



THE KENYA NATIONAL EXAMINATIONS COUNCIL

## SCHOOL BASED ASSESSMENT

### SOCIAL STUDIES

Grade 5 - 2023

LEARNER'S NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

ASSESSMENT NUMBER: \_\_\_\_\_ DATE: \_\_\_\_\_

SCHOOL NAME: \_\_\_\_\_

#### INSTRUCTIONS TO LEARNERS

1. The paper consists of **20** questions.
2. Answer **ALL** the questions in the spaces provided.
3. Schools with learners with visual impairment should download the tool and Braille it at the school level.

#### FOR ASSESSORS USE ONLY

Question	1	2	3	4	5	6	7	8	9	10	11
Mark (s)	1	1	1	2	1	1	2	1	1	1	1
Score											

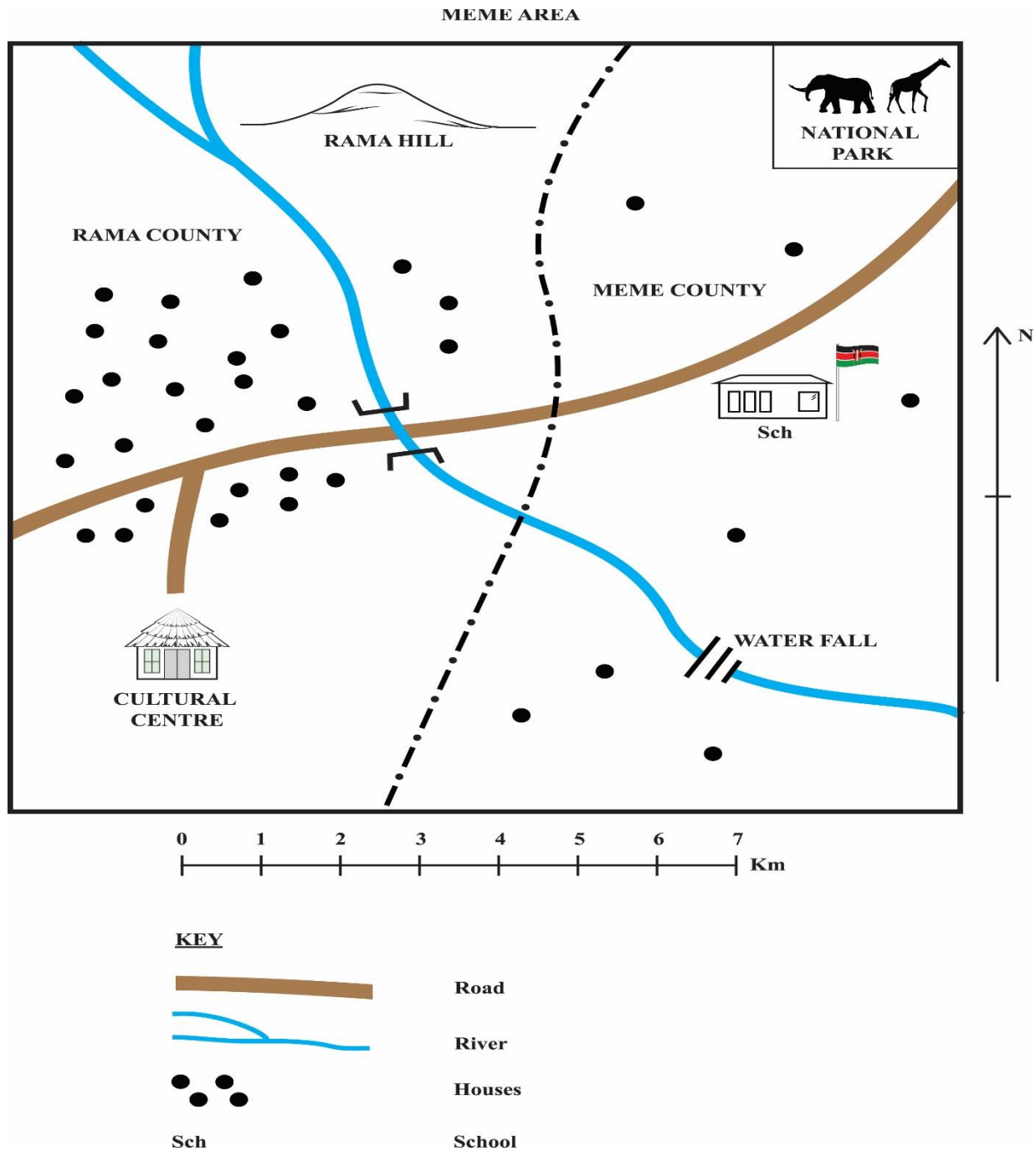
Question	12	13	14	15	16	17	18	19	20	TOTAL SCORE	MAX SCORE
Mark (s)	2	2	2	2	3	2	2	2	1		30
Score											

This paper has **8** printed pages.

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**TURN OVER**

Grade Five learners were provided with a map of Meme area shown below during a social studies lesson. Use it to answer questions 1 to 4.



1. The learners were asked to give direction of the school from Rama hill.  
The direction is \_\_\_\_\_ (1 mark)
2. The teacher asked one of the learners, Joel to identify the county with high population density in the area covered by the map. Which county did Joel give?  
\_\_\_\_\_ (1 mark)
3. Which historic built environment did the learners identify in Meme area?  
\_\_\_\_\_ (1 mark)
4. The teacher asked the learners to identify the **two** tourist attractions found in Meme County. Give the **two** tourist attractions that they identified.  
(i) \_\_\_\_\_  
(ii) \_\_\_\_\_  
(2marks)
5. During a Social Studies lesson, the teacher asked the learners to discuss on the importance of physical features in Kenya. State **one** importance of rivers that they came up with.  
\_\_\_\_\_ (1 mark)
6. Pendo went to cheer her school football team in a friendly match against a neighbouring school. During the first half of the match the field got flooded.  
Which element of weather may have caused this?  
\_\_\_\_\_  
(1 mark)

7. Grade Five learners visited the historic built environment shown below.



One of the learners asked the officer in charge about how they care for the built environment. Write **two** answers the officer gave to the learners.

(i) \_\_\_\_\_

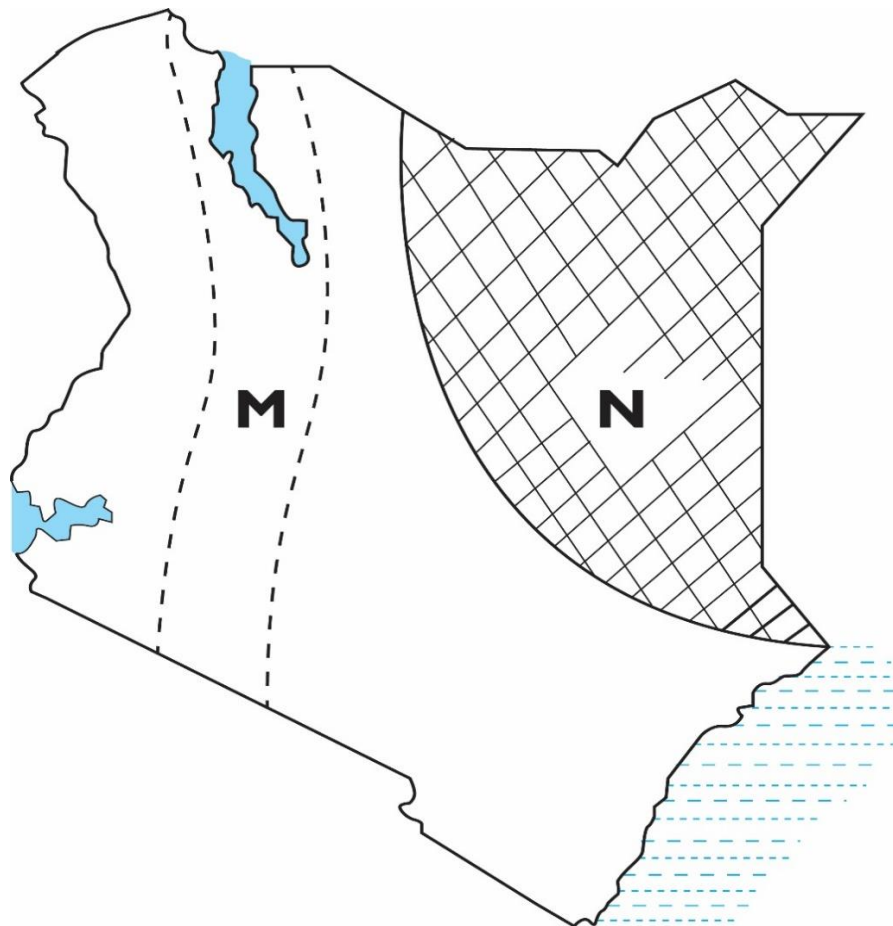
(ii) \_\_\_\_\_

(2marks)

8. A Grade Five teacher asked learners to make a poster showing methods of instruction used in African Traditional Education. Draw the poster they are likely to have come up with.

(1 mark)

9. A Grade Five Social Studies teacher used the map of Kenya below while teaching.



The teacher asked Jane to name the feature marked **M**.

Which answer did Jane give? \_\_\_\_\_

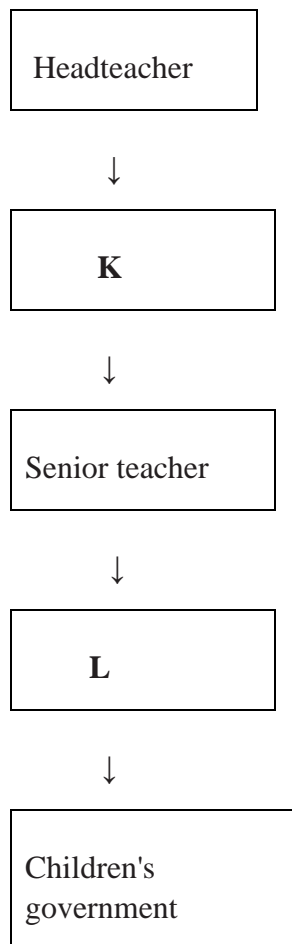
(1 mark)

10. The teacher asked the learners to identify the **main** language group found in the area shaded **N**. The language group is \_\_\_\_\_

(1 mark)

11. Shade **one** area on the map that experiences modified equatorial climate. (1 mark)

12. Grade Five learners were asked to draw the school administrative structure. One of the learners came up with the structure below.



Fill in the gaps marked **K** and **L** above

( 2 marks)

13. Teacher Joy asked learners to discuss the characteristics of subsistence farming. Give **two** characteristics that they may have discussed.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(2 marks)

14. Learners were asked to study a wall map of Kenya showing the areas where major minerals are found. Name the areas they are likely to have identified for the minerals below.

Minerals	Area
Diatomite	
Soda ash	

(2 marks)

15. Learners in Grade Five went to a library to research on the methods of inland fishing in Kenya. Name **two** traditional methods that they identified.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(2 marks)

16. A social studies teacher asked the learners to discuss causes of road accidents in Kenya. Give **two** causes they are likely to have come up with.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(2 marks)

17. As an extended activity, learners were asked to find out from their parents/guardians the role of Mekatilili wa Menza among the Agiriyama community during the colonial period.

Write **two** roles the learners may have found out.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(2 marks)

18. A Social Studies teacher invited a resource person to discuss the “Early forms of government in Kenya” among Maasai and Ameru communities. State **two** similarities in the forms of government of the Maasai and Ameru learnt from the resource person.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(2 marks)

19. Learners were asked to use digital devices to find out ways of becoming a Kenyan citizen. Give the **two** ways that they found out.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(2 marks)

20. Your class visited a nearby County Commissioner’s Office and saw the National symbol below.



The symbol is \_\_\_\_\_

(1 mark)

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