

NAME: ADM NO:

SCHOOL: CLASS: Grade 9

844

SOCIAL STUDIES

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

2026 PREDICTION EXAMINATION

Time: 2 Hours 30 Minutes

INSTRUCTIONS TO CANDIDATES

1. Write your name and admission number in the spaces provided above.
2. Sign and write the date of examination in the spaces provided above.
3. This paper consists of two sections: **A** and **B**.
4. Answer **ALL** the questions in Section A on the answer sheet provided.
5. Answer **ALL** the questions in Section B in the spaces provided after each question.
6. This paper consists of printed pages. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.
7. Candidates should answer the questions in English.

FOR EXAMINER'S USE ONLY

Section	Question	Maximum Marks	Candidate's Score
A	1 - 20	20	
B	21	5	
B	22	3	
B	23	3	
B	24	3	
B	25	10	
B	26 - 27	8	
B	28	5	
B	29	5	
B	30	5	
B	31	10	
B	32	8	
B	33	5	
B	34	5	
B	35	5	
	TOTAL	100	

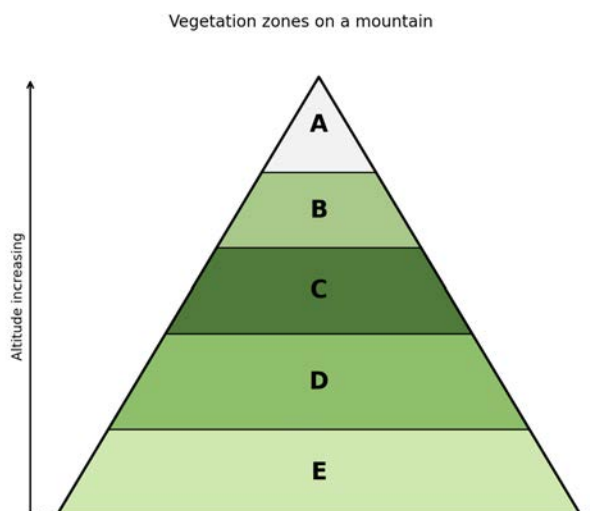
SECTION A (20 Marks)

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. mechanical engineer
 - B. tour guide
 - C. pharmacist
 - D. pilot.
2. Brian, a Grade 9 learner, was asked what he would like to be when he grows up. He answered, "an accountant." The senior school pathway likely to assist Brian 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 ancient rock paintings
 - B. existence of deserts
 - C. discovery of the oldest human fossils
 - D. existence of prehistoric tools.
4. During a lesson, learners were provided with a map showing rainfall distribution over a region. What type of map were they given?
 - A. Political map.
 - B. Topographical map.
 - C. Thematic map.
 - D. Sketch map.
5. Wanjiru, a Grade 9 learner, researched on the contribution of Kenyan culture to the international community. Which of the following areas did she likely include in her presentation?
 - A. Traditional cuisine and music.
 - B. Global banking systems.
 - C. International peacekeeping laws.
 - D. World Trade Organization policies.
6. Mutua's goats strayed into Otieno's farm and destroyed vegetables, leading to a conflict between the two neighbours. The best way to restore a good relationship between the two is through
 - A. litigation
 - B. mediation
 - C. use of force
 - D. revenge.
7. Grade 7 learners discussed factors that facilitated the development of agriculture in ancient Mesopotamia. One of the main factors they discussed was the
 - A. invention of the wheel
 - B. availability of fertile land between the rivers
 - C. existence of trade routes
 - D. favourable government policies.

8. Self-esteem is the belief individuals have about themselves. Which of the following does not promote self-esteem?
- A. Setting and accomplishing personal goals.
 - B. Having a positive self-image.
 - C. Constantly comparing oneself negatively with others.
 - D. Being appreciated by others.
9. Learners from Furaha Junior School carried out a Community Service Learning project on planting trees around a public school. The learners benefitted from the project by
- A. getting paid for their labour
 - B. understanding environmental challenges facing their community
 - C. avoiding class work
 - D. competing with other schools.
10. A group of Grade 8 learners visited a museum to learn about early human communities. The learners are likely to have learnt the following about the community, except the
- A. tools they used
 - B. exact number of people who lived there
 - C. type of shelter they used
 - D. clothes they wore.
11. Akinyi worked in a tea factory in a rural area. She got a job in a nearby town where she moved to and settled permanently with her family. This type of migration is referred to as
- A. urban to urban migration
 - B. rural to rural migration
 - C. rural to urban migration
 - D. urban to rural migration.
12. Mrs. Cherop taught her Grade 8 learners about the uses of a key on a map. One of the things they learnt was that a key is used to
- A. measure distances
 - B. show the meaning of symbols used on the map
 - C. give directions
 - D. indicate the scale of the map.

13. The diagram below shows different vegetation zones a mountaineer came across while climbing a mountain. Study it and answer the question that follows.



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

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

14. Learners from Tumaini School carried out a field study to investigate human activities that influence weather and climate in their locality. Which of the following activities did they most likely observe?

- A. Cultivation of crops.
- B. Herding of livestock.
- C. Charcoal burning.
- D. Fetching of water.

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

- A. child labour
- B. guidance and counselling
- C. sexual abuse
- D. child trafficking.

16. In a discussion group, learners listed the contributions of a major hydro-electric dam to the economy of Kenya. Which of the following is not among the contributions listed?

- A. Generation of electricity.
- B. Control of flooding.
- C. Prevention of all diseases.
- D. Provision of water for irrigation.

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

- A. Invention of fire.
- B. Development of specialised and refined tools.
- C. Development of rock shelters.
- D. Domestication of the first animals.

- 18.** Kevin conducted a search on sources of population data in Kenya. The following are sources of population data that he found, except
- A. census
 - B. school enrolment records
 - C. weather forecasts
 - D. registration of births and deaths.
- 19.** One of the theories about the origin of the universe that early scientists came up with is the
- A. Continental Drift Theory
 - B. Big Bang Theory
 - C. Plate Tectonic Theory
 - D. Convectional Current Theory.
- 20.** Grade 9 learners displayed posters on citizen participation in governance in Kenya. Which of the following posters is likely not to contain the correct information? A poster showing citizens
- A. voting during elections
 - B. paying bribes to get government services
 - C. participating in public forums
 - D. engaging in civic education.

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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 are likely to have included in their findings.

(5 marks)

22. Grade 8 learners displayed charts containing ways of building healthy relationships in a school community. Highlight three ways which were captured on the charts.

(3 marks)

23. Kevin, a Grade 9 learner, is interested in a career in Sports Science while his parents are in favour of Law. State three factors that he should consider before making the final decision.

(3 marks)

24. An article by a resource person in a local newspaper contained information on child labour in Kenya and ways of preventing it. Outline three ways of preventing child labour 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)

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

(2 marks)

(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 the Diaspora to discuss the reasons for migration, and the 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)

27. (b) Explain two economic contributions of the Africans in the Diaspora to their home countries.

(4 marks)

28. Amani and his friend came across an article on how items were used in ancient times as a medium 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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29. A Kenyan ambassador was invited by a teacher of Social Studies to enlighten the learners on the globalization of Kenya's cultural elements. Give five elements of cultural globalization that the ambassador highlighted.

(5 marks)

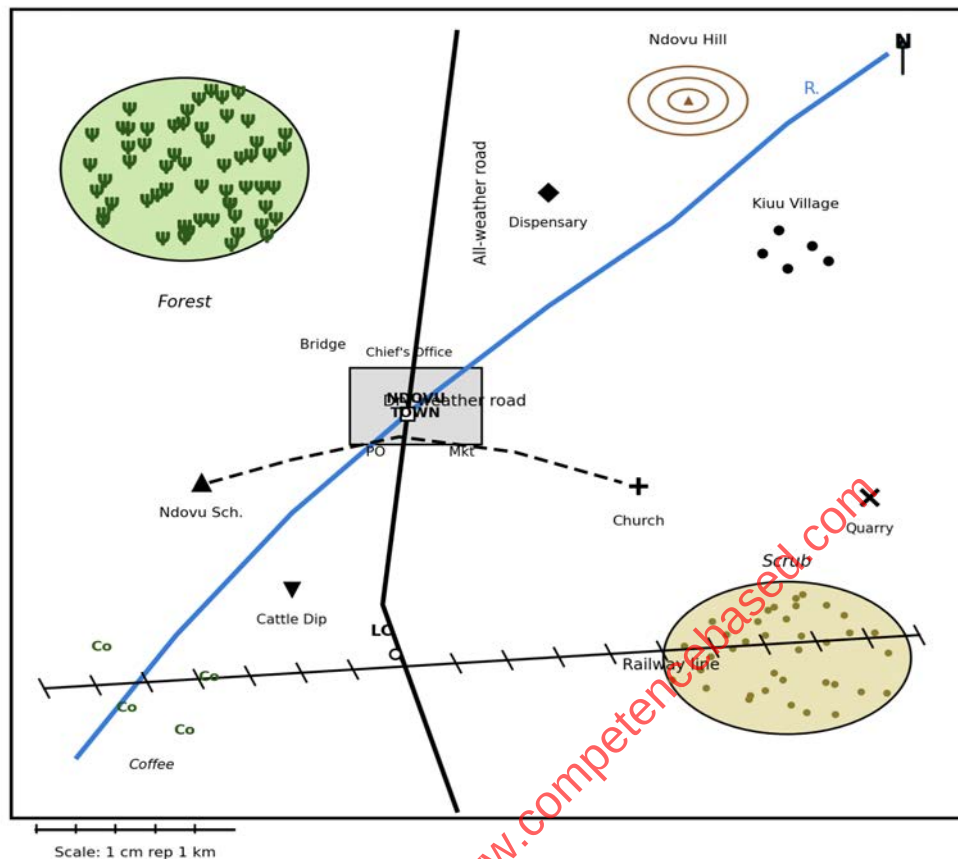
30. During a group activity, learners researched on the national values provided in the Constitution of Kenya and how they promote good governance. Highlight five national values that they are likely to have found during their research.

(5 marks)

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31. Study the sketch map of Ndovu area provided and answer questions (a) to (e).

Sketch Map of Ndovu Area



(a) Identify two types of vegetation found in Ndovu area.

(2 marks)

(b) Learners from Ndovu School walked along the dry-weather road up to the church. What distance did they cover? (Give your answer in kilometres)

(2 marks)

(c) Members of the Social Studies club carried out a field study on economic activities in Ndovu area. Give four economic activities that they identified.

(4 marks)

(d) Identify the mode of transport that can be relied on throughout the year in Ndovu area.

(1 mark)

(e) Amani, a Grade 8 learner at Ndovu School, was asked by the teacher to give the direction of Ndovu Hill from the school. State the direction that she gave.

(1 mark)

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32. 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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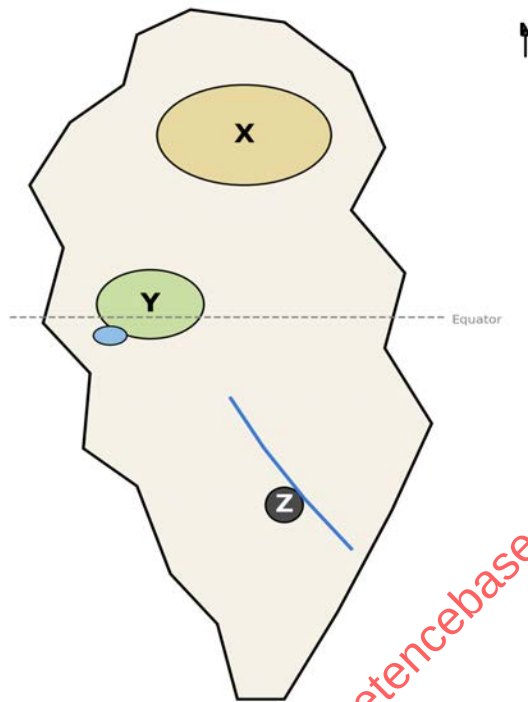
33. Learners from a Junior School researched on the causes and effects of environmental degradation in the local community and wrote a report. Outline five causes of environmental degradation that they included in their report.

(5 marks)

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34. 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).

Sketch Map of Africa: Selected Regions



(Diagram is schematic and not drawn to true geographic scale)

(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)

35. In groups, learners discussed factors for the scramble and partition of Africa by European powers and presented their findings in class. Outline five factors that were contained in their findings.

(5 marks)

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