

Candidate's Name		Assessment No.	
School Name		School Code	
Candidate's Sign		Date	



003-2025

907

# JUNIOR SCHOOL ASSESSMENT

## GRADE 8

**JESMA**  
**003**

### - SOCIAL STUDIES -

Time: 1 Hour 30 Minutes

#### INSTRUCTIONS TO CANDIDATES

1. Write your name and assessment number correctly.
2. Write the name and code of your school in the spaces as indicated above.
3. Write the date of the assessment.
4. This paper consists of **two** sections: **A** and **B**.
5. **Section A** comprises Multiple choice Questions.
6. **Section B** comprises structured questions and essay questions.
7. Answer **ALL** the questions in Section **A** on the separate **ANSWER SHEET** provided.
8. Answer **ALL** the questions in Section **B** in the spaces provided on **this question paper**.
9. Do **NOT** remove any page from this question paper.
10. Answer the questions in English.

For official use only

#### SECTION B

Task	Task 1		Task 2				Task 3			Task 4							
Question	21	22	23	24	26	32	26	28	29	30	27	31	33	34	35-36	32	37
Candidates Score per Question																	
Maximum Score	10		5	6	7	2	6	5	4	3	5	4	3	4	12	2	5
Candidates Score per Task																	

**This paper consists of 8 printed pages. Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.**

003

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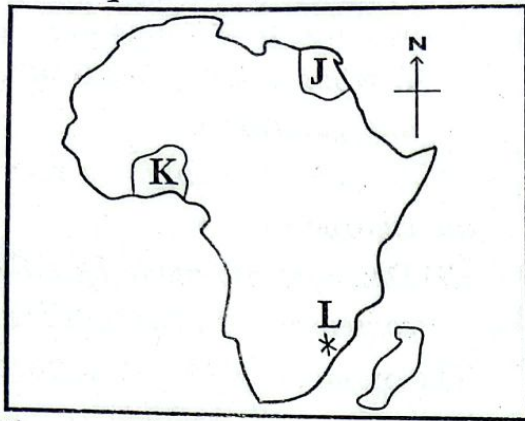
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## SECTION A

1. A Grade 8 learner researched on the scientific theory about human origin and the places where each species was discovered. Which fossil was discovered at Olduvai Gorge in Tanzania?
  - A. Homo erectus
  - B. Homo habilis
  - C. Homo sapiens
  - D. Australopithecus
2. Your class intends to study relief and land use in your county. What type of map do you need to carry out this activity?
  - A. Sketch map
  - B. Atlas map
  - C. Thematic map
  - D. Topographical map
3. During group discussion in your class on early civilisation, you discovered that early visitors to the East African coast included the following except
  - A. Portuguese
  - B. Greeks
  - C. Italians
  - D. Arabs
4. Grade 8 learners visited Utabiri weather station to learn more about weather. They learnt that air pressure is measured using
  - A. barometer
  - B. windsock
  - C. anemometer
  - D. thermometer
5. A resource person talked to Grade 8 learners about Socio-cultural diversity and inclusion. She told them that one of the socio-cultural diversity that promotes national unity is
  - A. language
  - B. religion
  - C. ethnicity
  - D. racism
6. Grade 8 learners from Utafiti Junior Secondary School went on a field study on types of soil erosion. Which two methods of collecting data would be **most** suitable for their study?
  - A. Interviewing and collecting samples
  - B. Counting and measuring
  - C. Observation and photographing
  - D. Measuring and questionnaire
7. A counsellor was invited to talk to Grade 8 learners about building self-esteem. Which one of the following is **not** a way of building a healthy self-esteem for promotion of social cohesion?
  - A. Taking care of yourself
  - B. Allowing others to put you down
  - C. Undertaking activities that build self confidence
  - D. Setting goals and working towards them
8. Grade 8 learners have identified uncollected garbage as a problem in their community. Which one of the following is **not** a solution that they will design to the identified problem?
  - A. Donating improvised dustbins
  - B. Collecting and burning the garbage
  - C. Digging pits for disposing of the garbage
  - D. Engaging private firms to do the work

Use the map of Africa provided to answer questions 9 to 11.



9. The pre-historic site marked J is  
 A. Fayun            B. Meroe  
 C. Taung            D. Fort Ternan
10. The country marked K was colonised by the  
 A. Italians            B. French  
 C. British            D. Portuguese
11. Identify the source of slaves marked L during the Indian Ocean trade in Africa  
 A. Zanzibar            B. Sofala  
 C. Mogadishu            D. Kilwa
12. Mary was asked by her Social Studies teacher to identify features of Swahili civilisation along the East African coast. The features included the following **except**  
 A. dressing            B. music  
 C. religion            D. medicine
13. Your class has been given a task to brainstorm on effects of different types of migration. Choose the one which is **not** an effect of rural urban migration.  
 A. Increased labour in rural areas  
 B. Growth of slums  
 C. High crime rate  
 D. Strain on available social facilities in towns

14. A resource person from the Kenyan National Bureau of statistics gave a talk to Grade 8 learners about demographic trends in Kenya. Which statement is **false** about what he told them?  
 A. The national census is done after 10 years  
 B. Democratic changes help the government to plan for its people  
 C. Population growth rate is low  
 D. there are more females than males
15. Africa is said to be the cradle of humankind. Which factor **least** supports this statement?  
 A. Presence of archaeological sites  
 B. High population of apes  
 C. Presence of all-season rivers  
 D. Availability of good fertile soils
16. Two brothers have a conflict over the boundary of a piece of land that they inherit from their father. The **best** way of resolving their conflict is through  
 A. mediation            B. arbitration  
 C. litigation            D. negotiation
17. Healthy relationships is important in day-to-day lives. Choose one result of unhealthy relationship.  
 A. Promotion of empathy  
 B. Lack of trust  
 C. Enhances sound decision making  
 D. Lowers anxiety and depression
18. The government of Kenya is divided into two levels. Which one is **not** a responsibility of the county government?  
 A. Installation of street lights  
 B. Allocation of land for worship centres

- C. Establishment of recreation centres  
 D. Development of market
19. Grade 8 learners made a library research on traditional form of government of the Nyamwezi. Which statement is **not** true about their report summary?
- A. Nyamwezi had a centralised government  
 B. The Ntemi had an army called rugaruga  
 C. Leadership was hereditary  
 D. The judicial system was headed by chief justice

20. Below are statements about an organ of the African union. (AU)
- i) *It is made up of heads of state and government*  
 ii) *Members meet once in a year to elect the chairperson*  
 iii) *Decisions are made by either consensus or by two-thirds majority*
- The organ of the AU described above is the
- A. commission  
 B. assembly  
 C. executive council  
 D. peace and security council

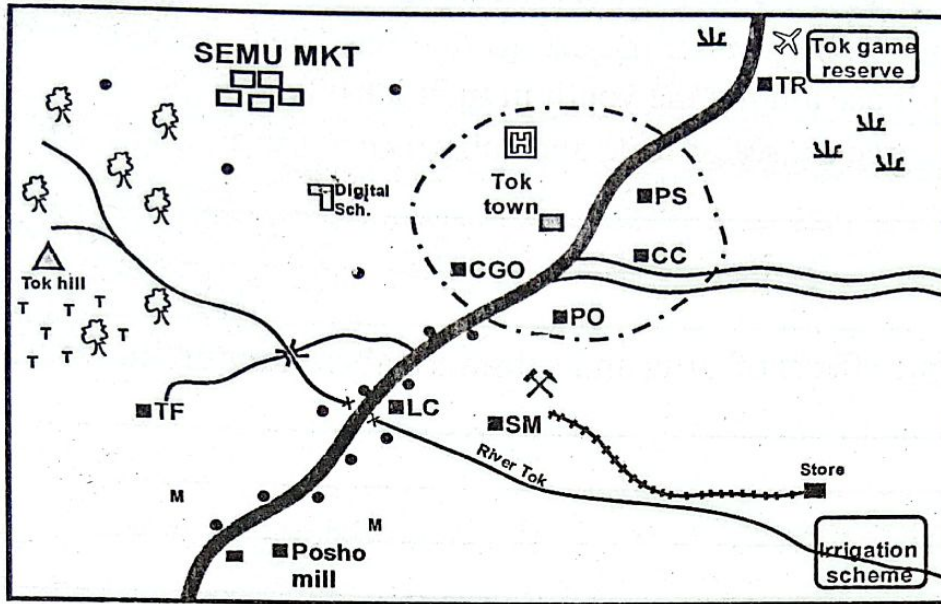
## SECTION B

### PART 1 - CITIZENSHIP

21. Grade 8 learners used digital devices to research on human rights.
- a) Name the **three** classification of human rights as stipulated in the human rights instruments. (3mks)
- i) \_\_\_\_\_  
 ii) \_\_\_\_\_  
 iii) \_\_\_\_\_
- b) Outline **two** characteristics of human rights in the society. (2mks)
- i) \_\_\_\_\_  
 ii) \_\_\_\_\_
22. The world has become a global village in the 21<sup>st</sup> century. (2mks)
- a) Define the following terms as used in citizenship
- i) Interdependence  
 \_\_\_\_\_  
 \_\_\_\_\_
- ii) Interconnectedness  
 \_\_\_\_\_  
 \_\_\_\_\_
- b) Give **three** effects of globalisation at national and global levels. (3mks)
- i) \_\_\_\_\_  
 ii) \_\_\_\_\_  
 iii) \_\_\_\_\_

## PART II - HISTORY AND GEOGRAPHY

Study the map of TOK AREA provided then answer question 3a - d.



**KEY**      Scale: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

	All weather road		Scrub		Hospital
	Weather road		Air strip		County government offices
	River and bridge		Town boundary		Tea
	Forest		Settlement		Tourist resort
	Hill		County commissioner's office		Post office
	Railway line		Police station		Maize
	Built up area		Level crossing		Sugar mill

23. a) Identify the type of map provided. \_\_\_\_\_ (1mk)
- b) Give **two** social services provided in Tok area. (2mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- c) What is **likely** to be transported by the railway line in Tok area? (1mk)
- \_\_\_\_\_
- d) Identify the type of climate experienced in the Western part of Tok area. (1mk)
- \_\_\_\_\_
24. Human beings have evolved over the years due to genetic variation, natural selection and adoption. (4mks)
- a) Give **four** evolution stages of human beings. (4mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_

b) Highlight **two** importance of fossil records of human evolution in Africa. (2mks)

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

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

25. Grade 8 learners were given a project to find out the causes and effects of drug and substance abuse among the youth in their locality.

a) Highlight **three** causes of drug and substance abuse among the youth. (3mks)

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

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

iii) \_\_\_\_\_

b) Outline **four** effects of drug and substance abuse among the youth. (4mks)

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

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

iii) \_\_\_\_\_

iv) \_\_\_\_\_

26. Grade 8 learners had group discussions on emotional care.

a) State **three** ways of dealing with difficult emotions in daily life. (3mks)

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

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

iii) \_\_\_\_\_

b) Give **three** real-life situations that require emotional intelligence in day-to-day interactions. (3mks)

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

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

iii) \_\_\_\_\_

27. A resource person was invited to talk to Grade 8 learners about socio-cultural diversity and inclusion.

a) Describe socio-cultural diversity. (1mk)

\_\_\_\_\_

\_\_\_\_\_

b) Identify **four** socio-cultural diversities found in your locality. (4mks)

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

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

iii) \_\_\_\_\_

iv) \_\_\_\_\_

28. a) Identify **two** economic factors that led to the presence of Europeans in Africa. (2mks)

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

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

b) Match the following countries in Africa with their colonial masters. (3mrks)

Country	Colonial master
i) Mozambique	France
ii) Libya	Portugal
iii) Madagascar	Italy

29. Grade 8 learners at Angaza Junior Secondary School made a library research on peaceful conflict resolutions.

a) Identify causes of conflicts in a family. (2mks)

- i) \_\_\_\_\_  
ii) \_\_\_\_\_

b) Highlight two non-violent methods of resolving family conflicts. (2mks)

- i) \_\_\_\_\_  
ii) \_\_\_\_\_

30. Daisy watched a documentary to early civilisation. Identify three contributions of early African civilisations to the modern world. (3mks)

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

31. Grade 8 learners sat in groups to discuss slavery and servitude.

a) What is slavery? (1mk)

\_\_\_\_\_

b) Give three factors that led to the development of the Indian Ocean slave trade. (3mks)

- i) \_\_\_\_\_  
ii) \_\_\_\_\_  
iii) \_\_\_\_\_

32. Learners used digital devices to search on the places of origin of coast and their destinations. Name two destinations along the East African coast which they visited. (2mks)

- a) \_\_\_\_\_  
b) \_\_\_\_\_

33. A Grade 8 learner used printed materails to search for economic activities practised by the Asante. State three activities that they included in their list. (3mks)

- a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

34. Grade 8 learners had a radio lesson on population growth in Africa. (1mk)
- a) Define population growth. \_\_\_\_\_
- b) State **three** factors that may cause population increase. (3mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
35. Language groups in Eastern Africa migrated from different places and settled in different parts of the region.
- a) Give **three** effects of the migration and settlement of the language groups. (3mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- b) Highlight **three** factors that influence population distribution in Eastern Africa. (3mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
36. A Grade 7 learner read about historical information from an article in a newspaper. Give **two**
- a) primary sources of historical information. (2mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- b) secondary sources of historical information. (2mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- c) State **two** ways of preserving the sources of historical information over the years. (2mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
37. A resource person gave a speech to Grade 8 learners on human diversity and inclusion.
- a) Identify **two** personality attributes that are desirable. (2mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- b) Give **three** components of human identity in a multi-cultural society. (3mks)
- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_