

SCHOOL BASED ASSESSMENT

GRADE 7 SOCIAL STUDIES

October 2024



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

SOCIAL STUDIES

SCORING GUIDE

This Scoring Guide consists of a Marking Scheme, a Scoring Rubric, and a Scoring Sheet.

GRADE 7 SBA SOCIAL STUDIES MARKING GUIDE

GRADE 7 SBA: SOCIAL STUDIES. SCORING GUIDE.

SECTION A (10 marks) CITIZENSHIP

1. A resource person gave a talk to Grade 7 learners on political development and governance.

a) Name **three** member states of the African Union (AU) from the Eastern Africa region. (3 marks)

- i. Kenya
- ii. Uganda
- iii. Tanzania
- iv. Rwanda
- v. Burundi.
- vi. Ethiopia
- vii. Eritrea
- viii. South Sudan
- ix. Djibouti.

Any 3x1=3 marks.

b) Give **two** achievements of the African Union.

- i. It has spoken of the African continent/ African people on financial matters with the World Bank/ IMF.
- ii. It promotes peace by sending peace keeping troops to enhance stability.
- iii. It has promoted peace and stability by sending envoys in countries will conflicts/ likely to experience conflicts.

Any 2x1=2 marks

2. A Grade 7 Social Studies teacher invited the Assistant County Commissioner (ACC) to give a talk on democracy and representation.

a) Name the **two** types of democracy the ACC may have mentioned. (2 marks)

- i. Direct.
- ii. Indirect.

2x1=2 marks.

b) State **three** roles of citizens in Kenya. (3 marks)

- i. Participating in voting/ elections.
- ii. Paying taxes.
- iii. Obey the laws of Kenya.
- iv. Respect other people's opinions/ beliefs/ views/ being tolerant.
- v. Being patriotic to their nation.

3x1=3 marks.

3. The Social Studies teacher used the map of Africa to teach Grade 7 learners.

a) Name the shaded area marked T. where early agriculture was practised. (1 mark)

Egypt. 1x1=1 mark.

b) Identify the European power which colonized the shaded country marked V. (1 mark)

France. 1x1=1 mark.

c) Name the countries marked **Y** and **Z** on the map which form part of Central Africa. (2 marks)

Y -Democratic Republic of Congo. 1x1=1 mark.

Z-Angola. 1x1=1 mark.

4. A-Crust.

B-Mantle.

C-Core

3x1=3 marks.

5. A teacher of Social Studies guided Grade 7 to use digital devices to search for information on the sources of historical information.

a) Name **three** primary sources of historical information in the society. (3marks)

i. Painting /Art

ii. Oral/ aural sources

iii. Artifacts/ ornaments

iv. Monuments

v. Manuscripts/ newspapers/ diaries/ letters.

Any 3x1=3 marks.

b) Give **three** ways in which sources of historical information have been preserved. (3marks)

i. They are kept in archives.

ii. Kept in museums.

iii. Kept in libraries.

iv. Protecting historical buildings/ monuments.

v. They're preserved in electronic devices.

vi. Oral/ aural recordings.

Any 3x1=3 marks.

6. Your Social Studies teacher grouped your class and asked you to carry out a field study on population settlement patterns from your local community.

a) Identify **four** methods which your class used to collect data during the study. (4 marks)

- i. Observation
- ii. Photographing
- iii. Interviewing.
- iv. Library research
- v. Tabulation.

Any 4x1=4 marks.

b) Name **two** settlement patterns you are likely to have during the field study. (2 marks)

- i. Cluster/nucleated.
- ii. Linear.
- iii. Dispersed.

Any 2x1=2 marks.

c) Give **four** challenges your class encountered during the field study. (4 marks)

- i. Abrupt weather changes / sunny/ rainy/foggy/ misty conditions.
- ii. Inadequate tools for use/ cameras/ phones.
- iii. Language barrier between the learners and the local people.
- iv. Physical obstructions/ trees/ hills/ valleys which may hinder/ limit accessibility.
- v. Getting biased/ exaggerated information during interviewing.
- vi. Hostile /uncooperative respondents.

Any 4x1=4 marks.

7. Grade 7 learners were asked to use digital devices to find out population distribution in Africa. Give **four** factors which have affected population distribution in Africa. (4 marks)

- i. Areas with rich fertile /volcanic soils attracts settlements.
- ii. Areas with high rainfall attracts more settlements.
- iii. Areas with dense vegetation are avoided.

- iv. Urban centres /towns have attracted large population.
- v. Presence of economic activities/ transport/ mining/ trade attract more settlement.
- vi. Areas with pests / disease causing vectors are sparsely populated / avoided.
- vii. Wars/ conflicts cause displacement / migration of people.
- viii. Gentle slopping lands are conducive for settlement.

Any 4x1=4 marks.

8. During a Social Studies lesson,the learners were guided to use digital devices to search for information on career opportunities related to Social Studies. Identify **one** career opportunity related to Social Studies. (1 mark)

- i. Lawyer/ judge.
- ii. Teacher
- iii. Librarian
- iv. Administrator.
- v. Archaeologist.
- vi. Anthropologist.
- vii. Game ranger.
- viii. Cartographer.

Any 1x1=1 marks.

9. A Counsellor person was invited to discuss with the learner ways that could address stereotypes associated with careers in the society. Give **two** ways that can be used to solve stereotypes associated with careers. (2 marks)

- i. Create awareness through education.
- ii. Look for job opportunities in all areas of interest.
- iii. Encourage all young people to excel in all subjects/ learning areas.
- iv. Emphasize accomplishments over physical abilities.
- v. Speak out against gender biaseness in employment.
- vi. Create mentoring programmes for young people.

Any 2x1=2 marks.

10. Your class has been asked by the teacher to discuss in groups about economic organization of the Asante people up to the 19th century. State **three** economic activities of the Asante. (3 marks)

- i. They cultivated crops/ cereals.
- ii. They smelted iron/ made iron items..
- iii. They traded .
- iv. They kept livestock.
- v. They made crafts/ artworks.
- vi. They weaved/ made baskets/ basketry.
- vii. They hunted wild animals.
- viii. They gathered wild fruits/ tubers/ insects.
- ix. They carried out mining/ gold/ iron.

Any 3x1=3 marks.

11. Grade 7 learners held a debate on “Currency trade is better than Barter trade.” Give **two** points the supporters of the debate will come up with. (2 marks)

- i. It has led to to uniform pricing of goods.
- ii. Its acceptable globally.
- iii. It has led to expansion of trading activities.
- iv. It has led to large/ mass production of goods.
- v. It has led to production of small and cheap goods.
- vi. It has eased transactions/ way of doing business.

Any 2x1=2marks

12. Your Social Studies teacher asked your class to discuss on the substrand ‘Political Development in Africa up to 1900.

- a) Give the meaning of the term partition of Africa. (2 marks)

It’s the **dividing/ sharing** of Africa by **European powers**.

- b) State **three** terms of the Berlin Conference of 1884-1885. (3 marks)

- i. Any power laying claim to any part /territory of Africa must inform the other interested powers,
- ii. Any power acquiring a territory in Africa must stamp out slave trade.
- iii. Rivers Congo and Niger were to be left free for navigation by all powers.

iv. All powers must declare their spheres of influence.

Any 3x1=3 marks.

END

GRADE 7 SOCIAL STUDIES SBA OCTOBER 2024 SCORING RUBRIC

Abilities Strand	(1) Below Expectation	(2) Approaching Expectation	(3) Meeting Expectation	(4) Exceeding Expectation	Question Number	Score
Social Studies and Personal Development (Task 1)	Any learner scoring 0 out of 3	Any learner scoring 1 out of 3	Any learner scoring 2 out of 3	Any learner scoring 3 out of 3	8, 9	3
People and Relationships (Task 2)	Any learner scoring 0 to 4 out of 13	Any learner scoring 5 to 8 out of 13	Any learner scoring 9 to 12 out of 13	Any learner scoring 13 out of 13	3,7, 10,11	13
Natural and Historic Built Environments (Task 3)	Any learner scoring 0 to 6 out of 19	Any learner scoring 7 to 12 out of 19	Any learner scoring 13 to 18 out of 19	Any learner scoring 19 out of 19	4, 5, 6	19
Political Developments and Governance (Task 4)	Any learner t scoring 0 to 6 out of 15	Any learner scoring 7 to 10 out of 15	Any learner scoring 11 to 14 out of 15	Any learner scoring 15 out of 15	1, 2, 12	15
Total Score	Any learner scoring 0 to 24 out of 50	Any learner scoring 25 to 34 out of 50	Any learner scoring 35 to 49 out of 50	Any learner scoring 50 out of 50		50

Grade 7 SOCIAL STUDIES SCORING SHEET

S/NO	Learners' names	Assessment number	Task 1 Social Studies and Personal Development (03marks)	Task 2 People and Relationships (13 marks)	Task 3 Natural and Built Environments (19 marks)	Task 4 Political Developments and Governance (15 marks)	Total score (50 marks)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

12							
13							
14							
15							