

**SCHOOL BASED ASSESSMENT
SOCIAL STUDIES REGULAR
GRADE 8
October 2024**



THE KENYA NATIONAL EXAMINATIONS COUNCIL

SCHOOL BASED ASSESSMENT

SOCIAL STUDIES REGULAR

SCORING GUIDE

This Scoring Guide consists of a Marking Scheme, a Scoring Rubric, and a Scoring Sheet.

MARKING SCHEME.

This paper consists of two sections: A and B. Answer all questions in this paper.

SECTION A (Citizenship)-10 marks.

1. Social Studies learners researched on the structure of the Government of Kenya.

a) Name the **three** arms of the Government of Kenya they found out. (3 marks)

- i) The Executive
- ii) The Judiciary
- iii) The Legislature.

3x1=3 marks.

b) Outline **two** ways in which learners apply integrity when electing their leaders at school.
(2 marks)

- i) By being truthful/ honest.
- ii) By being impartial/ objective/ fair.
- iii) By being transparent/ accountable.
- iv) By being disciplined/ respectful.
- v) By being dedicated/ committed.

Any 2x1=2 marks.

2. a) It is necessary to have a mind that focuses beyond one's borders. Outline **two** qualities of a global citizen.
(2 marks)

- i) Respect/ honour for other people.
- ii) Regard for diversity/ differences among people.
- iii) Law-abiding.
- iv) Integrity in their dealings.
- v) Positive attitude of service to the society/ others.
- vi) Cooperation with other members of the community.

Any 2x1=2 marks.

b) Highlight **three** ways in which children's rights can be promoted within the society.

(2 marks)

- i) Allowing/ permitting them to play/ enjoy leisure activities.
- ii) Providing them with education.
- iii) Protecting them from harm/ danger.
- iv) Listening to their views/ opinions.
- v) Providing them with medication when they fall sick.
- vi) Providing them with basic needs/ food/ shelter/clothes.
- vii) Providing them with parental care/ love.

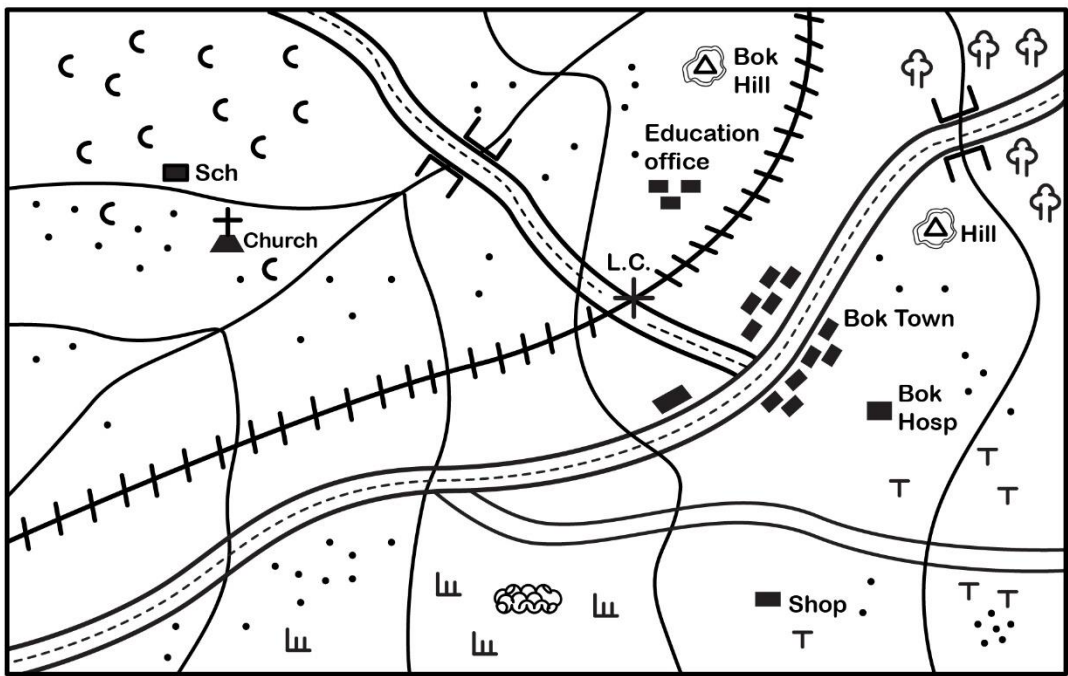
Any 3x1=3 marks.

SECTION B: HISTORY AND GEOGRAPHY (40 marks)

Answer all questions in this section.

3. Use the map below for Bok Area to answer the questions that follow.

BOK AREA



KEY

■ ■ ■	Built-up area	• • •	Settlements	C	Coffee
— — —	All-weather road	⌌	Bridge	T	Tea
— — —	Weather road	L.C	Level Closing	⌌	Quarry
🌳 🌳	Forest	— / / /	Railway Line		
⌌	Scrub				

a) Give the type of scale used on the map (1 mark)

Linear scale.

1x1=1 mark.

b) Identify **two** economic activities that take place in the Bok area (2marks)

- i) Crop farming/coffee/ tea.
- ii) Trade
- iii) Quarrying
- iv) Transport/ railway.

Any 2x1=2 marks.

c) Give the general direction of the Bok Hospital from Bok Hill. (1 mark)

South East.

d) Name **one** type of vegetation found in the area covered by the map.

(1 mark)

i) Forest

ii) Scrub

Any 1x1=1 mark.

4. a) Identify **three** climatic regions of Africa.

(3 marks)

- i) Equatorial climate.
- ii) Tropical climate.
- iii) Mediterranean climate.
- iv) Semi desert/ desert climate.
- v) Mountain climate.

Any 3x1=3 marks.

b) Region A experiences dry and wet climates during the year. Identify **three** farming practices that are likely to be undertaken during the seasons. (3 marks)

- i) Land preparation/ digging/ clearing.
- ii) Planting.
- iii) Weeding.
- iv) Spraying farm chemicals.
- v) Harvesting.

Any 3x1=3 marks.

5. Grade 8 learners were given a project to find out the causes and effects of frequent floods in their locality during the rainy season.

a) Highlight **three** causes of flooding that the learners may have identified. (3 marks)

- i) Poor drainage.
- ii) Lack of vegetation cover.
- iii) Destruction of vegetation/ cutting down of trees.
- iv) Lack of skills in harvesting rainwater/dams/ dykes.
- v) Increased rainfall.

Any 3x1=3 marks.

b) Outline **four** effects of frequent flooding in your locality. (4 marks)

- i) Destruction of property/houses/ settlements.
- ii) Destruction of crops/ animal / shortage of food.
- iii) Loss of arable/ productive/ fertile land.
- iv) Loss of lives/ deaths.
- v) Displacement of people.
- vi) Destruction of infrastructure/roads/ rails/ communication lines.
- vii) Outbreak of waterborne diseases.

Any 4x1=4 marks.

6. During a Social Studies lesson, learners discussed the factors affecting self-esteem in their daily lives.

a) State **three** causes of low self-esteem that the learners may have discussed.

(3 marks)

- i) Lack of confidence.
- ii) Toxic/ harmful family environments/ conflicts in families.
- iii) Lack of parental love/ care.
- iv) Poverty/ inadequate basic needs.
- v) Poor performance in class/ assessments.
- vi) Negative attitude.
- vii) Use /misuse of drugs.

Any 3x1=3 marks.

- b) Give **three** solutions to low self-esteem that learners discussed. (3 marks)
- i) Developing confidence in themselves.
 - ii) Learning from role models.
 - iii) Doing exercises/ healthy living.
 - iv) Being assertive/ resilient in difficulties.
 - v) Developing a positive attitude towards life/ issues.
 - vi) Guidance and counselling.
 - vii) Choosing the right friends / managing peer pressure.

Any 3x1=3 marks.

7. Bora School learners visited a museum to learn about the evolution of human beings.

- a) Name the **first** stage of human evolution that they learnt. (1 mark)
- i) Aegyptopithecus.
 - ii) Dryopithecus Africanus.

Any 1x1=1 mark.

b) Discuss **two** factors that show that Africa is the cradle of mankind. (4 marks)

- i) The existence of many pre-historical/ archaeological sites like Olduvai Gorge/ Hyrax Hill/ Kariandusi/ Fort Ternan/ Omo Valley. /Fayum Depression etc.
- ii) Presence of Savanna grasslands/ huge tree trunks/ fruits/ wild animals which helped in the development of upright posture/ rich in wildlife for man's food.
- iii) Conducive tropical climate, which was favourable for human existence as opposed to other climates which were icy/ cold/ inhabitable.
- iv) Presence of rivers/ lakes for human consumption/ animals / for fishing which supplemented their diet.

Any 2x2=4 marks.

8. a) Identify **two** groups of people who were involved in the Trans-Saharan Trade.

(2 marks)

- i) Berbers.
- ii) Tuaregs.
- iii) Kings/ rulers of Western Sudan.
- iv) Traders/ merchants.

Any 2x1=2 marks.

b) Highlight **three** benefits of the Swahili civilization along the East Coast of Africa.

(3 marks)

- i) Introduction of Swahili language.
- ii) Islamic religion. Was introduced.
- iii) New dressing styles were introduced.
- iv) New architectural designs were introduced.
- v) New dishes/ food/ spices were introduced.
- vi) Sharia law was introduced.

Any 3x1=3 marks.

9. A Social Studies teacher asked learners to identify elements of cultural diversity during the inter-school drama festival. Give **two** elements of cultural diversity that they noted. (4 marks)

- i) People of different languages/communities/ races.
- ii) Different religions/ religious groups.
- iii) Different cultures/ traditions/ beliefs/ practices/ ceremonies/ festivals.
- iv) Different genders/ male or female.
- v) Dressing styles/ clothing.
- vi) People with special needs/ disability.

Any 2x2=4 marks.

10. Jane watched a documentary on historical sites and monuments. State **two** benefits of historical sites that Jane may have shared with her peers. (2 marks)

- i) They are tourist attractions/ generate income/ revenue.
- ii) They are centres of learning.
- iii) They create employment opportunities.
- iv) They preserve historical information.
- v) They promote the preservation of the environment.
- vi) They promoted the development of infrastructure/ roads in the areas.
- vii) The areas are open to other economic activities.

Any 2x1=2 marks.

END

GRADE 8 SOCIAL STUDIES SBA OCTOBER 2024 SCORING RUBRIC

Abilities	(1) Below Expectation	(2) Approaching Expectation	(3) Meeting Expectation	(4) Exceeding Expectation	Question Number	Score
Social Studies and Personal Management (Task 1)	Any learner scoring 0 to 1 out of 3	Any learner scoring 2 to 3 out of 6	Any learner scoring 4 to 5 out of 6	Any learner scoring 6 out of 6	6	6
People and Relationships (Task 2)	Any learner scoring 0 to 1 out of 4	Any learner scoring 2 out of 4	Any learner scoring 3 out of 4	Any learner scoring 4 out of 4	9	4
Natural and Historic Built Environments (Task 3)	Any learner scoring 0 to 11 out of 30	Any learner scoring 12 to 20 out of 30	Any learner scoring 21 to 29 out of 30	Any learner scoring 30 out of 30	3, 4, 5, 7, 8, 10	30
Political Developments and Governance (Task 4)	Any learner t scoring 0 to 3 out of 10	Any learner scoring 4 to 6 out of 10	Any learner scoring 7 to 9 out of 10	Any learner scoring 10 out of 10	1,2	10
Total Score	Any learner scoring 0 to 24 out of 50	Any learner scoring 25 to 34 out of 50	Any learner scoring 35 to 49 out of 50	Any learner scoring 50 out of 50		50

GRADE 8 SOCIAL STUDIES SCORING SHEET

S/NO	Learners' names	Assessment number	Task 1 Social Studies and Personal Management (06 marks)	Task 2 People and Relationships (04 marks)	Task 3 Natural and Historic Built Environments (30 marks)	Task 4 Political Developments and Governance (10 marks)	Total score (50 marks)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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