Hurafa ni hadithi ambayo wahusika wake huwa wanyama.
2. Hekaya ni hadithi ambayo mhusika mmoja hudhihirika kuwa mjanja. Mhusika huyo hutumia ujanja wake kujifaidi kutoka kwa mhusika mwingine ambaye huwa mpumbavu.
3. Vipengele vya uwasilishaji wa hekaya na hurafa ni kama vile kiini cha hadithi, kiwango cha lugha, mpangilio wa matukio, sauti ifaayo, ishara za mwili
4. Tamthilia
  - a) Tathmini jina la tamthilia
  - b) Tathmini majina ya wahusika
  - c) Tathmini sifa za wahusika
  - d) Tathmini mafunzo
5. Kinyume
  - a) Kinyume cha maneno ni maneno yanayokinzana na maneno yaliyotajwa.
  - b) lala – amka, keti – simama
6. a) polepole – haraka  
b) asubuhi – jioni
7. Tathmini sentensi
8. Anwani ya mwandishi, Tarehe, Anwani ya mwandikiwa, Mtajo, Mada, Mwili, Hitimisho, Jina la mwandishi na sahihi
9. Lugha huwa rasmi na inayooleweka kwa urahisi.
10. Tathmini insha ya mwanafunzi

**A. Kusikiliza na Kuzungumza**

- Kuzungumza kwa kutumia vidokezo ni kutoa mazungumzo kwa kuelekezwa na hoja muhimu zilizo rodheshwa.
- Mazungumzo kwa kutumia vidokezo huweza kutumika katika miktadha ifuatayo.
  - Unapozungumzia wenzako shuleni kuhusu haki za watoto
  - Ukiwa mzungumzaji maalum katika kongamano
  - Unapomtambulisha mgeni wa heshima katika hafla fulani
  - Ukiwa mzungumzaji katika semina
  - Unapozungumza na wanakijiji kuhusu unyanyasaji wa kijinsia
- Vipengele vya kuzingatia katika kuzungumza kwa kutumia vidokezo ni kama vile kubainisha kiini cha mazungumzo, mpangilio wa mawazo wenye mantiki, kutosoma vidokezo, kutazama vidokezo kwa ufupi tu, kufanya mazoezi kabla ya kuzungumza, kuweka vidokezo juu ya meza wakati wa kuzungumza
- Tathmini vidokezo vilivyoandaliwa
- Tathmini uwasilishaji

**B. Kusoma**

- Hakikisha kuwa matini imechaguliwa na kusomwa
- Tathmini maana na matumizi ya msamiati uliochaguliwa
- Tathmini ujumbe ulioandikwa

**C. Kuandika**

- Vipengele vya insha ya maelezo ni k.v. Mada, Utangulizi, Mwili, Hitimisho
- Tathmini insha

**D. Sarufi****a) Kauli ya kutendeka**

- Kutambua vitenzi katika kauli ya kutendeka
  - kikapambika
  - akaumbika
  - imeimarika
  - inasikika
  - linaendesheka
- Kunyambua vitenzi chomeka, pendeka, andikika, choreka, failika
- Tathmini sentensi

**b) Kauli ya kutendewa**

- Kutambua vitenzi katika kauli ya kutendewa: hupelekewa, hupikiwa, huimbiwa, wanapokaririwa
- Kunyambua vitenzi
  - somewa
  - pikiwa
  - andikiwa
  - paliliwa
  - tembelewa
- Tathmini sentensi

**c) Kauli ya kutendatenda**

- Kutambua vitenzi katika kauli ya kutendatenda: kutembeatembea, waliokotaokota, waliochekacheka, niliangaliaangalia, walipaapaa, alipulizapuliza

- Kunyambua vitenzi
  - somasoma
  - pikapika
  - andikaandika
  - paliliapalilia
  - lalalala
- Tathmini sentensi

**MIZANI YA SURAYA KUMI NA MOJA**

- Kuzungumza kwa kutumia vidokezo ni kutoa mazungumzo kwa kuelekezwa na hoja muhimu zilizo rodheshwa.
- Umuhimu wa kuzungumza kwa kutumia vidokezo
  - humsaidia msemaji ili asisahau hoja yoyote
  - humwezesha mzungumzaji kuwa na mpangilio anapozungumza
  - humwepushia msemaji kusahau hoja muhimu
  - humwezesha msemaji kutiririsha mazungumzo yake bila kusitasita
- Miktadha ya mazungumzo kwa kutumia vidokezo
  - Unapozungumzia wenzako shuleni kuhusu haki za watoto
  - Ukiwa mzungumzaji maalum katika kongamano
  - Unapomtambulisha mgeni wa heshima katika hafla fulani
  - Ukiwa mzungumzaji katika semina
  - Unapozungumza na wanakijiji kuhusu unyanyasaji wa kijinsia
- Kusoma matini
  - Tathmini uteuzi na usomaji wa matini
  - Tathmini majibu
  - Tathmini msamiati ulioandikwa na maana zake
- Kujaza jedwali
 

	Kutendeka	Kutendewa	Kutendatenda
a)	<u>andikika</u>	<u>andikiwa</u>	andikaandika
b)	<u>fulika</u>	<u>fuliwa</u>	<u>fuafua</u>
c)	<u>someka</u>	somewa	somasoma
- Kunyambua vitenzi katika kauli ya kutendeka
  - imba - imbika
  - ruka - rukika
  - choma - chomeka
- Kunyambua vitenzi katika kauli ya kutendewa
  - nyoa - nyolewa
  - fua - fuliwa
  - chukua - chukuliwa
- Kunyambua vitenzi katika kauli ya kutendatenda
  - tambua - tambuatambua
  - anika - anikaanika
  - uliza - ulizauliza
- Tathmini vitenzi katika kauli ya kutendeka, kutendewa, kutendatenda
- Tathmini sentensi
- Tathmini sentensi
- Tathmini sentensi
- Mada, Utangulizi, Mwili, Hitimisho
- Tathmini insha ya mwanafunzi

## 12.0

## MAGONJWA YASIYOAMBUKIZWA

## A. Kusikiliza na Kuzungumza

1. Tathmini majibu kama vile afya ya figo, magonjwa ya figo n.k.
2. Tathmini maelezo ya maana za maneno k.v.
  - (a) figo - kiungo cha mwili ambacho husafisha damu
  - (b) tutunze - angalia kitu kisiharibike
  - (c) kisukari - ugonjwa unaoletwa na kuzidi au kupungua kwa sukari kuliko kiwango kinachofaa
  - (d) shinikizo la damu - nguvu inayosukuma damu mwilini na huwa na tatizo ikiwa juu sana au chini sana
  - (e) afya - nguvu au hali nzuri ya mwili

## B. Kusoma

Tathmini usomaji wa mwanafunzi ukizingatia vipengele mwafaka vya kusoma kwa ufasaha.

## C. Kuandika

1. Hotuba ya kutoa ufafanuzi ni hotuba ambayo hutoa maelezo ya kina kuhusu jambo fulani.
2. Tathmini insha ya mwanafunzi

## D. Sarufi

1. Sentensi changamano ni sentensi zinazotumia kirejeshi kama vile amba- au -o-.
2. Kuchagua sentensi changamano  
Magonjwa huwa na madhara sana maishani. Watu ambao huugua hawawezi wakafurahia maisha. Wao hushindwa kufurahi kwa sababu magonjwa huleta maumivu. Vilevile, mgonjwa hawezi akafanya kazi vizuri. Magonjwa yamegawanywa katika makundi mawili. Magonjwa yanayoweza kusambaa kutoka kwa mtu mmoja hadi mwingine ni magonjwa ambukizi. Magonjwa ambayo hayawezi yakatoka kwa mtu mmoja hadi mwingine ni magonjwa yasiyoambukizwa. Watu ambao huishi bila kujali huweza kujipata na magonjwa yasiyoambukizwa. Hata hivyo, mengine hutokana na ukoo. Ni vyema kufanyiwa uchunguzi wa kimatibu ili kubaini hali yako ya afya. Wale wanaofanyiwa uchunguzi huweza kudhibiti maradhi kabla ya kuwaletea matatizo mengi.

3. Watu ambao huugua hawawezi wakafurahia maisha. Magonjwa yanayoweza kusambaa kutoka kwa mtu mmoja hadi mwingine ni magonjwa ambukizi. Magonjwa ambayo hayawezi yakatoka kwa mtu mmoja hadi mwingine ni magonjwa yasiyoambukizwa. Watu ambao huishi bila kujali huweza kujipata na magonjwa yasiyoambukizwa. Wale wanaofanyiwa uchunguzi huweza kudhibiti maradhi kabla ya kuwaletea matatizo mengi.
4. Tathmini sentensi

## MIZANIYA SURAYA KUMI NA MBILI

1. Kusoma makala kwa ufasaha huzingatia vipengele vifuatavyo.
  - a) matamshi bora
  - b) kasi ifaayo
  - c) sauti ifaayo
  - d) ishara zifaazo
2. Kusoma kwa sauti ifaayo kunahusu kusoma kwa sauti inayosikika na kiimbo kinachofaa.
3. Kiimbo ni kupanda na kushuka kwa mawimbi ya sauti katika usomaji.
4. Ishara za uso, ishara za mikono, ishara za mwili n.k.
5. Sentensi changamano ni sentensi zinazotumia kirejeshi.
6. Kuchagua sentensi changamano
  - c) Kijana ambaye ni mwadilifu amepewa tuzo.
  - d) Matunda yaliyooshwa vizuri yamepelekewa wageni.
  - f) Kizimba ambacho kimejengwa ni cha kuku wangu.
7. Tathmini sentensi
8. Hotuba ya kutoa ufafanuzi ni hotuba ambayo hutoa maelezo ya kina kuhusu jambo fulani.
9. Lugha nyepesi inayooleweka
10. Ujumbe unaolenga kinachotolewa ufafanuzi.
11. Mada, Utangulizi, Mwili, Hitimisho

## 13.0

## HESHIMA KWA TAMADUNI ZA WENGINE

## A. Kusikiliza na Kuzungumza

1. Tathmini majibu
2. Tathmini majina ya wahusika
3. Tathmini majibu
4. Tathmini majibu
5. Tathmini hadithi iliyotungwa. Tathmini utambaji

## B. Kusoma

1. Tathmini mbinu za lugha na mifano yake
2. Faida za kutumia mbinu za lugha ni k.v. hurahisisha katika uwasilishaji wa ujumbe, hutumika kuipamba lugha, huleta heshima katika uzungumzaji, hutumika kutimiza dhamira ya mwandishi, huchora picha ya hali na mahali n.k.

## C. Kuandika

1. Mada, Mwili, Hitimisho
2. Tathmini insha

## D. Sarufi

- a) Ukanushaji wa hali ya mazoea
1. Ukanushaji ni hali ya kukataa kitendo fulani.
  2. Kutambua sentensi katika hali ya mazoea
    - a) Kalume hulipa ushuru kila mara.
    - d) Wakazi hao hutumia majalala ipasavyo.
    - f) Fanaka husisitiza usawa wa kijinsia.
  3. Kutambua sentensi zilizokanushwa katika hali ya mazoea
    - c) Yeye hatumii mali ya umma vibaya.
    - d) Kezo hali kwa mikono michafu.
    - f) Mimi silali kabla ya kupiga dua.
  4. Tathmini sentensi
  5. Tathmini ukanusho wa sentensi hizo

### b) Ukanushaji wa hali timilifu

1. Ukanushaji ni hali ya kukataa kitendo fulani.
2. Kutambua sentensi katika hali timilifu
  - b) Mmewasili kwa wakati uliotarajiwa.
  - d) Wenye maadili wamepewa tuzo na mgeni wa heshima.
  - e) Amehamasisha jamii kuhusu lische bora.
  - f) Majangili hao wametiwa mbaroni mara moja.
  - g) Nimempa jarida linalohusu magonjwa yasiyoambukizwa.
3. Kutambua sentensi zilizokanushwa katika hali timilifu
  - a) Kadzo hajawachochea vijana hao.
  - d) Shangazi hajapanga kumwoza binti yake.
  - e) Majirani hawajasambaza ujumbe wa ukabila.
  - f) Dereva hajaendesha gari hilo kwa kasi isiyofaa.
4. Tathmini sentensi
5. Tathmini ukanusho wa sentensi

### MIZANIYA SURAYA KUMI NA TATU

1. Tathmini wahusika
2. Tathmini sifa za wahusika
3. Tathmini mafunzo yaliyoandikwa
4. Tathmini jina la tamthilia
5. Tathmini mbinu za lugha kwa kurejelea tamthilia iliyosomwa
6. hurahisisha katika uwasilishaji wa ujumbe, hutumika kuipamba lugha, huleta heshima katika uzungumzaji, hutumika kutimiza dhamira ya mwandishi, huchora picha ya hali na mahali
7. Ukanushaji ni kukataa au kukana kitendo fulani.
8. Kutambua hali
  - a) hali ya mazoea
  - b) hali timilifu
9. Kukanusha sentensi
  - a) Yohana (huwa) hatembe kutoka kazini hadi nyumbani.
  - b) Hidaya hajayanywa maji safi.
10. Tathmini insha

## 14.0

## KUWEKA AKIBA

### A. Kusikiliza na Kuzungumza

1. Kutambua vipengele vya lugha k.v.
  - a) urudiaji - hakutaka....., Hakutaka....., Hakutaka.....
  - b) tashbihi - alikasirika kama mkizi
  - c) tanakali za sauti - akilia kwikwikwi
  - d) nahau - wale mumbi
  - e) methali - mchumia juani hulia kivulini
2. Umuhimu wa vipengele vya lugha k.v. huipamba lugha, humburudisha msikilizaji, humchorea msikilizaji taswira kamili, husaidia katika kuwasilisha ujumbe, huficha ukali wa maneno fulani
3. Tathmini usimulizi

### B. Kusoma

1. Kueleza mambo katika hadithi
  - a) Wahusika - serikali, raia, mfanyakazi n.k.
  - b) Mandhari - nchini Kenya, mashambani, mijini n.k.
  - c) Wakati - kale hadi wakati huu
  - d) Ujumbe - kuweka akiba
2. Tathmini mifano ya msamiati mpya
3. Tathmini maelezo ya maana ya msamiti
4. Tathmini sentensi
5. Mitazamo miwili iliyojitokeza:
  - i) Serikali inafaa kuhakikisha kuwa raia wanajiweka akiba
  - ii) Mtu binafsi ndiye anayefaa kujiweka akiba

### C. Kuandika

Tathmini insha ya mwanafunzi

### D. Sarufi

1. Kutambua nomino katika udogo
  - a) kijikono
  - b) kijibwa, kijuso
  - c) kijijiko
  - d) kijitanda
  - e) kijoka, kijitu

2. Kuambatanisha nomino za wastani na udogo

	Wastani	Udogo
a)	mtu	kijitu
b)	nyumba	kijumba
c)	meza	kijimeza
d)	jicho	kijijicho
e)	ngoma	kigoma

Kubadilisha nomino

- a) mwalimu - kijalimu
  - b) mkono - kijikono
  - c) ngamia - kigamia
  - d) jino - kijijino
  - e) kitambaa - kijitambaa
3. Tathmini sentensi
  4. Kujaza jedwali

	Wastani	Udogo
a)	<u>mtoto</u>	kitoto
b)	mji	<u>kijiji</u>
c)	mbuzi	<u>kibuzi</u>
d)	<u>uso</u>	kijuso
e)	nyumba	<u>kijumba</u>
f)	<u>mwana</u>	kijimwana
g)	<u>jicho</u>	kijijicho
h)	nyoka	<u>kijoka</u>
i)	kiatu	<u>kijiatu</u>
j)	<u>kikombe</u>	kijikombe

## MIZANI YA SURA YA KUMI NA NNE

- Vipengele vinavyotumika katika hadithi ni urudaji, istiaara, maswali ya balagha, tanakali za sauti, nahau, methali na tashbihi
- Umuhimu wa kutumia vipengele vya lugha katika hadithi ni k.v. huipamba lugha, humburudisha msikilizaji, humchorea msikilizaji taswira kamili, husaidia katika kuwasilisha ujumbe, huficha ukali wa maneno fulani
- Tathmini usimulizi
- ujumbe, mandhari, wakati, wahusika
- kidovu
- Kubadilisha nomino katika udogo
  - mkebe - kijikebe
  - nguo - kijinguo
  - ng'ombe - kigombe
  - jiwe - kijawe/kijijiwe
  - ufagio - kijifagio
  - meza - kijimeza
  - kitambaa - kijitambaa
- Tathmini sentensi
- Nomino za hali ya udogo huonyesha kuwa kitu, mtu au kiumbe ni kidogo kushinda hali ya kawaida.
- Ngeli ya KI - VI
- Kuandika sentensi katika udogo
  - Kijitabu hicho ni cha kitoto hicho.
  - Kijumba chake kina kikuta kizuri.
  - Kijisimu chenyewe ni cha kijalimu chetu.
  - Kijitunda kilichoiva kitaliwa na kizee hiki.
  - Kijiredio kipya kimeshikwa kwenye kijikono.
- Kuandika sentensi katika wingi
  - Vijitabu hivyo ni vya vitoto hivyo.
  - Vijumba vyao vina vikuta vizuri.
  - Vijisimu vyenyewe ni vya vijalimu vyetu.
  - Vijitunda vilivyoiva vitaliwa na vizee hivi.
  - Vijiredio vipya vimeshikwa kwenye vijikono.
- Vipengele vya insha ya maelekezo k.v. matumizi ya lugha sahili, mpangilio ufao wa maelekezo, ubanaji, hatua zilizopangwa ipasavyo
- Tathmini insha

## 15.0 MAADILIYA KIJAMII

### A. Kusikiliza na Kuzungumza

- Usikilizaji husishi ni kusikiliza huku ukiwa makini na mwangalifu ili kuonyesha kuwa unahusika.
  - Vipengele vya usikilizaji husishi k.v. kutumia ishara zifaazo, kuwa makini, kuuliza maswali yasiyoelezeka, kuomba ufafanuzi, kumtazama mzungumzaji, kuelewa ujumbe unaotaka kupitishiwa, kumhimiza mzungumzaji badala ya kutoa ushauri
  - Miktadha isiyo rasmi
    - mazungumzo baina ya mzazi au mlezi na watoto
    - mwanafunzi mmoja anapozungumza na wenzake uwanjani
    - kijana anapowaeleza wenzake matokeo ya mechi
  - Miktadha iliyo rasmi
    - daktari wa mifungo anapozungumza na wafugaji
    - mwalimu akizungumza na wanafunzi gwarideni
    - chifu akizungumza na wakazi kuhusu maadili ya kijamii
  - Tathmini uzungumzaji
- usafi asingepatwa na maradhi.
  - Adili alitaka kujua kama mtoto alioga siku iliyopita.
  - Kubadilisha sentensi
    - Fanaka alisema kuwa wangejifunza mengi kuhusu manufaa ya maadili siku iliyofuata.
    - Nuru alimwambia Zawadi kuwa aende pale wamsaidie mama yao kufua nguo.
    - Mwanafunzi alisema kwamba yeye na Tunu walipenda kuimba wimbo wa taifa hilo.
  - Kubadilisha sentensi
    - "Kifarua na ndovu wanawavutia watalii wengi," Rais alisema.
    - Daktari alimwambia Shana, "Ukidumisha usafi hutapatwa na maradhi."
    - "Je, mtoto alioga jana?" Adili aliuliza.
  - Tathmini sentensi
  - Tathmini sentensi
  - Hakikisha kuwa usomaji umefanyika na maoni kutolewa

### B. Kusoma

Tathmini ufupisho ukizingatia vipengele vinavyofaa vya ufupisho.

### C. Kuandika

- Tathmini insha ya mwanafunzi
- Mwanafunzi atumie maoni aliyopewa kuiboresha kazi yake

### D. Sarufi

- Kutambua sentensi katika usemi halisi
  - "Kesho tutajifunza mengi kuhusu manufaa ya maadili," Fanaka akasema.
  - Nuru alimwambia Zawadi, "Njoo hapa tumsaidie mama yetu kufua nguo."
  - "Mimi na Tunu tunapenda kuimba wimbo wa taifa hili," mwanafunzi alisema.
- Kutambua sentensi katika usemi taarifa
  - Rais alisema kwamba kifaru na ndovu walikuwa wakiwavutia watalii wengi.
  - Daktari alimwambia Shana kwamba angedumisha

## MIZANI YA SURA YA KUMI NA TANO

- Usikilizaji husishi ni kusikiliza huku ukiwa makini na mwangalifu ili kuonyesha kuwa unahusika.
- Vipengele vya usikilizaji husishi k.v. kutumia ishara zifaazo, kuomba ufafanuzi, kumtazama mzungumzaji, kuelewa ujumbe unaotaka kupitishiwa, kumhimiza mzungumzaji badala ya kutoa ushauri
- Tathmini miktadha rasmi kama vile mwalimu akizungumza na wanafunzi majilisini
- Tathmini miktadha isiyo rasmi kama vile mazungumzo baina ya watoto wawili
- Vipengele vya ufupisho wa kifungu k.v. habari muhimu katika aya, lugha ya anayefupisha, kudumisha mtazamo kwa kifungu, idadi ya maneno
- usemi wa taarifa
- usemi halisi
- Tathmini sentensi
- Tathmini sentensi
- Tathmini baruapepe ya mwanafunzi

# MAJARIBIO YA MITIHANI

## JARIBIO LA KWANZA

### KARATASI YA KWANZA

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

### KARATASI YA PILI

#### A. INSHA

Mwongozo wa vipengele vya kuzingatia katika kuandika insha hii.

- Utangulizi (Kutambulisha Mhusika)
  - Tambulisha mhusika (jina, kazi, umuhimu wake).
  - Toa maelezo mafupi ya kwa nini anastahili kuandikiwa wasifu.
  - Weka uhusiano wa mhusika na jamii/siasa/ utamaduni/kazi zake.
- Maelezo ya Maisha na Kazi
  - Historia ya maisha yake (utotoni, elimu, familia).
  - Kazi na mafanikio yake (michango yake muhimu katika nyanja fulani).
  - Changamoto alizokumbana nazo na jinsi alizoshinda.
- Sifa na Tabia Zake
  - Tabia bora (k.v. ujasiri, uaminifu, bidii).
  - Mikakati au falsafa zake (mawazo yake mahususi kuhusu maisha/kazi).
  - Mifano halisi ya matendo yanayothibitisha sifa zake.
- Michango na Ushawishi Wake
  - Jinsi alivyobadilisha jamii/taifa (mabadiliko aliyoleta).
  - Tuzo/maadhimisho aliyopata (kama kuna sifa za ushindi au heshima).
  - Mafunzo kutoka kwa maisha yake (maadili yanayoweza kufundishwa kwa watu wengine).
- Hitimisho (Tathmini na Maoni ya Mwisho)
  - Thamani ya mhusika katika jamii.
  - Je, anaweza kuwa kioo cha kujifunzia?
  - Dua au matumaini kwa siku zijazo (kama bado anaishi).

#### B. FASIHI SIMULIZI

- Ni mwongo-alimdanganya fisi kuwa ameteuliwa kuwa kiongozi na simba.
- Methali- umoja ni nguvu, utengano ni udhaifu
- Hurafa- wahusika wanyama wametumika
- Tunapopata nafasi ya uongozi tusiwadhulumu wale ambao tunawaongoza.
- Alikuwa na mapendeleo, aliendeleza uongozi mbaya

#### C. NOVELA

- Kifo- wazazi wanapoteza watoto wao kutokana na mkasa shuleni.

- Nafasi ya mashirika ya misaada katika jamii- Shirika la msalaba mwekundu linawasaidia wanafunzi shuleni. Elimu- wanafunzi wanatolewa darasani baada ya mkasa.
- Tanakali za sauti-jae sisizi, msemu- piga kamsa
  - Shuleni- wanafunzi walikuwa wakisaidiwa kutoka darasani.
  - Wengine walidhania kuwa alikuwa ameshtuka hivo alitoka nje kupumzika.
  - Baada ya tukio la dharura shuleni, mwanafunzi aliyekuwa ameshtuka aliachwa bila msaada, hadi mtu mmoja alipogundua hatari aliyokuwa nayo na kuita msaada wa dharura kutoka kwa maafisa wa msalaba mwekundu.

#### D. TAMTHILIA

- Sifa tatu za tamthilia.
  - Huwasilishwa kwa majibizano.
  - Huweza kuonyeshwa jukwaani.
  - Majina ya wahusika huandikwa upande wa kushoto na kufuatwa na koloni kisha maneno halisi waliyosema hufuatwa upande wa kulia
  - Hujumuisha maelezo ya vitendo
- Wahusika watatu.
  - Sara
  - Fauzia
  - Jedidia (ametajwa)
- Mbinu nyingine za lugha.
  - Semi: "mwandani wangu wa kufa kuzikana."
  - Tasfida: aga badala ya kufa
- Mandhari ya dondoo.
  - Mandhari ya mahali - nyumbani
  - Mandhari ya hali- Mazingira ya huzuni baada ya msiba
- Maudhui.
  - Maombolezo
  - Urafiki wa kweli
  - Mshikamano wa kijamii

#### E. USHAIRI

- Beti ngapi?
  - Beti 5
- Ukwapi wa mshororo wa pili ubeti wa 3.
  - "...Ubaguzi ni wa nini?"
- Kibwagizo cha shairi.
  - "Umoja wetu ni nguvu, utengano udhaifu"
- Vina vya ubeti wa mwisho.
  - nya na -ka
- Mshairi huitwaje?
  - Malenga
- Nafsini ni nani?
  - Nafsini ya kwanza (mimi – napiga mbiu, nawauisia, nashauriana...)
- Msimamo wa nafsini kuhusu umoja na ushirikiano.
  - Umoja huleta nguvu.
  - Ushirikiano ni chombo cha maendeleo ya jamii.
  - Ubaguzi na chuki ni hatari kwa mshikamano.
- Methali iliyotumika.
  - Umoja ni nguvu, utengano ni udhaifu.

## JARIBIO LA PILI

### KARATASI YA KWANZA

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

### KARATASI YA PILI

#### A. INSHA

Tathmini insha iliyoandikwa na mwanafunzi. Zingatia vipengele vifuatavyo.

[Anwani yako]

[Tarehe]

#### Mpendwa Mzazi/Mlezi,

Habari za siku? Natumaini uko salama na mwenye furaha. Kupitia barua hii, ningependa kukuonyesha shukrani zangu za dhati kwa jinsi unavyojitahidi kuhakikisha ninapata masomo bora.

Najua kuwa kugharamia masomo yangu ni jukumu kubwa linalohitaji uvumilivu na kujitolea. Ninashukuru sana kwa juhudi zako za kila siku za kunipa nafasi ya kusoma na kuendelea kufanikisha ndoto zangu. Mchango wako mkubwa ni zawadi ya thamani ambayo siwezi kuilipia.

Kupitia msaada wako, nimeweza kupata maarifa, malezi, na nafasi nzuri ya kujiandaa kwa maisha ya baadaye. Ninakuahidi kuwa nitajitahidi kwa bidii darasani ili kufanikisha malengo yetu ya pamoja.

Asante sana kwa upendo wako, uvumilivu, na kujitolea kwako. Hakika wewe ni mfano wa mzazi/mlezi bora. Ninakuombea maisha marefu yenye afya njema na furaha tele.

Kwa heshima na upendo mwingi,

[Jina Lako]

(Mwanao/Mwanafunzi Wako)

#### B. FASIHI SIMULIZI

1. Kuwa mchoraji maarufu
2. Kwa uzuri wake na moyo wa kusaidia wenzake
3. Kalamu na kipande cha karatasi
4. Kuishi katika familia maskini na kukosa vifaa vya kisasa
5. Kipaji chake.

#### C. NOVELA

1. Ushauri / Urafiki / Mshikamano / Mafunzo ya kijamii
2. Shuleni/eneo lenye msongamano
3. Mwenye haraka / Mwenye kujiamini / Mcheshi
4. Nelima na Nasiya
5. Methali / Tashbihi / Mazungumzo / Taswira /Tanakali za sauti

#### D. TAMTHILIA

1. Wahusika, maudhui, mandhari, mazungumzo
2. Mshikamano wa kifamilia, Hali ya maisha ya kila siku, Ukarimu, Ulemavu
3. kuweka vyakula hivyo mezani kwa mpangilio mzuri.
4. Taswira  
-Mazungumzo ya moja kwa moja  
-Mithali na semi  
-Tashhisi

#### E. USHAIRI

1. (a)Kuepuka balaa  
(b)kuepuka maradhi
2. Kula chakula kizuri,kuepuka na balaa, Kilichopikwa vizuri,kikalainika waa.
3. Chakula

## JARIBIO LA TATU

### KARATASI YA KWANZA

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

### KARATASI YA PILI

#### A. INSHA

Mwongozo wa vipengele vya kuzingatia katika insha

1. Utangulizi wa kuvutia
  - Mwandishi anapaswa kuanza kwa kuendeleza sentensi aliyopewa kwa ubunifu na mvuto wa hali ya juu.
  - Aweke mazingira ya hadithi na kuelekeza msomaji kuhusu tukio au siku hiyo ya kipekee.
2. Maudhui bora na ya kuvutia
  - Mwandishi aeleze tukio kwa kina na kuvutia: iwe ni siku ya harusi, safari, ushindi, sherehe au jambo jingine la kipekee.
  - Aeleze hisia, mazingira na mfululizo wa matukio bila kupoteza mwelekeo.
  - Awe na maudhui yaliyo na mshikamano na mada aliyoanzisha.
3. Mpangilio wa matukio
  - Tukio liwe na mwanzo, kati na mwisho.
  - Kila tukio lifuate jingine kwa mtiririko unaoeleweka.
4. Matumizi ya tamathali za lugha
  - Tamathali kama tashbihi, methali, mafumbo, tashihisi na misemo ya Kiswahili fasaha zitumike kwa ladha na mvuto wa kisanaa.
  - Zisiwe nyingi kupita kiasi wala zisizoeleweka.
5. Lugha fasaha na matumizi ya msamiati
  - Lugha iwe sanifu, yenye mvuto na msamiati unaoendana na tukio.
  - Kuepuka kurudia maneno au kutumia maneno ya mtaani au yasiyo rasmi.
6. Sarufi na uandishi
  - Matumizi sahihi ya sarufi, viunganishi, miundo ya sentensi, tahajia na alama za uandishi.
  - Kukosea sarufi kwa kiasi kikubwa hupunguza alama.
7. Hitimisho la kuvutia
  - Hitimisho lifunge hadithi kwa njia yenye mvuto au funzo au kuacha msisimko wa kufikirisha.

#### B. FASIHI SIMULIZI

1. Ni hurafa – wahusika wake ni wanyama
2. Fasihi simulizi
3. ushairi simulizi, semi, mazungumzo, maigizo n.k.
4. Simba, Fisi, Kobe n.k.
5. Tathmini majibu k.v. Fisi – mwenye tamaa, Kobe – mwenye busara
6. Tathmini majibu k.v. tamaa haifai
7. Tathmini majibu kama vile kiini cha hadithi, kiwango cha lugha, mpangilio wa matukio, sauti ifaayo, ishara za mwili n.k.
8. Msitu wa Najipenda, madukani n.k.
9. Tathmini majibu mengine kama vile kuionya jamii dhidi ya tamaa.
10. Tamaa mbele mauti nyuma, Mtaka yote hukosa yote n.k.

#### C. NOVELA

##### Zoezi ii: Novela

1. Kifo- wazazi wanapoteza watoto wao kutokana na mkasa shuleni.  
Nafasi ya mashirika ya misaada katika jamii- Shirika la msalaba mwekundu linawasaidia wanafunzi shuleni.  
Elimu- wanafunzi wanatolewa darasani baada ya mkasa.  
Tanakali za sauti-jaa sisisi, msemu- piga kamsa
2. Shuleni- wanafunzi walikuwa wakisaidiwa kutoka darasani.
3. Wengine walidhania kuwa alikuwa ameshituka hivo alitoka nje kupumzika.
4. Baada ya tukio la dharura shuleni, mwanafunzi aliyekuwa ameshituka aliachwa bila msaada, hadi mtu mmoja alipogundua hatari aliyokuwa nayo na kuita msaada wa dharura kutoka kwa maafisa wa msalaba mwekundu.

#### D. TAMTHILIA

- Elimu- vijana wa eneo hili wamesoma hadi kiwango cha sekondari  
Nafasi ya vijana katika jamii- wanaonekana kusababisha ukosefu wa usalama wanapokosa elimu.  
Nafasi ya serikali katika jamii- kudumisha usalama
- Mwenye mapuuza- haoni haja ya kusoma sana.  
Mtetezi- anawatetea vijana wenzake kuwa sio wachochezi
- Kuonyesha nafasi ya vijana katika jamii na jinsi ukosefu wa elimu baina ya vijana unaweza kuadhiri usalama.
- Eneo la Sokomoko, shuleni
- Methali- bahati ya mwenzio usilalie mlango wazi.

#### E. USHAIRI

- Tarbia-lina mishororo minne katika kila ubeti.
- a,a
- ukwapi, utao
- 16

### JARIBIO LA NNE

#### KARATASI YA KWANZA

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

#### KARATASI YA PILI

##### A. INSHA

Mwanafunzi azingatie muundo wa barua rasmi. Baadhi ya hoja zitakazoangaziwa ni pamoja na:

- Athari za teknolojia na mitandao ya kijamii,
- Athari za janga la covid -19
- Umaskini na ukosefu wa ajira
- Mabadiliko ya kiuchumi na uhamiaji.
- Madhara ya tamaduni na mila za kizamani

##### B. FASIHI SIMULIZI

- Ni mwongo-alimdanganya fisi kuwa ameteuliwa kuwa kiongozi na simba.
- Methali- umoja ni nguvu, utengano ni udhaifu
- Hurafa- wahuika wanyama wametumika
- Tunapopata nafasi ya uongozi tusiwadhulumu wale ambao tunawaongoza.
- Alikuwa na mapendeleo, aliendeleza uongozi mbaya

##### C. NOVELA

- Kifo- wazazi wanapoteza watoto wao kutokana na mkasa shuleni.  
Nafasi ya mashirika ya misaada katika jamii- Shirika la msalaba mwekundu linawasaidia wanafunzi shuleni.  
Elimu- wanafunzi wanatolewa darasani baada ya mkasa.
- Tanakali za sauti-jaa sisi, msemu- piga kamsa
- Shuleni- wanafunzi walikuwa wakisaidiwa kutoka darasani.
- Wengine walidhania kuwa alikuwa ameshtuka hivo alitoka nje kupumzika.
- Baada ya tukio la dharura shuleni, mwanafunzi aliyekuwa ameshtuka aliachwa bila msaada, hadi mtu mmoja alipogundua hatari aliyokuwa nayo na kuita msaada wa dharura kutoka kwa maafisa wa msalaba mwekundu.

#### D. TAMTHILIA

- Elimu- vijana wa eneo hili wamesoma hadi kiwango cha sekondari  
Nafasi ya vijana katika jamii- wanaonekana kusababisha ukosefu wa usalama wanapokosa elimu.  
Nafasi ya serikali katika jamii- kudumisha usalama
- Mwenye mapuuza- haoni haja ya kusoma sana.  
Mtetezi- anawatetea vijana wenzake kuwa sio wachochezi
- Kuonyesha nafasi ya vijana katika jamii na jinsi ukosefu wa elimu baina ya vijana unaweza kuadhiri usalama.
- Eneo la Sokomoko, shuleni
- Methali- bahati ya mwenzio usilalie mlango wazi.

#### E. USHAIRI

- Tarbia-lina mishororo minne katika kila ubeti.
- a,a
- ukwapi, utao
- 16

### JARIBIO LA TANO

#### KARATASI YA KWANZA

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

#### KARATASI YA PILI

Tathmini insha ya mwanafunzi

##### Sehemu ya pili

- Hekaya
- Mjanja, mvivu, Mwongo
- Tathmini
- Tathmini

##### Sehemu ya tatu

- Kutunza mazingira
- Tathmini
- wakazi wa utubora walipata shida baada ya wao wenyewe kuharibu mazingira
- Tathmini
- Kuonya kuhusu uharibifu wa mazingira  
Tathmini

##### Sehemu ya nne

- Imetumia njia ya mazungumzo  
Kuna maelekezo ya jukwaa
- Kortini
- Tathmini
- Vileo- pombe, sigara, bangi unga
- Tathmini

##### Sehemu ya tano

- Tathmini
- Heshima kwa mama  
Tathmini
- Tarbia  
Tathmini
- Nakusihii/ nakuomba  
Tathmini

# Integrated Science Answers

# 1.0 MIXTURES, ELEMENTS AND COMPOUNDS

## End of strand 1 Assessment

1. An element is made up of one type of atom while a compound is made up of many different types of atom chemically combined. An element cannot be broken into anything simpler by any chemical means while a compound can be broken down into simpler substances by chemical means.

Examples of elements – hydrogen, oxygen

Examples of compounds – water, carbon (IV) oxide

2. An atom is the smallest particle of an element that can take part in a chemical reaction.

3.

Element	Symbol	How the symbol is assigned
Lithium	Li	Taken from the first two letters of the English name of the element
Boron	B	Taken from the first letter of the element's English name.
Fluorine	F	Taken from the first letter of the element's English name.
Sodium	Na	Taken from the first two letters of the English name of the element

4. a. Reactants – sodium, chlorine  
Product – sodium chloride  
b. Sodium + Chlorine → Sodium chloride
5. To ensure safety of the product – the expiry date shows whether the product is safe to use and not harmful due to spoilage.  
To inform the consumer about the contents – the ingredients help people to avoid substances they may be allergic to or do not wish to consume.
6. Iron is used to reinforce concrete in buildings and bridges because it is strong and durable. Aluminium is used to make window frames because it is light, strong, and resistant to rust. Copper is used to make electrical wires because it is a good conductor of electricity.
7. a. Impurities increase the boiling point of substances.  
b. Impurities lower the melting point of

substances

8. Class C fires caused by faulty electrical appliances and class A fires caused by ordinary combustible materials.
9. In a physical change no new substance is formed while in a chemical change a new substance is formed.  
Physical change is reversible while a chemical change is irreversible.  
In physical change, there is no heat produced while in a chemical change there is a release of heat
10. a. Class K fires  
b. Oxygen because a wet chemical extinguisher forms a soapy layer over the burning oil which cuts off the supply of oxygen and cools the fire, stopping combustion.

## 2.0 LIVING THINGS AND THEIR ENVIRONMENT

### End of strand 2 Assessment

1. a. Cut an onion bulb vertically into four quarters.  
From one of the quarters, remove one of the inner leaves with a thick flesh.  
Peel a thin piece of inner epidermis from the leaf using forceps.  
Using a pair of scissors, cut out a square strip of the epidermis measuring about 1.0 cm.  
Place a drop of distilled water on a clean microscope slide and spread the strip of the epidermis on the slide carefully.  
Lower the coverslip on the epidermis strip gently. Place the mounted microscope slide on the stage of the light microscope.  
Using a light microscope, focus the image and examine the temporary slide under low power objective lens. Draw the image observed.  
Adjust the low objective lens and click the medium power objective lens. Focus the image again and examine the temporary slide under the medium power objective lens. Draw the image observed.

- b. Wear protective clothing while handling iodine to avoid staining your hands and clothes. Handle coverslips gently to avoid breakage. Handle sharp objects such as a scalpel with care to avoid cuts.
- c. To observe a cell that has a rectangular shape. Structures such as the cell wall, cell membrane, nucleus, chloroplast and cytoplasm.
2.
  - a. To stain and make the cell structures visible.
  - b. To ensure that we obtain very thin specimen.
  - c. To hold the specimen in place for viewing.
3.
  - a. Cell A is a plant cell while cell B is an animal cell.
  - b. They contain chlorophyll which traps light energy from the sun to enable the plant to carry out photosynthesis.
4.
  - a. Osmosis
  - b. The cell membrane
  - c. Maintains the shape and turgidity of cells, obtains water for metabolic processes, and prevent bursting or excessive shrinkage.
5. X15
6.
  - a. Diffusion
  - b. Diffusion occurs when particles move from a region of higher concentration to a region of lower concentration until they are evenly spread.
  - c. The scent of perfume spreading in a room, the colour of tea leaves diffusing in hot water and smoke spreading in the air.
7.
  - a. Soak the visking tubing in water to make it flexible. Tie one end tightly with a thread to make a sealed bag.

Fill the tubing with sugar solution and tie the open end securely with thread, leaving some space for expansion.

Rinse the outside of the visking tubing with water to remove any sugar solution.

Place the visking tubing in a beaker containing distilled water. Mark or note the initial level of distilled water in the beaker and the appearance of the visking tubing. Leave it to stand for some time.

- b. The visking tubing will swell and become turgid. The level of distilled water in the beaker will decrease.
- c. Water molecules move from a region of high concentration in the beaker into the visking tubing which has less water molecules.

8.
  - a. Syphilis, gonorrhoea, herpes and HIV and AIDS.
  - b. Painless or painful sores in the genital area, swollen glands, pain while passing urine, yellow discharge from the urethra in males and vagina in females, itchiness in the vaginal area, irregular menstruation
  - c. Abstaining from sexual activity before marriage, seek regular medical examinations to carry out test for common sexually transmitted infections, frequent health education on common sexually transmitted infections, screening of blood for HIV and AIDS before transfusion, avoid sharing personal or unsterilised surgical items, seek treatment early enough when having common sexually transmitted infections and use of anti-retroviral drugs in case one has HIV and AIDS.
9.
  - a. Fertilisation is the fusion of the sperm cell with the ovum (egg) to form a zygote.
  - b. The oviduct (fallopian tube)
  - c. The sperm penetrates the outer layer of the egg. The nucleus of the sperm fuses with the nucleus of the egg. Their genetic materials combine to form a zygote (a single fertilised cell).
10. Fertilisation is the fusion of the ovum and the sperm cell while implantation is the process by which the blastocyst attaches itself to the uterus using finger-like projections known as villi on its walls. Fertilisation occurs in the fallopian tube while implantation takes place in the uterus.

## 30 FORCE AND ENERGY

### End of strand 3 Assessment

1. Electric energy to kinetic energy
2.
  - a. Use the air pump to inflate the balloon. Tie the open end to ensure that air does not escape. Press the inflated balloon and observe how it behaves.
  - b. The inflated balloon becomes firm and bulges outwards. The mass of the balloon increases.
  - c. Mechanical energy is applied to inflate the balloon.
3.
  - a. Chemical energy to light energy
  - b. Electric energy to heat energy
  - c. Potential to kinetic energy

4.
  - a. Light energy
  - b. Sound energy
  - c. Heat energy
  - d. Kinetic energy
5.
  - a. Wide boots increases the surface area in contact with the ground reducing pressure exerted on the ground.
  - b. When the surface area increases, pressure exerted decreases. When the surface area decreases, pressure increases.
  - c. To prevent sinking in the mud.



## SUGGESTED ANSWERS TO MODEL TEST PAPERS

### PAPER 1

#### SET 1

##### **SECTION A**

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

##### **SECTION B**

31.
  - a. Osmosis
  - b. The solution in visking tubing X had more water molecules than the solution in the beaker. Therefore water molecules moved from the visking tubing into the beaker. The solution in visking tubing Y had an equal water concentration to the solution in the beaker. The solution in visking tubing Z had less water concentration than the solution in the beaker. Therefore water flowed into the visking tubing making the contents to increase in volume.
32.
  - a. Syphilis
  - b. Regular screening of STI, seek treatment early enough, avoid sharing personal or unsterilised surgical items, education on safe sexual practices
33.
  - a. Human sperm cell
  - b. Tail
  - c. To enable the sperm cell to swim towards the ovum.
  - d. Testes of the male reproductive system
  - e. The head

34.
  - a. The plant cell has a regular shape while an animal cell has an irregular shape. An animal cell is smaller in size compared to the plant cell. In an animal cell, the nucleus is centrally placed while in a plant cell the nucleus is found towards the periphery.
  - b. The cell membrane, the cytoplasm and the nucleus.
35. An atom is the smallest particle of an element that takes part in a chemical reaction. An element is a pure substance that cannot be broken down into simpler substances by any chemical means. A compound is a pure substance made up of two or more different elements that are chemically combined.
36.
  - a. Separately bring rod A close to rods B and C. Suppose it attracts both rods, then rod A is magnetic. If it attracts only one rod, then A is the magnetic material. Repeat the steps with the remaining rod. The rod that attracts a magnet but not the other rod is the magnetic material. The rod that is not attracted by the magnet is the non-magnetic material.
  - b.
    - i. Non-magnetic materials – wood, glass, aluminium, copper and plastic
    - ii. Magnetic material – iron, steel, nickel, cobalt
37.
  - a. Class C fires
  - b. Cooling method to lower the temperature of the combustible material that has caused the fire.
  - c. Burns to people, electrical shock, release of toxic fumes, destruction of property
38. Clean and dry apparatus before use, use apparatus for their intended purpose, handle the apparatus carefully without breaking,
39. Alcohol is more visible in the thermometer because it is coloured. Alcohol is less toxic than mercury in case the thermometer breaks.
40. They take the shape of the container, they can flow.

#### SET 2

##### **SECTION A**

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

## SECTION B

31. a. Manipulative skill, measuring skill  
b. Luminous intensity
- 32.
- a. Chromatography  
b. Fractional distillation method. The mixture is heated and ethanol vapourises first because it has a lower boiling point ( $78^{\circ}\text{C}$ ) than water ( $100^{\circ}\text{C}$ )
33. Lime neutralises soil acidity making nutrients into available to plants.
34. Water molecules will move from the beaker the visking tubing making it to increase in size through osmosis.
35. There's no change in mass, the change is reversible and there is no new substance formed.
36. a. Hg      b. Cu      c. Pb
37. A plant cell is regular in shape while an animal is irregular in shape. A plant cell has a cell wall while an animal cell does not have a cell wall.
- 38.
- a. Simple distillation  
b. Distillate  
c. To allow for efficient cooling of the vapour  
d. Homogeneous mixtures with different boiling points
39. Resistant to rust, strong and durable
40. High temperatures increase the rate of diffusion, high concentration gradient increases the rate of diffusion, small particles diffuse faster than large, diffusion is faster in gases than in liquids
41. A- conical flask, B- burette, C- pipette filler
- 42.
- a.
- i. As temperature increase, the particles absorb the heat energy which increases their kinetic energy making the particles to vibrate.  
ii. Temperature remains constant as the particles melt weakening the force of attraction between the particles.  
iii. The liquid formed absorbs the heat energy from the increasing temperature making the particles to have high kinetic energy to move faster.
- b. i. Chemical  
ii. Chemical  
iii. Physical  
iv. Physical

## SET 3

### SECTION A

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

### SECTION B

31. Increase in breast size, height and weight, menstruation begins, growth of pubic hair
32. Take the victim to the wash station. Wash the cut with clean water. raise the part of the body that is bleeding and apply some pressure to the wound using a bandage or a clean cloth to stop bleeding. If an antiseptic is available, apply some on a ball of cotton wool and clean the area around the cut.
33. Assess the correct drawings of the laboratory apparatus
- 34.
- a. The visking tubing increased in size, level of concentrated salt solution in the visking tubing increased.  
b. Water molecules moved from the beaker into the visking tubing.  
c. Osmosis
35. a.  $\text{H}_2\text{O}$       b. NaCl
36. Water, foam, carbon (IV) oxide, dry powder or wet chemical fire extinguishers. Dry powder extinguisher is used to extinguish classes C, A, B and D fires. Wet chemical fire extinguishers are used on fires under classes A and K.
- 37.
- a. Temporary physical change  
b. Temporary physical change  
c. Temporary chemical change  
d. Temporary chemical change
38. Plant cells have a regular shape while animal cells have irregular shapes. Plant cells have cell walls while animal cells do not have cell walls.
39. X600
40. Magnetic force
41. Biology – deals with the study of living things. Chemistry deals with the study of matter while Physics deals with the study of force
- 42.
- a. Oxygen, heat and fuel
- b.
- i. This is the removal of the source of fuel during the combustion process.  
ii. This is lowering the temperature of the combustible material that caused the fire.

- iii. This involves eliminating the supply of oxygen during combustion.
- c.
  - i. Active fire control measures are safety fire control measures that require the action from a person. For example, use of a fire extinguisher.
  - ii. Passive fire control measures are physical features that do not require any action in protecting life. For example, fire exit signs.
  - d. Injuries, destruction of property, loss of life in severe cases and air pollution

## SET 4

### SECTION A

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

### SECTION B

- 31. a. B- ureter, C- urinary bladder, D – urethra, E- left kidney
- b.
  - i. Stores the urine temporarily before being released out of the body.
  - ii. Filter blood to remove excess water, excess salts and urea
  - iii. Connects the kidneys to the urinary bladder. So it transports urine from the kidney to the urinary bladder.
- c. Renal artery
- d. Renal vein
- e. Urea, excess water, excess salts and poisonous substances
- f. Maintaining a healthy body weight, going for regular medical check-up, reducing salt and alcohol intake, doing exercises regularly
- 32.
  - a.
    - i. Provide a source of electricity in the circuit.
    - ii. Shows whether electricity is flowing in the circuit or not by either producing light or not.
    - iii. Used to open and close the circuit.
    - iv. Measures the amount of electricity flowing in a circuit.
    - v. Connect the different parts of the circuit
  - b. In series connection
  - c. A conductor is a material that allows electric current to flow through, for example, copper, iron, silver and aluminium while non-

conductors are materials that does not allow electric current to flow through it, for example, wood, plastic, glass and paper.

- 33.
  - a. They have attractive and repulsive properties, has directional property and magnetic strength
  - b.
    - i. They repel each other
    - ii. They attract each other
  - c. Assess a drawing showing a magnet with strokes illustrating iron fillings around the poles of the magnet.
- 34.
  - a. Biology, Chemistry, Physics
  - b. Forensic science, a science teacher, laboratory technician, a doctor, dentist, civil and geospatial engineering

## SET 5

### SECTION A

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

### SECTION B

- 31. They have a definite shape, volume and the particles are closely packed.
- 32. Solids have a definite shape while liquids take the shape of the container in which they are put. The particles in solids are closely packed while those in liquids are less tightly packed.
- 33. The gar inlet, air hole, chimney, base, collar
- 34.
  - a. Non- luminous flame which is blue in colour
  - b. When the air hole is open allowing the laboratory gas to burn completely.
  - c. Luminous flame which is yellow in colour. It is produced when the air hole is closed resulting to incomplete combustion of the laboratory gas.
  - d. Non-luminous flame is blue is color while luminous flame is yellow in colour. Non-luminous flame is very hot while luminous flame is less hot. Non-luminous flame produces less soot while luminous flame produces more soot.

35.

- a. Plasmolysis is the shrinking of a plant cell when it loses water in a hypertonic solution, causing the cell membrane to pull away from the cell wall.
- b. Haemolysis – The bursting of red blood cells when placed in a hypotonic solution due to excessive water intake.
- c. Turgidity – The state in which a plant cell becomes swollen and firm after gaining water by osmosis.
- d. Crenation – The shrinking of red blood cells when placed in a hypertonic solution due to loss of water.

36. Temperature and difference in concentration between two solutions

37.

- a. Solution A is a hypotonic solution, probably distilled water while solution B is a hypertonic solution, maybe concentrated sugar or salt solution.
- b. Osmosis
- c. Solution A was hypotonic (had more water and lower solute concentration). Water moved into the banana cells through the semi-permeable membrane by osmosis. As a result, the cells gained water, became turgid and increased in size causing the banana pieces to swell.

38. Assess a regular shape drawing of the plant cell with labelled parts such as cell wall, cell membrane, cytoplasm, chloroplast and nucleus

39. a. Aluminium

b. 2.8.3

c. A metal

40. Drying of clothes, preservation of food, separation of mixtures

41. Sound energy, light energy, heat energy, electrical energy, kinetic energy, mechanical energy, potential energy

42. Biomass, water, wind, geothermal, sun

## PAPER 2

### SET 1

#### Task 1

- a) A- Eyepiece, B- Body tube, C – Objective lens, D – stage, E- revolving nose-piece, F- Diaphragm, G- mirror, H- base stand, I- fine adjustment knob, J- arm, K- hinge screw, L- coarse adjustment knob
- b) H- Provides firm and stable support  
I- brings the image into sharp focus.  
J- Supports the body tube and stage

#### Task 2

- a) Q- evaporating dish, S- wire gauze, U- tripod stand, T- Bunsen burner
- b) P- Water vapour R- salt solution, V- salt crystals
- c) Keep flammable substances away, wear protective clothing,
- d) Used as a food additive

#### Task 3

- a) Series connection
- b) S- switch, U- connecting wire, T- dry cell, B1- bulb
- c) The other bulb will also go off.
- d) It is used to open and close the circuit
- e) Manipulative, observation and communication skills

## SET 2

#### Task 1

- a) M- fallopian tube, N- ovary, O- cervix, P- vagina, Q- uterus
- b) N- Produces ovum, P- receives sperms into its cavity
- c) i. M      ii. Q

#### Task 2

- a) A- red litmus paper, B- blue litmus paper
- b)
  - i. The red litmus paper turned blue. Therefore, the substance is blue
  - ii. The blue litmus paper remained blue, meaning the solution is basic
  - iii. Red litmus paper remained red, the substance is acidic
  - iv. Blue litmus paper turns red, the solution is acidic

#### Task 3

- a) I- sweat pore, J- epidermis layer, K- dermis layer, L- sweat glands, M- hair
- b)
  - i. I-is a tiny opening through which sweat reaches the skin surface
  - ii. L-produces sweat
  - iii. M- controls the body temperature
- c) Drinking plenty of water to get the skin hydrated, getting enough sleep, bathing with soap and clean water, not exposing the skin to too much sunlight

## SET 3

### Task 1

- Bunsen burner. It is used for heating substances in the laboratory.
- Kerosene stove, spirit lamp
- A- chimney, b- collar, c- base, d- air hole, e- rubber tubing
- 
- i. It's a hollow space that allows the mixture of air and laboratory gas to mix and be ignited to produce a flame.
- ii. Used to open and close the air hole
- iii. Connects the gas tap to the gas inlet of the Bunsen burner
- iv. Makes the Bunsen burner stable on the bench
- Burns and scalds

### Task 2

- Assess the learner
- Office pins, safety pins, coins, nail
- Magnetic materials- nail, office pins, safety pins, coins
  - Non-magnetic materials- wood, glass, ruler
- Has directional property, has poles, has attractive and repulsive forces and has magnetic strength
- Like poles repel each other while unlike poles attract each other.
- To determine direction, separate magnetic materials from rubbish, to help in functioning of speakers, to display objects

## SET 4

### Task 1

- A- Toxic, B- flammable, C- corrosive, D- carcinogenic, E- radioactive substance
- Burns and scalds, poisoning, suffocation

### Task 2

- Assess the measurements found by the learner
- Calculate the area of each face of the given rectangular block and find out the smallest area
- This is the largest value among the areas of the faces of the wooden block
- Use the smallest area to determine the greatest pressure
- Find the smallest pressure using the value of the largest area
- Calculate the volume of the provided wooden block
- Density is mass divided by volume

## SET 5

### Task 1

- Osmosis is the movement of water molecules from a region of high water concentration through a semi-permeable membrane to a region of low water concentration.
- To soften, make it flexible and open the pores
- It swelled becoming firm and turgid
- The sugar solution inside was more concentrated (lower water concentration). The surrounding water was more dilute (higher water concentration). Water moved across the semi-permeable membrane by osmosis.
- The cell membrane
- The sugar molecules are too large to pass through tiny pores
- There would be little or no change in size because the concentration inside and outside would be nearly the same (no concentration gradient).
- Absorption of water by root hairs in plants, maintaining cell shape in plant cells, movement of water across cell membranes in animals.

### Task 2

- Bunsen burner – Produces a flame for heating substances.  
Tripod stand – Supports the beaker during heating.  
Wire gauze – Placed on the tripod to support the beaker and spread heat evenly.  
Beaker – Holds the water being heated.  
Matchbox – Used to light the Bunsen burner.  
Stopwatch – Records the time taken for the water to boil.
- Assess for correctly assembled Bunsen burner
- The collar
- A thermometer
- Candle, spirit lamp, kerosene lamp
- Wear protective clothing, switch off the Bunsen burner when not in use, keep flammable substances away

# **SOCIAL STUDIES ANSWERS**

# 1.0 SOCIAL STUDIES AND PERSONAL MANAGEMENT

## 1.1 Self-improvement

### Formative assessment 1.1

1. I prefer to play with friends. (Shows an extroverted trait.)
2. I try again quickly. (Shows a resilient or persistent trait.)
3. I usually wait for others to start talking. (Shows a reflective or introverted trait.)
4. I will greet the school gate man or lady warmly.
5. I will ask them to share their trouble with me.
6. I will stop playing with my pen and look at them.
7. I must tell the truth about what happened right away.
8. It helps me listen to their instructions and speak politely.
9. It helps me develop Diligence (working hard and carefully).
10. I must make sure everyone gets an equal share.

## 1.2

### Formative assessment 1.2

1. You are ready to try new things in school.
2. You might be afraid to share your ideas or speak up.
3. It helps you feel positive and proud about your ability.
4. It might show you do not feel confident that your help is valuable.
5. It gives you the motivation to keep going even when the work gets difficult.
6. Friends can see your strengths that you might not notice in yourself.

## END OF STRAND 1 ASSESSMENT

1. A peacock is usually associated with confidence, pride and a strong sense of self-expression or love for beauty. Nekesa is therefore likely to be confident, proud of herself and expressive.
2. Noela can consider setting clear and realistic goals, choosing friends who influence her positively, improving her communication skills, participating in social activities and reflecting on her strengths and weaknesses.
3. Self-love shapes your personality traits by helping you accept yourself as you are. When you value yourself, you develop confidence and positive thinking. Self-love also helps you make wise decisions, treat others with respect and remain strong during challenges. As a result, you develop positive traits such as responsibility and resilience.
4.
  - a) She has high and healthy self-esteem because she communicates well, relates positively with others, appreciates her culture and performs well in school.
  - b) Her self-esteem has contributed to her holistic development by improving her academic performance, strengthening her social relationships, building emotional stability and helping her appreciate her cultural identity.
5. Juma can overcome low self-esteem by accepting himself, recognising his strengths, setting small achievable goals, practising positive self-talk, avoiding negative peer influence and seeking guidance from trusted adults such as teachers or parents.
6. Three ways to improve self-esteem for personal productivity are setting and achieving realistic goals, developing positive thinking habits and learning new skills to improve personal abilities.

## 2.0 COMMUNITY SERVICE LEARNING PROJECT

### Formative assessment 2.0

1. Community service is when people volunteer their time and efforts to help others in their local community without expecting anything in return
2. Community service is important because it helps improve the community.
3. Examples include helping at a local animal shelter, participating in food drives, cleaning up parks or assisting at the home of the aged.
4. The steps include identifying a need, setting goals, recruiting volunteers, creating a plan and executing the project.
5. Success can be measured by achieving project goals, improved conditions in the community and feedback from those you have helped.
6. Challenges may include lack of resources or unexpected obstacles. You can overcome them by seeking help and being flexible.
7. Community service teaches skills such as communication, teamwork, problem-solving, and empathy, which are valuable in life.
8. Reflection helps you understand your impact, learn from your experiences and plan better for future service projects.
9. A statement of the problem helps you understand your vision much better.
10. Community service can help you develop important life skills, make new friends and give you a sense of accomplishment and satisfaction.

### END OF STRAND 2 ASSESSMENT

1. Asses learner's responses with reference to the notes under this strand.
2. asses learner's responses with reference to the notes under this strand.
3. asses learner's responses with reference to the notes under this strand.

## 3.0 PEOPLE AND RELATIONSHIP

### 3.1 Scientific theory about human origin

#### Formative assessment .3.1

1. A theory is a set of opinions or ideas that describes why something exists.
2. Australopithecus
3. Australopithecus, Homo habilis, Homo erectus, Homo sapiens, Homo sapiens sapiens
4. Stone Age period
5. Fossils are preserved remains or traces of animals, plants and other organisms from the past.
6. Orlegesailie found in L. Magadi Kenya
7. Evolution is the gradual development of living organisms from earlier forms during the history of the earth.
8. Use of computer, use of farm machinery

### 3.2 Early Civilisation

#### Formative assessment 3.2

1. Portuguese, Chinese and Persians.
2. Trade
3. At the coastal region of East Africa.
4. Trade
5. Agricultural innovations, science and technological advancements.
6. 1498
7. India, Persia and Europe.
8. Swahili

### 3.3 Trans Saharan Slave Trade

#### Formative assessment 3.3

1. The main feature was the Sahara Desert itself. It acted like a big, dry ocean connecting the gold and slaves of West Africa to the salt and markets of North Africa.
2. Camels were crucial because they could travel for many days without water and carry very heavy loads. This made crossing the vast, dry Sahara possible and safe enough for large caravans.

3. The Arab traders who organised the caravans were often Muslim. They brought their religion, books, and language (Arabic) along the trade routes, sharing Islam with the African people they met and traded with.
4. The Berbers (especially the Tuareg) were desert nomads. They knew the Sahara paths and oases perfectly. They worked as guides and guards for the caravans, making sure the journeys did not get lost.
5. The two most important goods were gold (from West Africa) and salt (from the Sahara/ North Africa). Gold was used for money and salt was needed to preserve food.
6. The three main steps were:  
 Capture: People were usually taken during local wars or raids in West Africa.  
 Transport: They were forced to march in groups (coffles) to trade centers and then transported across the desert by camel caravan.  
 Sale: They were sold in large slave markets in North African cities like Tripoli.
7. The trade reduced the overall population, especially the number of strong, young men and women. This made it harder for the societies left behind to farm and defend themselves.
8. It brought a lot of fear and conflict to the region because of constant slave raids. It also led to the rise of new, powerful people who got rich from selling slaves.
9. These kingdoms controlled the main routes and trading centers. They grew rich and powerful by taxing the goods (including slaves) that passed through their lands and by sometimes selling their own captured enemies.
10. In the short term, some kingdoms gained wealth, but in the long term, the trade hurt West Africa's development. It took away the most productive workers and made the region rely too much on selling people instead of building new industries.

### 3.4 Population Growth in Africa

#### Formative assessment 3.4

1. **Population growth** is the change in size of people in a given area. The change may be rapid or slow.
2.
  - a) Decline in mortality rate.
  - b) Decline in infant mortality rates.
  - c) Lack of education on matters family planning.
  - d) Attitudes and practices which favour high fertility rates in Africa.
3.
  - a) Lack of education and knowledge of family.
  - c) Decline in death rates in Africa.
  - d) Attitudes and practices which favor high fertility.
  - e) Decline in child mortality.
4.
  - a) Increased economic growth of a country.
  - b) Reduced housing and schools for the increased population.
  - c) Leads to poor living standards occasioned by poor infrastructure.
  - d) It increases the chances of pollution and waste increasing pressure on the environment.
5. High fertility rates cause rapid population growth. This is because women have more children rapidly.
6. High population increases pressure on healthcare facilities thereby straining resources.
7. Demographics are characteristics of a population that have been categorised by distinct criteria.
8.
 

a) Gender	b) Age
c) Income and occupation	d) Family structure
9. The governments use:
  - Healthcare improvement and awareness to reduce child mortality.
  - Economic development such as Job creation.
  - Awareness campaigns.
  - Health and sanitation that is access of clean water and sanitation.
10. - Public awareness campaigns.
  - Education programs.
  - Workshops and seminars.
  - Social media and digital outreach.

### 3.5 Diversity and Interpersonal skills

#### Formative assessment 3.5

1. Diversity means having many different kinds of people or things in one group or place. In people, it means differences like age, gender, race, culture or way of thinking.
2. Diversity is important because it brings many different ideas and talents together. This helps everyone learn new things, makes groups stronger and helps solve problems in new ways.
3. You can show respect by listening carefully to them, being polite and asking kind questions about their traditions instead of judging them.
4. Empathy is important because it means you can understand or share what someone else is feeling. This helps you treat them kindly and makes your relationships stronger and more supportive.
5. Self-esteem is how much you value, respect and like yourself as a person. It is your overall opinion of yourself.
6. Good self-esteem is important because it helps you stay true to yourself and your culture, even when you meet many different people. It makes you feel confident and comfortable in any group.
7. When you appreciate diversity, you see that everyone's background is valuable, including your own. This helps you feel proud of your own culture and boosts your confidence.
8. When diverse friends accept and support you, you learn that you are valued just as you are. This acceptance confirms your worth and improves your self-respect.
9. Emotions are strong feelings, such as happiness, anger, fear, or sadness. They are signals that help us understand ourselves and react to the world.
10. Positive emotions (like joy or kindness) make you feel more energetic, friendly and helpful. They encourage you to cooperate and make others feel comfortable around you.
11. Examples are anger, frustration or fear. They can make you behave defensively, say mean things or withdraw, which can hurt your friendships and lead to poor choices.

12. You can recognise it if you feel uncomfortable, stressed or pushed to do something that goes against your values or things you know are right.
13. Respecting differences helps because you can confidently say, "No, that is not how I was raised" or "That's against my beliefs." It gives you a strong reason to stand up for your own choices without judging others.
14. Cultural diversity means that a place has many different traditions, languages, religions, clothes and food because many different groups of people live there.
15. Language diversity is very important in Kenya. Besides the two official languages (Swahili and English), many communities speak their own unique languages. This diversity preserves cultural identity and history for each group and makes Kenya a very interesting place.

### 3.6 Peaceful Conflict Resolution

#### Formative assessment 3.6

1. Conflict resolution is the process of finding peaceful ways to solve disagreements or conflicts.
2. Resolving conflicts within a family is important to maintain harmony, trust and strong relationships.
3. Common causes include misunderstandings, differences in opinions and sharing resources.
4. Active listening means giving full attention to the speaker. It is important for understanding each other's perspectives during conflicts.
5. One peaceful way is to use "I" statements, like "I feel upset when..."
6. Creating a safe space for open communication and showing respect for one another's feelings fosters a peaceful atmosphere.
7. Ethan is likely to define conflict as a disagreement, struggle, or clash of interests, ideas, or desires between two or more people or groups.
8. The likely skill Justin will develop while researching conflicts in the family using a digital device is digital literacy or information retrieval/research skills.

9. Situations that often lead to conflict in a family include:
- Financial issues: Disagreements over spending, saving or debts.
  - Poor communication: Lack of listening, misunderstandings or not expressing needs clearly.
  - Differing values or beliefs: Clashes over moral, religious or political views.
  - Parenting styles: Disagreements on how to raise children, discipline or set boundaries.
  - Division of household chores: Unequal distribution of responsibilities or a lack of participation.

10. Active listening: Genuinely focusing on and trying to understand the other person's perspective.

Taking a time-out: Stepping away from the argument temporarily to cool down and calm emotions.

Apologising: Sincerely acknowledging one's own role in the conflict and expressing regret.

Mediation: Inviting a neutral third party (like a counselor or trusted relative) to help facilitate the discussion.

11. The type of conflict resolving where a couple invites a friend to help settle the dispute is called mediation.
12. Increased distraction and disconnection: Family members often prioritise screens (phones, tablets, TVs) over face-to-face interaction, leading to feelings of neglect or emotional distance during shared time (e.g., mealtimes).
- Cyber-conflict and misunderstandings: Communication via text or social media can lead to misinterpretation of tone, resulting in arguments that might not have happened in person.
- Privacy and monitoring issues: Disagreements often arise over the appropriate use of technology, such as parents monitoring children's devices or concerns about a partner's online activity.

13. Three efficient conflict resolving techniques applicable to various disputes are:
- Collaboration (Win-Win): Working together to find a creative solution that fully satisfies the concerns of both parties.
  - Compromising: Seeking a middle ground where both sides make concessions to quickly resolve the issue.
  - Negotiation: A structured discussion between parties aimed at reaching an agreement through dialogue, often involving give-and-take.
14. Ways to maintain peace in a family include:
- Effective communication: Encouraging open, honest and respectful dialogue among all members.
  - Establishing clear boundaries and rules: Setting expectations for behaviour, responsibilities, and use of space to minimise friction.

### END OF STRAND 3 ASSESSMENT

1. Australopithecus  
Homo habilis  
Homo erectus  
Homo sapiens
2. Africa is considered the cradle of humanity because the oldest human fossils have been discovered there. Many early human remains were found in Eastern Africa. There is strong scientific evidence showing that human evolution began in Africa. Africa also has many archaeological sites that show continuous human development.
3. Early visitors influenced the people at the East African Coast by introducing new religions such as Islam. They promoted trade and commercial activities. They introduced new crops and goods. They influenced architecture, dressing styles and cultural practices. They also contributed to the development of the Swahili culture and language.
4. Monika can use assertiveness to promote justice by confidently speaking against injustice in her community. She can educate others about human rights. She can organise community discussions to create awareness. She can report cases of injustice to relevant authorities. She can encourage peaceful dialogue when conflicts arise.

5. This type of migration is rural–urban migration.
6. A population pyramid that is wide at the bottom and thin at the top suggests that Kenya has a high birth rate. It shows that the population has many young people. It also suggests a rapidly growing population and lower life expectancy compared to developed countries.
7. Kenya is a multi-ethnic society because it has many different ethnic communities living together in one country. Each community has its own language, culture, traditions and customs.
8. Conflicts can be solved peacefully at home by listening to one another carefully. Family members should communicate openly and respectfully. They should avoid violence and harsh words. Forgiveness is important. Seeking guidance from elders or trusted adults can also help resolve conflicts.



## NATURAL AND HISTORIC BUILT ENVIRONMENT

### 4.1 Map Reading and Interpretation

#### Formative assessment 4.1

1. I would use the title of the map to confirm the name of the area where the school is located. I would then check the grid reference system to identify the exact grid coordinates of the school. The scale would help me understand the distance between the school and nearby features such as roads, rivers, or buildings. The legend or key would help me identify symbols representing surrounding features like forests, hospitals and main roads.
2. Relief on a topographical map is shown using contour lines, spot heights, and trigonometrical stations.  
Contour lines join places of equal height above sea level. Closely spaced contour lines indicate a steep slope while widely spaced contour lines show a gentle slope.
3. If one grid square represents 1 square kilometre, then 8 full squares represent 8 square kilometres.

Four half squares make 2 full squares.

Therefore,  $8 + 2 = 10$  square kilometres.

The estimated area of the forest is 10 square kilometres.

- 4.a) At a scale of 1:50,000, 1 centimetre on the map represents 50,000 centimetres on the ground, which is 500 metres or 0.5 kilometres. One grid square is usually 2 cm by 2 cm on the map.  
Therefore, 2 cm represents 1 kilometre. One grid square represents  $1 \text{ km} \times 1 \text{ km}$ , which equals 1 square kilometre.
- b) If one grid square represents 1 square kilometre, then 6 grid squares represent 6 square kilometres.
- 5.a) 1:50,000 means 1 centimetre on the map represents 50,000 centimetres on the ground. Therefore, the statement scale is 1 cm represents 500 metres or 0.5 kilometres.
- b) 2 cm represents 1 km. Convert 1 km to centimetres.  $1 \text{ km} = 100,000 \text{ cm}$ . So the scale is 2:100,000.  
Divide both sides by 2 to get 1:50,000.
6. The scale is 1:50,000, meaning 1 cm represents 0.5 km.  
If the distance on the map is 6 cm, then  $6 \times 0.5 \text{ km} = 3 \text{ km}$ . The actual ground distance is 3 kilometres.
7. A statement scale expresses distance in words, for example 1 cm represents 1 km. Its advantage is that it is easy to understand. A representative fraction uses ratios such as 1:50,000. Its advantage is that it can be used with any unit of measurement. A linear or bar scale uses a drawn line divided into equal parts. Its advantage is that it remains accurate even if the map is enlarged or reduced.
- 8.a) Three types of marginal information are the title, scale, and legend or key.
- b) The title shows the area covered by the map. The scale helps users calculate distances and areas.  
The legend explains the meaning of symbols and colours used on the map so that features can be

## 4.2 Weather and Climate

### Formative assessment 4.2

1. Latitude affects the amount of sunlight an area receives, impacting temperature and climate.
2. Water bodies moderate temperatures, leading to more temperate climates in coastal areas.
3. Africa has climatic regions such as Tropical Rainforest, Savanna, Desert and Mediterranean, distributed across the continent.
4. The Sahara is a hot desert with low precipitation, influencing neighboring regions with arid conditions.
5. Activities such as burning fossil fuels and deforestation release greenhouse gases, contributing to climate change.
6. Trees absorb carbon dioxide, helping to reduce greenhouse gas concentrations in the atmosphere.
7. Climate dictates temperature and precipitation, influencing the suitability of crops for cultivation.
8. Ocean currents can bring warm or cold water, affecting the temperature and precipitation of coastal regions.
9. Renewable energy sources such as solar and wind power reduce reliance on fossil fuels, decreasing carbon emissions.
10. We can reduce use of fossil fuels, use of sustainable transport systems to reduce over-reliance on transport systems that are not sustainable and restore nature by planting more trees.

## 4.3 Vegetation in Africa

### Formative assessment 4.3

1. Vegetation refers to the plant life that covers a particular area.
2. Human activities: People carry out activities such as lumbering and charcoal burning. They even clear bushes for settlement and cultivation. This adversely affects vegetation. Animal activities-The effect of wild and domestic animals especially when their grazing is not controlled. Vegetation can be easily cleared by insects such as locusts.
3. Equatorial vegetation. Mediterranean vegetation
4. Trees are short and cone shaped. Trees have small hard evergreen leaves.
5. Mediterranean vegetation

6. Climate
7. Plants such as flowers beautify the environment. Forested areas are water catchment areas. Forests and savannah vegetation are a home to wild animals.
8. Creation of forest reserves for example the government has gazetted some forest reserves protecting water catchment areas.

## 4.4 Historical sites and Monuments in Africa

### Formative assessment 4.4

1. The Great Zimbabwe ruins are located in Zimbabwe.
2. Historical sites help us connect with our past, understanding traditions and customs.
3. Ancient trade routes teach us about economic exchanges, cultural interactions and historical development.
4. Planting vegetation helps prevent erosion and protects historical sites.
5. Monuments serve as symbols that carry the stories and values of our cultural heritage.
6. Local governments can allocate funds, enforce protective measures and promote sustainable tourism practices.
7. Communities can raise awareness, participate in clean-up efforts and report any damage to authorities.

### END OF STRAND 4 ASSESSMENT

1. - Contour lines: Lines connecting points of equal elevation.
  - Hachures: Short parallel lines used to indicate slope and relief.
  - Shading: Use of light and dark areas to depict elevation.
2. - Trade Winds: Prevailing winds towards the equator.
  - Westerlies: Prevailing winds from the subtropics towards higher latitudes.
3. - Title, scale, legend (key), compass rose and grid.
4. - Harmattan Winds: Dry and dusty winds blowing from the Sahara across West Africa.
  - Northeast Trade Winds: Winds moving from the northeast towards the equator.
5. - Tropical Rainforest, Savanna and Desert.
6. - Linear Scale: It is a line graph showing distance on a map that is a real-world distance.
  - Representative Fraction (RF): Ratio of map distance to actual distance.
  - Statement Scale is expressed in words.

7. - Weather refers to short-term atmospheric conditions. Climate is the long-term average of weather patterns.
8. - Moderate rainfall.
  - Influenced by oceanic currents.
  - Example: Mediterranean Climate.
9. - Harmattan Winds and Northeast Trade Winds.
10. - Drought, flooding and volcanic activity.
11. - Latitude, altitude, distance from the sea, ocean currents and wind patterns.
12. - Climate, soil type and topography.
13. - Great Zimbabwe, Timbuktu and the Pyramids of Giza.
14. - Long-term alteration in Earth's climate, often due to human activities leading to increased greenhouse gas concentrations.
15. - Cultural heritage preservation, tourism attraction and understanding historical civilisations.



## POLITICAL DEVELOPMENT AND GOVERNANCE

### 5.1 The Constitution of Kenya

#### Formative assessment 5.1

1. The executive, legislature and judiciary
2. Judiciary-Chief justice  
Executive- The President  
Legislature- The Speaker
3. It implements the government policies.
4.
  - a) When doing selection of any job or election it should always be free and fair to all. This makes people in the society to believe in their leadership.
  - b) Making of any decision in our jobs or society should be done fairly. It should not be influenced by nepotism, favouritism or other corrupt means.
  - c) Accountability and selfless service based solely on the public interests.
  - d) When socialising with others and places of work, discipline and commitment in service to the people.
  - e) Always demonstrate respect for the people in every situation and every day to day life.

5.
  - a) Making of any decision should be done fairly.
  - b) When socialising with others and places of work, discipline and commitment in service to the people.
  - c) Always demonstrate respect for the people in every situation and every day to day life.
6. No one is above the law. We all respect the constitution.
7.
  - a) Authority assigned to a state officer is a public trust to be exercised in a transparent manner.
  - b) We should be consistent with the purposes and objectives of the constitution.
  - c) We should demonstrate respect for the people.

### 5.2 Human Rights

#### Formative assessment 5.2

1. Right to life, right to education, right to parental protection and right of protection from abuse.
2. Right to education and the right to parental protection are denied.
3. Right to non-discrimination, right to life, right to name and nationality, freedom of expression, freedom of association and the right to education.
4.
  - a) Protest inequalities: When you see someone else stand up, stand with them, when we have each other's support, we are more empowered against injustices.
  - b) Put pressure on those responsible for upholding human rights.
  - c) Support economic rights such as equal education access, free childcare and equal pay.
  - d) Involve journalists and media to create more awareness on human rights protection.
  - e) Punishing violators of human rights.
  - f) Enshrining human rights in the constitution.
  - g) Carrying out sensitisation and public awareness on the importance of protecting human rights.

## 5.3 Citizenship

### Formative assessment 5.3

1. *Global citizenship is being aware of and understanding the wider world and our place in it.*
2. Education, diplomatic ties among member states, trading activities, cooperation, giving support to democratically elected governments, promoting and protecting people's rights and freedoms, upholding cooperation among African countries, promotion of African cultural heritage in the community and buying locally manufactured goods to promote economy.
3. Patriotic, environmentalist and exemplary leader.
4. They were against the British law that forced Indians to purchase British salt instead of producing it locally. Mahatma protested discrimination against the "untouchables," India's lowest caste and negotiated unsuccessfully for Indian home rule. Gandhi changed the face of civil disobedience around the world. He inspired change without violent incitation. He embraced Muslims even though he was a Hindu. He supported women rights.

5.

Wangari Maathai	Mahatma Gandhi
Fought against injustice.	Fought against unfair treatment.
Supported women rights.	Supported women rights.

6. We should speak out against discrimination and unfair treatment in society. We can plant trees to protect the environment. We should stand for what is right.
7. Social entrepreneurship involves the activities that help to solve community-based problems. It is the organisation of business around specific social and environmental causes. For example, it includes non-profit organisations, charities and for-profit enterprises. The main is to make a difference in the world or in the community.

8. Social entrepreneurs focus on jobs created, trees planted or donations made to solve a problem in the society. It should have an intention of creating positive changes in society. An entrepreneur should willingly show effort to connect with life's purpose, help others and make differences in the world. The main focus:
  - a) People - The human impact of the business and the ability to affect social change, improve lives and develop a community in a sustainable way.
  - b) Planet - Your environmental impact. This is how the business contributes to a sustainable planet.
  - c) Profit - Social enterprises need to make money so as to sustain themselves, pay participants and grow as an enterprise.
9.
  - a) Both were involved in non-violent resistance such as civil disobedience, peaceful protests and diplomatic negotiations to bring about justice and fairness in the society.
  - b) Advocated for human rights: Both addressed issues such as discrimination, oppression and violations of civil liberties.
  - c) Social movements: Both participated in social movements to address racial equality, gender equity and environmental protection.
  - d) They used grassroots initiatives that they to empower local communities to address their own injustices.

### END OF STRAND 5 ASSESSMENT

1. The Bill of Rights, leadership and integrity
2. Making laws
3. Objectivity and impartiality in decision making without being influenced by corrupt practices, nepotism or favouritism.
4. Taking children to school, educating people, allowing free and fair elections
5. Right to education, freedom of privacy
6. Assess learners' responses.
7. Clean environment, visiting the needy and advocating for human rights.

## MODEL TEST PAPER 1

1. Fossils are preserved remains of animals, plants and other organisms from the past.
2. Great Zimbabwe- Kenya, Fort Tenan – Ethiopia, Omo river basin - Zimbabwe
3. Homo sapiens sapiens 6  
Astralopithecus 3  
Homo erectus 4  
Dryopithecus 1  
Homo sapiens Neanderthalensia 5  
Ramapithecus 2
4. Was a hunting man. Used stones to make tools.
5. Evolution theory
6. Tribalism, selfishness and discrimination
7. Forced and early marriage, child labour, sexual harassment
8. Increase of people in place at a particular time.
9. - Lack of adequate information on matters family planning. Decrease in death rates.
10. Emigration, immigration
11. - Poor academic performance, mental instability, medical related problems, ongoing stressful life events, poor treatment at home and at school.
12. - Reduces stress
  - Improves our communication skills
  - Enhances social skills
  - Helps one to build a good health relationship
13. - Leads to poor living standards due to poor infrastructure
  - Increased economic growth of a country
  - Reduced house and school infrastructure for the increasing population.
14. Responsibility helps people to make wise decisions and avoid blaming others.
15. Discipline, support, respect and faithfulness
16. - Reduces disagreements and discrimination as people learn to tolerate and accept society.
  - Enhances creativity and innovation because people get opportunities to view and experience and even generate fresh ideas and approaches.
  - Reduces conflict by promoting understanding and respect among different cultural and social groups.
17. It boosts self-esteem because one will feel loved.  
It contributes to the individual's well-being.  
It encourages personal growth and development.

It shapes one's identity and a sense of belonging.

18. Dialogue
19. Forgiving those we wrong, respecting others' opinions
20. Love, social justice, respect and patience
21. The schedules, articles
22. Title and sheet name which is written at the top in bold and shows name of area represented on the map.
23. They are always willing to help and cooperate with others.  
They are curious and want to learn more about the world.  
They believe they can make a positive difference in the world.  
They act fairly in their choices, decisions and their words.  
They believe in their own ideas.
24. Railway and roads can connect to many countries to enhance transport.
25. Representative fraction scale, linear scale and statement scale
26. - Right to parental care.
  - Right to health care.
  - Right to protection from abuse.
27. Hachures, contours
28. A bill of rights- This is the section in the constitution that explains the basic rights and freedoms that should be enjoyed by the citizens of a country.
29. Wind, temperature and sunshine
30. The executive, the legislature, the Judiciary

## MODEL TEST PAPER 2

1. Soils in steep areas are eroded hence discouraging growth. Waterlogged areas encourage growth of swamp vegetation.
2. Cutting down of trees should not be allowed.
3. A global citizen is one who is aware of the wider world and has a sense of his or her own role and respect and values diversity.
4. Kenya, Uganda, Tanzania
5. Egypt
6. The media, friends and family, other people's reactions
7. Social cohesion- It refers to the strength in relationships and the sense of solidarity on members of the community.
8. Assess the learner's responses.
9. -Engaging in safe social activities with others

who share similar values.

-Through losing your guardians and your elders to gain approval and good compliments.

-Utilising the structures of social cohesion, essential self-worth growth and leads to a healthy self-esteem.

-By interacting well with people around you.

10. Sketch map, atlas map and topographical map.

11. Fencing, employing security guards

12. Taking good care of herself and her body, exercising, eating well.

Making time for things she likes doing for example, hobbies.

She should also talk to others about her problems.

13. Implementing laws

14. Chapter 6

15. A global citizen is someone who sees themselves as part of a big, worldwide community, not just the country they live in.

16. Establishing when earliest human beings existed.

17. Koobi fora.

18. Hunting, gathering roots and wild fruits.

19. Language - They used Swahili and developed it into written language.

Economy - They were economically civilised into trade by foreign traders from India and Persia around 11th to the 16th centuries.

Religion - This civilisation brought Islam which gave them a common religion within cities along the coast.

Social life - The life was made up of four primary groups that is local mobility, common citizens, resident foreigners and then slaves.

21. Love makes people appreciate themselves, accept their strengths and work on their weaknesses.

22. This helps in distribution of population in towns.

23. People prefer having many children to assist them in chores and farm work.

25. Population growth is the increase in the number of people in a place at a particular time.

26. People are able to use the available stocks of food and deplete them.

27. Greece

28. Directly challenge the wrong behaviour or unfair rule by speaking up and refusing to be silent.

Support or join groups that are actively

working to fix the injustice and create change in the system.

Educate yourself and others about the unfairness to raise awareness and shift public opinion toward justice.

29. Care for People, care for the planet, Be active and informed

30. Active listening is the giving of full attention to the speaker by the listeners. It is important for understanding each other's perspectives during conflict.

### MODEL TEST PAPER 3

1. People will be less affected by diseases and therefore reduce death rates.
2. Congestion, conflicts and war, unemployment, increased pollution.
3. Emigration is the movement of people out of a country.
4. Population increases in the area where people migrate to causing stress on resources.
5. The Preamble, Chapter(Articles) and Schedules.
6. People spend most of their time at work and if the environment is stressful it will lower his or her self-esteem.
7. Confidence, positivity
8. It is the ability to identify, manage and understand emotions and thereby help us communicate without conflict.
9. Conflict with peers or family  
Change of school  
Change of friendship circle  
When parents divorce
10. -Africa is referred to as the cradle of humanity because it is where the earliest hominids or ancestors first appeared years ago.
11. Archeologists-The scientists who study the evolution of human beings.
12. -Internal migration involves movement of people within a country or continent. External migration involves movement of people between different countries or continents.
13. Respect helps one not compare themselves with others.
14. When one succeeds in doing something, you feel capable and very good about yourself.
15. High population increases the pressure on Healthcare facilities there by straining resources.
16. Increased in demand for goods and services in countries

Increased level of pollution due to increase. population pressure towards the environment Increased population. Increased racial tensions and discriminations.

The displacement of nationals from occupations in the countryside and the cities.

17. Demographic trends refer to the data collected over a long period of time and from which patterns have been formed.
18. Apply routine maintenance and cleaning, educate local residents about the site's value and enforce strong laws against vandalism and looting.
19. Charles Darwin
20. a) X- South West Monsoon winds  
b) W- Mozambique current  
c) Y- Harmattan Winds
21. Assess the learner's responses.
22. It helps one to honour feelings and helps us to know who we are and what is going around us.
23. Seek adult's guidance. Practise assertiveness.
24. Dialogue, mediation
25. Title, scale, key, compass direction
26. Weather is the state of the atmosphere at a specific place and time. Climate is the average pattern of weather conditions for a specific region over a long period, typically 30 years or more.
27. Assess the learner's answer.
28. Temperature, wind and soil.
29. Wind, relief, latitude, Altitude, shape of the coastline, distance from a large water body, ocean currents
30. The skull was enlarged.

### MODEL TEST PAPER 4

1. They had massive jaws.
2. Love and kindness, they listen to one another, they celebrate wins together, they work as a team and they help each other.
3. A scale is the ratio of a distance on a map to a corresponding distance on the actual ground.
4. Statement scale, ratio scale and linear scale
5. Outline two characteristics of the modern man. Walks on two limbs, has the largest brain capacity, makes modern tools.
6. a) Relief  
b) Windward, leeward
7. They are mostly covered in snow. Temperature ranges from 0° and below. Top of mountains experiences low

temperatures.

8. Increased floods, drought and famine, migration of people
9. Embracing renewable energy, protection of all water bodies, better forestry management and use of sustainable agriculture
10. Egypt
11. Equatorial vegetation, Savannah vegetation, Desert vegetation  
Mediterranean vegetation, Mountain vegetation, Temperate vegetation
12. A historical site is any building, landscape sites or structure that is of local, national or global significance.
13. Hyrax hill in Nakuru, Kariandusi near Gilgil and Orlegesailie near L. Magadi
14. Preservation of original features such that its originality is protected in terms of architectural features materials and craftsmanship. Involve the community surrounding the site in the care and appreciation. Having proper maintenance of the site for example, cleaning painting and repairing to prevent further deterioration.
15. Arabs, Greeks, Persians
16. Islamic religion united people in these city-states, both the locals and the foreigners. Deep natural harbours allowed ships to anchor at the coast.
17. The latitudes affect the amount of sunlight received in that area thus affecting the temperature and climate.
18. Planting vegetation around the area
19. Earliest architectural designs of Shona people, the calendar in Egypt.
20. Extremely low precipitation, low humidity, high temperatures and sparse vegetation.
21. More frequent and intense extreme weather events destroy homes, transportation networks, energy grids and coastal infrastructure. Higher temperatures increase the risk of heat-related illnesses and deaths. Changing weather patterns (droughts, floods, and extreme heat) reduce crop yields and harm livestock.
22. Stay connected: Talk to friends, family or colleagues about your feelings. Give yourself permission to feel whatever you are feeling—sadness, anger, fear or numbness.

Engage in gentle physical activity, such as walking or stretching, to help reduce physical tension.

23. Statement scale, linear scale and ratio scale.
24. Spot heights, contours and trigonometric station.
25. Preservation of culture and identity, economic and environmental benefit. Education and research.
26. Policy formulation and implementation. Diplomatic and public service management.
27. A constitution is essential because it is the supreme law that establishes government structure, limits power through checks and balances, and guarantees the fundamental rights of citizens.
28. Children's rights in Kenya include the fundamental right to life, survival and development; the right to a name and nationality from birth; and the right to free and compulsory basic education.
29. Interprets the law, brings peace between the accused and the accusers. Ensures justice and fairness, hears and determines cases.
30. Integrity

### MODEL TEST PAPER 5

1. Self-esteem is the evaluation of one's own worth and how one feels about oneself, while self-exploration is the active process of investigating and understanding one's own interests, values and identity
2. The Origin of Species by Means of Natural Selection in 1859.
3. They contribute to environmental conservation. They promote historic preservation research.
4. Climate, soil type, topography
5. Climate change
6. Fossils are groups of fossils that have been analysed and arranged historically and in descending order.
7. Development of Kiswahili language, emergence of trade links
8. Immigration is the movement of people from other countries into a country.
9. Assess the learner's responses.
10. It leads to Negative emotions like anger frustration and sadness.

Results in communication breakdown making it harder for people to understand each other  
Physical health impact

- Reduced productivity  
Deterioration of relationships
11. Rejection from family or friends, media, bullying, past experiences, constant comparison of self with others.
  12. Hachures - These are short lines drawn to represent the direction of a slope.  
Layer tinting - This involves coloring and shading land according to the range of latitude.  
Spot heights - These are points on a map whose positions and heights have been determined by surveyors.
  13. Promoting peace and unity requires fostering intercultural dialogue, practicing empathy and tolerance toward diverse groups, ensuring inclusive governance and equitable resource distribution and actively engaging in conflict resolution and non-violence at all levels.
  14. Places near large water bodies receive more rain than those that are far from large water bodies.
  15. a) Savannah - Pastoralism and ranching,  
b) Desert - Irrigation farming along River Nile, pastoralism.
  16. Wheat, barley and fruits
  17. Woodland Savannah vegetation, Grassland Savannah vegetation
  18. River bank erosion is primarily prevented by stabilising the soil using vegetation with deep roots (bioengineering) or installing hard structures like riprap (rock) or gabions to dissipate water energy and protect the bank's toe.
  19. Career choices in social studies include working as a historian, political scientist, economist, sociologist, teacher/professor, urban planner, journalist, librarian, archivist or in public administration and international relations.
  20. High self-esteem contributes to holistic development by fostering confidence and motivation for success in academics and career, promoting better mental health and resilience and encouraging positive social relationships and leadership skills.
  21. Evolutionary changes in humans primarily involved bipedalism (upright walking),

- a significant increase in brain size and complexity, the development of complex language and culture, and modifications to the skeletal structure and teeth to support a varied diet.
22. Africa is considered the cradle of humanity because the earliest evidence for human evolution, including the oldest fossils of Homo sapiens and their ancestral hominins, has been discovered exclusively on the continent.
  23. This refers to voluntary actions or work done by individuals or groups to help the local community.
  24.
    - a) Identify the problem.
    - b) Write a statement of a problem.
    - c) Design a solution to the problem.
    - d) Learn to implement the design solution to the problem and implement it.
    - e) Record results and accounts for the concluded project.
  25. Develop a kitchen garden to grow food.
  26. It helps one develop important life skills. It enables one to make new friends.
  27. 18
  28. Rainfall and crop farming is practised in equatorial, modified equatorial, tropical and subtropical climatic zones. Nomadic pastoralism is practised in desert and semi-desert regions. Tourism is practised in Savannah regions due to presence of wild animals.
  29. The President, Deputy President  
The cabinet secretaries  
The Attorney General  
The director of public prosecutions  
The public servants
  30. Equality before the law, good leadership.

# PRE -TECHNICAL STUDIES

## Table of Contents

<b>1. Foundations of Pre-Technical Studies</b> .....	
1.1 Fire safety.....	
1.2 Data Safety.....	
<b>2. Communication in Pre-Technical Studies</b> .....	
2.1 Plane Geometrical .....	
2.2 Dimensioning.....	
2.3 Plain Scale Drawing.....	
2.4 Visual Programming.....	
<b>3. Materials for Production</b> .....	
3.1 Composite Materials.....	
3.2 Ceramic Materials .....	
<b>4. Tools and Production</b> .....	
4.1 Cutting Tools.....	
4.2 Computer Software.....	
<b>5. Entrepreneurship</b> .....	
5.1 Book Keeping .....	
5.2 Income and Budgeting .....	
5.3 Marketing of Goods and Services.....	
<b>ASSESSMENT TASKS</b> .....	

# 1. Foundations of Pre-Technical Studies

## 1.1 Fire Safety

### End of sub strand exercise 1.1

1. Faulty equipment, clutter, arson
2. Burn and respiratory injuries
3. Control sources of fire ignition, chimneys inspected and cleaned regularly
4. Protect against losing customers safety, reduces the risk of injury, protect against possible fines
5. Smothering and cooling

## 1.2 Data Safety

### End of sub strand exercise 1.2

1. Personal data is information about you, like your name or phone number.
2. It means saving a copy of your data in another safe place.
3. Not always, because others may see your data.
4. It is a harmful program that can damage or steal data.
5. Updates fix problems and improve data security.

# 2. Communication in Pre-Technical Studies

## 2.1 Plane Geometry

### End of sub strand exercise 2.1

1. Involves using compasses for drawing lines and circles
2. Pentagon, hexagon, octagon
3. Used in drawing angles, lines and line segments.
4. Mathematics teacher, plumber
5. Assess the shape constructed.

## 2.2 Dimensioning

### End of sub strand exercise 2.2

1. Helps in knowing the size of an object
2. Linear and radial dimensions
3. Should be placed in series and parallel, avoid using object lines.
4. Sector, arc, radius, diameter
5. It measures and dimensions the diameter of a circle or arc, and places the dimension inside the object.

## 2.3 Plain Scale Drawing

### End of sub strand exercise 2.3

1. Helps to display the countries and their position
2. Start with the main scale and then read the minor scale from zero.
3. A scale is the ratio between the size of an object in the drawing and its actual size in real life.
4. It is easy to represent real figures

## 2.4 Visual programming

### End of sub strand exercise 2.4

1. Visual programming is a way of creating programs by using graphical elements like blocks, icons, and diagrams instead of typing code. You drag and drop pieces that represent instructions, and they snap together to form a program.
2. One example is Scratch. It lets users build programs by snapping together colorful blocks instead of writing code.
3. Blocks are used to represent instructions or actions. Each block performs a specific task, like moving a character, playing a sound, repeating an action, or making decisions.
4. It's easier because you don't have to memorize complicated syntax or worry about typing errors. The blocks fit together in ways that make sense, which reduces mistakes and helps beginners understand programming logic more quickly.
5. A command block is a type of block that tells the program to do something. For example, it might tell a character to move, speak, or change color. It gives direct instructions to carry out an action.

## 3. Materials For Production

### 3.1 Composite Materials

#### End of sub strand exercise 3.1

1. Aerospace, civil infrastructure, construction, electrical and automotive industries.
2. Composite engineer, composite technician and composite research engineer.
3. Concrete, mud bricks, stone
4. Lower material cost, improve productivity
5. Mason, bricklayer, paper Mache molder
6. Concrete is used as a formwork for foundations or a reinforcement for walls and ceilings, also used for roofing structures and window frames
7. Papier Mache

### 3.2 Ceramic Materials

#### End of sub strand exercise 3.2

1. Clay
2. For making dishware and floor tiles
3. It is made of fine particles due to the process of transportation, making it a bit very plastic like.
4. They are nonmagnetic and thermal insulators
5. Used in manufacture of asbestos roofing sheets and breakable plates

## 4. Tools and Production

### 4.1 Cutting tools

#### End of sub strand exercise 4.1

1. Are wedges used to remove materials from a work piece
2. Leads to better productivity, saves on time
3. Snips, scissors, chisel, handsaws
4. Snips
5. Cutter

### 4.2 Computer Software

#### End of sub strand exercise 4.2

1. a) Application software  
b) Application software allows users to perform specific tasks such as typing documents and making calculations, without application software, a computer cannot be used for workplace activities like writing reports, preparing budgets, or creating presentations.
2. a) Spreadsheet software  
b) It can perform automatic calculations such as totals and balances,

It organizes numerical data neatly in rows and columns,  
It reduces errors and saves time when handling large amounts of financial data.

3. Spreadsheet software helps managers analyze data such as profits and expenses, enabling them to make informed financial decisions,  
Presentation software helps present information clearly during meetings, making it easier for teams to understand issues and agree on solutions.
4. Word processing software is used to write professional letters, reports, and memos, improving written communication,  
Presentation software helps staff present ideas clearly during meetings and trainings,  
Communication software such as email allows fast and official communication among staff.
5. a) System software controls the computer, manages hardware, and allows other software to run,  
Application software helps users perform specific tasks such as typing, calculating, and presenting information.  
b) Without system software, the computer would not start or function at all, without application software, the computer would start but could not be used for meaningful tasks.

## 5. Entrepreneurship

### 5.1 Bookkeeping

#### End of sub strand exercise 5.1

1. Overstated Profit, False Financial Picture, Poor Pricing Decisions, Poor Cost Control, Wrong Business Decisions:
2. Incorrect Capital Figure, Unbalanced Financial Statements, Reduced Creditworthiness, Difficulty in Loan Approval.
3. On Income Records, On Debtors Control, On Business Performance
4. On Profit Determination-Profit may appear higher than reality because personal withdrawals are not properly tracked, On Capital Records: Capital will be overstated since drawings reduce owner's equity but are not recorded, On Financial Planning: She cannot tell how much money is actually available for business use.
5. Loan Rejection-Banks require financial statements to assess ability to repay, Low Business Credibility-The business will appear disorganized and risky, Inability to Prove Profitability- He cannot show evidence of income and profit, Poor Future Planning- Without records, he cannot plan for expansion. Limited Business Growth

### 5.2 Income and Budgeting

#### End of sub strand exercise 5.2

1. Inability to Track Income and Expenses, Difficulty in Knowing Profit or Loss, Poor Decision Making, Problems with Tax and Legal Compliance, Risk of Theft and Fraud
2. Separating Different Income Sources, Better Budgeting, Tracking Performance of Each Source, Avoiding Confusion and Errors, Improved Financial Planning
3. It is dishonest and irresponsible, It shows lack of accountability, It is unethical to misuse money meant for important needs.
4. Loan Approval, Assessing Business Performance, Planning for Expansion Costs, Investor Confidence, Risk Reduction

5. Inaccurate Budgeting, Poor Financial Planning, Difficulty in Measuring Profit, Misuse of Business Funds, Conflicts and Confusion

### 5.3 Marketing of Goods and Services

1. Market Size and Potential Customers, Customer Preferences and Needs, Competition, Accessibility and Location, Purchasing Power and Income Levels
2. Advertising, Sales Promotion, Social Media and Online Marketing
3. Customers, Market Surveys and Questionnaires, Competitors, Trade Fairs or Beauty Exhibitions, Internet and Social Media
4. Studying Competitors, Market Acceptance
5. Observing Market Gaps, Analysing Buying Behaviour Identifying Customer Needs

### 5.4 Distribution of Goods and Services

#### End of sub strand exercise 5.4

1. Market Size and Potential Customers, Customer Preferences and Needs, Competition, Accessibility and Location, Purchasing Power and Income Levels
2. Advertising, Sales Promotion, Social Media and Online Marketing
3. Customers, Market Surveys and Questionnaires, Competitors, Trade Fairs or Beauty Exhibitions, Internet and Social Media
4. Studying Competitors, Market Acceptance
5. Observing Market Gaps, Analysing Buying Behaviour Identifying Customer Needs