# GRADE 7 SOCIAL STUDIES

## MARKING SCHEME & TEACHER'S GUIDE

**Total marks: 50**

## SECTION A: MULTIPLE CHOICE — 20 MARKS

| Question | Correct Option | Justification |
|---|---|---|
| 1 | D | Impulsiveness is inconsistent with a steady personality. |
| 2 | B | The Mediterranean Sea is to the north of Africa and lies toward its north-eastern region. |
| 3 | A | An agricultural extension officer links research knowledge with farmers. |
| 4 | C | Spreading false information can create conflict and undermine peaceful coexistence. |
| 5 | A | Spices and cloth were among goods associated with historical Indian Ocean trade. |
| 6 | B | Evolutionary explanations describe gradual change over a long period. |
| 7 | C | Violence is not an appropriate method of managing anger. |
| 8 | A | A school enterprise can generate income while developing entrepreneurial skills. |
| 9 | D | Frequent impulsive changes without considering consequences do not promote steadiness. |
| 10 | A | Servitude involves a person's lack of freedom in service or forced labour. |
| 11 | B | Barter is exchange of goods or services without money. |
| 12 | D | Weather is not an aspect of human diversity. |
| 13 | D | Television sets were not a traditional commodity obtained through the historical coastal trade. |
| 14 | B | Listening and seeking a peaceful solution demonstrate conflict-resolution skills. |
| 15 | A | Optimism is a generally desirable personality attribute. |
| 16 | B | The Nile supported ancient Egyptian civilization. |
| 17 | D | A child does not have a right to deny the rights of other children. |
| 18 | A | Latitude is expressed north/south and longitude east/west; 37°N and 35°E is correctly ordered. |
| 19 | B | Algeria is the largest African country by area. |
| 20 | A | Community service learning combines learning with service to community needs. |

## SECTION B: STRUCTURED — 30 MARKS

**21(a) — 1 mark**

South-east / south-eastern direction. Accept an equivalent direction consistent with the map.

**21(b) — 1 mark**

Any one economic activity represented in the southern part of the map, such as fishing/fish trapping, rice farming or another activity clearly located there.

**21(c) — 1 mark**

Islam.

**21(d) — 1 mark**

Scattered/dispersed settlement, based on the separated clusters of settlement symbols.

**21(e) — 1 mark**

A relatively dry/semi-arid climate, as intended by the source-style map interpretation. Award the mark for an equivalent correct climatic description.

**22 — 4 marks**

Any four relevant project challenges, 1 mark each: inadequate funds/resources; lack of time; poor participation; transport difficulties; shortage of materials; communication problems; lack of community cooperation; safety concerns; difficulty identifying a suitable community need; poor planning; or other valid project-related challenges.

**23 — 4 marks**

Any four contributions of early civilizations, 1 mark each: writing; calendars; mathematics; architecture/engineering; irrigation; early systems of government/law; medicine; astronomy; wheel/transport innovations; record keeping; or other contribution supported by the taught content.

**24 — 4 marks**

Any four factors, 1 mark each: limitations of barter; difficulty finding a double coincidence of wants; difficulty measuring the value of goods; lack of divisibility of some goods; difficulty storing wealth; increasing long-distance trade; need for a generally accepted medium of exchange; or other valid factor.

**25 — 4 marks**

Any four forms/examples, 1 mark each: domestic servitude; debt bondage; forced labour; child labour; human trafficking; war captives; household slavery; exploitative contemporary labour arrangements; or other valid form/example.

**26(a) — 2 marks**

A map is a representation/drawing of all or part of the earth's surface on a flat surface, using symbols and a scale. Award 1 mark for representation of an area and 1 mark for the use of conventional features such as scale/symbols.

**26(b) — 3 marks**

Any three types of maps, 1 mark each: physical/relief map; political/administrative map; topographical map; weather/climatic map; economic/resource map; road/transport map; population map; or another recognized map type.

**27 — 4 marks**

Any four primary historical sources, 1 mark each: oral accounts/interviews; artefacts; archaeological remains; photographs; original letters/documents; diaries; inscriptions; coins; monuments; tools/weapons; fossils where historically relevant; or other direct/original evidence.

## VISUAL ITEM CENSUS & PARITY

The source contains one question-dependent visual item: the Kichi/Kichi-area map used exclusively for Question 21 on pages 3–4. The parallel assessment therefore contains exactly one visual item, retained at Question 21 as a map-reading task.

| Source Visual | Parallel Item | Parity |
|---|---|---|
| Kichi area map — Q21 | Kichu area map — Q21 | One map-dependent question retained; new place names, symbols and spatial arrangement. |

## TEACHER'S GUIDE

- Section A contains 20 multiple-choice questions, each carrying one mark.
- Section B contains Questions 21–27 with maximum scores of 5, 4, 4, 4, 4, 5 and 4 respectively, totaling 30 marks.

• Question 21 is map-dependent. The generated map prompt preserves the source's use of a scale, north arrow, river, road, lake, settlements, economic activities, school, market and mosque.

• Accept equivalent answers where the learner demonstrates the intended Social Studies concept accurately.

• For Question 21, map-reading responses should be judged against the final rendered map used in the assessment. If the generated map is altered during typesetting, the marking key for direction/location questions should be checked against the final map.

• Do not award duplicate points for repeated versions of the same idea in list questions.