



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

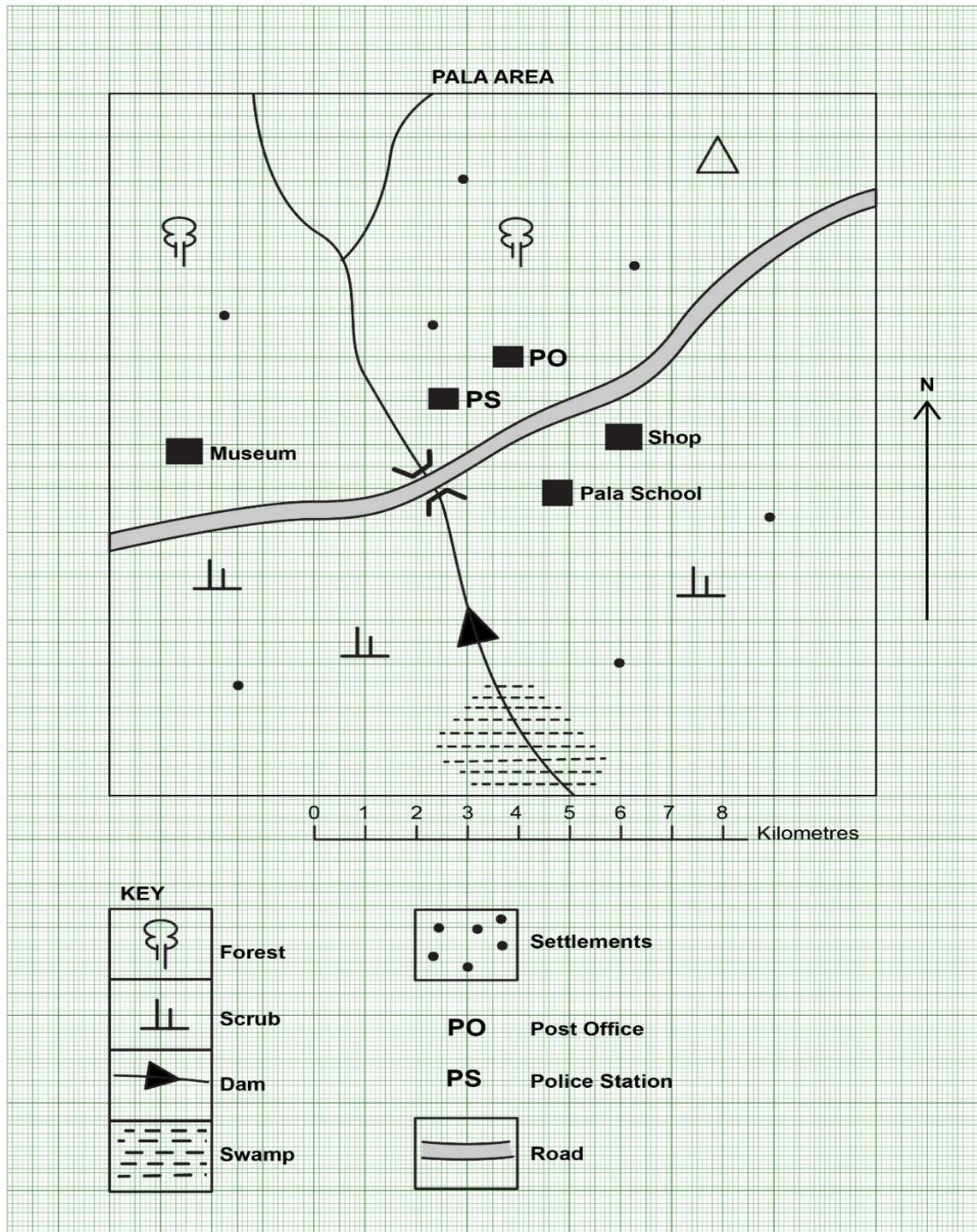
SOCIAL STUDIES

Grade 5 - 2026

Scoring Guide

*This paper has **10** printed pages*

A Grade 5 Social Studies teacher provided the learners with the map of Pala area below to use during group activities to answer the following questions.



- List two elements of a map that the learners observed in the map of Pala area.
 - Title
 - Key
 - Scale
 - Compass direction
 - Frame

Any 2x1= 2 marks

2. As the learners interacted with the map, they noted some drainage features on the area.

Name one of these features

- River Pala
- Swamp
- Dam

Any 1x1=1 mark

3. Grade 5 learners from Pala school visited a historic built environment in Pala area and interviewed the officer in charge on ways used to conserve it.

Which historic built environment did they visit?

- Museum

1 mark

4. A group of Grade 5 learners carried out library research on characteristics of main climatic regions in Kenya and came up with the following for one of them.

- (i) The rainfall received is below 250 mm per year
- (ii) The skies are usually clear
- (iii) Temperatures are high during the day and low at night

This type of climate is called

- Desert

1 mark

5. Your group used digital devices to find out the effects of high population density in Kenya and presented their findings in class.

State three effects they presented

- There are many people without jobs
- The residential houses are few
- The schools/hospitals are congested
- There is little land for farming/ settlements
- There is little money for development
- There are many young people depending on the old
- There is high pollution in urban areas
- There is a big market for goods

Any 3x1=3 marks

6. Ken, a Grade 5 learner interviewed an elderly man in the village on methods of instruction used in African traditional education.

Give two of the methods he was given.

- Stories
- Riddles
- Proverbs
- Songs
- Narratives

Any 2x1= 2 marks

7. 7. A Grade 5 learner displayed and used the photograph below during a group presentation on “Ways of using resources sustainably”

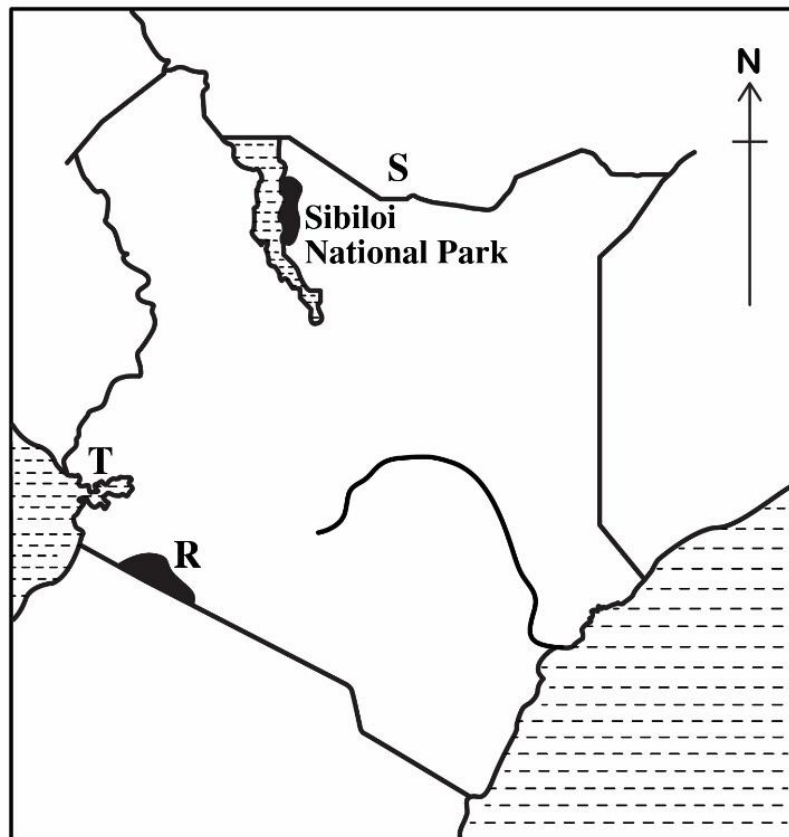


Other than the water conservation method shown, identify other **three** ways water can be conserved.

- Turning off water taps after using
- Repairing leaking pipes/taps
- Planting trees
- Reusing and recycling water
- Harvesting rainwater
- Displaying posters in school on the importance of using water in a responsible way.

Any 3x1= 3 marks

During a Social Studies lesson, Grade 5 learners were provided with a map of Kenya below to answer the questions that follow.



8. The learners were asked to discuss the countries that border Kenya. They identified the one marked **S** as;

S Ethiopia

1 mark

9. The teacher asked Tom to name the fishing ground marked **T**. What response did she give?

T Lake Victoria

1 mark

10. The learners located the main game reserves from the map in class. They noted the one shaded **R** is

R Maasai Mara

1 mark

11. Grade 5 learners used the library to research on the contribution of fishing to the economy and shared their findings in class.

State two of the contributions they shared

- It is a source of food
- It is a source of income
- It attracts tourists / sporting activities
- It creates employment / jobs

- It is a source of medicine
- It leads to growth of other industries

Any 2x1=2 marks

12. While walking home from school, Dado a Grade 5 learner, noticed that motor cycle riders were not observing all safety precautions as shown in the photograph below.



Apart from wearing helmets, what other safety precautions would the riders need to take while using this means of transport?

- Wear protective clothing/jackets, long trousers/boots
- Wear reflective jackets/clothing/to be visible
- Avoid carrying more than one passenger
- Avoid use of mobile phone while riding.

Any 2x1=2 marks

13. While visiting a museum, a Grade 5 learner took the photograph below of Kivoi Wa Mwendwa from a portrait hanged on the museum wall and later displayed it class during a discussion on qualities of traditional leaders in Kenya.



Give two of his qualities that they noted.

- He was respected
- He was a symbol of unity
- He was courageous

- He defended the welfare of his community
- He was a long distant trader

Any 2x1= 2 marks

14. Amina a Grade 5 learner researched on the functions of council of elders among the Ameru and shared the findings in class.

State three functions she shared

- They settled disputes
- They united people
- They presided over ceremonies
- They made laws
- They punished law breakers/ wrong doers
- They were in charge of rituals/traditions

Any 3x1= 3 marks

15. Learners of Papa school are always invited to dance during National days celebrations. Apart from these celebrations, give two other factors that promote national unity.

- National language
- National symbols/flag/ coat of arms/ public seal/ National anthem
- Education
- Games and sports
- The constitution of Kenya
- Presidency

Any 2 x1=2 marks

16. Grade 5 learners visited the county children's office to learn about human rights. While there one of the learners asked the officer, which are the basic human rights in Kenya?

List three of the responses the officer gave.

- Right to life
- Right to a balanced diet
- Right to clean water
- Right to a clean / safe environment
- Right to security
- Right to healthcare
- Right to shelter

Any 3x1= 3 marks

SCORING RUBRIC

Level Criteria	(4) Exceeding expectation	(3) Meeting expectation	(2) Approaching Expectation	(1) Below expectation	Question Number
Natural and Built Environments Task 1	Any learner scoring 4-5 out of 5	Any learner scoring 3 out of 5	Any learner scoring 2 out of 5	Any learner scoring 0-1 out of 5	1,2,3&4
People and Social Organisations Task 2	Any learner scoring 4-5 out of 5	Any learner scoring 3 out of 5	Any learner scoring 2 out of 5	Any learner scoring 0-1 out of 5	5&6
Resources and Economic activities in Eastern Africa Task 3	Any learner scoring 9-10 out of 10	Any learner scoring 5-8 out of 10	Any learner scoring 3-4 out of 10	Any learner scoring 0-2 out of 10	7,8,9,10,11&12
Political systems and Governance Task 4	Any learner scoring 9-10 out of 10	Any learner scoring 5-8 out of 10	Any learner scoring 3-4 out of 10	Any learner scoring 0-2 out of 10	13,14,15&16
Total	Any learner scoring 29-30 out of 30	Any learner scoring 15-28 out of 30	Any learner scoring 8-14 out of 30	Any learner scoring 0-7 out of 30	

SCORE SHEET

	Learner's names	Task 1 Natural and Built Environments (5 marks)	Task 2 People and Population, Culture and Social Organization (5marks)	TASK 3 Resources and Economic activities (10 marks)	Task 4 Political systems and Governance (10marks)	Total score (30 marks)
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