

SECTION A (20 marks)

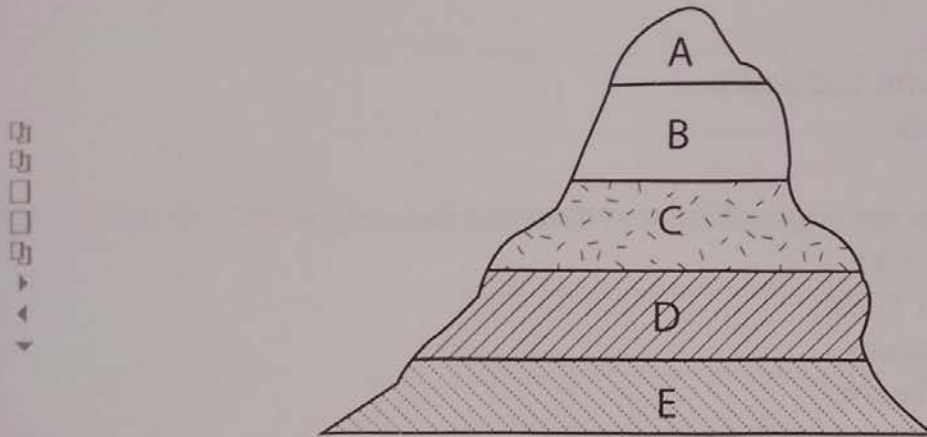
Answer **all** the questions in this section on the answer sheet provided.

1. A resource person gave a talk to Grade 9 learners on careers associated with the learning of Social Studies. One of the careers that the resource person highlighted was
 - A. sports instructor
 - B. surgeon
 - C. law
 - D. music producer.
2. Paul, a Grade 9 learner, was asked “what would you like to be when you grow up?” Paul answered, “a musician.” The senior school pathway that is likely to assist Paul to achieve his dream is
 - A. STEM
 - B. Social Sciences
 - C. Arts and Sports Science
 - D. Languages.
3. The following factors prove that Africa is the cradle of humankind **except**
 - A. existence of pre-historic sites
 - B. existence of plateaus
 - C. oldest fossils
 - D. favourable climate.
4. During a lesson, learners were provided with a map showing farming activities, settlements and physical features.
What type of map were they given?
 - A. Thematic map.
 - B. Political map.
 - C. Topographical map
 - D. Climatic map.
5. Hashim, a Grade 9 learner searched for the contribution of Kenyan culture to the international community and made a presentation in class. Which of the following areas did Hashim include in his presentation?
 - A. Traditional mode of dressing.
 - B. Agricultural experts.
 - C. Global financial system.
 - D. Exchange programmes.
6. John’s cattle trespassed on Peter’s farm and destroyed crops leading to a conflict between the two neighbours. The **best** way to restore a good relationship between the two neighbours is through
 - A. arbitration
 - B. forgiveness
 - C. compensation
 - D. litigation.

7. Grade 7 learners were having a discussion on factors that facilitated the development of agriculture in the ancient Egypt. One of the **main** factors they discussed was the
- A. availability of water
 - B. availability of skilled farmers
 - C. invention of shadoof
 - D. existence of trade.
8. Self-esteem is the belief individuals have about themselves. Which of the following does **not** promote self-esteem?
- A. Accomplishing personal goals.
 - B. Positive self image.
 - C. Keeping to oneself.
 - D. Academic achievements.
9. Kedu Junior School learners carried out a Community Service Learning project on cleaning of the environment. The learners benefitted from the project by
- A. devoting their time to community service
 - B. making the community know what they can do
 - C. encouraging themselves to work hard
 - D. understanding the problems facing the community.
10. A group of Grade 8 learners visited a pre-historical site in Kenya to learn about the culture of a certain community. The learners are likely to have learnt the following about the community, **except** the
- A. shelter they used
 - B. population growth rate
 - C. clothes they wore
 - D. tools they used
11. Shem was working in a dairy co-operative society in a rural area in Kenya. He got a job in Nairobi where he moved to and settled permanently with his family. This type of migration is referred to as
- A. urban to urban migration
 - B. urban to rural migration
 - C. rural to urban migration
 - D. rural to rural migration.
12. Mr. Busara taught his Grade 8 learners the uses of scales on maps. One of the things they learnt was that scales are used to
- A. measure distances
 - B. give directions
 - C. determine physical features
 - D. locate places.



The following diagram shows different vegetation zones a mountaineer came across while climbing a mountain.



The type of vegetation zone likely to be found in the region marked **D** is

- A. heath and moorland
- B. bamboo
- C. savannah
- D. rainforest.

14. Learners from Elimu School carried out a field study to investigate human activities that influence weather and climate in their locality. Which of the following activities that they observed influences weather and climate?

- A. Cultivation of crops.
- B. Road construction.
- C. Trade.
- D. Deforestation.

15. Grade 9 learners were given an article on *violation of children's rights in Kenya* to read. The following are some of the child abuses that are likely to be highlighted in the article **except**

- A. disciplining
- B. sexual abuse
- C. child trafficking
- D. child labour.

16. In a discussion group, you were asked to list the contributions of the Aswan High dam to the economy of Egypt. Which of the following is **not** among the contributions listed by your group?

- A. Prevention of drought.
- B. Generation of electricity.
- C. Controlling of floods.
- D. Provision of water for irrigation.



17. Learners had a debate on the developments that took place during the Middle Stone Age period. Which of the following is the **greatest** development they highlighted during the debate?

- A. Development of agriculture.
- B. Development of rock shelters.
- C. Invention of fire.
- D. Development of composite tools.

18. Tom, a Junior School learner, conducted a search on sources of population data in Kenya. The following are sources of population data that he found **except**
- census
 - school enrolment
 - registration of births and deaths
 - statistical abstracts.
19. One of the theories about the origin of solar system that the early scientists came up with is
- Nebula Cloud Theory
 - Continental Drift Theory
 - The Big Bang Theory
 - Plate Tectonic Theory.
20. Hekima Junior School learners displayed posters showing citizens participating in the constitution making process in Kenya. Which of the following posters is likely **not** to contain the **correct** information on the constitution making process in Kenya? A poster with citizens
- voting in a referendum
 - giving their opinions
 - participating in a community project
 - engaging in civic education.



SECTION B (80 marks)

Answer **all** the questions in this section in the spaces provided after each question.

21. In groups, Grade 8 learners discussed barriers to conflict resolution in a family and shared their findings in class. Outline **five** barriers they included in their findings. (5 marks)

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22. Grade 8 learners displayed flash cards containing ways of building healthy relationships in a school community. Highlight **three** ways which were captured on the flash cards. (3 marks)

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23. Pauline, a Grade 9 learner, is interested in a career in languages while the parents are in favour of Performing Arts. State **three** factors that she should consider before making the final decision. (3 marks)

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24. An article by a resource person in the daily newspaper contained information on child theft in Kenya and ways of preventing it. Outline **three** ways of preventing child theft that must have been highlighted in the article. (3 marks)

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25. Grade 9 learners from a Junior School made an educational visit to the Kenya National Assembly to learn about its operations.



- (a) (i) Name **two** groups of members of the National Assembly who are elected during general elections that they learnt about. (2 marks)

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- (ii) Identify **two** offices in the National Assembly whose holders are elected during the first sitting that they learnt about. (2 marks)

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- (b) Explain **three** roles of members of the National Assembly that they learnt about during the visit. (6 marks)

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26. Grade 7 learners engaged a resource person on *Africans in Diaspora* to discuss the reasons for migration, opportunities and challenges facing them.

- (a) Outline **four** social reasons for the migration of Africans to the Diaspora in today's society that were highlighted. (4 marks)

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- (b) Explain **two** economic contributions of the Africans in the Diaspora to their home countries. (4 marks)

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27. Sarah and her friend came across an article on how items were used in the ancient times as a media of exchange and the invention of money which is a more convenient medium of exchange. State **five** ways through which the invention of money promoted trade in Africa. (5 marks)



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28. A Kenyan ambassador was invited by a teacher of Social Studies to enlighten the learners on globalization of Kenya's cultural elements. Give **five** elements of cultural globalization that the ambassador highlighted. (5 marks)

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29. During a group activity, learners researched on the national values provided in the Constitution of Kenya and how they promote good governance. Highlight **five** national values that they are likely to have found during their research. (5 marks)

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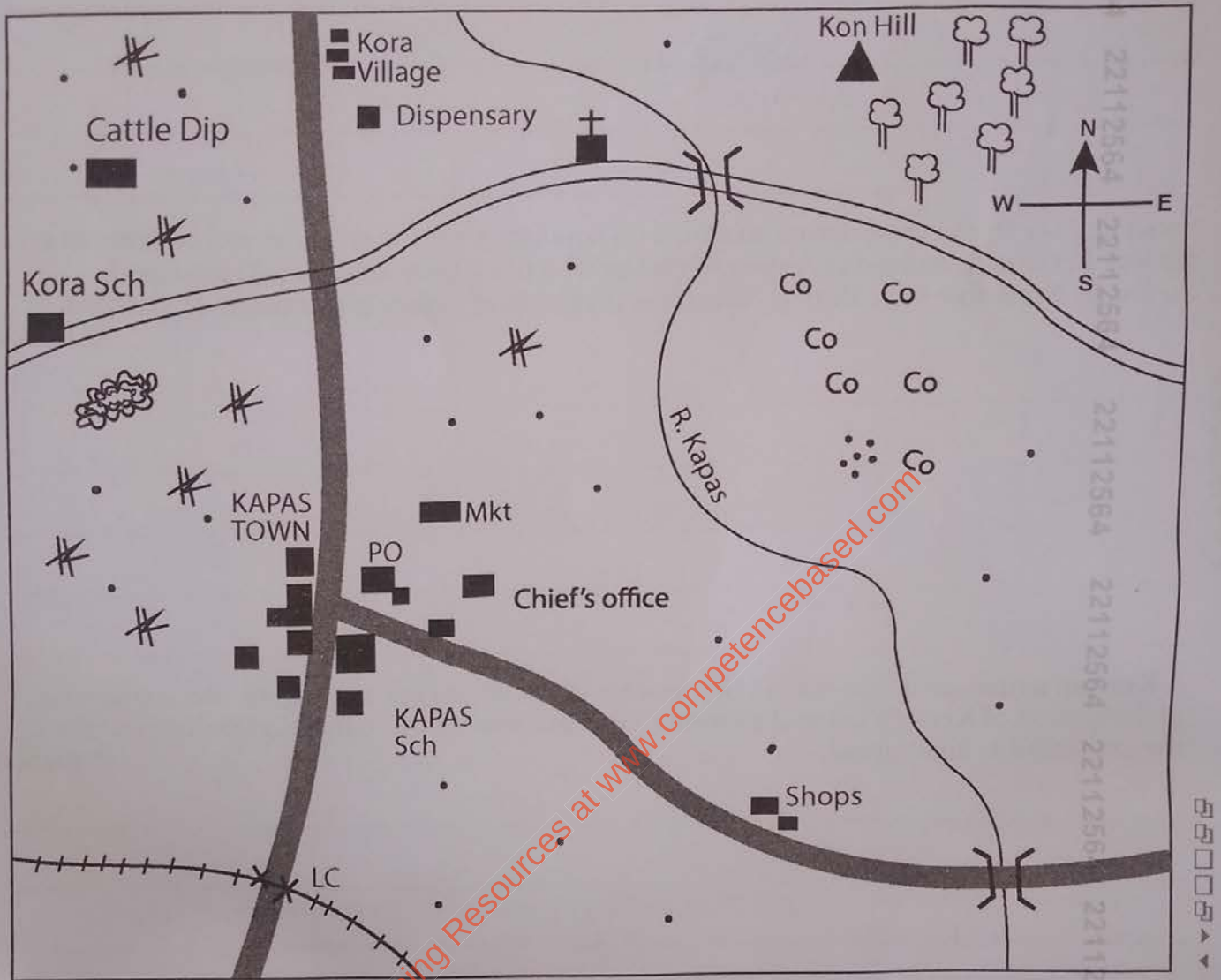
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30. Study the map of Kapas area provided and answer questions (a), (b), (c), (d) and (e).

KAPAS AREA



1000m 0 1 2 3 4 5 6 7 1 cm Rep 1 km

KEY

Forest
Scrub
Bridge
River
Quarry

CO Coffee

PO Post office

All-weather road

Dry weather road

Permanent settlement

Church

LC Railway line crossing

Huts

Mkt Market

Sch School

Railway line

- (a) Identify **two** types of vegetation found in Kapas area? (2 marks)
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- (b) Learners from Kora School walked along the dry-weather road up to the church. What distance did they cover? (Give your answer in kilometres) (2 marks)
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- (c) Members of the Social Studies club carried out a field study on economic activities in Kapas area. Give **four** economic activities that they identified. (4 marks)
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- (d) The **main** form of transport used in Kapas area is (1 mark)
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- (e) Scola, a Grade 8 learner at Kapas School was asked by the teacher to give the direction of Kon Hill from the school. State the direction that she gave. (1 mark)
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31. A meteorologist gave a talk on the effects of climate change on human activities to Grade 8 learners. State **eight** effects of climate change that the meteorologist talked about. (8 marks)
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32. Learners from a Junior School researched on the causes and effects of environmental degradation in the local community and wrote a report. Outline **five** causes of environmental degradation that they included in their report. (5 marks)

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33. Learners in Grade 9 used the following map of Africa to study climatic regions, population distribution and economic activities in Africa. Use the map to answer questions (a), (b) and (c).



- (a) The type of climate experienced in the region marked **X** is (1 mark)

- (b) Explain the **main** factor that has influenced high population density in the region marked **Y**. (2 marks)

- (c) State **two** economic uses of the multi-purpose project marked **Z**. (2 marks)

34. In groups, learners discussed factors for the scramble and partition of Africa by the European powers and presented their findings in class. Outline **five** factors that were contained in their findings. (5 marks)

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