

**SOCIAL STUDIES PP1 MOCK EXAM MARCH/APRIL 2019**  
**MARKING SCHEME**

1. (a) The structure of County Government in Kenya.
- County Assembly
  - County Executive Committee
  - County Public Service (3x1=3 marks)
- (b) Functions of the Deputy President of Kenya.
- Deputize for the President in the execution of the President's functions as the Principal assistant of the President.
  - Perform any other functions of the President as the President may assign.
  - Act as the President when the President is absent or is temporarily incapacitated and any other period that the President decides. (Any 2x1=2 marks)
- (c) (i) Situations that may lead to disqualification of an aspiring member of County Assembly.
- Bankruptcy
  - Unsound mind
  - A non-citizen of Kenya
  - Sentenced to a jail term exceeding six months
  - Holding an office in the public service or armed forces.
  - Convicted of an election offence for the remaining term of parliament after conviction. (Any 4x1=4 marks)
- (ii) Functions of the County Governor in Kenya.
- Nominates the members of the County Executive with the approval of the County Assembly.
  - Presides over the appointment of the County Public Servants.
  - Manages/co-ordinates all County operations.
  - Ensures that County Laws are implemented as enacted.
  - Supervise the preparation of proposed Bills for consideration and debate by the County Assembly.
  - Ensure that all reports of the County Assembly are acted upon.
  - Supervise the management of County Revenue in consultation with the County Executives/approval of the County Assembly. (Any 3x1=3 marks)
- (d) (i) Special Courts and Tribunals in Kenya.
- Commercial Courts
  - Jevunile (Children's) Courts
  - Court Martial
  - Rent Restriction Tribunal
  - Business Premises Rent Tribunal
  - Professional Associations (Law Society of Kenya)

- Industrial Court
- Co-operative Societies Tribunal. (Any 2x1 = 2 marks)

(ii) Challenges facing the Prisons Department in Kenya.

- Inadequate facilities for the prisoners e.g. shortage of vehicles to transport the prisoners to the law courts and back to the prison and lack of adequate clothing.
- Frequent outbreak of diseases due to congestion.
- Lacks the capacity to effectively rehabilitate prisoners.
- Low morale of staff due to poor working conditions/ poor housing/poor scheme of service.
- Inadequate personnel to deal with the ever increasing number of prisoners.
- Congestion in the prisons due to inadequate infrastructure. (Any 3x2 = 6 marks)

2. (a) Preparation made by the Social Studies teacher when using sample study technique.

- Prepare a lesson plan
- Avail teaching/learning resources
- Familiarize with the content
- Ask the learners to read about the topic/strand
- Consult the scheme of work and syllabus/curriculum design
- Appoint group leaders. (Any 5x1=5 marks)

(b) Sources of information you would use in teaching the above topic.

- Textbooks
- Resource persons
- Newspapers
- Magazines
- Journals
- Radio
- T.V
- Pictures
- Photographs
- Local environment.
- Films. (Any 4x1=4 marks)

(c) Activities the teacher would carry out during the lesson.

- Make materials readily available during the sample study.
- Ensure pupils stick to the objectives of the sample study
- Respond to pupils questions/make clarifications
- Ensure safety of the learners during the study if it is to be carried out outside the classroom.
- Guide learners on the type of information to obtain during the sample study
- Explanation
- Drawing
- Description

- Asking/answering questions.
- Demonstration. (Any 3x1=3 marks)

(d) Limitations of using the sample study technique.

- It is time consuming
- It is expensive where the sample study area is far.
- Material and resources for use may not be adequate
- Cannot be used to teach lower primary classes.
- Requires a lot of preparation
- May be full of errors
- Respondents may hesitate to give information
- Only applicable to a small population
- May be biased since a small sample represents a large population.
- Accidents may occur. (Any 4x2=8 marks)

3. (a) Qualities you would look for when selecting a suitable resource person.

- Should be knowledgeable
- Able to communicate effectively
- Respectable/credible/good reputation
- Non-controversial
- Of sound mind
- Presentable
- The availability of the resource person
- Acceptability by the school authorities
- Resources required to hire a resource person (cost implication). (Any 6x1=6 marks)

(b) Consequences of the spread of HIV and AIDS on the population.

- Has led to a higher death rate in the country negatively impacting on population growth
- Has led to a high incidence of infant mortality due to mother to child transmission further slowing down population growth.
- The birth rate has also gone down due to couples attending voluntary counseling and testing centres/death of spouses.
- Most people affected are in the sexually active age bracket of 15-49 years thus their death has negatively affected population growth.
- Infection with HIV is discouraging marriage
- The population density of some places in Kenya has been greatly affected by the HIV scourge.
- Has led to a low fertility rate in Kenya
- Reduced life expectancy
- Has impacted/led to high dependency ratio. (Any 4x1=4 marks)

(c) Activities the teacher would be involved in during the lesson when using resource persons.

- Welcome/introduce the resource person to the class
- In case resource person has any resource material, help to carry and guarantee their safety in class
- State the objectives of the lesson.
- State what is expected of the learners during and after the lesson.
- Identify and take note of ambiguous issues and facts that need clarification.
- Prompt and ask questions on behalf of the learners.
- Take note of wrong content in case the resource person may misrepresent given facts.
- Assist the resource person in displaying resource material.
- Ask and guide learners to ask questions.
- Guide learners to take notes during the talk
- Summarize the lesson by making final remarks
- Ask one of the learners to give a vote of thanks after the talk. (Any 4x1=4 marks)

(d) Reasons that would necessitate the follow-up activities.

- The teacher gets a chance to explain or clarify to the learners important areas, which were not adequately addressed by the resource person.
- Enables the teacher to assess the extent to which the specific instructional objectives have been met
- Correct any errors that might have been made by the resource person during the lesson. However, do not address the issue in a manner that casts the visitor in a negative manner.
- Gives learners an opportunity to discuss the topic in class
- Allows learners to find out more information about the topic.
- Helps the teacher identify learners with problems and arrange for remedial lessons.
- Allows the teacher to organize the subject matter in a manner that suits the diverse learner abilities in the class. (Any 3x2=6 marks)

4. (a) Field Study teaching method

Is a practical teaching method that involves taking learners from the classroom to actual places of interest in the field. (2 marks)

(b) Ways in which you would prepare the learners for the Field Study.

- Inform them on the date of study
- Avail reference materials for reading
- Hold discussion on the topic
- Group learners and appoint group leaders
- Instruct pupils on conduct and discipline during the field trip
- Read widely about the topic of study
- Come up with relevant questions on field study

- Assemble necessary materials needed for the study e.g. a camera, video and tape recorder, first aid kit.
- Identify methods of data collection that learners are to use during the field study.  
(Any 4x1=4 marks)

(c) Factors learners are expect to identify as being responsible for the distribution of vegetation in the local environment.

- Soil factors e.g. soil texture, acidity, chemical composition and organic content.
- Climatic factors e.g. precipitation and precipitation and temperature.
- Relief and altitude, aspect, terrain i.e. physical factors.
- Drainage
- Human activities
- Wild animals and plants. (Any 5x1=5 marks)

(d) Activities you would be involved in during the actual visit to the field study.

- Keeping track of learners at all times to ensure their security/safety
- Exploring, explaining and discussing various issues as you guide learners on data collection and recording.
- Introduce guide upon arrival and ensure time schedule and itinerary is adhered to.
- In the absence of guide, incorporate the services of colleagues who accompanied you.
- Maintain discipline/class control.
- Ask questions on behalf of learners if you feel clarification of points is needed/stimulate them to ask questions.
- Ensure at the end of each stage in journey there's short question and answer session.
- Ensure meals are taken at the right time and place.
- Give out maps, handouts or relevant teaching aids that are essential for the study.
- Observe/collect information from place of study.
- Ensure adherence to work plan is upheld to save time. (Any 4x1=4 marks)

(e) Importance of vegetation to Kenya's economy.

- Source of fuel for domestic and industrial use.
- Source of raw materials for many industries/industrial raw materials.
- Source of medicine
- Protection of water catchment areas
- Modification of climate
- Scenic beauty/source of beauty to environment
- Habitat for wildlife
- Purification of air thus aiding in combating global warming/climate change
- Control of soil erosion
- Provision of natural pastures
- Source of building and construction material
- Source of food
- Soil fertility
- Provide special area for social/religious functions.
- Source of fibre for waving industry. (Any 5x1=5 marks)

5. (a) (i) The six-figure grid reference of the Chief's House to the East of Funyula Market  
• 255315 (1 mark)
- (ii) Topographical map. (1 mark)
- (b) (i) The length of the all weather loose surface road (B8/3) East of Easting 34.  
• 6.7km (2 marks)
- (ii) Two methods used to represent relief in the area covered by the map.  
• Contours  
• Trigonometrical station (2 marks)
- (iii) Human made features found in the grid square 3628.  
• Loose surface road  
• School  
• Main tracks/motorable  
• Segga Mission. (Any 2x1=2 marks)
- (c) Direction of the Primary Trigonometrical station at Odiado Hill from Odiado school  
• N.E (1 mark)
- (d) Types of vegetation found in the area covered by the map.  
• Scattered trees  
• Scrub  
• Woodland  
• Papyrus swamp/marsh/bog  
• Riverine trees  
• Thickets  
• Tree swamp. (Any 2x1=2 marks)
- (e) Economic activities carried out in the area covered by the map.  
• Trading – markets, shops, trading centres  
• Crop farming – cotton store/store  
• Transport – road/all weather road. (Any 2x1=2 marks)
- (f) Factors which have influenced the distribution of human settlement in the area covered by the map.  
• People have avoided settling in areas with seasonal swamps/swamps  
• People have avoided settling along river valleys  
• People have avoided settling in high altitude areas (Hills, relief)  
• People have avoided settling in areas of tree swamp/swamps (drainage)  
• Transport and communication/roads – people have settled along roads  
• Urbanization/towns/markets – most people have settled in urban areas/towns/markets

- Plains/relief – most people have settled in plain areas.
- Vegetation. (Any 2x2=4 marks)

(g) Drainage of the area covered by the map.

- Seasonal swamps dominate the Northern part of the area.
- There are permanent rivers in the area.
- River Sio is the main drainage feature in the area.
- River Sio flows from North –East towards the South –West part of the area covered by the map.
- There are disappearing rivers in the area
- Most rivers form Dendritic pattern of flow.
- There is a water pond in the grid square 2124. (Any 3x1=3 marks)