

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – AGRICULTURE

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During a field excursion, a grade 8 learner came across a weed shown below growing in vegetable field.

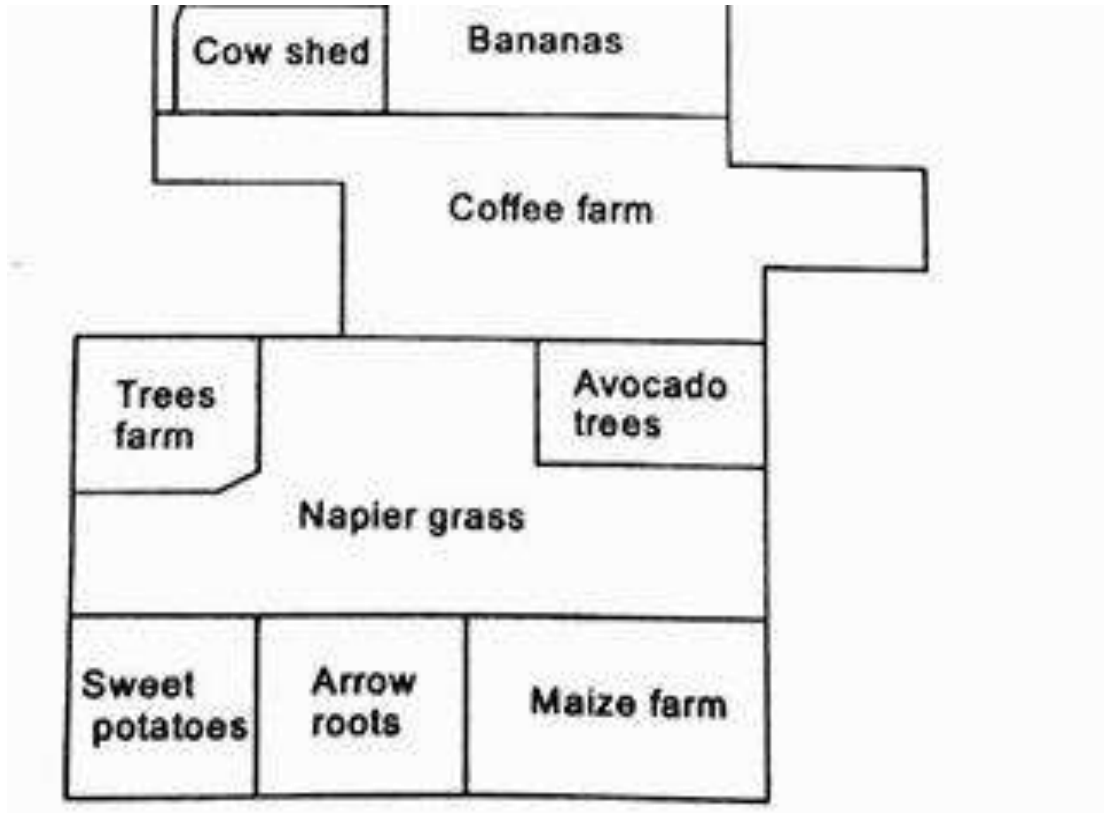


a. Identify the weed. _____ (1 mk)

b. Give four methods of controlling the weed above. (2 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

2. Grade 8 learners were guided by their Agriculture and Nutrition teacher to model a plan shown below.



a. What name is given to this type of plan? (1 mk)

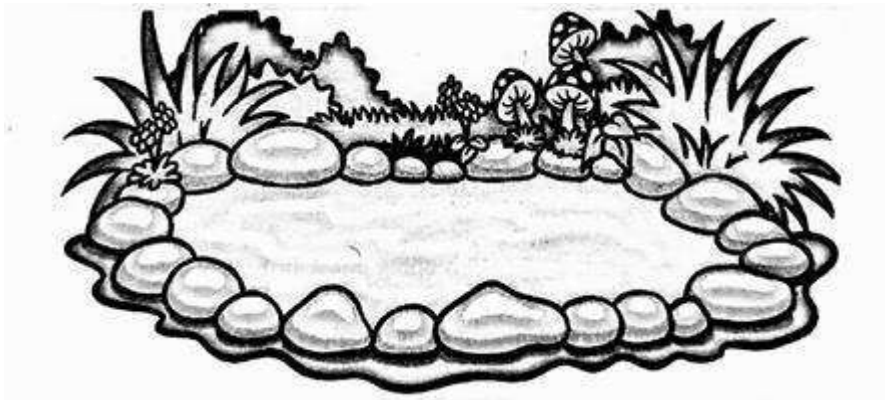
b. State two benefits of this plan to a farmer. (2 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

c. Give three materials the learners used to model the plan above. (3 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

3. Wafula is a farmer who comes from a county with little rain. He decides to construct the structure below to enable him collect the surface runoff from the little rains in the county.



a. Identify the structure shown above. _____(1 mk)

b. Explain why polythene lining was used in the construction. (2 mks)

4. During a class discussion, a teacher guided learners on the role of kitchen garden in food and nutrition security. Highlight four roles kitchen gardens play in Kenya. (4 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

5. During a practical lesson, learners were guided on preparation and cooking of a poultry carcass.

The following practices were carried out during the preparations;

- i. Singeing
- ii. Defeathering
- iii. Beheading
- iv. Washing

Give the correct order of these activities. (4 mks)

- v. _____
- vi. _____
- vii. _____
- viii. _____

6. During a field trip, learners saw a farmer heaping soil at the base of his crops.

a. What name is given to this crop management practice? (1 mark)

b. Name three crops learners are likely to have seen on this farm. (3 mks)

- i. _____
- ii. _____
- iii. _____

c. Give two benefit of this practice to the crops. (2 mks)

- i. _____
- ii. _____

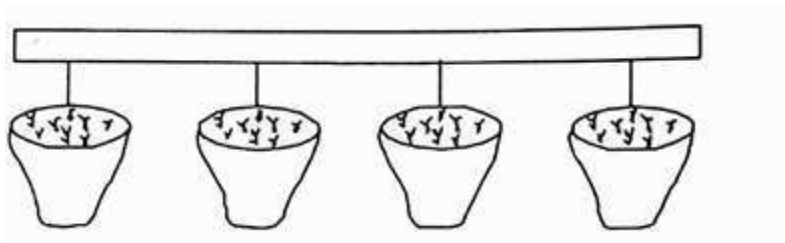
7. Mr. Mweusi asked his learners to use their digital devices to search for information on advantages of grilling food and share their findings with their peers during presentation. Give four advantages of grilling food the learners shared with their peers. (4 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

8. Grade 8 learners want to choose an appropriate seam to help them in a certain clothing construction. Highlight four factors they should consider when choosing the appropriate seam. (4 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

9. A group of learners constructed a framed suspended structure and used it to establish some crops as shown in the picture below.



a. Mention four factors the learners considered before constructing the above structure. (4 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

b. Name three crops the learners planted in the structure. (3 mks)

- i. _____
- ii. _____
- iii. _____

10. During a class practical, learners cooked food using the method shown below.



a. Give three examples of vegetables which can be prepared using the above method. (3 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

b. State four reasons for cooking food in question 10(a) above using this method. (4 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

c. Give two equipment's the learners used. (2 mks)

i.

ii.

Answers

1. a. Thorn apple

b

1. Tilling (digging)
2. Slashing
3. Uprooting
4. Mulching

2. a. Farm

layout b.

1. Land is maximumly used.
2. It is easy to locate various farm activities.
3. Farm enterprises are organized.

c,

1. Cartons
2. Cardboards
3. Soil
4. papier mache

4. The type of materials required for construction
5. Availability of water

b. Vegetables, fruits such as strawberry, herbs

3. a. Cabbages, broccoli, green beans, kales,

cauliflower b.

1. No oil is required
2. Preserves the nutrients
3. Quick and inexpensive
4. Reduces smells of some food
5. Produces light dishes

c.

1. Microwave steamers
2. Electric combinations ovens
3. Convection steamers-answer
4. Sandwich and tortilla steamers
5. Steam generators

4. a. Water pond

b. To minimize underground seepage

5.
 1. Produce safe, fresh and excessive, food to the family
 2. Increases food production
 3. Ensures a steady supply of nutritious food
 4. It is a reliable source of green leafy vegetables, herbs and fruits
 5. It generates income from sale of surplus feed
 6. It saves family income
6.
 1. Beheading
 2. Defeathering
 3. Singeing
 4. Washing

7. a. Earthing

up b.

1. Cassava
2. Irish potatoes
3. Onions
4. Sweet potatoes

c.

1. Provides enough space for the crops to increase in size
 2. Conserves moisture for the crops.
 3. Provides enough support needed by crops.
8.
 1. Less fat
 2. Preserves nutrients
 3. It is quick
 4. Outdoor life
 5. No indoor smells or heat

6. Versatile
7. No special skills required
8. Flavorsome food
9.
 1. Type of garment
 2. Type of fabric
 3. Position of seam on the garment
 4. The effect desired
10.
 - a.
 1. The shape the garden will take
 2. The space available for the garden
 3. The site where the garden is to be constructed
 4. The type of plants to be grown in the framed structure

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – CREATIVE ARTS AND SPORTS

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Grade 8 learners of Kadem Junior school are analysing 3-D artwork. Identify the three areas they should pay attention to when analysing the 3-D artwork. (3 mks)

- i. _____
- ii. _____
- iii. _____

2. A group of learners are performing a folk dance. List down any two participants in the folk dance they are performing. (2 mks)

- i. _____
- ii. _____

3. Robert and his friends wanted to play indigenous tagging games played in Kenya. Mention two of such games. (2 mks)

i. _____

ii. _____

4. Njenga is preparing materials and tools for basketry. Identify any three materials for basketry Njenga is preparing. (3 mks)

i. _____

ii. _____

iii. _____

5. Your classmates performed folk dances from different Kenyan communities. Name the folk dances from the following communities. (4 mks)

a. Agikuyu: _____

b. Luhya: _____

c. Luo: _____

d. Akamba: _____

6. The diagram below shows a type of serve in volleyball.



a. The skill is known as _____ (1 mk)

b. Write down two other skills in volleyball apart from serving skills. (2 mks)

i. _____

ii. _____

7. Adam is writing a verse. Identify two language use he should apply as he write the verse. (2 mks)

- i. _____
- ii. _____

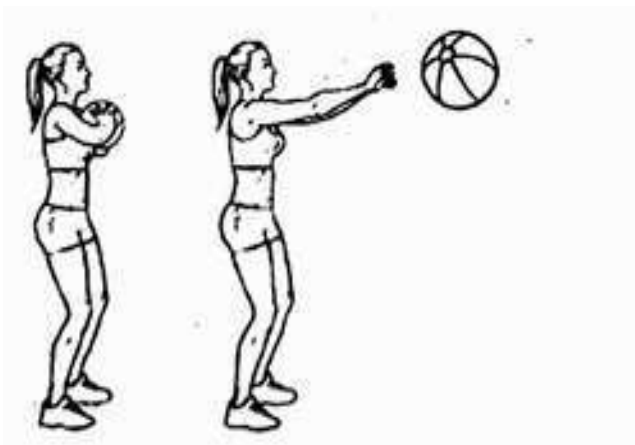
8. Nyogesa is playing a descant recorder. Mention two techniques of playing descant recorder he must use. (2 mks)

- i. _____
- ii. _____

9. Rosa was decorating a fabric using Baik technique. Identify two techniques she would apply. (2 mks)

- i. _____
- ii. _____

10. Grade 8 learners of Hill Junior school are playing netball game.

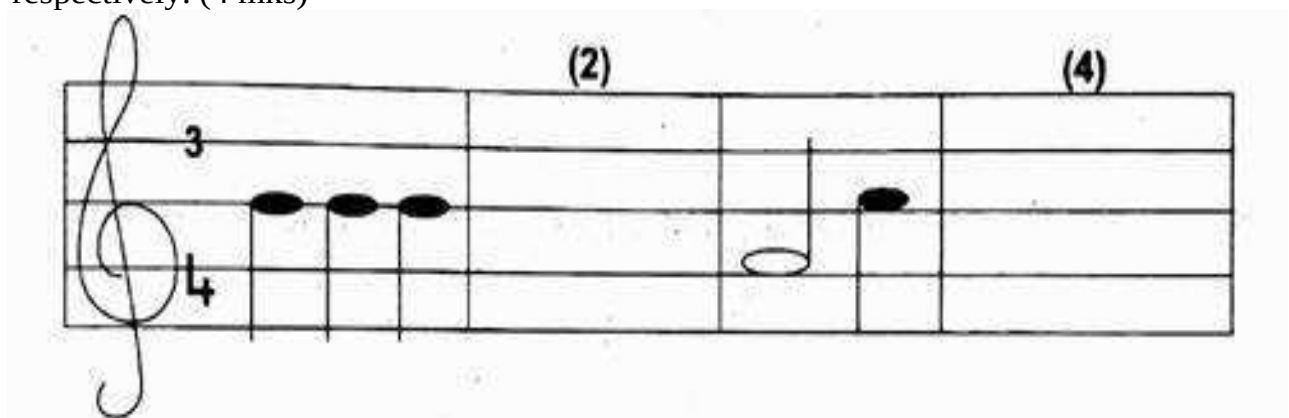


a. Identify the type of pass they performed as shown in the diagram. (1 mk)

b. Mention two footwork skills learners performed during the game. (2 mks)

- i. _____
- ii. _____

11. Tinde performed 4-bar melodies in G-major and 3/4 time as shown below. Complete bar 2 and 4 respectively. (4 mks)



12. A learner created a montage composition of athletes running. During the creativity he was to check out for some factors. Mention two of the factors he was to focus on. (2 marks)

- i. _____
- ii. _____

13. Alex and his friends are practising a middle distance race. State any two middle distance races they are likely to be practising. (2 marks)

- i. _____
- ii. _____

14. Tito was asked by the teacher to describe what 3/4 time is when performing rhythmic patterns in 3/4 time. If Tito gave the correct answer, write down his description. (2 marks)

15. In the space provided below make a still life drawing of the displayed items (Bucket, Jug, Bucket) by your teacher. Take into account the elements and principles of Visual Arts. (5 marks).

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

16. Kotoi listed down three elements of a verse. Write the three elements Kotoi listed. (3 mks)

- i. _____
- ii. _____
- iii. _____

17. The following musical notes were drawn by Arnold during Creative Arts and Sports lesson. Write down the rests of each musical note he drew. (3 marks)

a)		_____
b)		_____
c)		_____

18. Ndemo highlighted three social roles of Creative Arts and Sports in the society. List down the three roles he highlighted. (3 marks)

- i. _____
- ii. _____
- iii. _____

Answers

1.
 1. Organization of the work balance
 2. Proportion
 3. Dominance
 4. Topic
 5. Theme
2.
 1. Instrumentalists
 2. Soloists
 3. Response group (singers)
 4. Dancers
3.
 1. Laser tag
 2. Elephant stampede
 3. Tag rugby
4.
 1. Raffia
 2. Bamboo sticks
 3. Banana fibre
 4. Sisal fibre
 5. Polyester yarn
 6. Carbon fibre
 7. Acrylic yarn
5.
 - a. Muthongoci, Mwomboko, Ndumo, Ngucu, Kabaata, Gichukia, Mugonji
 - b. Isikuti dance
 - c. Ramongi dance. Dodo dance, Mijangore
 - d. Kilumi dance
6.
 - a. Overarm serve
 - b. Dig, Spiking, Volley skills
7.
 1. Imagery (simile, metaphor, personification)
 2. Sound (alliteration, rhyme, repetition)
 3. Diction
 4. Line
 5. Stanza
8.
 1. Fingering
 2. Pinching
 3. Slurring
 4. Embouchure
 5. Tonguing
 6. Blowing
9.
 1. Diamond pleating
 2. Crackled textures effects.

10. a. Chest

pass b.

1. Landing
2. Pivoting

11. Correct insertion of three crochet beats in bar 2 and 4.

12.
 1. Subject matter
 2. Posture
 3. Centre of interest
 4. Finishing
 5. Presenting creativity

13. 800m, 1500m, 1000m, 1200m

14. Three crotchet beats per bar

15. -

16.
 1. Character
 2. Theme
 3. Setting

17. 

18.
 1. Social cohesion
 2. Social identity
 3. Culture preservation
 4. health
 5. Citizenship
 6. Patriotism
 7. Entertainment

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – CRE

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. "At last, here is one of my own kind. Bone of my bone and flesh of my flesh." (Genesis 2:20 - 24). These words were said by; (1mk)

2. From Genesis 3:14 - 19, you learnt about the consequences of sin after the fall of man. Give one punishment that God gave each of the following; (3mks)

a) Adam

b) Eve

c) The snake

3. From the boxes below, select the prophet who called Jesus the Suffering Servant. (1mk)

Jeremiah

Fzekiel

Isaiah

4. You have been asked by your CRE teacher to give values you acquire through learning Christian Religious Education. State two values you gave. (2mks)

- i. _____
- ii. _____

5. Why did God place man in the Garden of Eden? (1mk)

6. During a Bible club, you discussed the promises made by God to Abraham. Mention two promises that God made to Abraham. (2mks)

- i. _____
- ii. _____

7. You were asked to write down the elements of a covenant. What elements did you write? (3mks)

- i. _____
- ii. _____
- iii. _____

8. During a CRE lesson, you learnt about Godly and ungodly covenants. Give two characteristics of ungodly covenants. (2mks)

- i. _____
- ii. _____

9. During a church youth programme, you discussed why the Israelites asked for a king. Give three reasons why the Israelites demanded for a king. (3mks)

- i. _____
- ii. _____
- iii. _____

10. You discussed the failures of King Saul during a CRE lesson. State two consequences of King Saul's failures. (2mks)

- i. _____
- ii. _____

11. We learn that Bartimaeus was a blind beggar whose blindness was cured by Jesus. Write down two lessons you learn from the healing of the Blind Bartimaeus. (2mks)

- i. _____
- ii. _____

12. According to Luke 8:22-25, Jesus performed the miracle of calming the storm. Write down two ways through which we can overcome the challenges we face in life. (2mks)

- i. _____
- ii. _____

13. The paralysed man was brought to Jesus by his friends. What did Jesus say to the paralytic man when He saw the faith of his friends? (1mk)

14. The Bible in Luke 15:1 - 7, teaches us the parable of the lost sheep. Who do the following represent in the parable? (3mks)

- a) The lost sheep _____
- b) The ninety nine sheep _____
- c) The shepherd _____

15. During a CRE lesson, you discussed human sexuality. State two irresponsible sexual behaviours. (2mks)

- i. _____
- ii. _____

16. Rabat is a Grade 8 learner. After completing her household chores, she has some free time. Explain **three ways** in which she can use her free time responsibly. (3 marks)

- i. _____
- ii. _____
- iii. _____

17. Awilo is talented in Fine Arts. Explain **two appropriate ways** in which she can use her talent in school and church. **(2 marks)**

- i. _____
- ii. _____

18. A group of learners are discussing ways in which the **right to life** is violated in society today. Give **two examples** of how the right to life can be violated. **(2 marks)**

- i. _____
- ii. _____

19. You have been asked to talk to your peers about the consequences of engaging in irresponsible sexual behaviour. State **three consequences** that you would present. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

20. Your classmate is experiencing conflicts with his parents because of negative peer influence. Give **three pieces of advice** that could help him overcome negative peer influence. **(3 marks)**

- i. _____
- ii. _____
- iii. _____

21. Outline **one responsibility** of each of the following family members:

a) Parents (1 mark)

b) Children (1 mark)

22.

a) Identify two examples of needy people in your society. (2 marks)

- i. _____
- ii. _____

b) Suggest two ways in which you can care for and help the needy people identified in 22(a). (2 marks)

- i. _____
- ii. _____

23. One morning, Moraa found Risper and Janiffer fighting in class. Janiffer had misplaced Risper's Bible, and Risper wanted it back immediately. Moraa calmed them down and offered to help search for the Bible in the classroom lockers. Eventually, the Bible was found.

a) Which **fruit of the Holy Spirit** did Risper fail to demonstrate? **(1 mark)**

b) Identify **two fruits of the Holy Spirit** demonstrated by Moraa. **(2 marks)**

i.

ii.

24. From the **Parable of the Lost Sheep**, answer the following questions:

a) How many sheep did the shepherd have? **(1 mark)**

b) What happened to one of the sheep? **(1 mark)**

c) How did the shepherd feel when one sheep was lost? **(1 mark)**

d) What did the shepherd do after discovering that one sheep was lost? **(1 mark)**

25. Kelvin has faith that God will answer his prayers. State **two importance of having faith when praying**. **(2 marks)**

i.

ii.

26. Grade 8 learners at Njagi Junior School are discussing lessons learnt from the **healing of the paralytic** by Jesus. State **two lessons** they may have identified.

i.

ii.

27. Ndolo and Neema are facing various challenges in their lives. Explain **two ways** in which they can apply the lessons learnt from the story of **Jesus calming the storm** to overcome their challenges. **(2 marks)**

i.

ii.

28. Your friend Triza has been invited to explain the lessons learnt from the healing of **blind Bartimaeus**. State **two lessons** that she could present. **(2 marks)**

i. _____

ii. _____

29. Daniel explained why Samuel warned against the Israelites' demand for a king. State **two reasons** why Samuel opposed kingship in Israel. **(2 marks)**

i. _____

ii. _____

30. a) Loise explained the meaning of the term **covenant**. What is a covenant? **(1 mark)**

b) State **two promises** that God made to Abraham when making the covenant with him. **(2 marks)**

i. _____

ii. _____

c) Give **one example** of a modern covenant. **(1 mark)**

31. Esther explained how Abraham demonstrated his faith in God. Give **two ways** in which Abraham demonstrated faith in God. **(2 marks)**

i. _____

ii. _____

32. After the fall of humanity, God continued to show His love to human beings. Describe **two ways** in which God demonstrated His love for mankind. **(2 marks)**

i. _____

ii. _____

33. As a young Christian, you can demonstrate God's love by practising acts of mercy. Suggest **three acts of mercy** that you can practise to show God's love to others. **(3 marks)**

i. _____

ii. _____

iii. _____

34. As a young person, explain **three causes of sin** among young people today. **(3 marks)**

i. _____

ii. _____

iii. _____

GRADE 8 – CRE ANSWERS / MARKING SCHEME

1. Adam

2. a) Adam – He would toil and sweat to get food from the ground.

b) Eve – She would experience pain during childbirth.

c) The snake – It would crawl on its belly and eat dust.

3. Isaiah

4. 1. Honesty

2. Respect

5. To cultivate it and take care of it.

6. 1. God promised to bless him and make his name great.

2. God promised to give him many descendants.

7. 1. Two or more parties
involved

2. Promises made by the parties

3. A sign or symbol to seal the agreement

8. 1. They go against God's will and commandments

2. They promote evil or lead people into sin

9. 1. To lead them in battles against their enemies

2. To govern them like other nations

3. To provide leadership and guidance in times of trouble

10. 1. God rejected him as king of Israel

2. The Spirit of the Lord departed from him and an evil spirit tormented him

11. 1. We should have faith in Jesus for our needs to be met.

2. We should be persistent in prayer and not give up.

12. 1. By having faith in God during difficult times.

2. By praying and trusting God to give us strength and solutions.

13. "Your sins are forgiven."

14. a) The lost sheep – Sinners who have gone astray

b) The ninety-nine sheep – Righteous people who have not gone astray

c) The shepherd – Jesus Christ

15. i) Premarital sex

ii) Prostitution

16. Responsible Use of Free Time (3 marks)

- i. Reading the Bible or other useful books. **(1)**
- ii. Praying and participating in Christian activities. **(1)**
- iii. Engaging in constructive activities such as sports, drawing, gardening or helping others. **(1)**

Accept any other relevant responsible use of free time.

17. Using Talents (2 marks)

- i. Use her Fine Arts talent to make drawings, posters or decorations for school activities. **(1)**
- ii. Use her talent to make artworks, posters or decorations for church activities. **(1)**

Accept any other relevant answers.

18. The Right to Life (2 marks)

- i. Murdering or killing another person. **(1)**
- ii. Abortion/causing the death of an innocent person. **(1)**

Accept other relevant examples such as terrorism, suicide, war or deliberate poisoning.

19. Consequences of Irresponsible Sexual Behaviour (3 marks)

- i. Contracting sexually transmitted infections such as HIV/AIDS. **(1)**
- ii. Unplanned or teenage pregnancy. **(1)**
- iii. School dropout or disruption of education. **(1)**

Other acceptable answers: emotional problems, family conflicts, early marriage, loss of reputation, unsafe abortion and financial difficulties.

20. Negative Peer Influence (3 marks)

- i. Choose friends who have positive behaviour and good values. **(1)**
- ii. Learn to say “**No**” to negative peer pressure. **(1)**
- iii. Seek guidance and advice from parents, teachers, church leaders or other trusted adults. **(1)**

Accept any other relevant advice.

21. Responsibilities of Family Members

a) Parents – (1 mark)

Provide food, clothing, shelter, education, protection and guidance to their children. **(1)**

b) Children – (1 mark)

Obey and respect their parents and help with household duties. **(1)**

22. Caring for the Needy

a) Examples of needy people – (2 marks)

- i. Orphans. **(1)**
- ii. Persons with disabilities. **(1)**

Other acceptable answers: the elderly, homeless people, widows/widowers, poor families, sick people and refugees.

b) Ways of caring for the needy – (2 marks)

- i. Providing food, clothing or other basic needs. **(1)**
- ii. Visiting, comforting and supporting them. **(1)**

Accept other relevant answers such as giving financial assistance, offering shelter or helping with education.

23. Fruits of the Holy Spirit

a) Fruit failed to demonstrate – (1 mark)

Self-control. (1)

b) Fruits demonstrated by Moraa – (2 marks)

- i. **Peace. (1)**
- ii. **Kindness. (1)**

Other acceptable fruit depending on explanation: patience, gentleness or love.

24. The Parable of the Lost Sheep

a) The shepherd had 100 sheep. (1)

b) One sheep strayed away and became lost. (1)

c) The shepherd was concerned/sad/worried about the lost sheep. (1)

d) He left the ninety-nine sheep and went to search for the lost sheep until he found it. (1)

25. Faith in Prayer (2 marks)

- i. Faith helps a Christian **trust that God hears and answers prayers. (1)**
- ii. Faith gives a Christian **hope, confidence and patience while waiting for God's answer. (1)**

26. Healing of the Paralytic (2 marks)

- i. Jesus has **power to forgive sins and heal the sick. (1)**
- ii. Christians should have **faith in Jesus and help those who are in need. (1)**

Accept: Jesus rewards faith; Christians should support and encourage one another; Jesus cares for people's physical and spiritual needs.

27. Jesus Calms the Storm (2 marks)

- i. They should **trust in Jesus and have faith in God when facing difficulties. (1)**
- ii. They should **remain calm and pray instead of being controlled by fear. (1)**

28. Healing of Blind Bartimaeus (2 marks)

- i. Christians should **have faith in Jesus. (1)**
- ii. Christians should **pray persistently and call upon Jesus when facing difficulties. (1)**

Accept: Jesus cares for the needy; Christians should not allow others to discourage them; we should help people with disabilities.

29. Israel Demands a King (2 marks)

- i. Samuel warned that a king would **take their sons and daughters to serve him. (1)**
- ii. A king would **take their land, animals and wealth and place heavy demands on them. (1)**

Accept: The Israelites were rejecting God's leadership; a king could oppress them or impose taxes and forced labour.

30. The Covenant

a) Meaning of covenant – (1 mark)

A covenant is a **solemn agreement or promise between two parties. (1)**

b) Promises God made to Abraham – (2 marks)

- i. God promised to **make Abraham the father of a great nation. (1)**
- ii. God promised to **bless Abraham and make his name great. (1)**

Other acceptable promise: God promised to give his descendants the land of Canaan.

c) Example of a modern covenant – (1 mark)

Marriage covenant. (1)

Other acceptable examples: employment agreement, business partnership agreement or peace agreement, where appropriately explained.

31. Abraham's Faith (2 marks)

- i. Abraham **obeyed God's command to leave his homeland and go to the land God showed him. (1)**
- ii. Abraham **was willing to sacrifice Isaac when God tested his faith. (1)**

Accept: Abraham believed God's promise of a son; he trusted God's promises even when circumstances seemed difficult.

32. God's Love after the Fall of Humanity (2 marks)

- i. God **provided clothing for Adam and Eve** after they sinned. (1)
- ii. God **promised a Saviour/redeemer who would ultimately overcome sin.** (1)

Accept other relevant biblical examples of God's continued care and provision for humanity.

33. Acts of Mercy (3 marks)

- i. **Helping the sick, elderly or persons with disabilities.** (1)
- ii. **Giving food, clothing or other assistance to the needy.** (1)
- iii. **Visiting and comforting the lonely, sick or bereaved.** (1)

Accept other relevant acts of mercy.

34. Causes of Sin among Young People (3 marks)

- i. **Negative peer pressure and influence.** (1)
- ii. **Lack of proper guidance and parental supervision.** (1)
- iii. **Exposure to harmful media and inappropriate content.** (1)

Other acceptable answers: curiosity, drug and substance abuse, poverty, family problems, bad role models, lack of Christian teachings, desire for material things and failure to resist temptation.

COMPETENCY BASED EDUCATION

JUNIOR SCHOOL EDUCATION ASSESSMENT

NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – ENGLISH PAPER 1

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

SECTION A: COMPREHENSION

Read the passage below and use it to answer Questions 1–6

At Nuru Junior School, learners were excited about the upcoming Science Fair. Each group was expected to come up with a creative project. Mary's group decided to design a simple handwashing machine using locally available materials. They collected jerrycans, pipes, and soap stands to make it work without touching it by hand.

On the day of the fair, their project attracted a lot of attention. The judges were impressed because the machine encouraged hygiene and could help prevent diseases. Although some parts did not work perfectly, the group was proud of their teamwork and effort.

1. What event was taking place at Nuru Junior School?
A. A hygiene campaign
B. A Science Fair
C. A talent show
D. A school cleaning day
2. What did Mary's group decide to make?
A. A soap dispenser
B. A cooking stove
C. A handwashing machine
D. A recycling bin
3. What materials did the group use?
A. Jerrycans and ropes
B. Pipes, jerrycans, and soap stands
C. Taps and soap
D. Bottles and wires
4. Why did the judges like the project?
A. It was made by girls only.
B. It encouraged teamwork.
C. It promoted hygiene.
D. It was colourful.
5. How did the learners feel about their work?
A. Sad
B. Angry
C. Proud
D. Disappointed
6. What lesson can we learn from the group?
A. Teamwork brings success.
B. Only science projects win prizes.
C. Schools should stop competitions.
D. Judges always favour some learners.

Read the passage below and use it to answer questions 7–11

Last weekend, Musa visited his grandmother in the countryside. Early in the morning, she took him to the farm to pick ripe mangoes. While they worked, she told him stories about her childhood. She said that long ago, children used to play outside more and help their parents in the farm.

Musa realized how different life in the city was compared to the village. In the evening, they sat by the fire and roasted maize together. Musa promised to visit her again soon.

7. Where did Musa visit his grandmother?
A. In the city
B. In the countryside
C. At the market
D. In the school
8. What activity did they do in the morning?
A. Fetching water
B. Picking mangoes
C. Planting maize
D. Cooking food
9. What lesson did Musa learn?
A. Farming is difficult.
B. Life in the village is peaceful.
C. He should move to the village.
D. Stories are not important.
10. What did they do in the evening?
A. Played football
B. Cooked rice
C. Roasted maize
D. Watched television
11. What promise did Musa make to his grandmother?
A. To send her money
B. To call her often
C. To visit her again soon
D. To bring her more mangoes

Read the passage below and use it to answer questions 12–16

One morning, the school headteacher announced that all pupils should arrive early for parade. Some learners, however, came late and missed the national anthem. The headteacher reminded everyone that punctuality shows respect and discipline.

Later that week, the class monitor started recording names of latecomers. Within days, almost everyone began arriving on time.

12. What were the learners asked to do?
A. Attend an assembly
B. Arrive early for parade
C. Bring their parents
D. Sing the school song
13. What did some pupils do wrong?
A. They missed the parade
B. They arrived late
C. They shouted during anthem
D. They forgot their uniforms

14. What does punctuality show according to the headteacher?
A. Hard work and respect
B. Love and care
C. Respect and discipline
D. Discipline and power

15. Who started writing names of latecomers?
A. The prefect
B. The class teacher
C. The class monitor
D. The headteacher
16. What was the result of recording names?
A. Learners feared punishment
B. Pupils started coming early
C. The headteacher got angry
D. Parents were called

SECTION B:

The table below shows the number of storybooks borrowed from the school library by Grade 7 learners in one week.

Day	Number of Books Borrowed
Monday	12
Tuesday	18
Wednesday	15
Thursday	10
Friday	20

17. On which day were the fewest books borrowed?
A. Monday
B. Thursday
C. Friday
D. Wednesday

18. How many books were borrowed on Tuesday and Wednesday combined?
A. 25
B. 30
C. 33
D. 35
19. Which day had the highest borrowing rate?
A. Tuesday
B. Thursday
C. Friday
D. Wednesday

20. What can we learn from the data?
A. Learners love reading more on Fridays.
B. The library is closed on Mondays.
C. Fewer learners borrow books on weekends.
D. Storybooks are not popular.

SECTION C: TELEPHONE CONVERSATION

Situation: Faith calls her friend Carol to remind her about a school meeting.

Faith: Hello, Carol! This is Faith. Did you remember that we have a class meeting tomorrow?
Carol: Oh, thank you for reminding me! What time will it start?
Faith: It begins at 8:30 a.m. in the school hall.
Carol: Great! Should I bring the class register?
Faith: Yes, please. Don't forget it. See you tomorrow!
Carol: Sure. Have a good evening!

21. Who made the call?
A. Carol B. Faith C. The teacher D. The prefect

22. What was the purpose of the call?
A. To borrow a book
B. To remind Carol about the meeting
- C. To invite Carol to a party
D. To confirm homework

23. Where will the meeting be held?
A. School hall B. Staffroom
C. Library D. Playground

SECTION D: ETIQUETTE AND GOOD MANNERS (24–25)

24. Your classmate drops his pencil. What should you do?
A. Ignore it.
B. Laugh at him.
C. Pick it up and return it politely.
D. Tell someone else to do it.
25. When you are speaking to an older person, you should
A. shout loudly
B. keep silent
C. listen carefully and speak politely
D. walk away

SECTION E: CLOZE TEST (26–35)

Fill in the blank spaces with the best alternative.

Every Saturday, our teacher encourages us to help our parents at home. Last week, I decided to clean the compound. I collected all the litter and placed it in a pit. My younger brother helped me to water the flowers. When we finished, our mother was very happy and thanked us for being **26**.

Working together as a family brings **27** and joy. It also makes our home beautiful and healthy. My father said that if everyone cleaned his or her environment, our country would be a **28** place to live in.

26	A. rude	B. helpful	C. tired	D. weak
27	A. peace	B. noise	C. quarrels	D. fights
28	A. dirty	B. dangerous	C. better	D. careless

We also learnt how to separate waste. Plastic bottles were placed in one bag, while food remains were placed in another. The teacher said that waste can be **29** to make manure. I was surprised to learn that plastic can also be **30** into useful products like bags and chairs.

When we went back to school, our teacher praised us for keeping the environment clean. She told us that good citizens take care of their **31**. I promised myself that I would continue doing that every week.

- 29 A. thrown B. burnt C. recycled D. buried
- 30 A. broken B. recycled C. melted D. collected
- 31 A. friends B. families C. environment D. schools

SECTION F: GRAMMAR AND STRUCTURE (36–45)

36. The baby is crying because it _____ hungry.
A. are B. was C. is D. were
37. My brother and I _____ going to the market.
A. am B. is C. are D. was
38. You should brush your teeth _____ every meal.
A. before B. after C. during D. between
39. The teacher asked the pupils to keep _____ books safely.
A. they B. them C. their D. theirs
40. We _____ in this town since 2021.
A. live B. lived C. have lived D. are living
41. The farmer grows maize, beans, _____ bananas on his farm.
A. or B. and C. but D. nor
42. The old man is too weak _____ carry the bag.
A. to B. for C. and D. so
43. Jane will go to the shop _____ it rains.
A. unless B. because C. although D. when
44. The pupils cleaned the classroom, _____ they?
A. didn't B. did C. wasn't D. don't
45. The mountain is _____ than the hill.
A. high B. higher C. more high D. most high

SECTION G: SENTENCES AND MEANINGS

46. Choose the correctly punctuated sentence.
A. "Come here"! said the teacher.
B. "Come here!" said the teacher.
C. "Come here,"! said the teacher.
D. Come here said the teacher!
47. Choose the sentence that means the same as:
The pupils have cleaned the class.
A. The class was cleaned.
B. The class has been cleaned.
C. The class is being cleaned.
D. The class was being cleaned.
48. Choose the alternative that combines the sentences correctly:
It was raining. We played football.
A. We played football but it was raining.
B. It was raining, because we played football.
C. We played football although it was raining.
D. Although we played football it was raining.
49. Choose the sentence that means the same as the underlined words:
The children **completed** their homework before dinner.
A. started
B. left
C. finished
D. planned
50. Choose the opposite of the underlined word:
The pupils were **lazy** during the cleaning exercise.
A. hardworking
B. sleepy
C. noisy
D. careless

ANSWERS

1. B
2. C
3. B
4. C
5. C
6. A
7. B
8. B
9. B
10. C
11. C
12. B
13. B
14. C
15. C
16. B
17. B
18. C
19. C
20. A
21. B
22. B
23. A
24. C
25. C
26. B
27. A
28. C
29. C
30. B
31. C
36. C
37. C
38. B
39. C
40. C
41. B
42. A
43. A
44. A
45. B
46. B
47. B
48. C
49. C
50. A





COMPETENCY BASED EDUCATION

JUNIOR SCHOOL EDUCATION ASSESSMENT

NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – ENGLISH PAPER 2

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
	POINTS			8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

SECTION A: COMPOSITION (15 Marks)

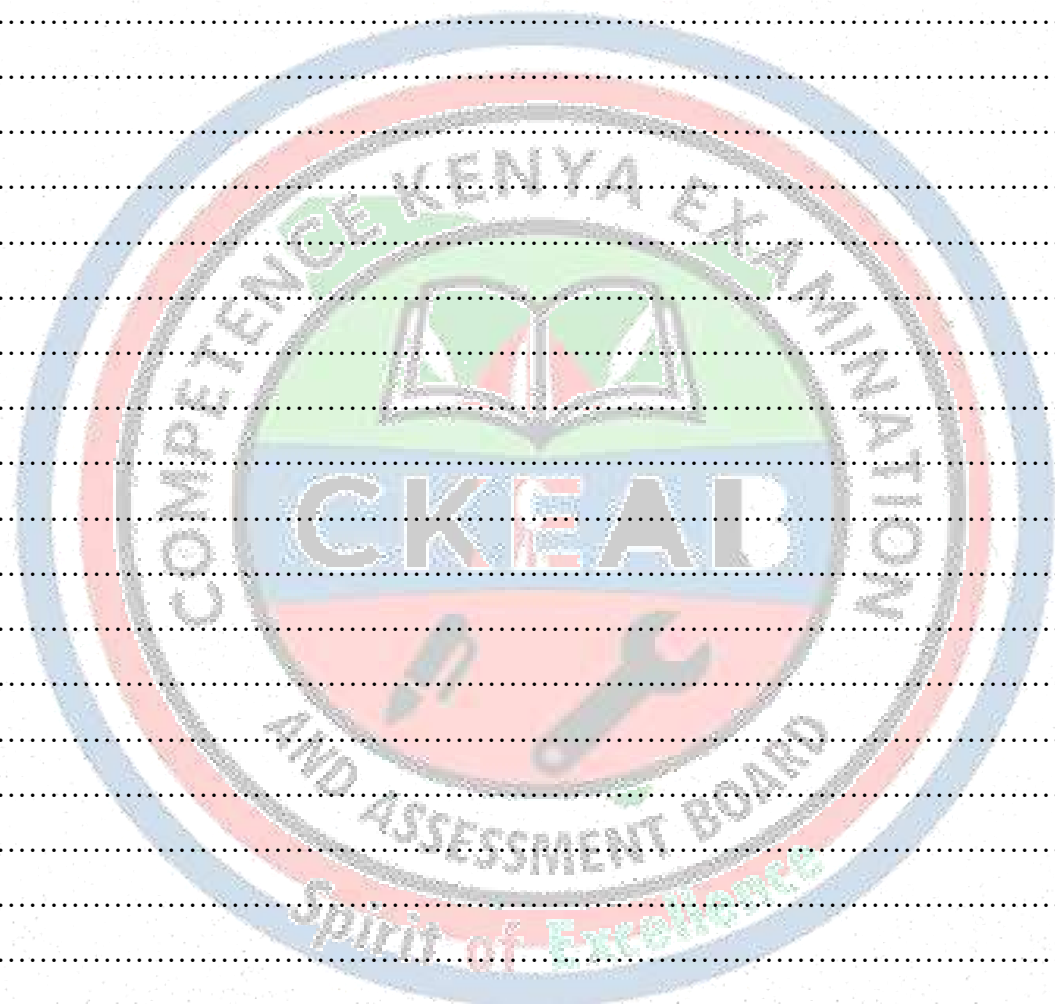
TASK 1: LETTER WRITING

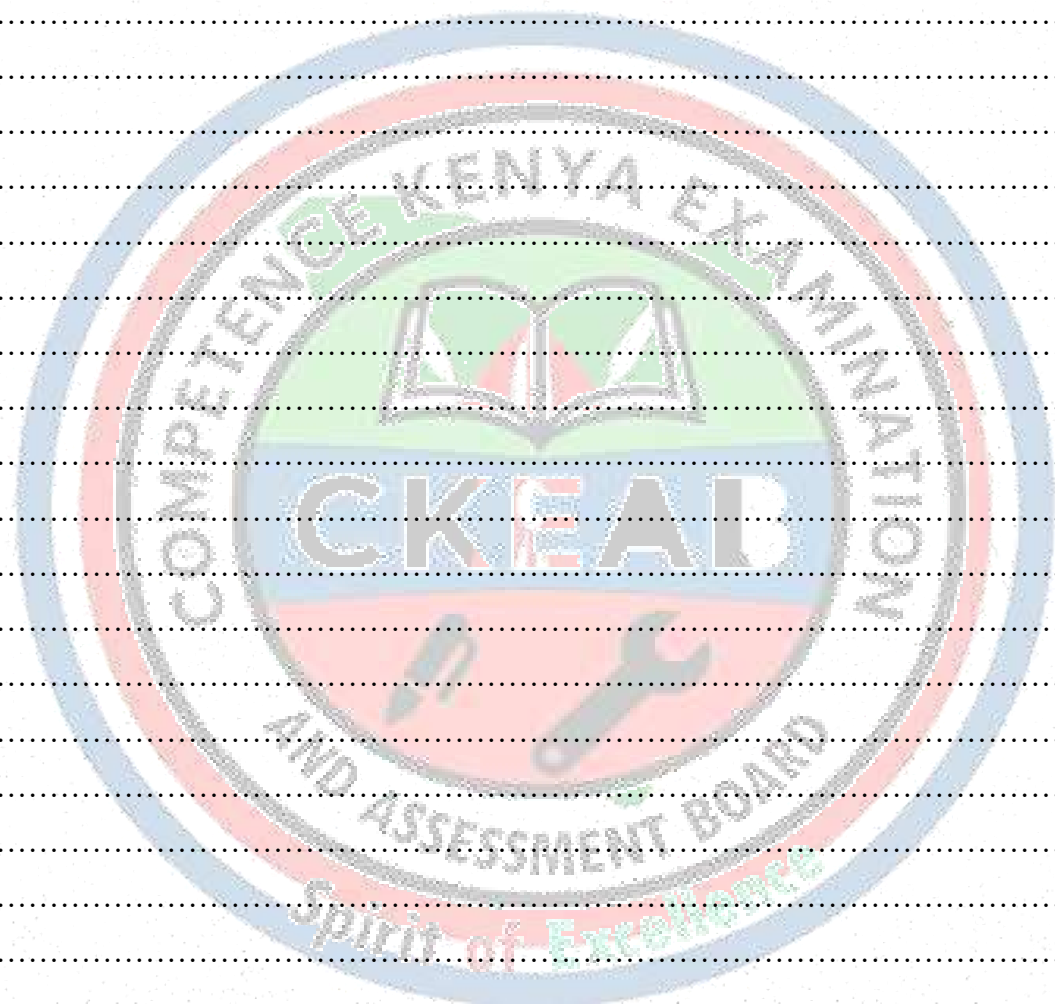
Write a letter to your class teacher thanking him or her for organizing an educational trip.

In your letter:

- Mention where you went,
- What you learnt, and
- Why the trip was important to you.

Begin and end your letter correctly. Use polite and formal language.





SECTION B: ORAL LITERATURE (14 Marks)
TASK 2: NARRATIVE

Read the story below and answer the questions that follow.

The Riddle of the Wise Girl

Long ago, in a faraway kingdom, the king loved riddles. Every month, he would ask his people a riddle, and anyone who failed to answer was fined a goat.

One day, the king asked, “What is it that walks on four legs in the morning, two legs at noon, and three legs in the evening?” The people were puzzled. Many lost their goats.

At last, a young girl named Lela came forward. “Your Majesty,” she said confidently, “the answer is a human being! As a baby, one crawls on all fours, as an adult one walks on two legs, and in old age one uses a walking stick.”

The king was amazed and said, “You are indeed wise. From today, you shall be my royal adviser.”

Questions:

1. Who loved riddles in the story? (1 mark)
-
-
2. What happened to people who failed to answer the king’s riddle? (2 marks)
-
-
3. What was the riddle about? (2 marks)
-
-
4. How did Lela explain her answer? (3 marks)
-
-
5. Mention two character traits of Lela. (4 marks)
-
-
6. What moral lesson do we learn from this story? (2 marks)
-
-

SECTION C: (11 Marks)
TASK 3: POEM

Read the poem below and answer the questions that follow.

“True Friendship”

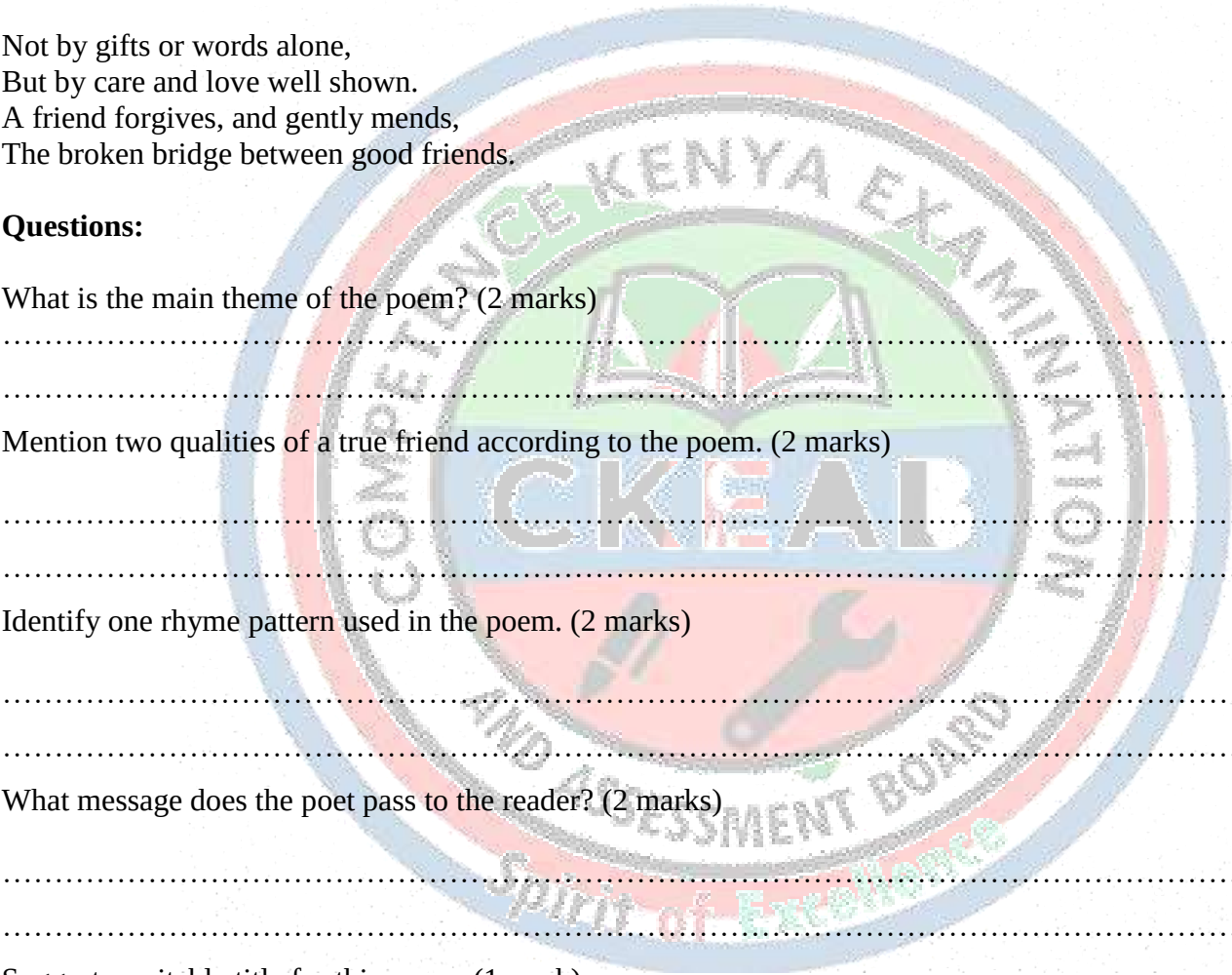
(Adapted from Melodies of Africa and Other Poems)

A friend in need, a friend indeed,
Walks with you when all others leave.
In joy or sorrow, in calm or storm,
A true friend’s heart is always warm.

Not by gifts or words alone,
But by care and love well shown.
A friend forgives, and gently mends,
The broken bridge between good friends.

Questions:

1. What is the main theme of the poem? (2 marks)
.....
.....
2. Mention two qualities of a true friend according to the poem. (2 marks)
.....
.....
3. Identify one rhyme pattern used in the poem. (2 marks)
.....
.....
4. What message does the poet pass to the reader? (2 marks)
.....
.....
5. Suggest a suitable title for this poem. (1 mark)
.....
.....
6. Explain the meaning of the line “*The broken bridge between good friends.*” (2 marks)
.....
.....



SECTION D: CLASS READER (10 Marks)
TASK 4: EXTRACT FROM “Tears of Joy”

When the results were announced, Achieng sat silently, afraid to look at the notice board. She had worked very hard, but her heart pounded with fear. Her best friend, Wanja, ran to her shouting, “Achieng! You did it! You’re the top in our class!”

Tears rolled down Achieng’s cheeks. “I can’t believe it,” she whispered. Her teacher, Mr. Okoth, smiled proudly. “Hard work always pays, Achieng. You deserve it.”

That evening, Achieng’s mother prepared a small celebration meal. She hugged her daughter tightly and said, “These are tears of joy, my child.”

Questions:

1. What event is being described in this passage? (1 mark)
.....
.....
2. Why was Achieng afraid to look at the notice board? (2 marks)
.....
.....
3. Who informed her about her success? (1 mark)
.....
.....
4. How did Achieng and her family celebrate her achievement? (2 marks)
.....
.....
5. Identify one value shown by Mr. Okoth in the story. (2 marks)
.....
.....
6. What lesson can we learn from Achieng’s experience? (2 marks)
.....
.....

COMPETENCY BASED EDUCATION

JUNIOR SCHOOL EDUCATION ASSESSMENT

NOVEMBER–DECEMBER ASSIGNMENT 2026

GRADE 8 – ENGLISH PAPER 2

SECTION A: COMPOSITION – 15 MARKS

TASK 1: LETTER WRITING

Write a letter to your class teacher thanking him/her for organizing an educational trip.

Sample Answer

P.O. Box 123,
Kilgoris.
20th November 2026.

Dear Teacher,

RE: THANK YOU FOR ORGANIZING THE EDUCATIONAL TRIP

I am writing to sincerely thank you for organizing the educational trip we had recently. We visited the **Nairobi National Museum**, where we learnt many interesting things about the history, culture and wildlife of Kenya.

During the trip, I learnt about different communities, historical objects and important events in our country. I also learnt the importance of conserving our cultural heritage and protecting our environment.

The trip was important to me because it gave me an opportunity to learn outside the classroom. It also helped me to understand better what we have been taught in class. I enjoyed interacting with my classmates and teachers and gained new experiences.

Thank you once again for your effort and for giving us such a wonderful learning opportunity.

Yours faithfully,
Achieng

Suggested Marking Scheme – 15 Marks

Area	Marks
Correct format of a formal letter	4
Address/date/salutation/closing	2
Where they went	2
What was learnt	3
Importance of the trip	2

Appropriate formal and polite language	1
Grammar, spelling and punctuation	1
TOTAL	15

Accept any relevant, grammatically correct response. The place visited and experiences may differ from the sample answer.

SECTION B: ORAL LITERATURE – 14 MARKS

TASK 2: THE RIDDLE OF THE WISE GIRL

1. Who loved riddles in the story? (1 mark)

Answer:

The **king** loved riddles. ✓

2. What happened to people who failed to answer the king's riddle? (2 marks)

Answer:

They were **fined a goat**. ✓✓

Award:

- They were fined – 1 mark
- They lost/paid a goat – 1 mark

3. What was the riddle about? (2 marks)

Answer:

The riddle was about a **human being/person at different stages of life**. ✓✓

It described:

- A baby crawling on **four legs** – 1 mark
- An adult walking on **two legs** and an old person using a **walking stick** – 1 mark

4. How did Lela explain her answer? (3 marks)

Answer:

Lela explained that:

1. As a **baby**, a human being crawls on all fours. ✓
2. As an **adult**, a human being walks on two legs. ✓

3. In **old age**, a person uses a walking stick, making three points of support. ✓

5. Mention two character traits of Lela. (4 marks)

Any TWO traits, with relevant evidence/explanation.

Possible answers:

1. **Wise/intelligent** – She correctly solved the difficult riddle. ✓✓
2. **Confident/brave** – She came forward and answered the king confidently. ✓✓
3. **Courageous** – She was not afraid to answer the king's question. ✓✓
4. **Knowledgeable** – She understood the different stages of human life. ✓✓
5. **Quick-thinking** – She was able to solve the riddle when others failed. ✓✓

Award: 2 marks for each correctly identified and supported trait.

6. What moral lesson do we learn from this story? (2 marks)

Any relevant lesson, for example:

- **Wisdom and knowledge can help one overcome difficult challenges.** ✓✓
- **We should not be afraid to express our knowledge and ideas.** ✓✓
- **Courage and confidence can lead to opportunities.** ✓✓
- **Intelligence and good thinking should be valued.** ✓✓

SECTION C: POETRY – 11 MARKS

TASK 3: “TRUE FRIENDSHIP”

1. What is the main theme of the poem? (2 marks)

Answer:

The main theme is **true friendship/loyalty in friendship.** ✓✓

Other acceptable answers:

- Importance of true friendship
- Loyalty and care among friends
- Love and support in friendship

2. Mention two qualities of a true friend according to the poem. (2 marks)

Any TWO:

1. **Loyalty** ✓
2. **Care** ✓
3. **Love** ✓
4. **Forgiveness** ✓
5. **Supportiveness** ✓
6. **Faithfulness** ✓
7. **Being there during difficult times** ✓

Any two × 1 mark = 2 marks

3. Identify one rhyme pattern used in the poem. (2 marks)

Answer:

The rhyme pattern is **AABBCCDD**. ✓✓

Examples:

- **indeed – leave** → slant/near rhyme
- **storm – warm** → rhyme
- **alone – shown** → rhyme
- **mends – friends** → rhyme

Note: Accept **AABBCCDD** where the learner identifies the paired end-rhyme structure.

4. What message does the poet pass to the reader? (2 marks)

Answer:

The poet teaches that **a true friend should remain supportive, caring and loyal during both good and difficult times**. ✓✓

Other acceptable messages:

- We should value genuine friendships.
- Friends should forgive one another.
- True friendship is shown through actions, care and love rather than gifts alone.

5. Suggest a suitable title for this poem. (1 mark)

Answer:

True Friendship ✓

Other acceptable titles:

- **A True Friend**
- **The Value of Friendship**
- **A Good Friend**
- **Friendship**

6. Explain the meaning of the line “The broken bridge between good friends.” (2 marks)

Answer:

The line refers to a **damaged friendship or disagreement between friends that needs to be repaired through forgiveness, understanding and reconciliation.** ✓✓

SECTION D: CLASS READER – 10 MARKS

TASK 4: EXTRACT FROM “TEARS OF JOY”

1. What event is being described in this passage? (1 mark)

Answer:

The **announcement of examination/results and Achieng's success as the top learner in her class.** ✓

2. Why was Achieng afraid to look at the notice board? (2 marks)

Answer:

She was afraid because **she was anxious about her results and did not know whether she had performed well despite working very hard.** ✓✓

3. Who informed her about her success? (1 mark)

Answer:

Her **best friend, Wanja,** informed her. ✓

4. How did Achieng and her family celebrate her achievement? (2 marks)

Answer:

- Achieng's **mother prepared a small celebration meal.** ✓
- Her mother **hugged her and celebrated her success with her.** ✓

5. Identify one value shown by Mr. Okoth in the story. (2 marks)

Answer:

Encouragement/appreciation. ✓✓

Evidence: Mr. Okoth congratulated Achieng and told her that her **hard work had paid off**.

Other acceptable values:

- Support
- Encouragement
- Appreciation
- Recognition
- Motivation

6. What lesson can we learn from Achieng's experience? (2 marks)

Answer:

We learn that **hard work, determination and perseverance can lead to success.** ✓✓

Other acceptable answers:

- We should work hard to achieve our goals.
- Success comes through dedication and effort.
- We should remain hopeful even when we are anxious about our performance.
- Hard work should be accompanied by persistence.

SUMMARY OF MARKS

Section	Task	Marks
A	Composition – Letter Writing	15
B	Oral Literature – Narrative	14
C	Poetry	11
D	Class Reader	10
TOTAL OF QUESTIONS PROVIDED		50 MARKS

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – ENGLISH
Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. SECTION A:

TASK 1: READING COMPREHENSION (10 marks)

Read the dialogue below and answer questions 1 to 5.

Warden: Well, it looks like your time here is almost up. How are you feeling about your impending release?

Prisoner: I'm feeling a mix of emotions, Warden. I'm grateful for the chance to start fresh, but I'm also a bit apprehensive about what's waiting for me on the outside.

Warden: That is understandable. Just remember, you've served your time and you have the opportunity to make positive choices moving forward. Do you have any plans or goals for life outside prison?

Prisoner: I've been thinking a lot about that. I want to reconnect with my family and find a job. Most importantly, I'll strive to stay away from the people and habits that got me here in the first place.

Warden: That sounds like a great plan. Remember, we're here to support you as you transition back into society. Do you have any concerns or challenges you anticipate facing?

Prisoner: Yeah, finding employment with my record might be tough. However, I'm determined to prove that I've changed and deserve a second chance.

Warden: I believe in your ability to turn things around. Just stay focused, stay positive and lean on the support systems available to you. We are there for you.

Questions

1. What shows that the warden was concerned about the prisoner?

2. Why was the prisoner anxious?

3. What was the prisoner's main goal upon release?

4. What problem did the prisoner think he would come across?

5. Identify the statement that shows that the warden had great confidence in the prisoner's ability to succeed outside the prison?

2. **Read the passage below and answer questions**

Mekatilili wa Menza was a prominent Giriama woman and freedom fighter who played a significant role in resisting British colonial rule in the early 20th century. She is celebrated for her leadership and bravery in the face of oppression. She was opposed to British colonial policies such as forced labour, heavy taxation and land grabbing. She travelled from village to village, using traditional songs and dances to mobilise the Giriama people.

Her most famous act of defiance was the 'Kaya Fungo', a sacred oath she took with other Giriama leaders, pledging to resist the British. Mekatilili's activities drew the fury of the colonial authorities, who saw her as a huge threat. She was arrested and exiled to Kisii. Despite this, she escaped and made the long journey back to her homeland where she continued her resistance efforts. Her resilience and determination were remarkable. She was arrested and exiled multiple times but always managed to return.

Questions

1. Why was Mekatilili famous?

2. What did Mekatilili not like about the colonial administration?

3. What was the purpose of the sacred oath?

4. Write one word that means the same as fury as used in the passage.

5. Which statement in the passage proves that mekatilili was a thorn in the flesh of the colonial adminisrators?

3. **TASK 2: SUMMARY WRITING (5 marks)**

Read the passage below carefully. In not more than 100 words. describe the factors to consider when choosing a career.

Choosing a career is one of the most significant decisions individuals face in their lives. It influences not only their professional succeed but also their personal fulfillment and overall well-being. There are several factors to consider when choosing a career. First and foremost, self-assessment is crucial. Understanding one's strengths, weaknesses, passions and values can provide clarity on what careers might be a good fit. For example, someone with a passion for technology and problem-solving might find a fulfilling career in software development or engineering.

Educational and skill requirements are equally important to put into consideration. Some careers require specific degrees, certifications or technical skills. Researching the educational pathways and required qualifications for various careers can help individuals prepare adequately and avoid unnecessary setbacks. For instance, a career in medicine necessitates extensive education and training, which should be considered early on. Besides, market demand and job prospects are also important. Choosing a career in a growing field with high demand can enhance job security and offer better long-term prospects. It is essential to stay informed about industry trends, job market forecasts and economic shifts. For example, careers in renewable energy and technology are expected to grow hence offering numerous opportunities for those entering these fields.

Moreover, work-life balance and personal fulfillment should not be overlooked. A career that aligns with one's lifestyle preferences and personal values can lead to greater satisfaction and lower stress levels. It is important to consider factors such as work hours, travel requirements, job stability and the potential for growth and advancement. For example, someone who values creativity and flexibility might thrive in freelance work or artistic professions.

4. **SECTION B**

TASK 2: GRAMMAR IN USE. (15 MKS)

In questions 11 to 13 complete the sentence with the correct preposition.

The patient got admitted _____ Sabatia Hospital.

5. The girl is a victim _____ child labour.

6. Alcohol has several harmful effects _____ its users.

Join the sets of sentences with the word in brackets.

7. The traffic was very bad. We arrived home rather late. (because)

8. She continues working hard. She will get a promotion. (if)

9. She will miss the bus. She is unlikely to leave immediately. (unless)

10. **For questions 17 to 19, complete the sentences with the correct simlie.**

The head teacher punished the girl who was as stubborn as a _____

11. When we were doing a test, the classroom was as silent as a _____

12. The athlete won the race because she had run as fast as a

13. **In questions 20 and 21, identify the adverb used in each sentence.**

We were filled with sheer joy when we arrived there.

14. Mercy always reminds her classmates to observe silence.

15. **For questions 22 and 23, complete the sentence with the correct word from the brackets.**

There seems to be ____ salt in the food; it is almost tasteless. (a little/little)

16. I wonder how he allowed ____ mistakes in his composition. (this, these)

17. **In questions 24 and 25, identify the reflexive pronoun in each sentence.**

The children amused themselves with a variety of games and activities.

18. John reminded himself of the need to pay attention in class.

19. **SECTIONC**

TASK 4: ORAL LITERATURE (7 marks)

Read the story below and answer questions 26 to 32.

Once upon a time, in a dense jungle near a fast-flowing river, there lived a clever monkey who spent his days swinging from tree to tree and feasting on delicious fruits. He was always cheerful since he had plenty of food to eat. On the other side of the river, there was a cunning crocodile who often watched the monkey and dreamed of catching him for a tasty meal. One hot afternoon, as the monkey relaxed on a tree branch, the crocodile called out to him from the riverbank. "Hello, Monkey! Don't you want to taste the sweet fruits on the other side of the river? They are much juicier and tastier than the ones you eat every day."

The monkey, being curious and always up for an adventure, was tempted by the crocodile's words. However, he was also wary of the crocodile's intentions. "How can I get to the other side of the river?" asked the monkey. "I can't swim!"

The crocodile, hiding his true intentions, smiled and said, "Don't worry, my friend. I can carry you on my back. Just hop on, and I'll take you safely across."

The monkey, sensing an opportunity to outwit the crocodile, decided to play along. "All right," he said. "But first, let me grab some mangoes from this tree to bring along for the journey." The monkey climbed up the tree and quickly filled his hands with mangoes. Then, pretending to be afraid of dropping them, he said to the crocodile, "Unfortunately, I can't carry all these mangoes and hold onto your back at the same time. Could you open your

mouth wide so I can place the mangoes in there while I hold onto your back?" The crocodile, thinking he had outsmarted the monkey, eagerly opened his mouth wide. The monkey then began to drop

the mangoes into the crocodile's mouth, one by one. But instead of jumping onto the crocodile's back, the monkey stayed safely on the tree branch.

As the crocodile's mouth filled with mangoes, he found it hard to speak. His jaws had strained so much hence leaving him in untold pain. The monkey seized the moment and laughed, "You foolish crocodile! Did you really think I would trust you? Enjoy your mangoes, but you'll never catch me!" Furious but unable to retaliate with his mouth full of mangoes, the crocodile splashed angrily in the water. The monkey, still laughing, swung away through the trees, leaving the crocodile to ponder how he had been outwitted.

Questions

1. What was the main cause of the monkey's good mood according to the first paragraph?

2. Why did the crocodile like looking at the monkey?

3. Write one word that means the same as **cunning** as used in the story.

4. What was the monkey's main concern as he considered the crocodile's suggestion?

5. Why did the monkey agree to the crocodile's suggestion?

6. Identify a statement that proves that the crocodile was foolish.

7. How did the crocodile react after discovering that he had been outsmarted?

20. **TASK 5: POETRY (5 Marks)**

Read the poem below and answer the questions that follow.

In lands both far and near we roam,
To places that we call our own.

We wander through the city's glow,
And where the peaceful rivers flow.

The bustling markets, lively and bright,
The ancient ruins, a wondrous sight.

From sunrise to the evening's gleam,
We live a life that's like a dream.

New cultures, foods, and friends we find,
Creating memories we treasure in mind.

The world is vast, its wonders grand,
All waiting for a traveller's hand.

So pack your bags and set your sail,
For every journey tells a tale.

With every step, a story blooms,
As tourism fills our lives with room.

Questions

1. How many stanzas does the poem have? _____

2. Who do you think the persona in the poem is?

3. Identify two words in the first stanza that are similar in meaning.

4. How does the persona benefit from travelling?

5. What is the word class of the word **yast** as used in the poem?

21. **SECTION D**

TASK 6: CLASS READER (8 marks)

Read the excerpt below and answer questions 38 to 45.

The king's heart was very troubled. His daughter would soon become a laughing stock in the kingdom if she remained single. He decided to get her a husband as soon as possible. However, he declared that the suitor had to be the wisest man in the kingdom. Any man who could tell the princess' name was wise enough to take care of her. Only the family members knew the princess by her name. It was announced throughout the land, that the king wanted the wisest man to marry his daughter. Whoever could tell her name would be given her hand in marriage. The rich and famous went with gifts to the palace to try their luck but they could not guess the princess' name.

Soon, every available man in the land had gone to ask for the princess' hand in marriage, but no one could tell her name. So, the tortoise, a very crafty animal, decided he would give it a try. But before he went to the palace, he sneaked around the princess and her siblings, following them everywhere without their knowledge. Just when the tortoise started to give up, luck smiled on him one day. The princess and her siblings went apple picking on the outskirts of the town. They had not gone very far when the youngest brother of the princess saw a bike. Now, a bike was a very uncommon sight in those days. The lad was so excited that he called his sister by name and asked if she would like to ride a bicycle. That's how the tortoise knew the princess' name.

The tortoise was full of beans as he made his way towards the palace. Of course, he announced to the public that he knew the princess' name. Although no one believed him, a huge crowd followed him to the palace.

They were eager to see what would happen. The king's family was astonished when a huge crowd showed up at the palace. When the tortoise declared that he knew the princess' name, the king laughed him off.

However, as soon as the tortoise called the princess by her name, the King's jaw dropped as tears streamed down his cheeks. The crowd was equally stunned at the turn of events. The king had no choice but to give his daughter to the tortoise as his wife. The princess and the queen were down in the dumps. But there was nothing anyone could do. And so, the tortoise took his wife home. The princesses protested but her father had made a solemn vow ...

Questions

1. Why was the king troubled?

2. Why did the king want his daughter to be married to a wise man?

3. What was the greatest hindrance to the princess' suitors?

4. What is the part of speech of the word **crafty** as used in the passage?

5. Write one word that can best replace **give up** in the story.

6. What caused the princess' brother to mention her name?

7. Why did the crowd follow the tortoise to the palace?

8. Describe one character trait of the king according to the story.

Answers

1.
 1. He asked questions about the prisoner's feelings, plans and potential challenges. He also offers support and encouragement to the prisoner.
 2. He was unsure about what awaited him outside prison and was concerned about finding employment with his criminal record.
 3. To stay away from the negative influences and habits that led to his imprisonment.
 4. The prisoner thought he would have difficulty finding employment due to his criminal record.
 5. I believe in your ability to turn things around.
2.
 1. Mekatili was famous for her leadership and bravery in resisting British colonial rule.
 2. Mekatilili opposed forced labour, heavy taxation and land grabbing by the British colonial administration.
 3. It was meant for them to pledge their resistance against the British colonial rule.
 4. rage
 5. Mekatilili's activities drew the fury of the colonial authorities, who saw her as a huge threat.

3. Accept a summary like this one

When choosing a career, consider self-assessment to understand your strengths, weaknesses, passions and values. Consider the educational and skill requirement of your dream career. Evaluate market demand and job prospects to enhance job security. Stay informed about industry trends and economic shifts. Additionally, consider work-life balance and personal fulfillment by aligning career choices with your lifestyle preferences and values. This can lead to greater satisfaction and lower stress levels.

4. to
5. of
6. on
7. We arrived home rather late because the traffic was very bad.
8. If she continues working hard, she will get a promotion.
9. Unless she leaves immediately. She will miss the bus.
10. mule
11. a cemetery or graveyard

12. a cheetah

13. there

14. always

15. little

16. these

17. themselves

18. himself

- 19.
1. The fact that he had plenty of food to eat.
 2. He dreamed of catching him for a tasty meal.
 3. sly, crafty
 4. He was wary of the crocodile's true intentions.
 5. He sensed an opportunity to outwit the crocodile.
 6. The crocodile, thinking he had outsmarted the monkey, eagerly opened his mouth wide.
 7. He splashed angrily in the water.
- 20.
1. The poem has four stanzas.
 2. The persona in the poem is likely a traveler, a tourist or someone who enjoys exploring different places.
 3. 'roam' and 'wander'
 4. By experiencing new cultures, foods and making new friends.
 5. It is an adjective.
- 21.
1. His daughter would soon become a laughing stock in the kingdom if she remained single.
 2. He believed that only a wise man could take good care of her.
 3. They could not guess her name.
 4. It is an adjective.
 5. despair, quit
 6. He was excited to see a bicycle and wanted to ask his sister if she would like to ride it.
 7. The crowd followed the tortoise to the palace because they were eager to see if he really knew the princess' name and what would happen as a result.
 8. The king was honest. He kept to his promise.

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – FRENCH

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	50 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A : ORAL & COMPRÉHENSION ORALE (30 MARKS)

Note aux enseignants : Cette section est évaluée individuellement par l'enseignant(e) à l'oral.

TASK 1 : ORAL TEST (30 Marks)

Part A: Reading Words (10 Marks)

Lisez les mots suivants à voix haute avec une prononciation correcte.

1. La chaise
2. L'enseignant
3. Le tableau
4. La cuisine
5. Le stylo
6. Le frère
7. L'arbre
8. La règle
9. La fenêtre
10. La voiture

Part B: Reading Sentences (10 Marks)

Lisez les phrases suivantes à voix haute.

1. J'habite dans une grande maison avec ma famille.
2. Le professeur écrit les devoirs au tableau noir.
3. Mon frère adore jouer au football dans le jardin.
4. Dans la classe, il y a des cahiers et des stylos.
5. Ma mère prépare le repas dans la cuisine.

Part C: Vocabulary Identification (10 Marks)

Identifiez et nommez en français les objets, personnes et lieux décrits ou montrés par l'enseignant.

1. Un objet pour écrire dans un cahier : _____
2. Le membre de la famille qui est le père de ton père : _____
3. L'endroit où l'on dort à la maison : _____
4. L'objet utilisé pour mesurer ou tracer une ligne : _____
5. Le grand végétal vert dans l'environnement / le jardin : _____
6. L'objet sur lequel les élèves s'asseyent en classe : _____
7. La personne qui donne des cours à l'école : _____
8. La fille de tes parents (ta relation) : _____
9. L'ouverture dans le mur qui laisse entrer la lumière : _____
10. La pièce où toute la famille mange ensemble : _____

SECTION B : ÉCRIT & GRAMMAIRE (70 MARKS)

TASK 2 : CONVERSATION (10 Marks)

Part A: Gap Filling (5 Marks)

Remplissez les vides du dialogue entre l'enseignant (M. Dupont) et l'élève (Paul) avec les mots de la boîte ci-dessous.

Mots disponibles : *comment, cours, matin, onze, aime*

M. Dupont : Bonjour Paul, 1. _____ vas-tu ce matin ?

Paul : Bonjour Monsieur. Je vais très bien, merci.

M. Dupont : Quel âge as-tu maintenant ?

Paul : J'ai 2. _____ ans.

Paul : Quel est votre 3. _____ préféré à l'école ?

M. Dupont : J'adore enseigner le français ! Et toi, qu'est-ce que tu 4. _____ faire pendant le week-end ?

Paul : J'aime lire des livres et jouer au football le 5. _____.

Part B: Comprehension Questions (5 Marks)

Répondez aux questions suivantes d'après le dialogue ci-dessus.

1. Comment s'appelle l'élève dans le dialogue ?

Réponse : _____

2. Quel âge a l'élève ?

Réponse : _____

3. Quelle matière le professeur aime-t-il enseigner ?

Réponse : _____

4. Quelles sont les deux activités que Paul aime faire pendant le week-end ?

Réponse : _____

5. Quand Paul aime-t-il jouer au football et lire ?

Réponse : _____

TASK 3 : GRAMMAR (30 Marks)

A. Les Articles Définis et Indéfinis (le, la, l', les / un, une, des) (5 Marks)

Complétez les phrases avec l'article qui convient.

1. C'est _____ fille de mon professeur. (*la / le*)
2. J'ai acheté _____ cahier rouge ce matin. (*un / une*)
3. Dans la classe, il y a _____ élèves attentifs. (*des / de*)
4. Regarde _____ arbre dans le jardin. (*l' / la*)
5. Ma mère travaille dans _____ école primaire. (*une / un*)

B. La Conjugaison des Verbes au Présent de l'Indicatif (10 Marks)

Conjuguiez le verbe entre parenthèses au présent.

1. Je (être) _____ un élève de Grade 8.
2. Nous (avoir) _____ deux chiens à la maison.
3. Ils (habiter) _____ près de l'école.
4. Vous (parler) _____ très bien français.
5. Paul et Marie (manger) _____ une pomme dans la cour.

C. Les Adjectifs Possessifs (mon, ma, mes, ton, ta, tes, son, sa, ses) (5 Marks)

Complétez avec l'adjectif possessif approprié.

1. J'aime _____ (my) mère de tout mon cœur.
2. Paul prend _____ (his) sac à dos pour aller à l'école.
3. Tu as oublié _____ (your - singular) devoirs sur la table.
4. Nous faisons _____ (our) exercices de grammaire.
5. Mes amis jouent avec _____ (their) ballons.

D. La Négation : Ne ... pas (5 Marks)

Mettez les phrases suivantes à la forme négative.

1. J'aime les légumes.

2. Il habite à Paris.

3. Nous avons des devoirs ce soir.

4. Elle parle anglais en classe.

5. Les élèves jouent au basket.

E. Pluriel des Noms (5 Marks)

Mettez les mots suivants au pluriel.

1. Le crayon _____
2. La table _____
3. Un gâteau _____
4. L'animal _____
5. Une maison _____

TASK 4 : (20 Marks)

Part A: (10 Marks)

Lisez attentivement le texte ci-dessous :

La Famille de Léa

Léa est une jeune fille de 13 ans qui habite à Nairobi. Elle est en classe de Grade 8. Sa famille est très sympa. Son père s'appelle Marc, il est professeur de mathématiques. Sa mère s'appelle Sophie et elle travaille comme médecin à l'hôpital. Léa a un frère, Thomas, qui aime écouter de la musique, et une sœur, Chloé, qui aime faire du vélo. Le dimanche, toute la famille se réunit dans le jardin pour faire un pique-nique sous les grands arbres.

Associez chaque élément de la Colonne A avec l'élément correspondant de la Colonne B.

Colonne A	Colonne B
1. Léa	A. Le père de Léa (professeur)
2. Marc	B. La mère de Léa (médecin)
3. Sophie	C. Aime faire du vélo
4. Thomas	D. Élève de Grade 8 (13 ans)
5. Chloé	E. Aime écouter de la musique

Part B (10 Marks)

Remplissez les vides du texte suivant en utilisant les mots de la liste ci-dessous.

Mots disponibles : *tableau, classe, chaises, française, école, crayons, professeur, devoirs, matin, élèves*

Chaque 1. _____, les élèves arrivent à l'2. _____ à huit heures. Dans la salle de 3. _____, il y a vingt tables et trente 4. _____. Le 5. _____ entre et écrit la date au 6. _____. Tous les 7. _____ écoute attentivement la leçon de langue 8. _____. Ils écrivent les notes avec leurs 9. _____ de couleurs dans leurs cahiers. Après le cours, ils font leurs 10. _____ pour le lendemain.

ANSWERS

SECTION A : ORAL & COMPRÉHENSION ORALE (30 MARKS)

TASK 1 : ORAL TEST (30 Marks)

Part A: Reading Words (10 X 1 mark = 10 Marks)

Évaluer la prononciation correcte de chaque mot.

1. La chaise /ʃɛz/
2. L'enseignant /ɑ̃.sɛ.ɲɑ̃/
3. Le tableau /ta.blo/
4. La cuisine /kɥi.zin/
5. Le stylo /sti.lo/
6. Le frère /fʁɛʁ/
7. L'arbre /ɑʁbʁ/
8. La règle /ʁɛɡl/
9. La fenêtre /fə.nɛtʁ/
10. La voiture /vwɑ.tyʁ/

Part B: Reading Sentences (5 X 2 marks = 10 Marks)

Accorder 1 mark pour la fluidité et 1 mark pour la prononciation par phrase.

1. J'habite dans une grande maison avec ma famille.
2. Le professeur écrit les devoirs au tableau noir.
3. Mon frère adore jouer au football dans le jardin.
4. Dans la classe, il y a des cahiers et des stylos.
5. Ma mère prépare le repas dans la cuisine.

Part C: Vocabulary Identification (10 X 1 mark = 10 Marks)

1. Un stylo / Un crayon
2. Le grand-père
3. La chambre (à coucher)
4. Une règle
5. Un arbre
6. Une chaise / Un banc
7. Le professeur / L'enseignant(e)
8. La sœur
9. La fenêtre
10. La salle à manger

SECTION B : ÉCRIT & GRAMMAIRE (70 MARKS)

TASK 2 : CONVERSATION (10 Marks)

Part A: Gap Filling (5 X 1 mark = 5 Marks)

1. **comment**
2. **onze**
3. **cours**
4. **aimes** (ou aime)
5. **matin**

Part B: Comprehension Questions (5 X 1 mark = 5 Marks)

1. Il s'appelle **Paul**.

2. Il a **11 ans** (onze ans).
3. Il aime enseigner **le français**.
4. Il aime **lire des livres** et **jouer au football**.
5. Il aime le faire **le matin** / **pendant le week-end**.

TASK 3 : GRAMMAR (30 Marks)

A. Les Articles Définis et Indéfinis (5 X 1 mark = 5 Marks)

1. **la** (la fille)
2. **un** (un cahier)
3. **des** (des élèves)
4. **l'** (l'arbre)
5. **une** (une école)

B. La Conjugaison des Verbes au Présent (5 X 2 marks = 10 Marks)

1. Je **suis** un élève de Grade 8.
2. Nous **avons** deux chiens à la maison.
3. Ils **habitent** près de l'école.
4. Vous **parlez** très bien français.
5. Paul et Marie **mangent** une pomme dans la cour.

C. Les Adjectifs Possessifs (5 X 1 mark = 5 Marks)

1. **ma** (ma mère)
2. **son** (son sac)
3. **tes** (tes devoirs)
4. **nos** (nos exercices)
5. **leurs** (leurs ballons)

D. La Négation : Ne ... pas (5 X 1 mark = 5 Marks)

1. Je **n'aime pas** les légumes.
2. Il **n'habite pas** à Paris.
3. Nous **n'avons pas** de devoirs ce soir.
4. Elle **ne parle pas** anglais en classe.
5. Les élèves **ne jouent pas** au basket.

E. Pluriel des Noms (5 X1 mark = 5 Marks)

1. Les **crayons**
2. Les **tables**
3. Des **gâteaux**
4. Les **animaux**
5. Des **maisons**

TASK 4 : READING PASSAGE, MATCHING & CLOZE TEST (20 Marks)

Part A: Reading Passage & Matching (5 X2 marks = 10 Marks)

1. **D** (Léa - Élève de Grade 8, 13 ans)
2. **A** (Marc - Le père de Léa, professeur)
3. **B** (Sophie - La mère de Léa, médecin)
4. **E** (Thomas - Aime écouter de la musique)
5. **C** (Chloé - Aime faire du vélo)

Part B: Cloze Test (10 X 1 mark = 10 Marks)

1. **matin**
2. **école**

3. **classe**
4. **chaises**
5. **professeur**
6. **tableau**
7. **élèves**
8. **française**
9. **crayons**
10. **devoirs**

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – GERMAN

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	50 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: ORAL & SPEAKING TASKS (30 MARKS)

TASK 1: READING AND SPOKEN VOCABULARY (30 MARKS)

A. Reading Words (10 Marks)

Read the following German words aloud to the examiner with correct pronunciation.

1. das Klassenzimmer
2. die Großeltern
3. die Schultasche
4. der Kühlschrank
5. das Wörterbuch
6. der Regenschirm
7. die Umweltschutz
8. der Bleistiftspitzer
9. das Schulgebäude
10. die Geschwister

B. Reading Sentences (10 Marks)

Read the following German sentences aloud with clear articulation and intonation.

1. Ich heie Julian und ich komme aus Deutschland.
2. Meine Familie wohnt in einem groen Haus mit einem schnen Garten.
3. Im Klassenzimmer gibt es eine Tafel, viele Sthle und einen Lehrertisch.
4. Wir mssen die Umwelt schtzen und den Mll immer trennen.
5. Mein Vater arbeitet als Arzt im Krankenhaus und meine Mutter ist Lehrerin.

C. Visual Identification and Naming (10 Marks)

Look at the descriptions/pictures provided by the examiner and name the following items in German.



SECTION B: WRITTEN EXAMINATION (70 MARKS)

TASK 2: DIALOGUE / CONVERSATION (10 MARKS)

A. Gap Filling in Conversation (5 Marks)

Complete the dialogue between Herr Müller (Teacher) and Katrin (Student) using the words provided in the box.

Box: Unterricht | Hausaufgaben | verstanden | Guten Morgen | Deutsch

Herr Müller: (1) _____, Katrin! Wie geht es dir heute?

Katrin: Guten Morgen, Herr Müller! Mir geht es gut, danke.

Herr Müller: Hast du deine (2) _____ für heute gemacht?

Katrin: Ja, ich habe alle Übungen für das Fach (3) _____ gelöst.

Herr Müller: Sehr gut! Hast du das neue Thema über die Umwelt (4) _____?

Katrin: Ja, aber ich habe noch eine Frage vor dem (5) _____.

B. Comprehension Questions on Dialogue (5 Marks)

Answer the following questions based on the conversation above in full German sentences.

1. Wer spricht in diesem Dialog?
2. Wie geht es Katrin heute?
3. Welches Schulfach wird im Dialog erwähnt?
4. Hat Katrin ihre Hausaufgaben gemacht?
5. Welches Thema haben die Schüler gelernt?

TASK 3: GRAMMAR AND LANGUAGE USE (30 MARKS)

A. Verb Conjugation (Present Tense) (5 Marks)

Fill in the blank with the correct form of the verb in brackets.

1. Du _____ (kommen) aus Kenia.
2. Wir _____ (lernen) Deutsch in der Schule.
3. Mein Bruder _____ (spielen) gern Fußball.
4. Ich _____ (haben) zwei Schwestern.
5. Herr und Frau Meyer _____ (wohnen) in Berlin.

B. Possessive Pronouns (5 Marks)

Fill in the missing possessive pronoun (mein/meine, dein/deine, sein/seine).

1. Das ist Markus. Das ist _____ Vater.
2. Ich heiße Sarah und das ist _____ Mutter.
3. Hast du _____ Schultasche vergessen, Thomas?
4. Wir mögen _____ Deutschlehrer sehr.
5. Maria sucht _____ Bleistift.

C. Articles and Cases (Nominative & Accusative) (10 Marks)

Fill in the blanks with the correct definite or indefinite article (der, die, das, den, einen, eine, ein).

1. Dort steht _____ (a) Tisch.
2. Ich kaufe _____ (a) neuen Kugelschreiber.
3. Ist das _____ (the) Buch von Maria?
4. Hast du _____ (a) Lineal in deiner Tasche?
5. Wir sehen _____ (the) Lehrer im Flur.
6. Meine Mutter hat _____ (a) Auto.
7. _____ (The) Schere liegt auf dem Tisch.
8. Er besucht _____ (a) Onkel am Wochenende.
9. _____ (The) Kinder spielen im Garten.
10. Brauchst du _____ (a) Radiergummi?

D. Prepositions & Time Expressions (5 Marks)

Choose the correct preposition (am, um, im, nach, in) to complete each sentence.

1. Wir gehen _____ 8:00 Uhr in die Schule.
2. Mein Geburtstag ist _____ Juli.
3. _____ Montag haben wir Deutschunterricht.
4. Nach der Schule gehe ich _____ Hause.
5. Die Familie fährt _____ den Sommerferien nach Deutschland.

E. Sentence Transformation / Modal Verbs (5 Marks)

Rewrite the sentences using the modal verb in brackets.

1. Ich trinke ein Glas Wasser. (*können*)

2. Peter macht seine Hausaufgaben. (*müssen*)

3. Wir spielen heute kein Fußball. (*dürfen*)

4. Ihr lernt für die Prüfung. (*sollen*)

5. Anna geht ins Kino. (*wollen*)

TASK 4: READING PASSAGE, MATCHING & CLOZE TEST (30 MARKS)

A. Reading Comprehension Passage (10 Marks)

Read the passage below and answer the questions that follow in complete sentences.

Text: Mein Alltag und meine Umwelt

Hallo! Ich heie Lukas, ich bin 14 Jahre alt und gehe in die 8. Klasse. Ich wohne mit meiner Familie in einer kleinen Stadt in der Nhe von Mnchen. Meine Familie besteht aus vier Personen: meinem Vater, meiner Mutter, meiner Schwester Emma und mir. Wir haben auch einen Hund namens Bello.

Mein Schultag beginnt um 7:30 Uhr. In der Schule habe ich viele Fcher, aber Deutsch und Biologie sind meine Lieblingsfcher. Nach der Schule gehe ich oft in den Park. Wir mssen unsere Umwelt sauber halten. Deshalb werfen meine Freunde und ich keinen Mll auf die Strae. Zuhause trennen wir immer Plastik, Papier und Bio-Mll. Umweltschutz ist sehr wichtig fr unsere Zukunft!

1. Wie alt ist Lukas und in welche Klasse geht er?
2. Wo wohnt Lukas mit seiner Familie?
3. Wie viele Personen gibt es in Lukas' Familie?
4. Was sind Lukas' Lieblingsfcher in der Schule?
5. Was macht Lukas' Familie fr den Umweltschutz zu Hause?

B. Matching Activity (10 Marks)

Match the phrases in Column A with the corresponding items/responses in Column B.

Column A	Column B
1. Wie geht es dir?	A. Er arbeitet im Krankenhaus.
2. Was macht dein Vater von Beruf?	B. Ich brauche ein Heft und einen Stift.
3. Wo liegt das Buch?	C. Mir geht es sehr gut, danke!
4. Was kaufst du fr die Schule?	D. Wir mssen Mll trennen und Energie sparen.
5. Wie schtzen wir die Umwelt?	E. Es liegt auf dem Lehrertisch.
6. Wann beginnt der Unterricht?	F. Das ist meine Schwester Nina.
7. Wer ist das Mdchen dort?	G. Der Unterricht beginnt um 8 Uhr.
8. Wie alt bist du?	H. Nein, ich habe einen Bruder.
9. Woher kommst du?	I. Ich bin 13 Jahre alt.
10. Hast du eine Schwester?	J. Ich komme aus Kenia.

C. Cloze Test (10 Marks)

Fill in each gap with the most suitable word from the word bank provided.

Word Bank: Schule | viele | Lehrerin | alt | wohne | Freunde | Hausaufgaben | gut | Deutsch | Familie

Mein Name ist David. Ich bin 13 Jahre (1) _____ und ich (2) _____ in Nairobi. Meine (3) _____ ist nicht sehr groß. Mein Vater ist Arzt und meine Mutter ist (4) _____. Jeden Tag stehe ich früh auf und gehe in die (5) _____. Ich lerne dort viele Fächer, aber ich mag (6) _____ besonders gerne.

In der Pause spiele ich mit meinen (7) _____. Nachmittags mache ich meine (8) _____ und lese ein Buch. Ich finde meine Schule wirklich (9) _____, weil wir (10) _____ interessante Dinge lernen.

GRADE 8 GERMAN EXAMINATION — ANSWER KEY & MARKING SCHEME

SECTION A: ORAL & SPEAKING TASKS (30 MARKS)

TASK 1: READING AND SPOKEN VOCABULARY (30 MARKS)

A. Reading Words (10 Marks — 1 mark each)

Award 1 mark per word for correct pronunciation and clarity.

1. das Klassenzimmer (*class-en-tsim-mer*)
2. die Großeltern (*gross-el-tern*)
3. die Schultasche (*shool-tash-eh*)
4. der Kühlschrank (*kool-shrank*)
5. das Wörterbuch (*ver-ter-book*)
6. der Regenschirm (*ray-gen-sheerm*)
7. die Umweltschutz (*oom-velt-shoots*)
8. der Bleistiftspitzer (*bly-shtift-shpits-er*)
9. das Schulgebäude (*shool-ge-boy-deh*)
10. die Geschwister (*ge-shvis-ter*)

B. Reading Sentences (10 Marks — 2 marks each)

Award 2 marks for flawless reading; 1 mark for minor pronunciation errors; 0 for unattempted/unclear reading.

1. Ich heiße Julian und ich komme aus Deutschland.
2. Meine Familie wohnt in einem großen Haus mit einem schönen Garten.
3. Im Klassenzimmer gibt es eine Tafel, viele Stühle und einen Lehrertisch.
4. Wir müssen die Umwelt schützen und den Müll immer trennen.
5. Mein Vater arbeitet als Arzt im Krankenhaus und meine Mutter ist Lehrerin.

C. Visual Identification and Naming (10 Marks — 1 mark each)

1. **der Bleistift** (*or der Kuli / der Filzstift*)
2. **der Kühlschrank**
3. **der Garten** (*or der Wald*)
4. **die Großmutter** (*or die Oma*)
5. **die Schultasche** (*or der Rucksack*)
6. **das Bett**
7. **der Fluss**
8. **der Bruder**
9. **der Radiergummi**
10. **das Sofa** (*or der Sessell*)

SECTION B: WRITTEN EXAMINATION (70 MARKS)

TASK 2: DIALOGUE / CONVERSATION (10 MARKS)

A. Gap Filling in Conversation (5 Marks — 1 mark each)

1. **Guten Morgen**
2. **Hausaufgaben**
3. **Deutsch**
4. **verstanden**
5. **Unterricht**

B. Comprehension Questions on Dialogue (5 Marks — 1 mark each)

1. **Herr Müller und Katrin sprechen.** (or: *Ein Lehrer und eine Schülerin.*)
2. **Katrin geht es gut.** (or: *Es geht ihr gut.*)
3. **Deutsch / Das Fach Deutsch.**
4. **Ja, sie hat ihre Hausaufgaben gemacht.**
5. **Sie haben das Thema Umwelt / Umweltschutz gelernt.**

TASK 3: GRAMMAR AND LANGUAGE USE (30 MARKS)

A. Verb Conjugation (5 Marks — 1 mark each)

1. **kommst**
2. **lernen**
3. **spielt**
4. **habe**
5. **wohnen**

B. Possessive Pronouns (5 Marks — 1 mark each)

1. **sein**
2. **meine**
3. **deine**
4. **unseren** (or: *unser*)
5. **ihren** (or: *ihre*)

C. Articles and Cases (10 Marks — 1 mark each)

1. **ein** (Nominative masculine)
2. **einen** (Accusative masculine)
3. **das** (Nominative neuter)
4. **ein** (Accusative neuter)
5. **den** (Accusative masculine)
6. **ein** (Accusative neuter)
7. **Die** (Nominative feminine)
8. **einen** (Accusative masculine)
9. **Die** (Nominative plural)
10. **einen** (Accusative masculine)

D. Prepositions & Time Expressions (5 Marks — 1 mark each)

1. **um**
2. **im**
3. **Am**
4. **nach**
5. **in**

E. Sentence Transformation / Modal Verbs (5 Marks — 1 mark each)

1. **Ich kann ein Glas Wasser trinken.**
2. **Peter muss seine Hausaufgaben machen.**
3. **Wir dürfen heute kein Fußball spielen.**
4. **Ihr sollt für die Prüfung lernen.**
5. **Anna will ins Kino gehen.**

TASK 4: READING PASSAGE, MATCHING & CLOZE TEST (30 MARKS)

A. Reading Comprehension Passage (10 Marks — 2 marks each)

1. **Lukas ist 14 Jahre alt und geht in die 8. Klasse.**
2. **Er wohnt in einer kleinen Stadt in der Nähe von München.**

3. **Es gibt vier Personen in seiner Familie.** (or: Seine Familie besteht aus vier Personen.)
4. **Seine Lieblingsfächer sind Deutsch und Biologie.**
5. **Sie trennen immer Plastik, Papier und Bio-Müll zu Hause.**

B. Matching Activity (10 Marks — 1 mark each)

- 1. **C** (Wie geht es dir? — Mir geht es sehr gut, danke!)
- 2. **A** (Was macht dein Vater von Beruf? — Er arbeitet im Krankenhaus.)
- 3. **E** (Wo liegt das Buch? — Es liegt auf dem Lehrertisch.)
- 4. **B** (Was kaufst du für die Schule? — Ich brauche ein Heft und einen Stift.)
- 5. **D** (Wie schützen wir die Umwelt? — Wir müssen Müll trennen und Energie sparen.)
- 6. **G** (Wann beginnt der Unterricht? — Der Unterricht beginnt um 8 Uhr.)
- 7. **F** (Wer ist das Mädchen dort? — Das ist meine Schwester Nina.)
- 8. **I** (Wie alt bist du? — Ich bin 13 Jahre alt.)
- 9. **J** (Woher kommst du? — Ich komme aus Kenia.)
- 10. **H** (Hast du eine Schwester? — Nein, ich habe einen Bruder.)

C. Cloze Test (10 Marks — 1 mark each)

1. **alt**
2. **wohne**
3. **Familie**
4. **Lehrerin**
5. **Schule**
6. **Deutsch**
7. **Freunde**
8. **Hausaufgaben**
9. **gut**
10. **viele**

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – INTEGRATED SCIENCE PRACTICAL

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of three tasks
5. Answer all questions
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

TASK	MAXIMUM MARKS	LEARNER'S SCORE
Task 1	10	_____
Task 2	10	_____
Task 3	10	_____
TOTAL	30	_____ / 30

COMPETENCY-BASED PERFORMANCE SCORE GRID

Score Range	Performance Level	Points
27-30	EE1 - Exceeding Expectation	8
23-26	EE2 - Exceeding Expectation	7
18-22	ME1 - Meeting Expectation	6
13-17	ME2 - Meeting Expectation	5
10-12	AE1 - Approaching Expectation	4
7-9	AE2 - Approaching Expectation	3
4-6	BE1 - Below Expectation	2
1-3	BE2 - Below Expectation	1

Examiner's Total Score: _____ / 30

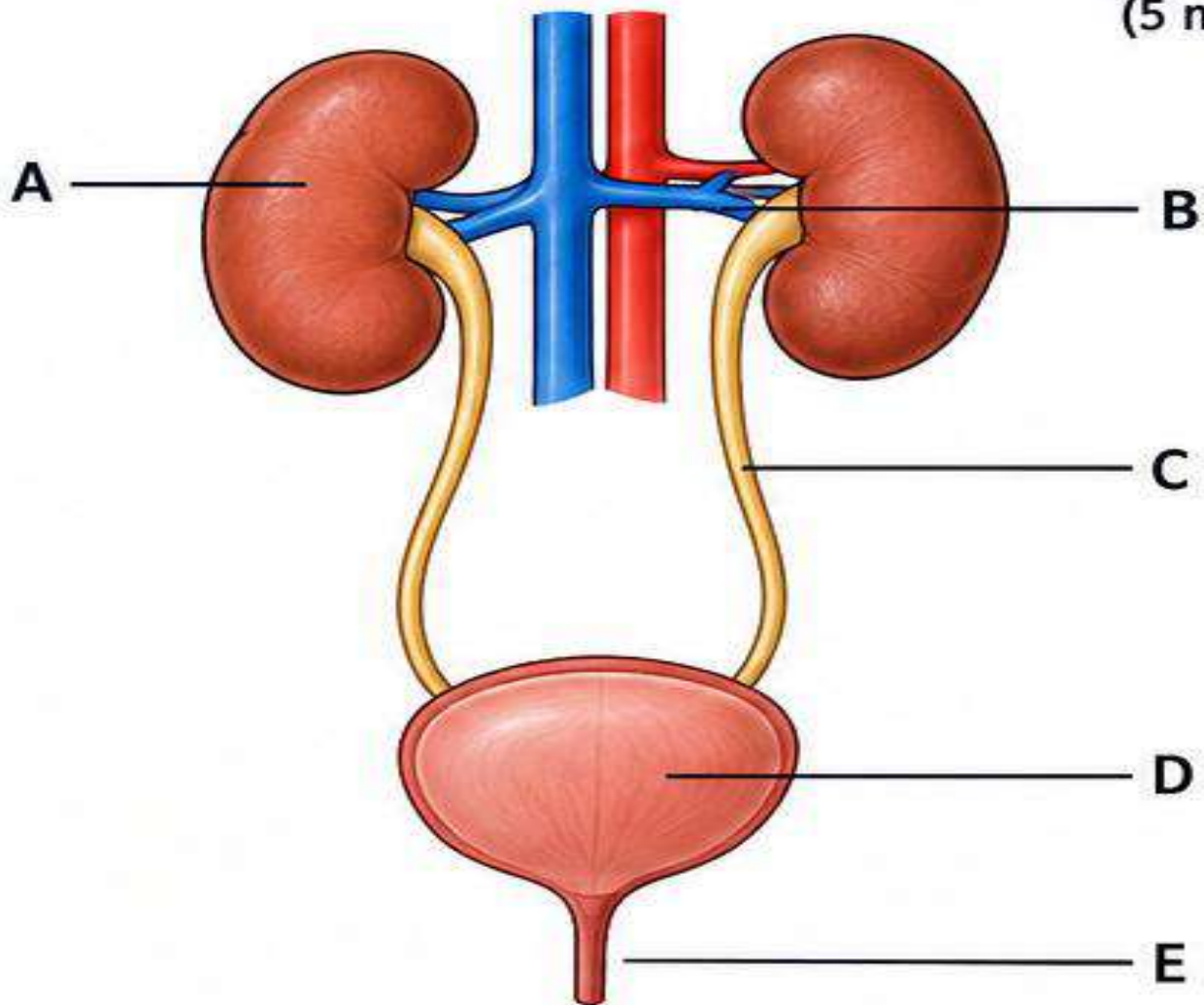
Performance Level: _____

Points: _____ / 8

TASK 1: BIOLOGY (10 MARKS)

A. Label the diagram of the human urinary system

(5 marks)



B. Name the parts and state their functions

(5 marks)

Part	Name	Function
A		
B		
C		
D		
E		

TASK 2: PHYSICS (10 MARKS)

- A. The diagram below shows a solid block placed on a table. The block has a mass of 6 kg and the surface area in contact with the table is 0.03 m^2 .



- i) Calculate the pressure exerted by the block on the table.
(4 marks)
 - ii) If the area of the block in contact with the table is reduced to 0.015 m^2 , what will be the new pressure?
(3 marks)
- B. State **two** factors that affect the pressure exerted by a solid on a surface.
(3 marks)

TASK 3: CHEMISTRY (10 MARKS)

- A. Identify the laboratory apparatus below and state one use for each. (5 marks)**

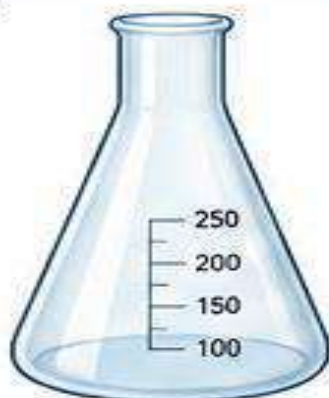
A



Name: _____

Use: _____

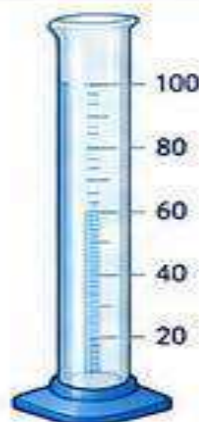
B



Name: _____

Use: _____

C



Name: _____

Use: _____

D



Name: _____

Use: _____

E



Name: _____

Use: _____

F



Name: _____

Use: _____

- B. State one safety precaution to observe when using each of the following apparatus. (5 marks)**

Apparatus	Safety precaution
Beaker	
Conical flask	
Measuring cylinder	
Test tube	
Bunsen burner	

GRADE 8 INTEGRATED SCIENCE PRACTICAL EXAMINATION

MARKING SCHEME — 30 MARKS

TASK 1: BIOLOGY — HUMAN URINARY SYSTEM (10 MARKS)

A. Identify the parts labelled A-E. (5 marks)

Label	Answer	Marks
A	Left kidney	1
B	Right kidney	1
C	Ureter	1
D	Urinary bladder	1
E	Urethra	1
Total		5

B. State ONE function of each part. (5 marks)

Part	Function	Marks
Kidney	Filters the blood and removes metabolic wastes to form urine.	1
Ureter	Transports urine from the kidney to the urinary bladder.	1
Bladder	Stores urine temporarily before it is expelled.	1
Urethra	Carries urine from the bladder to the outside of the body.	1
Kidneys	Regulate water and salt balance in the body.	1
Total		5

TASK 1 TOTAL: 10 MARKS

TASK 2: PHYSICS — PRESSURE OF SOLIDS (10 MARKS)

Given:

Mass, $m = 6 \text{ kg}$

Area, $A = 0.03 \text{ m}^2$

Acceleration due to gravity, $g = 10 \text{ N/kg}$

A. Calculate the pressure exerted by the block. (4 marks)

Step 1: Calculate the weight of the block.

$$F = mg$$

$$F = 6 \times 10$$

$$F = 60 \text{ N}$$

Step 2: Calculate the pressure.

$$P = \frac{F}{A}$$

$$P = \frac{60}{0.03}$$

$$P = 2000 \text{ Pa}$$

Marks:

- Correct formula for weight – 1 mark
- Correct weight – 1 mark
- Correct pressure formula and substitution – 1 mark
- Correct answer – 1 mark

B. Calculate the new pressure when the area is 0.015 m^2 . (3 marks)

The weight remains:

$$F = 60 \text{ N}$$

$$P = \frac{F}{A}$$

$$P = \frac{60}{0.015}$$

$$P = 4000 \text{ Pa}$$

Marks:

- Correct formula – 1 mark
- Correct substitution – 1 mark
- Correct answer – 1 mark

C. State TWO factors that affect pressure exerted by a solid. (2 marks)

1. Force or weight acting on the surface.
2. Area of contact between the solid and the surface.

1 mark each.

D. State ONE way of increasing pressure. (1 mark)

- Increase the force or weight while keeping the contact area constant.

OR

- Reduce the area of contact while keeping the force constant.

TASK 2 TOTAL: 10 MARKS**TASK 3: CHEMISTRY — LABORATORY APPARATUS (10 MARKS)**

A. Identify the apparatus and state ONE use of each. (6 marks)

Label	Name	One use
A	Beaker	Holding, mixing or heating liquids.
B	Conical flask	Mixing liquids by swirling with reduced spillage.
C	Measuring cylinder	Measuring the volume of liquids.
D	Funnel	Transferring liquids into containers with narrow openings.
E	Test tube	Holding or heating small quantities of substances.
F	Dropper	Transferring small quantities of liquids drop by drop.

Award 1 mark for each correct name and use pair.

TASK 3A: 6 MARKS

B. State ONE safety precaution for each apparatus. (4 marks)

Apparatus	Safety precaution
Beaker	Handle carefully to avoid breakage and cuts.
Measuring cylinder	Place it on a flat surface when measuring liquids.
Test tube	Point the mouth away from yourself and others when heating it.
Bunsen burner	Keep flammable materials away from the flame.

Award 1 mark for each correct precaution.

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – INTEGRATED SCIENCE

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During a practical in Integrated Science lesson, teacher Zachary provided his grade 8 learners with available digital devices such as mobile phones and laptops to search and record about cell components and their functions. Complete the table shown below on their research work. (4 mks)

	Function	Component
a	Has poles that allows substances to enter	
b	Medium where chemical reactions take place	
c	Encloses the contents in the cell	
d	Carries the genetic material	

2. Grade 8 learners invited Mr. Murimi from Kenyatta National Hospital as a guest speaker during their school career day. He told them the ability of a microscope to distinct and separate details of a specimen or sample is known as. (1 mk)
-

3. Damaris and Charity were discussing about plant and animal cells. They discovered that cells are too tiny to be observed with naked eyes. Their Science teacher Mr. Musa advised them to use lens or microscope to magnify the cells. Calculate the total magnification of the cell if the eyepiece lens magnification was x5 while the objective lens magnification was x20. (4 mks)

4. Last term grade 8 learners from Kianjeru Junior school visited fire station to learn about causes and classes of fire. Mrs. Gakuuri incharge of Chuka Fire Station gave details of class B fire. She advised them that it is caused by some flammable liquids such as. (4 mks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

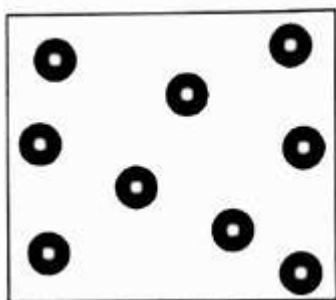
5. Melody, a grade 8 learner heated a sample of hydrated copper(II) sulphate and recorded her observation. She noticed that it changed from colour blue to colour white. After searching from the books she concluded that it was a reversible chemical change. Give other changes she observed and list them down. (3 mks)

- i. _____
- ii. _____
- iii. _____

6. Grade 8 learners from Taita Junior school were asked to name some common examples of compounds. Judy named water as an example of a compound. The teacher asked her to name the two elements that make up water. (2 mks)

- i. _____
- ii. _____

7. Different groups of grade 8 learners from Kisumu Junior school prepared charts on different states of matter. The diagram below shows one of the charts.



- a. Identify the state of matter shown on the chart above. (1 mk)

- b. State any four characteristics of the state of matter discussed by the groups. (4 mks)

- i.

- ii.

- iii.

- iv.

8. Mr. Aketch of Fanya Kwa Bidii school used his mobile phone to search for the meaning of some words. He later asked his learners to complete the paragraph below. (3mks)

Impurities _____ the boiling point of liquids. The boiling point of pure water is at _____ level.

9. Murugi, a grade 8 learner at Kiereni Junior school watched a video clip on matter. She used a link provided by her teacher. The clip had information that matter is made up of particles which are in a continuous state of motion. This theory is known as (2 mks)

- i.

- ii.

10. Grade 8 learners collected the following materials during their Science walk.

- I. wood
- II. iron
- III. copper
- IV. steel

Using the table drawn below, classify the collected materials as either magnetic or non-magnetic materials. (4 mks)

Magnetic materials	Non-magnetic materials

11. Grade 8 learners used a light microscope to observe components of plant cell. Give a reason for the following action as they observed. (3 mks)

a. Adding some drops of water to the specimen.

b. Use of coverslip.

c. Use of stain (iodine solution)

12. Learners visited a Science laboratory to learn more about elements. The table below was later made by the learners. They copied and completed the missing information on symbols and elements. Complete the table by filling in the missing information. (4 mks)

	Symbol	Element
a	Calcium	_____
b	_____	Co
c	Chlorine	_____
d	_____	mg

During 2024 trade fair organised by Nairobi International Show, grade 8 learners of Naivasha Junior school visited different strands to fill in the missing information about the importance of some common elements in our every day life. Identify the elements used in making of some common items such as; (4 mks)

i. making medals _____

ii. making toothpaste _____

iii. making roofing sheets _____

iv. making electric cables _____

13. Weekend assignment of grade 8 learners of Coast Junior school was to draw, name and prepare charts on differences between the animal and plant cells. Yasir prepared and gave some of the differences between plant and animal cells. The table below shows what Yasir made. Complete it with right answers. (4 mks)

Plant cell	Animal cell
Has nucleus near periphery	Nucleus is centrally placed

14. During an educational trip to Kenya Defence Forces, Fire Fighting Barracks, major Abdi explained to grade 8 learners details about fire. He informed them that fire starts and continues to burn in presence of three components. List down the possible correct components named by major Abdi. (3 mks)

- v. _____
- vi. _____
- vii. _____
- viii. _____

15. A car has a weight of **12,000 N**. The total area of contact between **the four tyres** and the ground is **0.12 m²**. Calculate the pressure exerted by the car on the ground.

Answers

1. a. Cell wall
b. Cytoplasm
c. Cell membrane
d. Nucleus
2. Resolving power
3. $\times 5 \times 20 = \times 100$
4. Petrol, diesel, kerosene, paint
5. Change of mass, new substance is formed, heat is evolved.
6. Hydrogen, Oxygen
7. a. Gas
b. No definite volume, shape definite mass, they flow, compressible
8. raises, 100°C , sea
9. Kinetic theory matter
10. **Magnetic materials**
 1. iron
 2. steel**Non-magnetic materials**
 1. wood
 2. copper
11. a. Protect it from drying and losing the shape.
b. Keeping the specimen pressed and flat for easy observation.
c. Iodine makes the cell clearer and visible.

12. a ca

b. CL

c. Cobalt

d. Magnesium

13. i. Gold/silver

ii. Fluorine

iii. iron

iv. Copper

14. **Plant cell**

1. Has cell wall
2. Usually large
3. Definite shape
4. Some have chloroplast
5. Have vacuole

Animal cell

1. No cell wall
2. Small
3. No definite shape
4. No chloroplast
5. Vacuole absent in most animal cell

- 15.
1. Fuel
 2. Heat
 3. Oxygen

16.

Formula:

$$P = \frac{F}{A}$$

Where:

P = Pressure

F = Force

A = Area

Solution:

$$P = \frac{12,000}{0.12}$$

$P = 100,000 \text{ Pa}$

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – IRE

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During an IRE lesson, the teacher reminded learners that the Qur'an is the final revealed book of Allah and should be treated with respect.

a) Name the angel who brought revelation from Allah to Prophet Muhammad (PBUH). (1 mark)

b) State two ways through which a Muslim can show respect for the Qur'an. (2 marks)

i) _____

ii) _____

c) Why should Muslims follow the teachings of the Qur'an in their daily lives? **(1 mark)**

2. Aisha was preparing to perform her Salah. She made Wudhu, wore clean clothes and faced the Qiblah.

a) What is meant by **Qiblah**? **(1 mark)**

b) Name **two** of the five obligatory daily prayers. **(2 marks)**

i) _____

ii) _____

c) State **one benefit** of performing Salah regularly. **(1 mark)**

3. During group work, Hassan noticed that one of his classmates had been left out. He invited the learner to join his group and shared the available materials.

a) Identify **one Islamic value** demonstrated by Hassan. **(1 mark)**

b) State **two other Islamic values** that learners should practise at school. **(2 marks)**

i) _____

ii) _____

4. During Ramadan, Fatuma wakes up early for Suhur and avoids food and drink from dawn until sunset.

a) What is fasting in Islam called? **(1 mark)**

b) Name the month in which Muslims observe the obligatory fast. **(1 mark)**

c) State **two benefits** of fasting. (2 marks)

i) _____

ii) _____

5.A wealthy Muslim has accumulated enough wealth to qualify for Zakah. He wants to use part of his wealth to assist people who are in need.

a) What is Zakah? (1 mark)

b) State **one purpose** of Zakah. (1 mark)

SECTION B: 30 MARKS

Answer ALL questions in this section.

6. During a religious education discussion, learners were asked to explain how the Five Pillars guide the life of a Muslim.

a) Name the **five pillars of Islam**. (5 marks)

i) _____

ii) _____

iii) _____

iv) _____

v) _____

b) Explain how **Salah** helps a Muslim maintain a strong relationship with Allah.

c) State **one way** in which Zakah benefits the Muslim community. (1 mark)

7. Before going to the mosque for Salah, Yusuf performed Wudhu. His teacher explained that purification is important in the life of a Muslim.

a) What is meant by Taharah? (1 mark)

b) State four obligatory acts of Wudhu. (4 marks)

i) _____

ii) _____

iii) _____

iv) _____

c) Give two circumstances that can invalidate Wudhu. (2 marks)

i) _____

ii) _____

8. The teacher narrated how Prophet Muhammad (PBUH) demonstrated patience, honesty, kindness and forgiveness throughout his life.

a) State three qualities associated with Prophet Muhammad (PBUH). (3 marks)

i) _____

ii) _____

iii) _____

b) A learner finds it difficult to forgive a classmate who has wronged him. Explain two lessons the learner can learn from the Prophet's example. (4 marks)

i) _____

ii) _____

9. During a school community service activity, Muslim learners collected food and clothes to support needy families. Their teacher reminded them that Islam encourages Muslims to care for other members of society.

a) State two ways Muslims can help needy people. (2 marks)

i) _____

ii) _____

b) Explain two ways showing kindness to others promotes peaceful coexistence. (4 marks)

i) _____

ii) _____

10. Ahmed finds a mobile phone in the classroom after other learners have left. He knows that keeping it would be wrong, but he is tempted to take it home.

a) What should Ahmed do? (1 mark)

b) Identify one Islamic value that should guide Ahmed's decision. (1 mark)

c) Explain one consequence of dishonesty to an individual or society. (1 mark)

11. Answer the following questions with reference to the **preservation of the Qur'an**.

a) Name three materials on which the Qur'an was written before it was compiled into book form. (3 marks)

i) _____

ii) _____

iii) _____

b) The Prophet Muhammad (PBUH) used to recite the whole Qur'an during the month of _____ in the Islamic calendar. (1 mark)

c) Companions such as **Zaid bin Thabit, Shurahbil bin Hasanah, Zubair bin Al-Awwam** and others wrote down the Qur'anic verses. They were known as the _____ of the Prophet Muhammad (PBUH). **(1 mark)**

12. The Holy Qur'an has the following major divisions. **Write the correct number for each. (3 marks)**

a) Manzils: _____

b) Juz' (Ajzaa): _____

c) Surahs: _____

13. Methods Used by the Prophet (PBUH) in Teaching Hadith

Briefly explain how the Prophet Muhammad (PBUH) taught his Companions using the following methods.

a) Question-and-answer method (1 mark)

b) Use of analogies (1 mark)

c) Lecture method (1 mark)

14. The Prophet Muhammad (PBUH) said:

“A Muslim has to listen to and obey the orders of his leader as long as those orders

_____.”

Complete the statement. **(1 mark)**

15. Apart from Muslims, name **two other religious groups** with whom Muslims should coexist peacefully and tolerate one another. **(2 marks)**

i) _____

ii) _____

16. Answer the following questions about the story of **Nabii Musa (A.S.)**.

a) To which tribe did Nabii Musa (A.S.) belong? **(1 mark)**

b) Translate the dream that Fir'aun had.

“Fire from Jerusalem destroyed Egyptian houses and spared those of Bani Israil.” (2 marks)

c) Nabii Musa (A.S.) was given the **Taurat** at a place called _____. **(1 mark)**

17. Indicate whether each of the following rites of Hajj is **WAJIB** or **SUNNAH**. **(6 marks)**

No.	Rite of Hajj	Wajib / Sunnah
a)	Drinking from the spring of Zamzam	
b)	Shaving or trimming the hair	
c)	Stoning the pillars representing Shaytan	
d)	Putting on Ihram at the Miqat	
e)	Uttering the Talbiyah	
f)	Bathing before putting on Ihram	

18. Write down **three ways of managing anger** as taught in the traditions of Prophet Muhammad (PBUH). **(3 marks)**

i) _____

ii) _____

iii) _____

19. The people of Prophet _____ were punished by Allah because of their practice of homosexual immorality. **(1 mark)**

20. Apart from homosexuality, name **any two other forms of deviant sexual behaviour**. **(2 marks)**

i) _____

ii) _____

21. A group of Muslim men from Majengo Village intend to travel to Makkah to perform one of the pillars of Islam. Before travelling, they learn about some important terms related to Hajj.

Explain the meaning of the following terms:

a) **Tawaf (1 mark)**

b) **Ihram (1 mark)**

c) **Sa'y (1 mark)**

d) **Hujjaj (1 mark)**

e) Which pillar of Islam were they going to perform in Makkah? **(1 mark)**

22.Hadith is an Arabic word that literally means a report or narration. In Islamic law, **Hadith** refers to what?
(2 marks)

23. Name and explain the **four forms of Hadith**. **(8 marks)**

24. Salina has been asked by her father to choose between studying in Kenya and studying in Europe. Before making the decision, she decides to perform a special prayer to seek guidance from Allah (S.W.T).

a) What is the special prayer performed by Salina called? **(1 mark)**

b) State **two benefits or significance** of this prayer. **(2 marks)**

25. a) Muslims are encouraged to earn their income from pure and lawful sources. State **three reasons** why lawful earning is important in Islam. **(3 marks)**

b) Give **three examples** of lawful ways of earning income. **(3 marks)**

26. Allah (S.W.T) sent prophets to guide people to the straight path. Among them were the **Ulul-Azm** prophets, who possessed qualities that helped them fulfil their missions.

State **three qualities** of the Ulul-Azm prophets. **(3 marks)**

26. The Qur'an states:

"Verily, We have created man in a state of constant struggle."

From which **Surah** is this verse derived? **(1 mark)**

27. Grade 8 learners were asked to research the **methods of preserving the Qur'an during the time of the Rightly Guided Caliphs**. State **three points** that they could have found. **(3 marks)**

28. Shukri has been asked by her teacher to prepare a chart showing the purposes or reasons for the revelation of the Qur'an.

State **four points** that she could include on the chart. **(4 marks)**

29. After learning about the divisions of the Qur'an, Sadiq decided to prepare flashcards showing the different divisions.

Write **five divisions of the Qur'an**. **(5 marks)**

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____

30. The IRE teacher asked learners to discuss ways of handling and showing respect for the revealed scriptures.

State **three ways** of showing respect for the revealed scriptures. **(3 marks)**

31. The Hadith on respect for authority is relevant to the lives of Muslims today. State **three lessons** that Muslims can learn from this Hadith. **(3 marks)**

32. According to the teachings of Prophet Muhammad (S.A.W), a **Munafiq (hypocrite)** has three signs.

Write down the **three signs of a hypocrite** mentioned in the Hadith. **(3 marks)**

COMPETENCY BASED EDUCATION

JUNIOR SCHOOL EDUCATION ASSESSMENT

NOVEMBER–DECEMBER ASSIGNMENT 2026

GRADE 8 – ISLAMIC RELIGIOUS EDUCATION (I.R.E.)

MARKING SCHEME / MEMO

SECTION A: 20 MARKS

QUESTION 1: QUR'AN AND HADITH — 4 MARKS

a) Name the angel who brought revelation to Prophet Muhammad (PBUH).

Answer:

Jibril (A.S.) / Angel Gabriel — 1 mark

b) State two ways of showing respect for the Qur'an.

Award **1 mark each** for any two:

1. Keeping the Qur'an in a clean and respectful place.
2. Performing Wudhu before touching the Qur'an.
3. Reading the Qur'an with respect and concentration.
4. Listening attentively when the Qur'an is being recited.
5. Following the teachings of the Qur'an.

(2 marks)

c) Why should Muslims follow the teachings of the Qur'an?

Answer:

To receive guidance from Allah and live according to His commands.

(1 mark)

QUESTION 2: SALAH — 4 MARKS

a) What is meant by Qiblah?

Answer:

The direction towards the **Ka'bah in Makkah** which Muslims face when performing Salah.

(1 mark)

b) Name two of the five obligatory daily prayers.

Award **1 mark each** for any two:

- Fajr
- Dhuhr
- Asr
- Maghrib

- Isha

(2 marks)

c) State one benefit of performing Salah regularly.

Award **1 mark** for any one:

- It brings a Muslim closer to Allah.
- It helps a Muslim remember Allah.
- It promotes discipline.
- It discourages immoral behaviour.
- It strengthens faith.

(1 mark)

QUESTION 3: ISLAMIC MORAL VALUES — 3 MARKS

a) Identify one Islamic value demonstrated by Hassan.

Answer:

Sharing / generosity / kindness / compassion / brotherhood

(1 mark)

b) State two other Islamic values that learners should practise at school.

Award **1 mark each** for any two:

- Honesty
- Respect
- Patience
- Forgiveness
- Kindness
- Cooperation
- Responsibility
- Justice
- Compassion

(2 marks)

QUESTION 4: FASTING AND RAMADAN — 4 MARKS

a) What is fasting in Islam called?

Answer:

Sawm

(1 mark)

b) Name the month in which Muslims observe the obligatory fast.

Answer:

Ramadan

(1 mark)

c) State two benefits of fasting.

Award **1 mark each** for any two:

- Develops self-control.
- Teaches patience.
- Strengthens faith.
- Promotes obedience to Allah.
- Helps Muslims appreciate the situation of the needy.
- Encourages generosity.
- Promotes discipline.

(2 marks)

QUESTION 5: ZAKAH — 2 MARKS

a) What is Zakah?

Answer:

Zakah is the **obligatory payment from the wealth of eligible Muslims to specified beneficiaries.**

(1 mark)

b) State one purpose of Zakah.

Award **1 mark** for any one:

- Helping the poor and needy.
- Reducing poverty.
- Promoting sharing.
- Supporting eligible beneficiaries.
- Purifying one's wealth.
- Promoting social responsibility.

(1 mark)

QUESTION 6: THE FIVE PILLARS OF ISLAM — 8 MARKS

a) Name the five pillars of Islam.

Award **1 mark each**:

1. **Shahadah** — 1 mark
2. **Salah** — 1 mark
3. **Zakah** — 1 mark
4. **Sawm** — 1 mark
5. **Hajj** — 1 mark

(5 marks)

b) Explain how Salah helps a Muslim maintain a strong relationship with Allah.

Award **1 mark each** for any two:

- It enables Muslims to remember Allah regularly.
- It demonstrates obedience and submission to Allah.
- It strengthens a Muslim's faith.
- It provides an opportunity to communicate with Allah through worship.
- It encourages good behaviour.

(2 marks)

c) State one way in which Zakah benefits the Muslim community.

Award **1 mark** for any one:

- It helps the poor and needy.
- It reduces poverty.
- It promotes sharing.
- It strengthens unity.
- It promotes social responsibility.

(1 mark)

QUESTION 7: PURIFICATION AND WUDHU — 7 MARKS

a) What is meant by Taharah?

Answer:

Taharah means **purification or cleanliness according to Islamic teachings.**

(1 mark)

b) State four obligatory acts of Wudhu.

Award **1 mark each**:

1. Washing the face.
2. Washing the arms up to the elbows.
3. Wiping the head.
4. Washing the feet up to the ankles.

(4 marks)

c) Give two circumstances that can invalidate Wudhu.

Award **1 mark each** for any two:

- Urinating.
- Defecating.
- Passing wind.
- Deep sleep.
- Loss of consciousness.
- Anything that causes loss of control over bodily functions.

(2 marks)

QUESTION 8: PROPHET MUHAMMAD (PBUH) — 7 MARKS

a) State three qualities associated with Prophet Muhammad (PBUH).

Award **1 mark each** for any three:

- Honesty / truthfulness
- Patience
- Kindness
- Forgiveness
- Compassion
- Justice
- Humility

- Trustworthiness
- Generosity

(3 marks)

b) A learner finds it difficult to forgive a classmate who has wronged him. Explain two lessons the learner can learn from the Prophet's example.

Award **2 marks for each well-explained lesson:**

- The learner should forgive others rather than seeking revenge.
- The learner should remain patient when dealing with others.
- The learner should use peaceful means to solve disagreements.
- The learner should treat others with kindness even after being wronged.
- Forgiveness helps restore peaceful relationships.

(4 marks)

QUESTION 9: ISLAMIC SOCIAL RESPONSIBILITIES — 6 MARKS

a) State two ways Muslims can help needy people.

Award **1 mark each** for any two:

- Giving food.
- Giving clothes.
- Giving financial assistance.
- Helping orphans.
- Supporting the sick.
- Providing basic necessities.
- Giving charity.

(2 marks)

b) Explain two ways showing kindness to others promotes peaceful coexistence.

Award **2 marks each** for any two well-explained points:

- Kindness promotes friendship and cooperation.
- It reduces conflicts and hatred.
- It promotes mutual respect.
- It encourages people to support one another.
- It strengthens unity in society.
- It creates harmonious relationships.

(4 marks)

QUESTION 10: APPLICATION OF ISLAMIC TEACHINGS — 3 MARKS

a) What should Ahmed do after finding the mobile phone?

Answer:

He should hand it over to the teacher/school administration or return it to its rightful owner.

(1 mark)

b) Identify one Islamic value that should guide Ahmed's decision.

Answer:

Honesty / trustworthiness / responsibility

(1 mark)

c) Explain one consequence of dishonesty to an individual or society.

Award **1 mark** for any one:

- It causes loss of trust.
- It damages relationships.
- It may lead to conflicts.
- It creates insecurity.
- It may result in punishment.

(1 mark)

QUESTION 11: PRESERVATION OF THE QUR'AN — 5 MARKS

a) Name three materials on which the Qur'an was written before it was compiled into book form.

Award **1 mark each** for any three:

- Animal skins
- Stones
- Palm leaves
- Bones
- Pieces of leather
- Shoulder blades of animals

(3 marks)

b) The Prophet Muhammad (PBUH) used to recite the whole Qur'an during the month of _____ in the Islamic calendar.

Answer:

Ramadan

(1 mark)

c) Companions who wrote down the Qur'anic verses were known as the _____ of the Prophet Muhammad (PBUH).

Answer:

Scribes / Katib al-Wahy (writers of revelation)

(1 mark)

QUESTION 12: DIVISIONS OF THE HOLY QUR'AN — 3 MARKS

a) Manzils

Answer: 7 — 1 mark

b) Juz' (Ajzaa)

Answer: 30 — 1 mark

c) Surahs

Answer: 114 — 1 mark

QUESTION 13: METHODS USED BY THE PROPHET (PBUH) IN TEACHING HADITH — 3 MARKS

a) Question-and-answer method

Answer:

The Prophet (PBUH) asked questions and responded to his Companions to help them understand and remember his teachings.

(1 mark)

b) Use of analogies

Answer:

He compared unfamiliar or difficult ideas with familiar things to make his teachings easier to understand.

(1 mark)

c) Lecture method

Answer:

He addressed his Companions directly and explained religious teachings while they listened attentively.

(1 mark)

QUESTION 14: OBEDIENCE TO MUSLIM LEADERS — 1 MARK

Complete the statement:

“A Muslim has to listen to and obey the orders of his leader as long as those orders _____.”

Answer:

do not involve disobedience to Allah.

(1 mark)

QUESTION 15: PEACEFUL COEXISTENCE — 2 MARKS

Apart from Muslims, name two religious groups with whom Muslims should coexist peacefully.

Award 1 mark each:

1. **Christians**
2. **Jews**

(2 marks)

QUESTION 16: NABII MUSA (A.S.) — 4 MARKS

a) To which tribe did Nabii Musa (A.S.) belong?

Answer:

The tribe of Levi (Bani Israil).

(1 mark)

b) Translate the dream that Fir'aun had.

Answer:

A man from Bani Israil would destroy/bring about the downfall of Fir'aun's kingdom.

(2 marks)

c) Nabii Musa (A.S.) was given the Taurat at a place called _____.

Answer:

Mount Sinai (Tur Sina).

(1 mark)

QUESTION 17: RITES OF HAJJ — 6 MARKS

No.	Rite	Answer
a)	Drinking from the spring of Zamzam	Sunnah
b)	Shaving or trimming the hair	Wajib
c)	Stoning the pillars representing Shaytan	Wajib
d)	Putting on Ihram at the Miqat	Wajib
e)	Uttering the Talbiyah	Wajib
f)	Bathing before putting on Ihram	Sunnah

1 mark each = 6 marks

QUESTION 18: MANAGING ANGER — 3 MARKS

Award **1 mark each** for any three:

1. **Keep silent** when angry.
2. **Sit down** if one is standing.
3. **Lie down** if the anger persists.
4. **Perform Wudhu.**
5. Seek refuge in Allah by saying **A'udhu billahi minash-shaytanir-rajim.**
6. Avoid reacting or speaking while angry.

(3 marks)

QUESTION 19: THE PEOPLE OF NABII LUT (A.S.) — 1 MARK

The people of Prophet _____ were punished by Allah because of their practice of homosexual immorality.

Answer: Lut (A.S.)

(1 mark)

QUESTION 20: DEVIANT SEXUAL BEHAVIOUR — 2 MARKS

Apart from homosexuality, accept any two relevant answers, for example:

1. **Adultery**
2. **Fornication**

Other acceptable examples may include **incest** and other prohibited sexual relationships, where consistent with the syllabus.

1 mark each = 2 marks

21. Hajj Terminologies

a) Tawaf:

Going around the Ka'bah **seven times in an anti-clockwise direction**.

b) Ihram:

The **sacred state entered by a pilgrim** when performing Hajj or Umrah, with its prescribed dress and restrictions.

c) Sa'y:

Walking or moving **seven times between Safa and Marwah**.

d) Hujjaj:

Muslims who are **performing Hajj**.

e) Pillar of Islam:

Hajj

22. Meaning of Hadith

Hadith refers to reports about the **sayings, actions, approvals and attributes of Prophet Muhammad (S.A.W)**.

23. Four Forms of Hadith

1. **Qaul** - The sayings or statements of Prophet Muhammad (S.A.W).
2. **Fi'il** - The actions performed by Prophet Muhammad (S.A.W).
3. **Taqrir** - Actions or statements of others that the Prophet (S.A.W) approved or did not object to.
4. **Sifat** - The physical characteristics, qualities and attributes of Prophet Muhammad (S.A.W).

24. Salat al-Istikhara

a) Salat al-Istikhara

b) Any two:

1. It helps a Muslim to **seek Allah's guidance when making a decision**.
2. It gives a person **peace of mind and reduces anxiety**.
3. It encourages a Muslim to **rely on Allah (S.W.T)**.
4. It helps a person make decisions after **seeking divine guidance**.

25. Lawful Earning in Islam

a) Any three:

1. It **earns rewards from Allah (S.W.T)**.
2. It attracts **Allah's blessings**.
3. It promotes **honesty and integrity**.
4. It helps a Muslim avoid **unlawful wealth**.
5. It makes one's income **halal**.
6. It supports a righteous and responsible way of life.

b) Any three:

1. **Farming**
2. **Teaching**
3. **Halal business**
4. **Lawful employment**
5. **Skilled work**

6. **Lawful trade**

26. Qualities of Ulul-Azm Prophets

Any three:

1. **Patience**
2. **Steadfastness**
3. **Strong determination**
4. **Perseverance**
5. **Courage**
6. **Trust in Allah (S.W.T)**

27. Surah Al-Balad

Answer: Surah Al-Balad

28. Preservation of the Qur'an

Any three:

1. The Qur'an was **memorised by the companions**.
2. Some companions kept **written portions of the Qur'an**.
3. The Qur'an was **recited during daily prayers**.
4. Qur'an teachers travelled to different parts of the Islamic state to **teach Muslims**.
5. Written copies were **collected and preserved**.

29. Reasons for the Revelation of the Qur'an

Any four:

1. To **guide mankind to the straight path**.
2. To teach mankind **how to worship Allah (S.W.T)**.
3. To lead people away from **shirk and false beliefs**.
4. To remind mankind about the **Day of Judgement (Qiyamah)**.
5. To teach people **good moral and social values**.
6. To provide guidance on **how human beings should live**.

30. Divisions of the Qur'an

Any five:

1. **Manzil**
2. **Juz**
3. **Surah**
4. **Ruku**
5. **Ayah**

31. Respect for Revealed Scriptures

Any three:

1. **Maintaining purity** when handling the scriptures.
2. Keeping them in **clean and safe places**.
3. Handling them with **respect and care**.
4. Avoiding disrespectful language or behaviour towards them.
5. Reading and studying them with **reverence**.

32. Lessons on Respect for Authority

Any three:

1. Muslims should **obey their leaders in matters that are good and lawful.**
2. Muslims should **not obey a leader when instructed to disobey Allah (S.W.T).**
3. Muslims should **respect lawful authority.**
4. Muslims should follow lawful instructions even when they **do not personally like the leader.**

33. Signs of a Munafiq

The three signs are:

1. **When he speaks, he lies.**
2. **When he makes a promise, he breaks it.**
3. **When he is entrusted with something, he betrays the trust.**

ELIMU INAYOZINGATIA UMAHIRI
TATHMINI YA ELIMU YA SHULE YA JUNIOR
KAZI YA NOVEMBA-DISEMBA 2026
DARAJA LA 8 – KISWAHILI PP1

Muda: Saa 2

TAARIFA ZA MWANAFUNZI

Jina la Mwanafunzi: _____ **Jina la Shule:** _____

Nambari ya Tathmini: _____ **Tarehe:** _____

Msimbo wa Shule: _____ **Sahihi:** _____

MAAGIZO KWA WATAHINIWA

1. Andika jina lako katika nafasi iliyotolewa hapo juu.
2. Andika jina la shule yako na mkondo wako katika nafasi zilizotolewa.
3. Andika nambari yako ya udahili na tarehe ya tathmini katika nafasi zilizotolewa.
4. Karatasi hii ina sehemu mbili: **A na B.**
5. Jibu maswali yote katika **Sehemu A na Sehemu B.**
6. Jibu maswali kwa **Kiswahili.**
7. Majibu yote **LAZIMA** yaandikwe katika nafasi zilizotolewa kwenye karatasi hii.
8. **USIONDOE** ukurasa wowote kutoka kwenye karatasi hii ya maswali.

KWA MATUMIZI RASMI PEKEE

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
	POINTS			8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

Soma kifungu kifuatacho kisha ujibu swali la 1 hadi la 6.

Maisha ya kisasa yameleta mabadiliko makubwa katika jamii zetu. Teknolojia imepanuka, mawasiliano yamerahisishwa, na fursa mpya zimefunguka. Hata hivyo, sambamba na maendeleo haya, kumekuwa na changamoto zisizoweza kupuuzwa.

Hapo zamani, ilikuwa kawaida kwa majirani kusaaidiana katika shida na raha. Kijana alipotoka nje ya mstari, mzee yeyote kijijini alikuwa na jukumu la kumrekebisha. Umoja na ushirikiano vilikuwa nguzo kuu za maisha ya kijamii. Watoto walilelewa kwa maadili mema, na mila na desturi zilifuatwa kwa makini. Kila mmoja alikuwa mlinzi wa mwenzake, akifahamu kuwa 'umoja ni nguvu, utengano ni udhaifu'.

Katika enzi hizi, kumekuwa na kuporomoka kwa maadili. Vijana wengi huiga tamaduni ngeni bila kuchuja, wakisahau utajiri wa tamaduni zao. Mitindo ya mavazi na lugha imeathirika pakubwa, huku heshima kwa wazee na mamlaka ikipungua. Utegemezi wa teknolojia umepunguza mawasiliano ya ana kwa ana, na uhusiano wa kifamilia umedhoofika.

Aidha, matumizi mabaya ya mitandao ya kijamii yamechangia pakubwa katika kudidimia kwa maadili. Baadhi ya watu hutumia majukwaa haya kusambaza taarifa zisizo sahihi, kejeli, na picha zisizofaa. Hali hii imeathiri afya ya akili ya vijana na kusababisha migogoro ya kijamii. Ingawa mitandao ina faida zake, matumizi yake yanapaswa kuwa na mipaka na busara.

Ni muhimu kurejea kwenye mizizi yetu. Maendeleo hayapaswi kutufanya tusahau asili yetu. Ni wajibu wetu sote, wazazi, viongozi, na jamii kwa ujumla, kuhakikisha kuwa maadili mema yanalelewa na kudumishwa. Tuwape vijana wetu malezi bora na kuwaongoza katika njia sahihi ili wawe raia wema na wenye tija. Tusikubali maendeleo yatulemee kimaadili.

- | | |
|--|--|
| <p>1. Kulingana na kifungu, ni ipi faida mojawapo ya maisha ya kisasa?</p> <p>A. Kuporomoka kwa maadili.</p> <p>B. Kuongezeka kwa migogoro ya kijamii.</p> <p>C. Mawasiliano kurahisishwa.</p> <p>D. Vijana kuiga tamaduni ngeni.</p> <p>2. Kwa mujibu wa kifungu, ni nini kilichokuwa nguzo kuu za maisha ya kijamii hapo zamani?</p> <p>A. Kutegemea teknolojia.</p> <p>B. Umoja na ushirikiano.</p> <p>C. Kuiga tamaduni ngeni.</p> <p>D. Kupunguza mawasiliano ya ana kwa ana.</p> <p>3. Chagua jibu linaloonyesha jinsi maadili yameporomoka kulingana na aya ya tatu.</p> <p>A. Vijana huheshimu wazee.</p> <p>B. Uhusiano wa kifamilia umedhoofika.</p> <p>C. Wazee hawana jukumu la kurekebisha vijana.</p> <p>D. Kijana akitoka nje ya mstari, majirani humrekebisha.</p> | <p>4. Bainisha madhara ya matumizi mabaya ya mitandao ya kijamii kulingana na aya ya nne.</p> <p>A. Mawasiliano yamerahisishwa.</p> <p>B. Kuathiri afya ya akili ya vijana.</p> <p>C. Kufunguka kwa fursa mpya.</p> <p>D. Kusambaza taarifa sahihi.</p> <p>5. Methali 'umoja ni nguvu, utengano ni udhaifu' inamaanisha nini katika muktadha wa kifungu?</p> <p>A. Watu wanapaswa kutengana ili kupata nguvu.</p> <p>B. Ushirikiano huleta mafanikio, kutengana huleta udhaifu.</p> <p>C. Kila mtu anapaswa kujitegemea.</p> <p>D. Maendeleo huja na kutengana.</p> <p>6. Neno kudidimia limetumiwa katika kifungu. Chagua kisawe cha neno hilo.</p> <p>A. kuimarika</p> <p>B. kukua</p> <p>C. kushuka</p> <p>D. kupanda</p> |
|--|--|

Soma kifungu kifuatacho kisha ujibu swali la 7 hadi la 12.

Kulikuwa na nchi iliyokumbwa na ukame mkali. Mito ilikauka, mimea ilinyauka, na mifugo walikufa kwa kukosa maji. Watu walikuwa na hofu kubwa, kwani njaa na maradhi yalianza kusambaa. Mfalme wa nchi hiyo, Mfalme Kiongozi, alikuwa amechanganyikiwa na hakujuua la kufanya.

Siku moja, mzee mmoja mwenye busara, aliyeitwa Babu Hekima, alijitokeza. Alimwendea Mfalme Kiongozi na kusema, "Mfalme wangu, suluhisho la tatizo letu liko mikononi mwetu. Tunahitaji kuchimba visima virefu ili kupata maji chini ya ardhi." Mfalme Kiongozi alishtuka, kwani alikuwa amejaribu kila kitu bila mafanikio. Alikubali ushauri wa Babu Hekima.

Mfalme alitoa tangazo kwa wananchi wote waanze kuchimba visima. Baadhi ya watu walisita, wakiadini kuwa jambo hilo lilikuwa gumu na lisilowezezekana. Lakini Babu Hekima aliwahimiza, "Msife moyo! Kila safari ndefu huanza na hatua moja. Tukifanya kazi kwa bidii na ushirikiano, tutafanikiwa."

Wananchi walianza kuchimba visima kwa moyo mmoja. Walichimba mchana na usiku, wakivumilia jua kali na uchovu. Babu Hekima aliwaongoza, akiwapa matumaini na kuwafundisha mbinu mpya za kuchimba. Baada ya siku nyingi za kazi ngumu, ghafla, maji yalianza kufurika kutoka kwenye visima! Furaha ilitanda kila mahali.

Ukame ulikwisha, na nchi ilianza kustawi tena. Mfalme Kiongozi alimshukuru sana Babu Hekima kwa hekima yake na uongozi wake. Tangu siku hiyo, wananchi walijifunza umuhimu wa ushirikiano, uvumilivu, na kutokata tamaa hata katika nyakati ngumu. Walikumbuka maneno ya Babu Hekima: "Ushindi huja kwa wale wanaochapa kazi bila kukata tamaa."

7. Chagua jibu linaloonyesha shida kuu iliyokuwa ikiikabili nchi hiyo.
A. Maradhi
B. Ukame mkali
C. Migogoro ya kijamii
D. Kutokuwa na uongozi bora
8. Kwa mujibu wa kifungu, Mfalme Kiongozi alikuwa na hisia gani kabla ya kumpata Babu Hekima?
A. Furaha
B. Matumaini
C. Kuchanganyikiwa
D. Utulivu
9. Kifungu kimebainisha kuwa Babu Hekima ni:
A. Mvivu, mkatili
B. Mwenye bidii, mpole
C. Mwenye busara, kiongozi
D. Mwenye kiburi, mnyonge
10. Unafikiri ni kwa nini baadhi ya watu walisita kuchimba visima mwanzoni?
A. Walikuwa wavivu.
B. Waliamini kuwa haingewezekana.
C. Hawakumwamini Mfalme.
D. Walitaka Babu Hekima afanye kazi peke yake.

Soma kifungu kifuatacho kisha ujibu swali la 13 hadi la 17.

Utalii ni sekta muhimu inayochangia pakubwa katika uchumi wa nchi nyingi duniani. Hapa nchini Kenya, utalii umekuwa tegemeo kubwa la mapato, ukileta fedha za kigeni na kuunda nafasi za ajira. Nchi yetu imebarikiwa na vivutio vingi vya kitalii, kuanzia wanyamapori, fukwe za kuvutia, milima mirefu, na tamaduni tajiri.

Mbuga za wanyama kama vile Masai Mara, Amboseli, na Tsavo hupokea maelfu ya watalii kila mwaka. Watalii hawa huja kujionea uzuri wa wanyama pori kama vile simba, tembo, nyati, na chui. Maisha ya wanyamapori yamekuwa kivutio kikuu, yakivutia wapiga picha na watafiti kutoka pembe zote za dunia. Serikali na mashirika mbalimbali yamekuwa yakifanya juhudi kubwa kuhakikisha uhifadhi wa wanyamapori unafanyika kwa ufanisi.

Fukwe za Pwani ya Kenya, kama vile Diani, Watamu, na Malindi, nazo zimekuwa vivutio vingine vikuu. Uzuri wa bahari, fukwe zenye mchanga mweupe, na fursa za michezo ya majini hufanya maeneo haya kuwa paradiso kwa watalii. Hoteli za kifahari zimejengwa kando ya fukwe hizi, zikitoa huduma bora kwa wageni.

Licha ya vivutio vya asili, tamaduni za makabila mbalimbali nchini Kenya pia zimekuwa kivutio cha kipekee. Watalii hupenda kujifunza kuhusu mila, ngoma, na sanaa za kitamaduni za jamii kama vile Wamasai, Wakalenjin, na Wagikuyu. Vijiji vya kitamaduni vimeanzishwa ili watalii waweze kupata uzoefu wa moja kwa moja wa maisha ya jadi.

Hata hivyo, sekta ya utalii inakabiliwa na changamoto kadhaa, ikiwemo usalama, ushindani kutoka nchi zingine, na athari za mabadiliko ya tabianchi. Ni muhimu kwa wadau wote kushirikiana ili kukabiliana na changamoto hizi na kuhakikisha kuwa sekta ya utalii inaendelea kustawi na kuchangia katika maendeleo ya nchi yetu.

11. Matukio yafuatayo yalitokea katika kifungu.

- (i) Mfalme Kiongozi alimshukuru Babu Hekima.
- (ii) Ukame mkali uliikumba nchi.
- (iii) Babu Hekima alitoa ushauri.
- (iv) Wananchi walianza kuchimba visima.

Chagua mfuatano sahihi wa matukio hayo.

- A. (ii), (iii), (iv), (i)
- B. (iii), (ii), (iv), (i)
- C. (iv), (iii), (ii), (i)
- D. (ii), (iv), (iii), (i)

12. Methali, 'Kila safari ndefu huanza na hatua moja' imetumika katika kifungu. Maana yake ni:

- A. Ni vigumu kuanza safari ndefu.
- B. Mafanikio makubwa huanza na hatua ndogo.
- C. Safari zote lazima ziwe ndefu.
- D. Kila hatua inahitaji safari ndefu.

13. Kulingana na aya ya kwanza, ni nini mchango mkuu wa utalii nchini Kenya?
 A. Kujenga hoteli za kifahari.
 B. Kuongeza migogoro ya kijamii.
 C. Kuleta fedha za kigeni na kuunda nafasi za ajira.
 D. Kuhifadhi wanyamapori pekee.
14. Chagua jibu ambalo halionyeshi kivutio cha kitalii nchini Kenya.
 A. Milima mirefu.
 B. Maduka ya rejareja.
 C. Tamaduni tajiri.
 D. Wanyamapori.

15. Chagua jibu linaloonyesha sifa ya Mbuga za wanyama katika kifungu hiki.
 A. Hupokea watalii wachache.
 B. Hazina wanyama wa kutosha.
 C. Ni kivutio kikuu kinachovutia watafiti.
 D. Ziko Pwani ya Kenya.
16. Je, unafikiri nini kinaweza kutokea iwapo sekta ya utalii itakabiliwa na changamoto kubwa bila kukabiliwa?
 A. Uchumi wa nchi utaimarika.
 B. Idadi ya watalii itaongezeka.
 C. Mapato ya nchi yatafungua.
 D. Hoteli mpya zitajengwa.
17. Maana ya neno tegemeo kulingana na kifungu ni:
 A. Mzigo
 B. Msaada
 C. Tatizo
 D. Kivutio

Soma kifungu kifuatacho kisha ujibu swali la 18 hadi la 20.

Bwana Juma anamiliki shamba kubwa la matunda. Ana aina tano za matunda anayouza sokoni: maembe, machungwa, ndizi, maparachichi na papai. Ana wateja wanne wakuu: Zawadi, Baraka, Neema na Imani. Kila mteja ananunua matunda tofauti kila siku za wiki kuanzia Jumatatu hadi Ijumaa. Tazama jedwali lifuatalo:

Siku	Jumatatu	Jumanne	Jumatano	Alhamisi	Ijumaa
Mteja					
Zawadi	Maembe	Ndizi	Machungwa	Papai	Maparachichi
Baraka	Ndizi	Maembe	Papai	Maembe	Machungwa
Neema	Papai	Machungwa	Maembe	Ndizi	Papai
Imani	Papai	Machungwa	Ndizi	Maembe	Machungwa

18. Chagua jibu lenye jina la mteja ambaye hununua aina moja tu ya tunda mara tatu kwa wiki.
 A. Zawadi
 B. Baraka
 C. Neema
 D. Imani
19. Matunda gani yanauzwa kwa wingi siku ya Ijumaa?
 A. Papai
 B. Machungwa
 C. Maembe
 D. Maparachichi

20. Chagua jibu lenye siku ambayo kila mteja wa Bwana Juma hununua tunda linalotofautiana na la wenzake.
 A. Jumatatu
 B. Jumanne
 C. Jumatano
 D. Alhamisi

Soma kifungu kifuatacho kisha ujibu swali la 21 hadi la 25.

(Ni jioni. Mama Pendo amekaa nje ya nyumba yake akisoma gazeti. Mtoto wake, Neema, anakuja mbio akitoka shuleni.)

Neema: (Akinaswa na pumzi.) Mama, mama! Nimekuja!

Mama Pendo: (Akiinua macho yake kutoka gazetini, akitabasamu.) Karibu mwanangu. **21.** umefika salama?

Neema: Ndiyo mama, nimefika salama. Leo kulikuwa na mambo mengi shuleni.

Mama Pendo: (Kwa upole.) Haya, nambia. Nini kilitokea?

Neema: Tulikuwa na mgeni mwalimu wa Kiswahili. Alitufundisha mada mpya ya methali. Alisema methali ni **22. hazina** za jamii.

Mama Pendo: Ah, kweli kabisa! Methali zina hekima kubwa. Ni muhimu kuzielewa.

Neema: Ndiyo mama. Lakini kuna methali moja iliniacha na maswali mengi. “Mpanda ovyo hula ovyo.” Sijaelewa vyema.

Mama Pendo: (Akifikiri kwa muda mfupi.) Maana yake ni rahisi, Neema. Ina maana kwamba, **23.**Mtu asiyejiandaa vizuri hawezi kutarajia mafanikio.

Neema: (Akinyenyekea.) Ah, sasa nimeelewa! Ni kama mwanafunzi asiyesoma vizuri hawezi kufaulu mtihani.

Mama Pendo: Kabisa! **24.** Umeielewa vyema.

Neema: Asante mama. Sasa naenda kufanya kazi zangu za shule.

Mama Pendo: Nenda mwanangu. Nakuombea mafanikio. **25.**

- 21. A. Je
- B. Kweli
- C. Hapana
- D. Baada

- 22. A. mapambo
- B. rasilimali
- C. hazina
- D. vyombo

- 23. A. Anayepanda mbegu ovyo ovyo atapata mavuno mazuri.
- B. Anayefanya mambo bila mpangilio hupata matokeo mabaya.
- C. Anayepanda vizuri hulima vibaya.
- D. Anayekula vibaya hupanda vizuri.

- 24. A. Vema
- B. Mbaya
- C. Hivyo
- D. Nje
- 25. A. Usijali.
- B. Kaza buti.
- C. Endelea.
- D. Piga moyo konde.

Kifungu kifuatacho kina nafasi 26 hadi 35. Umepeva majibu manne hapo. Chagua jibu lifaalo zaidi kujaza nafasi.

Elimu ni ufunguo wa maisha. **26.** ni muhimu kwa kila mmoja wetu kuhakikisha tunapata elimu bora. Elimu hutupatia maarifa, ujuzi, na **27. ...** muhimu zinazotuwezesha kukabiliana na changamoto za maisha. Bila elimu, ni **28.** kwa mtu kuweza kufanikiwa katika ulimwengu wa leo unaobadilika kwa kasi.

Jambo la kwanza ni **29.** juhudi shuleni. Walimu wetu hufanya kazi **30.** kutufundisha, na ni wajibu wetu kuwasikiliza na kufanya kazi zetu za nyumbani. Pia, ni muhimu kushiriki kikamilifu katika midahalo na shughuli za ziada za masomo. Hii hutusaidia kukuza uwezo wetu wa kufikiri na **31.** matatizo.

Pili, tunapaswa kujitahidi kusoma vitabu mbalimbali. Vitabu ni hazina ya maarifa, na kwa kusoma, tunapanua **32.** yetu ya ulimwengu. Tusiishie tu na vitabu vya masomo, bali tusome hadithi, riwaya, na makala mbalimbali. Hii hutusaidia kujifunza maneno mapya na **33.** uelewa wetu wa lugha.

Tatu, ni muhimu kutumia teknolojia kwa busara. Intaneti imetuletea fursa nyingi za kujifunza, lakini pia inaweza kuwa chanzo cha usumbufu. **34.** tunapaswa kuhakikisha tunatumia intaneti kwa madhumuni ya kielimu na kuepuka **35.** zisizo na tija.

No.	A	B	C	D
26	Hivyo	Kwa sababu	Licha ya	Ingawa
27	Vikwazo	Stadi	Matatizo	Vizuizi
28	Rahisi	Vigumu	Muhimu	Bora
29	Kupiga	Kuweka	Kutoa	Kuonyesha
30	Ngumu	Rahisi	Duni	Salama
31	Kupoteza	Kutatua	Kuunda	Kupunguza
32	Ufahamu	Mipaka	Hofu	Shida
33	Kupunguza	Kuongeza	Kuharibu	Kuzuia
34	Kwani	Hivyo	Lakini	Au
35	Shughuli	Fursa	Elimu	Fa

Kutoka swali la 36 hadi la 50 chagua jibu sahihi.

36. Neno, ujinga katika sentensi, Ujinga ulileta hasara kubwa, ni nomino dhahania. Chagua jibu linaloonyesha aina za nomino zilizopigiwa mstari katika sentensi ifuatayo:

Kamati ya wazazi iliandaa mkutano muhimu.

- A. makundi, dhahania B. makundi, kawaida
C. pekee, wingi D. wingi, pekee

37. Ni sentensi gani iliyo katika hali ya kukanusha?

- A. Watoto wanacheza bustanini.
B. Mama hajala chakula chake.
C. Kaka atakuja kesho.
D. Mbwa alifukuza paka.

38. Neno yupo katika sentensi: Mgeni yupo nyumbani, ni kitenzi kishirikishi. Chagua sentensi nyingine yenye kitenzi kishirikishi.

- A. Chakula kimepikwa.
B. Alikuwa mwanafunzi hodari.
C. Ameandika barua.
D. Watasoma kitabu.

39. Nomino, kijiko iko katika ngeli ya KI-VI. Nomino, ukuta iko katika ngeli gani?

- A. U-YA B. U-I C. I-ZI D. I-I

40. Chagua neno sahihi kukamilisha methali ifuatayo.

Aliye juu mgoje

- A. mbali B. chini C. karibu D. huko

41. Ukanusho wa sentensi, Amelala mapema sana ni: A.

- Hatulali mapema sana.
B. Halala mapema sana.

C. Hajalala mapema sana.

D. Hangelala mapema sana.

42. Chagua jibu lenye kiambishi kinachofaa kujaza nafasi katika sentensi ifuatayo. Kitanda cha imetengenezwa vizuri.

- A. ki B. vi C. cha D. ya

43. Chagua usemi halisi wa:

Asha alisema kwamba angefika shuleni mapema.

- A. "Nitafika shuleni mapema," Asha alisema. B. "Angalifiki shuleni mapema," Asha alisema. C. "Atafika shuleni mapema," Asha alisema. D. "Nilifiki shuleni mapema," Asha alisema.

44. Mwenzako amekuomba umwonyeshe sentensi yenye kivumishi cha sifa. Utachagua sentensi ipi?

- A. Vitabu hivyo ni vyangu.
B. Mwanafunzi mrefu amefaulu.
C. Vijana watano wamekimbia.
D. Chakula kile ni kitamu.

45. Chagua jibu lenye sentensi iliyoakifishwa ipasavyo.

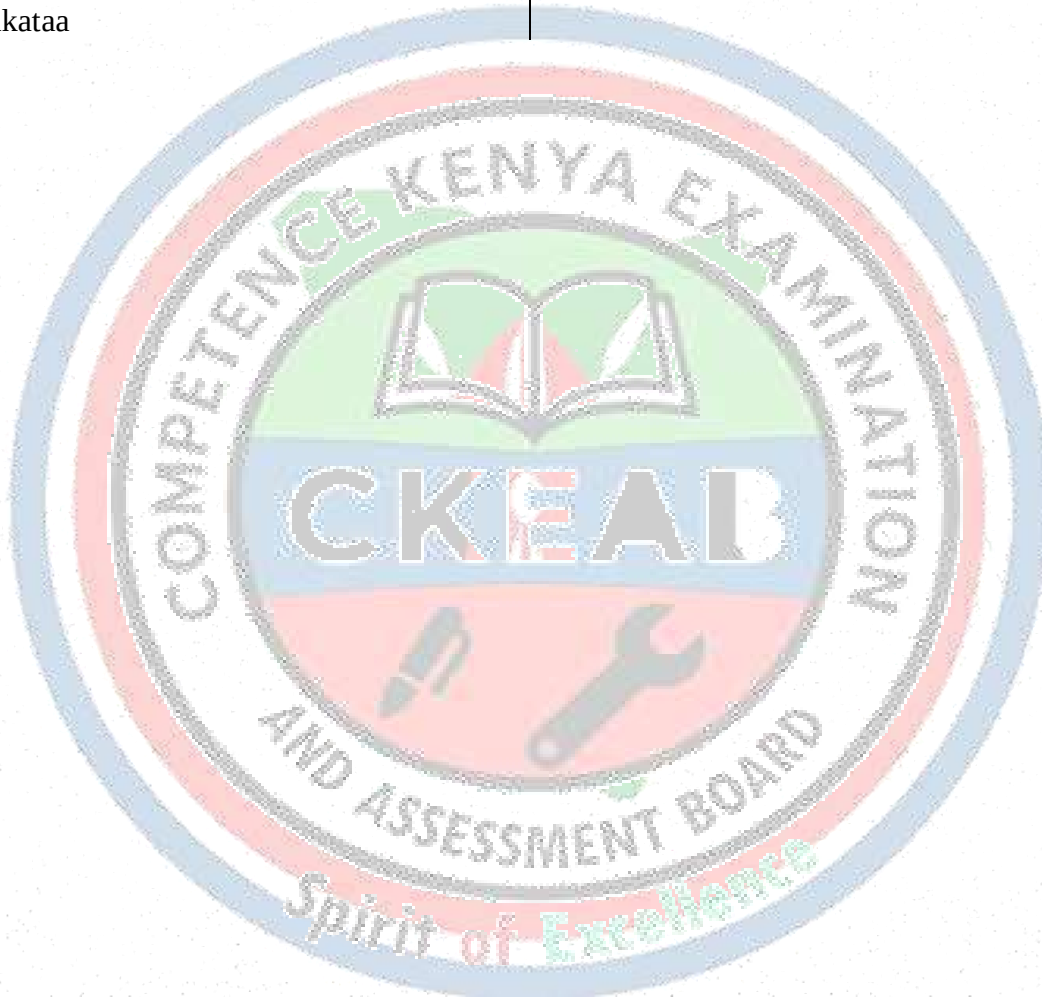
- A. Jamani, amefika. B. Jamani. Amefika.
C. Jamani! Amefika. D. Jamani: amefika.

46. Sentensi, Mwalimu alimwandikia mwanafunzi barua, inamaanisha mwalimu aliandika barua kwa ajili ya mwanafunzi. Chagua jibu lenye maana nyingine ya sentensi hiyo.

- A. Mwalimu alimwandikia mwanafunzi akiwa na barua.
B. Mwalimu alitumia mwanafunzi kuandika barua.
C. Mwalimu alimwandikia mwanafunzi habari kwenye barua.
D. Mwalimu alimuagiza mwanafunzi aandike barua.

47. Sentensi zifuatazo zimetumia mbinu mbalimbali za lugha. Chagua sentensi ambayo imetumia tashibiha.
- A. Yeye ni simba vitani.
 - B. Alilia kama mtoto mchanga.
 - C. Alishinda mashindano hayo.
 - D. Ukimwona, mwambie nimefika.
48. Chagua jibu lenye maana ya maneno yafuatayo: jali, shali.
- A. thamani, mchezo
 - B. kutunza, bahati mbaya
 - C. kujua, kukosa
 - D. kukubali, kukataa

49. Ni sentensi ipi iliyo katika hali ya udogo?
- A. Kitoto kinalia sana.
 - B. Kiboko kimefurahi.
 - C. Kijana anasoma kitabu.
 - D. Kibaba kilianguka.
50. Mwenzako anatumia mbinu chafu kufaulu mitihani. Chagua methali utakayotumia kumwonya.
- A. Haba na haba hujaza kibaba.
 - B. Dawa ya moto ni moto.
 - C. Mcheza kwao hutunzwa.
 - D. Kuiba si kula.



MAJIBU – DARAJA LA 8 KISWAHILI PP1

SEHEMU A: UFAHAMU

1. **C** – Mawasiliano kurahisishwa.
2. **B** – Umoja na ushirikiano.
3. **B** – Uhusiano wa kifamilia umedhoofika.
4. **B** – Kuathiri afya ya akili ya vijana.
5. **B** – Ushirikiano huleta mafanikio, kutengana huleta udhaifu.
6. **C** – Kushuka.

KIFUNGU CHA PILI

7. **B** – Ukame mkali.
8. **C** – Kuchanganyikiwa.
9. **C** – Mwenye busara, kiongozi.
10. **B** – Waliamini kuwa haingewezekana.
11. **A** – (ii), (iii), (iv), (i).
12. **B** – Mafanikio makubwa huanza na hatua ndogo.

KIFUNGU CHA TATU

13. **C** – Kuleta fedha za kigeni na kuunda nafasi za ajira.
14. **B** – Maduka ya rejareja.
15. **C** – Ni kivutio kikuu kinachovutia watafiti.
16. **C** – Mapato ya nchi yatapungua.
17. **B** – Msaada.

KIFUNGU CHA NNE

18. **B** – Baraka.
19. **B** – Machungwa.
20. **A** – Jumatatu.

MAZUNGUMZO

21. **A** – Je.
22. **C** – Hazina.
23. **B** – Anayefanya mambo bila mpangilio hupata matokeo mabaya.
24. **A** – Vema.
25. **B** – Kaza buti.

MSAMIATI / MAJAZO

26. **A** – Hivyo.
27. **B** – Stadi.
28. **B** – Vigumu.
29. **D** – Kuonyesha.
30. **A** – Ngumu.
31. **B** – Kutatua.
32. **A** – Ufahamu.

- 33. **B** – Kuongeza.
- 34. **B** – Hivyo.
- 35. **A** – Shughuli.

SARUFI NA MATUMIZI YA LUGHA

- 36. **A** – Makundi, dhahania.
- 37. **B** – Mama hajala chakula chake.
- 38. **B** – Alikuwa mwanafunzi hodari.
- 39. **B** – U-I.
- 40. **B** – Chini.
- 41. **C** – Hajalala mapema sana.
- 42. **C** – Cha.
- 43. **A** – “Nitafika shuleni mapema,” Asha alisema.
- 44. **B** – Mwanafunzi mrefu amefaulu.
- 45. **C** – Jamani! Amefika.
- 46. **C** – Mwalimu alimwandikia mwanafunzi habari kwenye barua.
- 47. **B** – Alilia kama mtoto mchanga.
- 48. **B** – Kutunza, bahati mbaya.
- 49. **A** – Kitoto kinalia sana.
- 50. **D** – Kuiba si kula.

ELIMU INAYOZINGATIA UMAHIRI
TATHMINI YA ELIMU YA SHULE YA JUNIOR
KAZI YA NOVEMBA-DISEMBA 2026
DARAJA LA 8 – KISWAHILI PP2



Muda: Saa 2

TAARIFA ZA MWANAFUNZI

Jina la Mwanafunzi: _____ **Jina la Shule:** _____

Nambari ya Tathmini: _____ **Tarehe:** _____

Msimbo wa Shule: _____ **Sahihi:** _____

MAAGIZO KWA WATAHINIWA

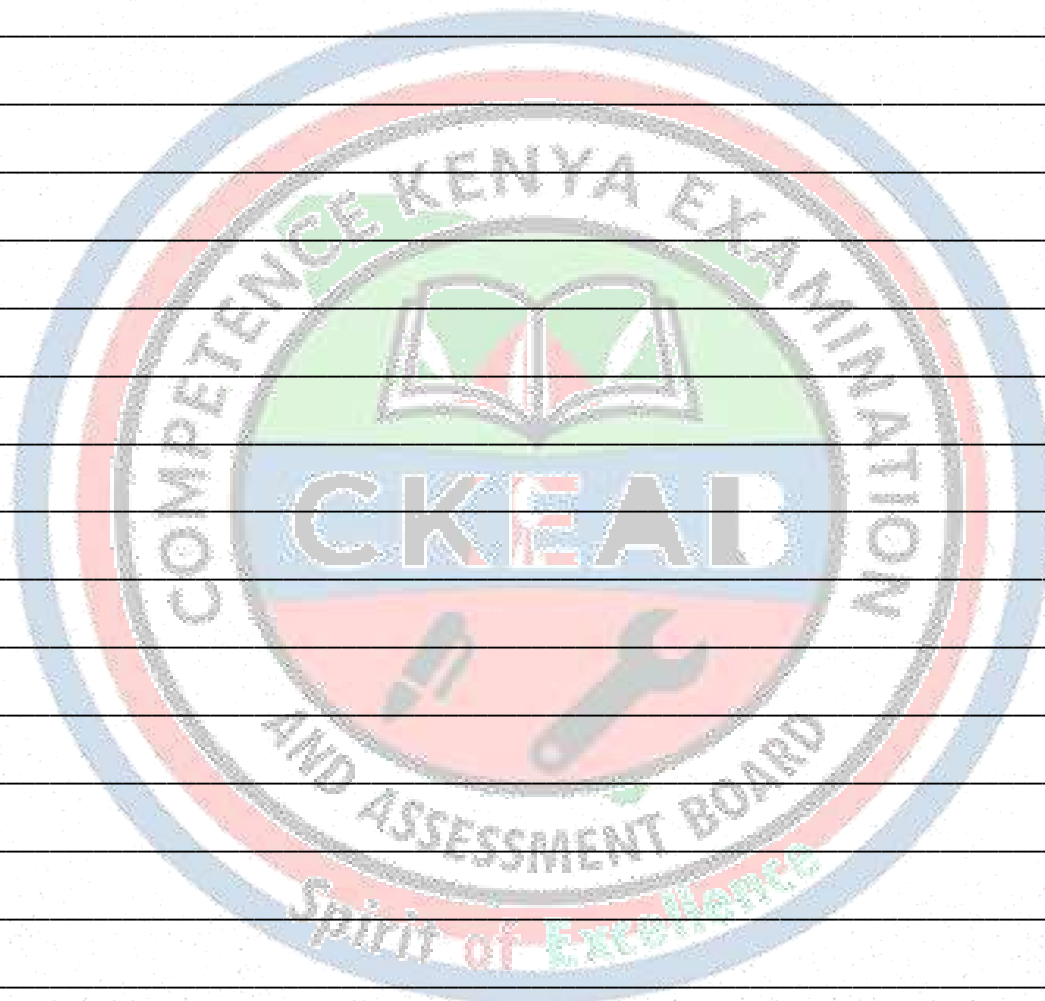
1. Andika jina lako katika nafasi iliyotolewa hapo juu.
2. Andika jina la shule yako na mkondo wako katika nafasi zilizotolewa.
3. Andika nambari yako ya udahili na tarehe ya tathmini katika nafasi zilizotolewa.
4. Karatasi hii ina sehemu mbili: **A na B.**
5. Jibu maswali yote katika **Sehemu A na Sehemu B.**
6. Jibu maswali kwa **Kiswahili.**
7. Majibu yote **LAZIMA** yaandikwe katika nafasi zilizotolewa kwenye karatasi hii.

SEHEMU A (Alama 15)

ZOEZI I: INSHA

Andika insha yenye maneno 300–400 ukieleza:

Somo la Kiswahili limekuwa na matokeo mabaya, hivyo basi, jopo la watu watano limeteuliwa kufanya uchunguzi. Ukiwa kama katibu, andika kumbukumbu za mkutano mliofanya.

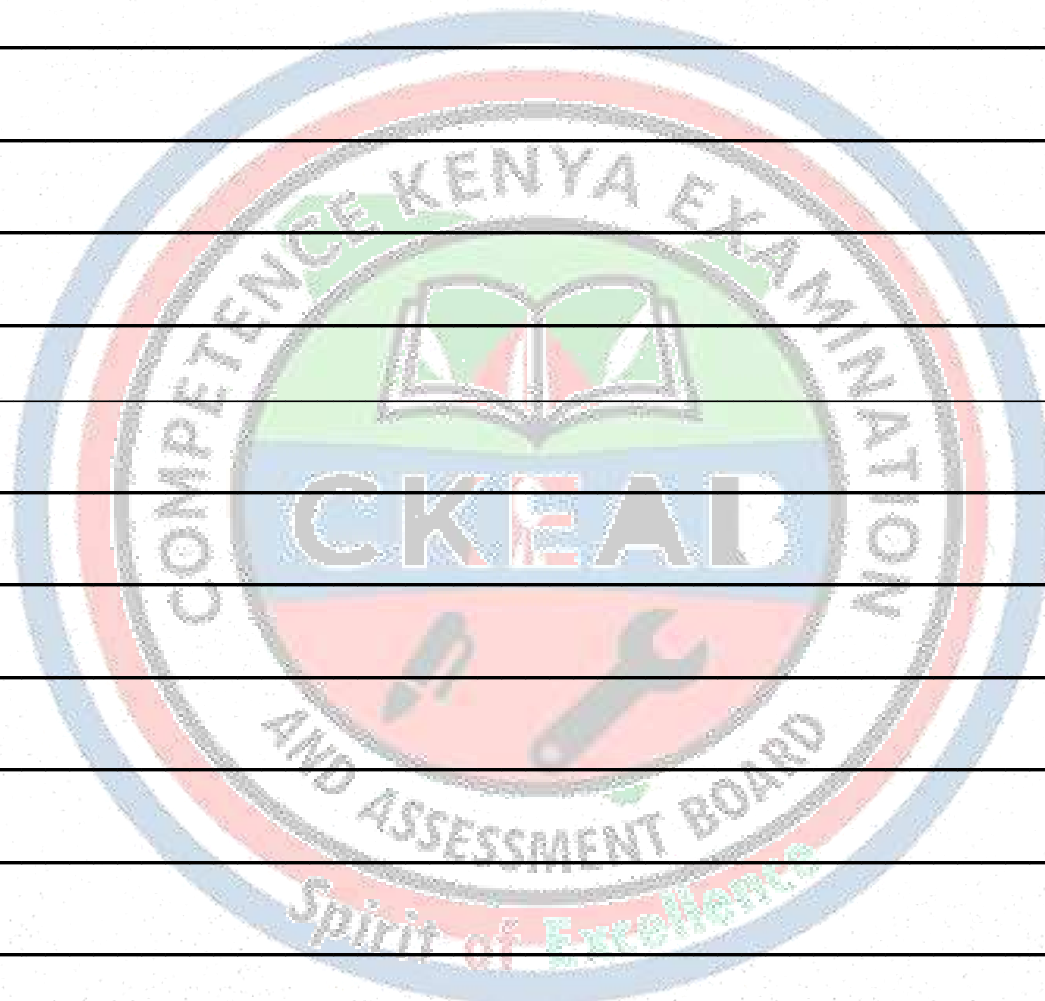


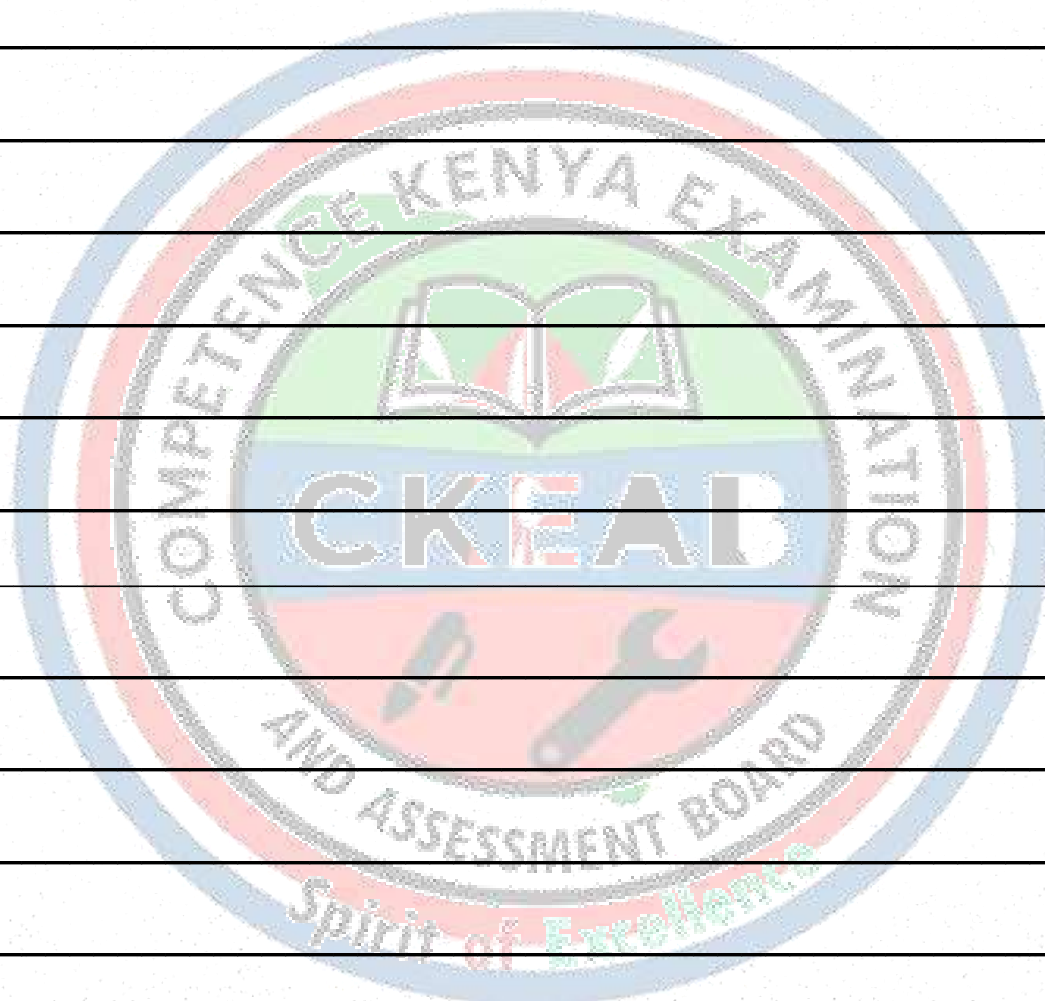


SEHEMU A: INSHA (ALAMA 20)

Swali la 1: Andika insha yenye kichwa:

Umuhimu wa Teknolojia Katika Maisha ya Sasa.





ZOEZI LA 2: HADITHI FUPI (Alama 7)

Kwenye kijiji cha **Mwangaza**, palikuwa na mvulana anayeitwa **Juma**, aliyekuwa na sifa ya uvivu kupindukia. Alipenda kulala na kucheza michezo ya kompyuta siku nzima, huku akipuuza majukumu yake ya nyumbani na shuleni. Mama yake, Bi. Zawadi, alikuwa akimshauri mara kwa mara, "Juma, utavuna ulichopanda! Bidii ni ufunguo wa mafanikio." Juma alipuuza maneno hayo.

Siku moja, shule ilitangaza safari ya masomo kwenda Makumbusho ya Kitaifa. Walimu waliweka sharti kwamba ni wanafunzi waliofanya vizuri darasani na waliokamilisha kazi zao za nyumbani ndio wangeweza kushiriki. Juma, kwa kuwa hakuwa amewahi kukamilisha kazi zake na matokeo yake yalikuwa mabaya, alinyimwa fursa ya kwenda. Alihisi huzuni na majuto makubwa, hasa alipoona wenzake wakiondoka wakiwa na furaha. Tukio hilo lilimwamsha na kumpa funzo la kudumu. Tangu siku hiyo, Juma alibadilika kabisa, akawa mchapakazi na mwanafunzi bora.

Maswali:

- a) Eleza sifa mbili za **Juma** zilizojitokeza kabla ya mabadiliko yake. (Alama 2)

- b) Ni mandhari gani makuu mawili yaliyotajwa katika hadithi hii? (Alama 2)

c) Taja funzo kuu linalopatikana kutokana na kisa cha Juma. (Alama 1)

d) Bainisha na ueleze mbinu moja ya lugha iliyotumiwa na Bi. Zawadi katika shauri lake kwa Juma. (Alama 2)

ZOEZI LA 3: NOVELA (Alama 6)

Soma sehemu ifuatayo ya novela kisha ujibu maswali yanayofuata:

Mwangaza hafifu wa taa ya koroboi uliangazia sura ya **Zawadi**, iliyochoka na iliyojaa wasiwasi. Mikono yake ilitetemeka aliposhika barua iliyokuwa imemfikia asubuhi. Barua hiyo ilitoka kwa kaka yake, Juma, aliyekuwa ameondoka kijijini kutafuta maisha bora mjini miaka kumi iliyopita. Ilikuwa imesema wazi kwamba Juma alikuwa mgonjwa sana na anahitaji msaada wa haraka. Moyo wa Zawadi ulienda mbio. Alikuwa ameahidi wazazi wake waliotangulia mbele za haki kumtunza kaka yake, lakini sasa hali ilionekana kuwa ngumu. Akili yake ilichanganyikiwa; je, aende mjini bila hata senti ya kutosha au abaki kijijini na kumwacha kaka yake katika dhiki? Hali yake ilikuwa kama mzigo wa mawe akilini mwake.

Maswali:

a) Eleza mbinu mbili za lugha zilizotumika katika kifungu hiki. (Alama 2)

b) Taja hisia mbili za Zawadi zilizojitokeza katika kifungu hicho. (Alama 2)

c) Eleza dhamira kuu ya kifungu hiki cha novela. (Alama 2)

ZOEZI LA 4: TAMTHILIA (Alama 10)

Soma sehemu ifuatayo ya tamthilia kisha ujibu maswali.

(Mzee Kikwetu na kijana wake, Bw. Kigeugeu, wanajadiliana kuhusu umuhimu wa elimu.)

Mzee Kikwetu: Kigeugeu, nimekuambia mara nyingi, elimu ndiyo urithi bora kuliko mali zote. Umepuuza shule, umekimbilia pesa za haraka, sasa unaona matokeo yake! Wewe huchoki kukaa vijiwani na wenzako badala ya kujielimisha.

Bw. Kigeugeu: Baba, nyakati zimebadilika. Watu hawategemei vitabu tena. Tazama kina Kaka Tajiri, hawakusoma sana lakini wana magari na nyumba nzuri. Elimu ni kupoteza muda. Maisha ni biashara, na mimi nina akili ya biashara.

Mzee Kikwetu: (Kwa sauti ya kukereka) Akili ya biashara? Kigeugeu, biashara haina miguu. Inaweza kukukimbia wakati wowote. Elimu inakupa maarifa ya kudumu, inakupa uwezo wa kujitegemea hata biashara ikifeli. Ni ngao yako dhidi ya ujinga na umasikini. Je, unaona vijana wengi wasomi wamepoteza mwelekeo kama wewe?

Bw. Kigeugeu: Lakini baba...

Mzee Kikwetu: Hakuna "lakini"! Elimu ni kama mto. Ukikunywa maji yake, utaburudika daima. Ukikataa kunywa, utateseka kwa kiu. Wewe unajidanganya mwenyewe.

Maswali:

a) Bainisha sifa mbili za Bw. Kigeugeu kulingana na mazungumzo haya. (Alama 2)

b) Eleza mbinu mbili za lugha alizotumia Mzee Kikwetu kuisitiza hoja yake. (Alama 2)

c) Ni sababu gani Bw. Kigeugeu anatoa kutetea mitazamo yake kuhusu elimu? (Alama 1)

d) Kulingana na Mzee Kikwetu, ni nini umuhimu wa elimu? Taja mawili. (Alama 2)

e) Ni funzo gani unalopata kutokana na mazungumzo haya? (Alama 3)

ZOEZI LA 5: USHAIRI (Alama 7)

Soma shairi lifuatalo kisha ujibu maswali.

Mwalimu wangu bora, nakupenda sana,

Elimu unanipa, maisha kupanga,

Nuru umezitoa, giza kuliondoa,

Daima utabaki, roho yangu kutawala.

Kwa bidii kubwa sana, unatufunza,

Maarifa kutuletea, akili kunyoosha,

Wewe ni mfano bora, kutuongoza,

Heshima kwako mwalimu, utaendelea kuwa.

Fani yako nzuri, tunakuamini,

Maisha yetu yote, unayajenga,

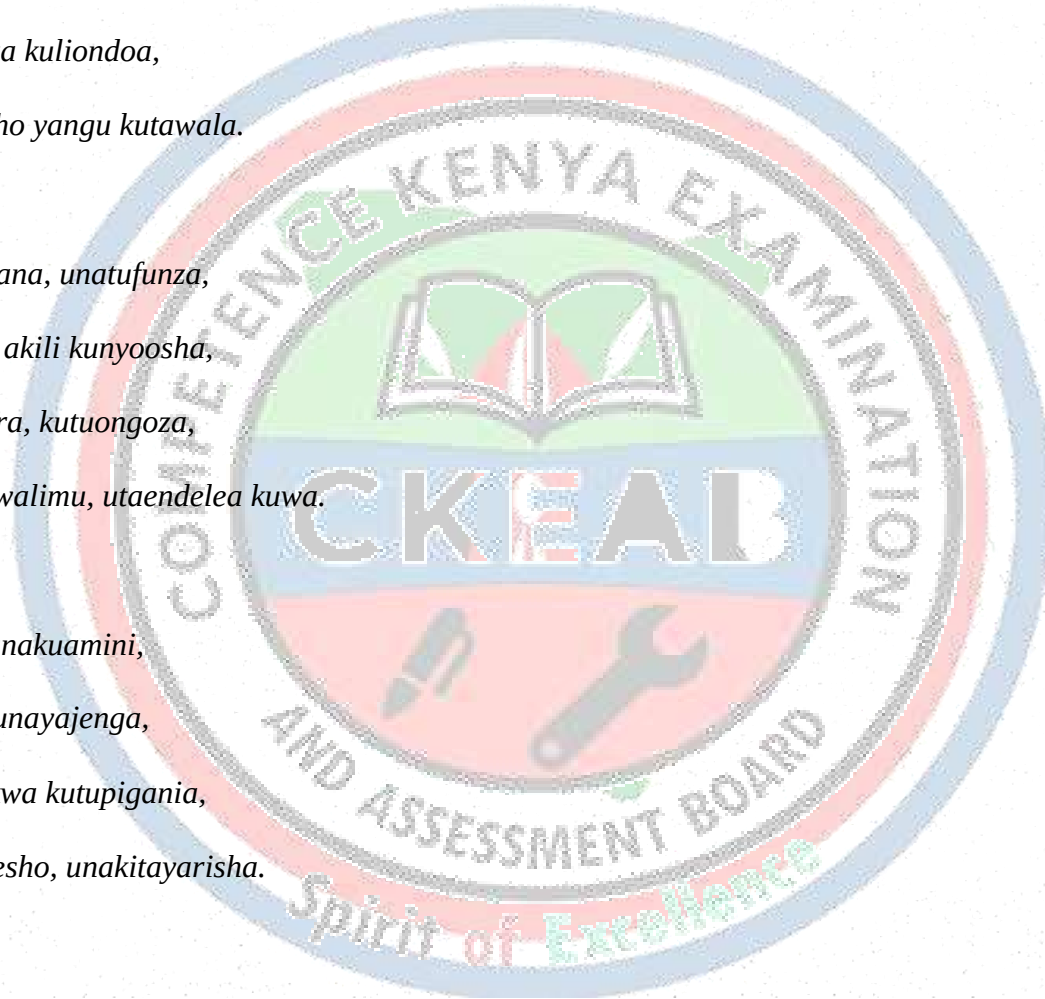
Asante mwalimu, kwa kutupigania,

Kizazi chetu cha kesho, unakitayarisha.

Maswali:

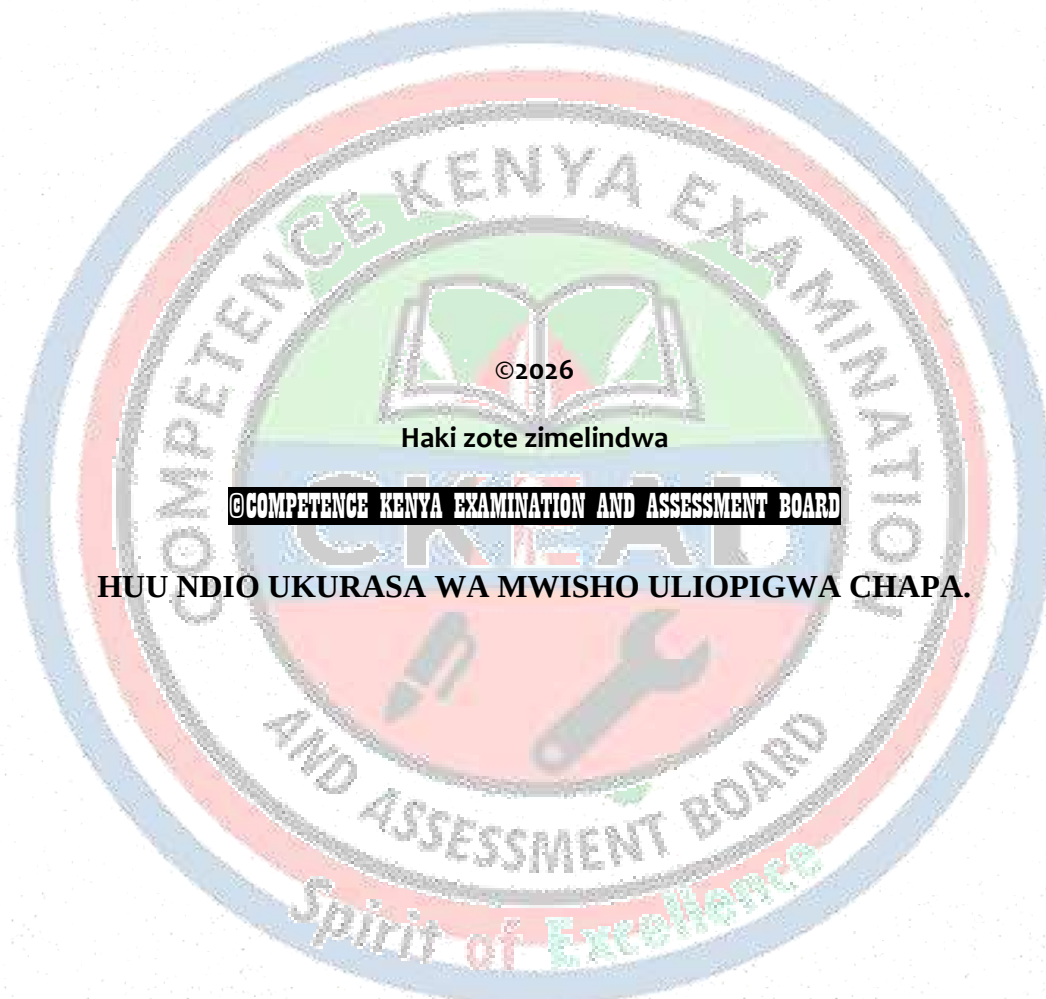
a) Shairi hili lina vina gani vya ndani katika kila ubeti? (Alama 1)

b) Taja na ueleze hisia mbili za nafsineni (mwandishi) katika shairi hili. (Alama 2)



c) Bainisha dhamira kuu ya shairi hili. (Alama 2)

d) Eleza maana ya "Nuru umezitoa, giza kuliondoa" kama ilivyotumika katika shairi. (Alama 2)



HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA.

**ELIMU INAYOZINGATIA UMAHIRI
TATHMINI YA ELIMU YA SHULE YA JUNIOR
KAZI YA NOVEMBA–DISEMBA 2026**

DARAJA LA 8 – KISWAHILI

Muda: Saa 2

TAARIFA ZA MWANAFUNZI

Jina la Mwanafunzi: _____ **Jina la Shule:** _____

Nambari ya Tathmini: _____
Tarehe: _____

Msimbo wa Shule: _____

Sahihi: _____

MAAGIZO KWA WATAHINIWA

1. Andika jina lako katika nafasi iliyotolewa hapo juu.
2. Andika jina la shule yako na mkondo wako katika nafasi zilizotolewa.
3. Andika nambari yako ya udahili na tarehe ya tathmini katika nafasi zilizotolewa.
4. Karatasi hii ina sehemu mbili: **A na B.**
5. Jibu maswali yote katika **Sehemu A na Sehemu B.**
6. Jibu maswali kwa **Kiswahili.**
7. Majibu yote **LAZIMA** yaandikwe katika nafasi zilizotolewa kwenye karatasi hii.

USIONDOE ukurasa wowote kutoka kwenye karatasi hii ya maswali

Kiswahili - Grade 8 Opener Exams Term 3 2025 Set 3

Questions

1. ZOEZI LA1: UFAHAMU

Soma kifungu kifuatacho kisha ujibu swali la 1 hadi la 5

Simba alikuwa amechoshwa na mizozo mingi kati ya wanyama. Alitoa amri wote wafike mkutano bila kukosa. Kila mara alitatua unyanyasaji, vita, wizi na maovu mengine katika jamii ya wanyama. Mambo yalipokithiri ndipo akaamua kukiwahi chuma kingali moto. Ama kweli usipoziba ufa utajenga ukuta.

Adhuhuri mkutano ulianza rasmi. Hali ya chuki na hasira ilitawala wanyama wengine walionekana kiasi cha kulia. Hii ilitokana na maonevu waliyofanyiwa na wenzao. Yamkini wanyama hawakuelewa kuwa udugu ni kufaana bali si kufanana. Simba alijua kuwa hakuwa na budi ila kuwashauri na kutilia mkazo suala la kuishi kwa utangamano. Simba alitaka kujua chanzo cha uadui kati ya wanyama. Wacha pazuke ugomvi, lalama na ghasia nusura



uwe uwanja wa vita. Wanyama walilalamika kuwa kuna wale waliowala wana wao (kuku walisema mwewe hula vifaranga wao). Wengine walilalamika mashamba yao yaliharibiwa, vilevile kuna wale waliosema jamaa zao waliuliwa na kupoteza uhai.

Baada ya kusikiliza kwa utulivu, simba alijua alihitaji busara ili kutatua mizozo yote ya wanyama. Alianza kwa kusema hivi, "Wanyama wenzangu, katika dunia hii kila mmoja yu mbioni kutafuta maisha bora," hivyo basi hatuna budi kuishi kwa amani bila kumdhuru mwenzako, na iwapo kuna tatizo ambalo limetokea ni vyema kutatua kwa upendo na heshima. Tusiwe na ubinafsi na tamaa kiasi cha kutoyathamini maisha ya wenzetu. Kumbukeni kuwa umoja wetu ni nguvu yetu, la sivyo tutaangamia sote." Simba alikamilisha ushauri wake.

Wanyama wote hata wale waliokuwa wakizozana waliamua kuzika tofauti zao. Waliahidi mfalme wao kuwa wangeishi kwa amani, umoja na upendo.

Maswali

1. Kwa nini simba aliwaita wanyama mkutanoni? (alama 1)
2. Andika sababu yoyote iliyowafanya wanyama kuzozana. (alama 1)
3. Ni ushauri gani uliotolewa na simba kwa wanyama? (alama 1)
4. Kifungu '**waliamua kuzika tofauti zao**', kimetumia tamathali gani ya lugha? (alama 1)
5. Andika kwa kifupi namna unavyotatua mizozo na wenzako. (alama 1)

2. Soma kifungu kifuatacho kisha ujibu maswali

Serikali imepiga hatua katika kuandaa shule na taasisi ambazo zinawapa mafunzo watu wenye mahitaji maalum. Vilevile, kuna shule na taasisi za kiufundi ambazo zinasaidia baadhi ya watu walio na mahitaji maalum kama vile wasioona na wasiosikia ili kuwafunza ujuzi utakaowafaa katika maisha yao. Ujuzi huu ni kama vile useremala, ushonaji na uhandisi. Je, mna mchango gani katika kuwasaidia walio na mahitaji maalum miongoni mwenu?

Watu wenye mahitaji maalum wana vipawa vya kipekee. Wakipewa nafasi wanaweza kutoa mchango wao mkubwa katika jamii. Kuna wataalamu wa mitambo na tarakilishi wenye mahitaji maalum. Wakipewa fursa katika maisha watatumia vipawa vyao kujiimarisha na kuwasaidia wengine katika jamii. Ndio maana

tunasema kwamba, kuishi na ulemavu si kutojiweza bali ni kubarikiwa kwa njia tofauti na wengine. Ukweli ni kwamba, kuna baadhi ya mambo ambayo watu wenye mahitaji maalum huweza kuyafanya vyema.

Ni jukumu letu kama jamii kuwahudumia wenye mahitaji maalum bila kuwabagua ili wajisikie kamili kama binadamu wengine tusiwanyanyapae bali tuwaheshimu na kuwapenda.

Maswali

1. Andika ujumbe unaotokana na kifungu ulichokisoma. (alama 1)
2. Ni hatua gani iliyochukuliwa na serikali kuhusiana na watu wenye mahitaji maalum? (alama 1)
3. Ni watu gani wenye mahitaji maalum kulingana na kifungu ulichokisoma? (alama 2)
4. Kuishi na ulemavu si kutojiweza bali ni kubarikiwa kwa njia tofauti na wengine. Eleza kauli hii (alama 2)
5. Je, wewe unawasaidia vipi watu wenye mahitaji maalum? (alama 2)

3. **ZOEZI LA 2: UFUPISHO**

Soma kifungu kifuatacho kisha ujibu swali la 11 hadi la 12

Uchafu wowote katika sehemu za umma huwa na athari tele kwa wakazi. Magonjwa anuwai kama kipindupindu, homa iletwayo na mbu na hata homa ya matumbo chanzo chake huwa ni uchafu. Magonjwa hayo huathiri watu kwa njia mbalimbali. Pamoja na athari hizo ni kutumia pesa nyingi katika matibabu, kukosa kufanya shughuli za kila siku na hatimaye kifo.

Ikumbukwe kuwa, mbali na usafi wa sehemu za umma na wa makazi yetu, ni vyema kudumisha usafi wa kibinafsi ambao hutuepusha na vimelea hatari, aidha hutupa utulivu na kutuepusha na magonjwa. Usafi wa akili na mawazo aidha ni muhimu. Tusiwaze mambo yanayotuletea athari hasi. Tuwe na mawazo chanya ili tuwe wastaarabu na wenye kutenda haki kwa kila mmoja.

Maswali

1. Andika habari kuu inayojitokeza katika aya ya kwanza. (alama 1)
2. Eleza kwa aya moja umuhimu wa usafi. (alama 2)

4. **ZOEZIL A3: SARUFI**

Soma kifungu kifuatacho kina nafasi 13 mpaka 17. Kwa kila nafasi umepewa majibu manne. Chagua jibu lifaalo zaidi.

Maadili ni tabia __13__ mienendo __14__ katika jamii. Hizi ni tabia __15__ zinakubaliwa na wanajamii __16__ hazikinzani na matarajio __17__. Mifano ya maadili ni upendo, heshima, uwajibikaji, umoja na mengineyo.

13. A. lakini	B. au	C. kwa hivyo	D. kwani
14. A. zinazokubalika	B. wanaokubaliwa	C. vinakubalika	D. inayokubalika
15. A. ambazo	B. ambao	C. ambalo	D. ambapo
16. A. kwa kuwa	B. wala	C. bali	D. kama vile
17. A. zao	B. lao	C. yao	D. kwao

5. **Kutoka swali la 18 hadi la 30, jibu kulingana na maagizo.**

Andika wingi wa sentensi ifuatayo. (alama 2) Mfuko ule wenye mkate na ndizi umechafuka.

6. Tumia kitenzi 'vua' kutunga setensi katika hali timilifu. (alama 2)

7. Mtoto wangu amefundishwa wenu walifaulu.

Andika neno lililopigiwa mstari ni la aina gani. (alama 1)

8. Unda sentensi ambatano kutokana na setensi hizi. (alama 2)

a. Amepimwa na daktari

b. Amepewa dawa na daktari

9. "Mwanafunzi alikuwa amemaliza mradi wake mwalimu alipofika." Sentensi hii ipo katika hali gani? (alama 1)

10. Tambua kitenzi kisaidizi katika sentensi.

(alama 1) Wanafunzi wangali wanasoma

Novela.

11. Chagua vivumishi vya kutoka kwenye orodha.

(alama 1) (wangu, yeye, mkubwa, hilo,

vibaya, watiifu)

12. Akifisha setensi ifuatayo.

(alama 1) tumenunua tarakilishi

kompyuta mpya

13. Chagua nomino za ngeli ya I-ZI kutoka kwenya kapu lifuatalo. (alama 2)



14. Andika sentensi ifuatayo katika hali kanushi.

(alama 1) Mwalimu akifika tutaanza
mashindano.

15. Ni kauli inayoonyesha maagizo kati ya hizi? Pigia mstari (alama 1)

- a. Ni vizuri kuhudumia wenye mahitaji maalum
- b. Chukua mzigo umpelekee jirani.
- c. Tunapenda kusoma Novela

16. Kamilisha maamkizi yafuatayo. (alama 2)

- a. Cheichei?
- b. Waambaje?

17. Andika setensi ifuatayo katika kauli ya kutendea.

(alama 1) musa alienda jikoni akapika chai.

18. **ZOEZI LA 4: FASIHI**

Taja aina mbili za nyimbo unazozijua. (alama 2)

19. Tofautisha kati ya mighani na visasili. (alama 2)

20. Tofautisha kati ya maudhui na dhamira katika tamthilia. (alama 2)

21. Tofautisha kati ya mandhari na ploti katika tamthilia. (alama 2)

22. Andika aina mbili za hadithi unazozijua. (alama 2)

23. Andika insha ya kuvutia ukielezea

ZIARA YANGU KATIKA SOKO

MAJIBU

1.
 1. Kutatua mizozo ya wanyama
 2. Vita, wizi, wanawao kuliwa, mashamba kuharibiwa.
 3. Aliwashauriwa kwa amani, upendo na heshima, waepuke ubinafsi na kuthamini maisha ya wenzao.
 4. Tashhisi / uhaishaji
 5. Tathmini majibu ya mwanafunzi
2.
 1. Kuwahudumia watu wenye manitaji maalum.
 2. Kuandaa shule na taasisi ambazo zinawapa mafunzo watu wenye mahitaji maalum.
 3. Wasioona na wasiosikia
 4. Watu wenye ulemavu, licha ya kuwa wana changamoto fulani, wakupewa nafasi na ujuzi wanaweza kufaulu.
 5. Tathmini majibu ya mwanafunzi
3.
 1. Kudumisha usafi wa sehemu za umma.
 2. Usafi wa sehemu za umma hutuepusha na maradhi, vimelea hatari, hutupa utulivu wa akili.
4. 13) au

14) inayokubalika

15) ambazo

16) wala

17) yao
5. Mifuko ile yenye mikate na ndizi imechafuka.
6. Hali timilifu huwa ni 'me' Tathmini sentensi. M.f. Mvuvi amevua samaki.
7. Kiwakilishi kimilikishi - wenu
8. Amepimwa na daktari na akapewa dawa.
9. Wakati uliopita hali timilifu.
10. Wangali
11. Mkubwa. watiifu
12. Tumenunua tarakilishi mpya.
13. Chupa, shingo, shule, meza
14. Mwalimu asipofika hatutaanza mashindano.
15. Chukua mzigo umpelekee jiran
16. a. Ewaa

b. Sina la kuamba
17. Musa alipikia chai jikoni
18. Nyimbo za kazi, nyimbo za kidini

19. Visasili ni hadithi ambazo huelezea chanzo fulani katika jamii ilhali mighani ni hadithi zinazohusu mashujaa. Huaminiwa kuwa ni mambo yaliyowahi kutendeka.
20. Maudhui ni mambo yanayozungumziwa katika kazi ya fasihi ilhali kuandika kazi ya fasihi. (Tamthilia)
21. Mandhari ni mahali mambo katika tamthilia hutokea nayo ploti ni mtirirko au mfuatano wa mambo katika kazi ya fasihi.
22. -visasili, hadithi fupi, mighani, Novela, riwaya, tamthilia
23. -

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – MANDARIN

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do **NOT** remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	50 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: LANGUAGE USE AND COMMUNICATION 50 MARKS

TASK 1: BASIC COMMUNICATION AND VOCABULARY 40 MARKS

A. READING WORDS 10 marks

Read each word aloud correctly. Then write its meaning in English.

No.	Chinese	Pinyin	English Meaning
1.	学校		
2.	老师		
3.	学生		
4.	家		
5.	爸爸		
6.	妈妈	_____	_____
7.	朋友	_____	_____
8.	书	_____	_____
9.	水	_____	_____
10.	天气	_____	_____

B. READING SENTENCES 10 marks

Read the following sentences aloud. Then translate each sentence into English.

1. 我叫王明。

Pinyin: _____

English: _____

(2 marks)

2. 我是八年级的学生。

Pinyin: _____

English: _____

(2 marks)

3. 我的家有五个人。

Pinyin: _____

English: _____

(2 marks)

4. 我喜欢学习中文。

Pinyin: _____

English: _____

(2 marks)

5. 今天的天气很好。

Pinyin: _____

English: _____

(2 marks)

C. NAMING ITEMS AND THINGS

10 marks

Write the **Chinese name and Pinyin** for each item described.

(i) Classroom

1. Book: _____

2. Pen: _____

3. Desk: _____

4. Chair: _____

5. Teacher: _____

(ii) Home and Environment

6. House/Home: _____

7. Water: _____

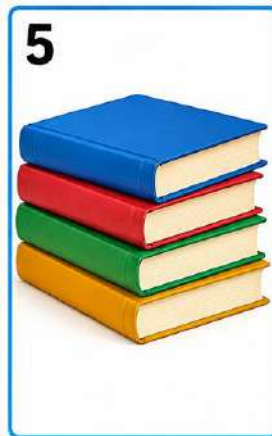
8. Tree: _____

9. Family: _____

10. School: _____

D. PICTURE/OBJECT VOCABULARY 10 marks

Write the Chinese word and Pinyin for each of the following.



TASK 2: CONVERSATION **10 MARKS**

Read the conversation carefully and answer the questions that follow.

老师和学生的对话

Teacher and Learner Conversation

老师： 你好！你叫什么名字？

Lǎoshī: Nǐ hǎo! Nǐ jiào shénme míngzi?

学生： 老师好！我叫李明。您叫什么名字？

Xuésheng: Lǎoshī hǎo! Wǒ jiào Lǐ Míng. Nín jiào shénme míngzi?

老师： 我姓王。你是几年级的学生？

Lǎoshī: Wǒ xìng Wáng. Nǐ shì jǐ niánjí de xuésheng?

学生： 我是八年级的学生。

Xuésheng: Wǒ shì bā niánjí de xuésheng.

老师： 你从哪里来？

Lǎoshī: Nǐ cóng nǎlǐ lái?

学生：我来自肯尼亚。我住在基尔戈里斯。
Xuésheng: Wǒ láizì Kěnníyà. Wǒ zhù zài Jī'ěrgēlǐsī.

老师：你家有几个人？
Lǎoshī: Nǐ jiā yǒu jǐ ge rén?

学生：我家有五个人：爸爸、妈妈、哥哥、妹妹和我。
Xuésheng: Wǒ jiā yǒu wǔ ge rén: bàba, māma, gēge, mèimei hé wǒ.

老师：你喜欢什么？
Lǎoshī: Nǐ xǐhuan shénme?

学生：我喜欢中文、音乐和足球。
Xuésheng: Wǒ xǐhuan Zhōngwén, yīnyuè hé zúqiú.

老师：你喜欢学习中文吗？
Lǎoshī: Nǐ xǐhuan xuéxí Zhōngwén ma?

学生：喜欢。我每天学习中文。
Xuésheng: Xǐhuan. Wǒ měitiān xuéxí Zhōngwén.

老师：很好！明天见。
Lǎoshī: Hěn hǎo! Míngtiān jiàn.

学生：老师再见！
Xuésheng: Lǎoshī zàijiàn!

A. Fill in the gaps. 5 marks

1. 学生叫 _____。
2. 学生是 _____ 年级的学生。
3. 学生来自 _____。
4. 学生家有 _____ 个人。
5. 学生喜欢中文、_____ 和足球。

B. Answer the questions. 5 marks

1. 学生住在哪里？

2. 老师姓什么？

3. 学生家里有哪些人？

4. 学生每天学习什么？

5. “明天见”是什么意思？

TASK 3: GRAMMAR 30 MARKS

A. Fill in the blanks with the correct word. 10 marks

Choose from:

是、叫、有、喜欢、在、吗、的、很、也、和

1. 我 _____ 王丽。
2. 他 _____ 八年级学生。
3. 我家 _____ 六个人。
4. 你 _____ 学习中文吗？
5. 我 _____ 学校学习。
6. 这是我 _____ 书。
7. 今天 _____ 热。
8. 我喜欢中文 _____ 英语。
9. 我喜欢足球，他 _____ 喜欢足球。
10. 你是老师 _____ ？

B. Arrange the words to make correct Chinese sentences. 5 marks

1. 叫 / 我 / 王明

2. 是 / 我 / 学生 / 一名

3. 喜欢 / 我 / 中文

4. 五个人 / 我家 / 有

5. 学校 / 在 / 我 / 学习

C. Choose the correct answer. 5 marks

1. Which word means “I”?

A. 你 B. 我 C. 他 D. 她

2. Which sentence means “My name is Wang Ming”?

A. 我叫王明。 B. 你叫王明。 C. 他叫王明。 D. 她叫王明。

3. Which word means “teacher”?

A. 学生 B. 老师 C. 朋友 D. 家人

4. Which word means “family”?

- A. 学校
- B. 天气
- C. 家庭
- D. 水

5. Which sentence is a question?

- A. 我是学生。
- B. 他喜欢足球。
- C. 你喜欢中文吗?
- D. 我有一本书。

D. Translate into Chinese. 5 marks

1. My name is Mary.

2. I am a Grade 8 learner.

3. I like Chinese.

4. My family has five people.

5. Where do you live?

E. Complete the sentences. 5 marks

- 1. 我叫 _____。
- 2. 我是 _____ 年级的学生。
- 3. 我来自 _____。
- 4. 我喜欢 _____。
- 5. 我家有 _____ 个人。

TASK 4: READING 20 MARKS

A. READING PASSAGE

Read the passage carefully.

我的学校和我的一天

我叫安娜，是八年级的学生。我来自肯尼亚。我住在基尔戈里斯。我每天早上六点起床。六点半吃早餐，七点去学校。

我的学校很大，也很漂亮。学校有教室、图书馆、电脑室、操场和办公室。我喜欢我的学校。

我最喜欢中文课，因为我喜欢学习汉语。我的中文老师很好，也很友好。我们在课堂上读中文、写汉字、说中文和学习新词。

放学以后，我回家做作业。晚上，我和我的家人一起吃晚饭。我的家有五个人：爸爸、妈妈、哥哥、妹妹和我。

周末，我喜欢踢足球、听音乐和看书。

A. Answer the questions. 10 marks

1. 安娜是几年级的学生？

2. 安娜来自哪里？

3. 安娜几点起床？

4. 她几点去学校？

5. 学校有什么？

6. 安娜最喜欢什么课？

7. 为什么她喜欢中文课？

8. 中文课上学生做什么？

9. 安娜家有几个人？

10. 周末安娜喜欢做什么？

B. MATCHING

Match the Chinese words in Column A with their meanings in Column B. 5 marks

Column A		Column B
1. 学校		A. Family
2. 图书馆		B. Teacher
3. 老师		C. School
4. 家人		D. Library
5. 足球		E. Football

C. CLOZE TEST

Complete the passage using the words in the box. 5 marks

Word Box:

学生 学校 中文 五 喜欢

我叫大卫。我是八年级的_____。

我每天去_____学习。

我最喜欢_____, 因为中文很有趣。

我家有_____个人。

我_____踢足球和听音乐。

GRADE 8 MANDARIN CHINESE EXAMINATION

FULL YEAR ASSESSMENT – GRADE 7 & GRADE 8

ANSWERS / MARKING SCHEME

SECTION A: LANGUAGE USE AND COMMUNICATION

TASK 1: BASIC COMMUNICATION AND VOCABULARY

A. READING WORDS

10 marks

No.	Chinese	Pinyin	English Meaning
-----	---------	--------	-----------------

- | | | | |
|-----|----|----------|-----------------|
| 1. | 学校 | xuéxiào | School |
| 2. | 老师 | lǎoshī | Teacher |
| 3. | 学生 | xuésheng | Student/Learner |
| 4. | 家 | jiā | Home/House |
| 5. | 爸爸 | bàba | Father |
| 6. | 妈妈 | māma | Mother |
| 7. | 朋友 | péngyou | Friend |
| 8. | 书 | shū | Book |
| 9. | 水 | shuǐ | Water |
| 10. | 天气 | tiānqì | Weather |

[10 marks]

B. READING SENTENCES

10 marks

1. 我叫王明。

Pinyin: Wǒ jiào Wáng Míng.

English: My name is Wang Ming.

2. 我是八年级的学生。

Pinyin: Wǒ shì bā niánjí de xuésheng.

English: I am a Grade 8 student/learner.

3. 我的家有五个人。

Pinyin: Wǒ de jiā yǒu wǔ ge rén.

English: There are five people in my family.

4. 我喜欢学习中文。

Pinyin: Wǒ xǐhuan xuéxí Zhōngwén.

English: I like learning Chinese.

5. 今天的天气很好。

Pinyin: Jīntiān de tiānqì hěn hǎo.
English: Today's weather is very good.

[10 marks]

C. NAMING ITEMS AND THINGS

10 marks

Classroom

1. **Book:** 书 — shū
2. **Pen:** 笔 — bǐ
3. **Desk:** 桌子 — zhuōzi
4. **Chair:** 椅子 — yǐzi
5. **Teacher:** 老师 — lǎoshī

Home and Environment

6. **House/Home:** 家 — jiā
7. **Water:** 水 — shuǐ
8. **Tree:** 树 — shù
9. **Family:** 家庭 — jiāting
10. **School:** 学校 — xuéxiào

[10 marks]

D. PICTURE/OBJECT VOCABULARY

10 marks

1. **Father:** 爸爸 — bàba
2. **Mother:** 妈妈 — māma
3. **Boy:** 男孩 — nánhái
4. **Girl:** 女孩 — nǚhái
5. **Book:** 书 — shū
6. **Pen:** 笔 — bǐ
7. **School:** 学校 — xuéxiào
8. **Home:** 家 — jiā
9. **Tree:** 树 — shù
10. **Sun:** 太阳 — tàiyáng

[10 marks]

TASK 2: CONVERSATION

10 MARKS

A. Fill in the gaps

5 marks

1. 学生叫 李明。
2. 学生是 八 年级的学生。
3. 学生来自 肯尼亚。
4. 学生家有 五 个人。
5. 学生喜欢中文、音乐 和 足球。

[5 marks]

B. Answer the questions

5 marks

1. 学生住在哪里？

Answer: 学生住在基尔戈里斯。

Pinyin: Xuésheng zhù zài Jī'ěrgēlǐsī.

English: The learner lives in Kilgoris.

2. 老师姓什么？

Answer: 老师姓王。

Pinyin: Lǎoshī xìng Wáng.

English: The teacher's surname is Wang.

3. 学生家里有哪些人？

Answer: 爸爸、妈妈、哥哥、妹妹和我。

English: Father, mother, elder brother, younger sister and the learner.

4. 学生每天学习什么？

Answer: 学生每天学习中文。

English: The learner studies Chinese every day.

5. “明天见”是什么意思？

Answer: See you tomorrow.

[5 marks]

SECTION B: LANGUAGE STRUCTURES AND READING

TASK 3: GRAMMAR

30 MARKS

A. Fill in the blanks

10 marks

1. 我 叫 王 丽。
2. 他 是 八 年 级 学 生。
3. 我 家 有 六 个 人。
4. 你 喜 欢 学 习 中 文 吗 ？
5. 我 在 学 校 学 习。
6. 这 是 我 的 书。
7. 今 天 很 热。
8. 我 喜 欢 中 文 和 英 语。
9. 我 喜 欢 足 球，他 也 喜 欢 足 球。
10. 你 是 老 师 吗 ？

[10 marks]

B. Arrange the words

5 marks

1. 叫 / 我 / 王明

我叫王明。

2. 是 / 我 / 学生 / 一名

我是一名学生。

3. 喜欢 / 我 / 中文

我喜欢中文。

4. 五个人 / 我家 / 有

我家有五个人。

5. 学校 / 在 / 我 / 学习

我在学校学习。

[5 marks]

C. Multiple Choice

5 marks

1. B — 我
2. A — 我叫王明。
3. B — 老师
4. C — 家庭
5. C — 你喜欢中文吗？

[5 marks]

D. Translate into Chinese

5 marks

1. My name is Mary.

我叫玛丽。

Wǒ jiào Mǎlì.

2. I am a Grade 8 learner.

我是八年级的学生。

Wǒ shì bā niánjí de xuésheng.

3. I like Chinese.

我喜欢中文。

Wǒ xǐhuan Zhōngwén.

4. My family has five people.

我家有五个人。

Wǒ jiā yǒu wǔ ge rén.

5. Where do you live?

你住在哪里？

Nǐ zhù zài nǎlǐ?

[5 marks]

E. Complete the sentences

5 marks

Answers may vary depending on the learner.

1. 我叫 [learner's name]。
2. 我是 八 年级的学生。
3. 我来自 肯尼亚。
4. 我喜欢 中文。
5. 我家有 五 个人。

[5 marks]

TASK 4: READING

20 MARKS

A. READING PASSAGE

10 marks

1. 安娜是几年级的学生？

Answer: 安娜是八年级的学生。

English: Anna is a Grade 8 student.

2. 安娜来自哪里？

Answer: 她来自肯尼亚。

English: She comes from Kenya.

3. 安娜几点起床？

Answer: 她早上六点起床。

English: She gets up at 6:00 a.m.

4. 她几点去学校？

Answer: 她七点去学校。

English: She goes to school at 7:00 a.m.

5. 学校有什么？

Answer: 学校有教室、图书馆、电脑室、操场和办公室。

English: The school has classrooms, a library, a computer room, a playground and offices.

6. 安娜最喜欢什么课？

Answer: 她最喜欢中文课。

English: She likes Chinese lessons most.

7. 为什么她喜欢中文课？

Answer: 因为她喜欢学习汉语。

English: Because she likes learning Chinese.

8. 中文课上学生做什么？

Answer: 学生读中文、写汉字、说中文和学习新词。

English: The learners read Chinese, write Chinese characters, speak Chinese and learn new words.

9. 安娜家有几个人？

Answer: 安娜家有五个人。

English: There are five people in Anna's family.

10. 周末安娜喜欢做什么？

Answer: 她喜欢踢足球、听音乐和看书。

English: She likes playing football, listening to music and reading books.

[10 marks]

B. MATCHING

5 marks

No.	Answer
1. 学校	C – School
2. 图书馆	D – Library
3. 老师	B – Teacher
4. 家人	A – Family
5. 足球	E – Football

Final Answers:

1. C

2. D

3. B

4. A

5. E

[5 marks]

C. CLOZE TEST

5 marks

Word Box:

学生 学校 中文 五 喜欢

Completed passage:

我叫大卫。我是八年级的 **学生**。

我每天去 **学校** 学习。

我最喜欢 **中文**，因为中文很有趣。

我家有 **五** 个人。

我 **喜欢** 踢足球和听音乐。

Answers:

1. **学生**
2. **学校**
3. **中文**
4. **五**
5. **喜欢**

[5 marks]

SUMMARY OF MARKS

Section/Task	Marks
Task 1A - Reading Words	10
Task 1B - Reading Sentences	10
Task 1C - Naming Items	10
Task 1D - Picture/Object Vocabulary	10
Task 2 - Conversation	10
Task 3A - Grammar	10
Task 3B - Sentence Arrangement	5
Task 3C - Multiple Choice	5
Task 3D - Translation	5
Task 3E - Sentence Completion	5
Task 4A - Reading Passage	10
Task 4B - Matching	5
Task 4C - Cloze Test	5
TOTAL	100

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – MATHEMATICS

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During an Integrated Science practical, grade 8 learners measure the mass of a specimen as 5.1956g.
 - a. Round off the number 5.1956 correct to 2 decimal places. (1 mk)
 - b. What is the place value of digit 6 in the number 5.1956? (1 mk)

2. The temperature of some towns were recorded as below.

Town	Temperature
Nyeri	+12.5°C
Cape Town	-8.6°C
London	-5°C
Cairo	-36.8°C
Lagos	+28°C

Identify the integers from the temperatures recorded. (2 mks)

3. Grade 8 learners used their laptops to determine the value of $(+4) - (6)$. Use a number line to evaluate the value of $(+4) - (6)$. (2 mks)

4. a. Determine the value $\frac{2}{3} - \frac{1}{5} \div \frac{1}{2}$ (2 mks)

b. Msafari spent $\frac{1}{8}$ of her salary on food, $\frac{1}{2}$ on rent, $\frac{1}{2}$ of the remainder on school fees and saved the rest. Determine the fraction of the salary that she saved. (3 mks)

5. a. Determine the value of $1.96 + 144 \div 2 - 36$. (2 mks)

b) Express $0.\dot{1}\dot{7}$ as a fraction. (2mks)

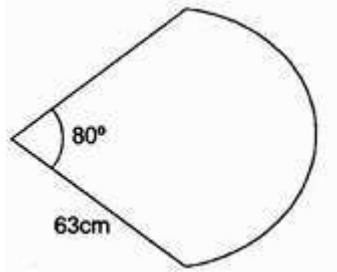
6. A learner converted a certain mass from grams to tonnes. He got 0.007015t.

a. Determine the number of significant in the number 0.007015. (1 mk)

b. Express the number 0.007015 to 3 significant figures. (1 mk)

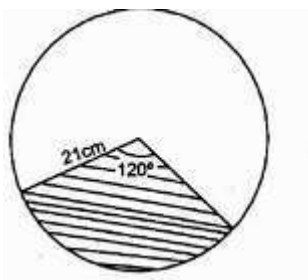
c. Express the number 0.007015 in standard form. (1 mk)

7. Juma cut out a sector from a circular card board of radius 63cm.



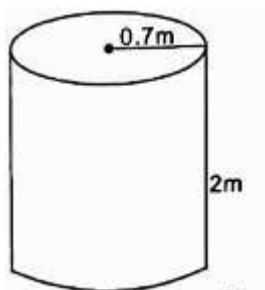
Determine the perimeter of the sector. (Use $\pi = \frac{22}{7}$) (2 mks)

8. During a Creative Arts and Sports lesson, learners made a design as shown below.



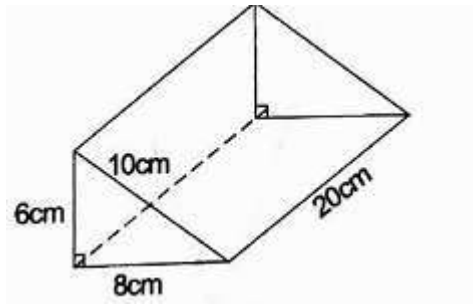
Calculate the area of the shaded part of the design. (Use $\pi = \frac{22}{7}$)

9. a. A brick measures 15cm long, 10cm wide and 8cm high. Determine the total surface area of the brick. (2 mks)
- b. Mutwiri constructed a closed cylindrical water tank. The radius of the tank is 0.7m and the height is 2m. He painted the outside surface.



Determine the total surface area painted. (Use $\pi = \frac{22}{7}$)

10. A carpenter constructed the design of a roof as shown.



Determine the surface area of the design. (2 mks)

11. a. A square seedbed measures 1.625 on each side. Use four figure Mathematical table to work out the area of the farm in square metres. (2 mks)

- b. The area of a square design is 0.234m^2 . Use the table of square root to determine the length of one side. (2 mks)

12. A manufacturing company produced 8400 iron sheets in 5 days. Calculate the rate of production per day. (1 mk)
13. Aisha and Juma shared their profit of sh 24000 in the ration of 5:7 respectively. How much money did Juma receive?
(2 mks)
14. Twelve people working at the same rate can complete some work in 16 days. How many more days will 8 people working at the same rate take to complete the same work? (2 mks)
15. The price of a book increased from sh 400 to sh 500. Calculate the percentage increase. (2 mks)

16. Auma deposited sh 300000 in a bank that offered a simple interest rate of 5% per annum. How much was in her account after 2 years? (2 mks)

17. A laptop was valued at sh 100000 when it was bought. The value depreciated at the rate of 105 per year. Determine the value of the laptop after 2 years. (2 mks)

18. A teacher wrote the expression

$$\frac{12ab + 6ac}{6b + 3c}$$

Factorize the expression. (2 mks)

19. Given that $c=4$, $d=5$ and $e= -3$, evaluate. (2 mks)

$$\frac{e+d}{c}$$

20. Using elimination method, evaluate the value of x and y in the equation. (2 mks)

$$4x + y = 9$$

$$3x - y = 5$$

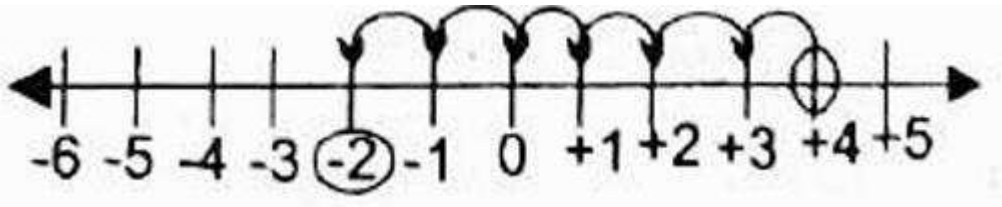
Answers

1. a. 5.20

b. Ten thousandths

2. -5

3.



4. a.

$$\frac{2}{3} - \frac{1}{5} \div \frac{1}{2}$$

$$\frac{2}{3} - \frac{1}{5} \times \frac{2}{1}$$

$$\frac{2}{3} - \frac{2}{5} = \frac{10-6}{15} = \frac{4}{15}$$

b.

$$\text{Food} = \frac{1}{8}, \text{Rent} = \frac{1}{2}$$

$$\text{school fees} = (\frac{1}{2} \times \frac{3}{8}) = \frac{3}{16} \text{ Savings} =$$

$$\frac{1}{8} + \frac{1}{2} + \frac{3}{16} = \frac{13}{16} \text{ Salary saved} = 1 -$$

$$\frac{13}{16}$$

$$= \frac{1}{16} - \frac{13}{16} = \frac{3}{16}$$

5. a.

$$1.96 + 144 \div 2 - 36$$

$$\frac{1.96 + 144 - 36}{2}$$

$$1.96 + 72 - 36$$

$$73.96 - 36 = 37.96$$

b.

$$r = 0.171717 \dots \dots \dots (i)$$

$$10r = 1.71717 \dots \dots \dots (ii)$$

$$100r = 17.1717 \dots \dots \dots (iii)$$

$$(iii) - (i)$$

$$100r = 17.1717$$

$$r = 0.1717$$

$${}^{99}r/{}^{99} = {}^{17}/{}^{99} r$$

$$= 17/99$$

6. a. 4 significant figures

b. 702

c. 7.015×10^{-3}

7. $\theta/360 \ 2\pi r + D$

$$80/360 \times 2 \times 22/7 \times 63 + 126 = 88 + 126 = 214\text{cm}$$

8. $\theta/360 \ \pi^2$

$$120/360 \times 22/7 \times 21 \times 21 = 22 \times 21 = 462\text{cm}^2$$

9. a.

$$15 \times 10 \times 2 = 300$$

$$10 \times 8 \times 2 = 160$$

$$15 \times 8 \times 2 = 240/700\text{cm}^2 \text{ b.}$$

$$\text{Top painted area} = 22/7 \times 0.7 \times 0.7 = 1.54\text{m}^2 \text{ Painted}$$

$$\text{curved SA} = 22/7 \times 1.4 \times 2 = 8.8\text{m}^2 \text{ Bottom painted}$$

$$\text{area} = 22/7 \times 0.7 \times 0.7 = 1.54\text{m}^2 \text{ Total area} = 1.54 + 8.8$$

$$+ 1.54 = 11.88\text{cm}^2$$

10. Area of the triangles = $1/2 \times 8 \times 6 \times 2 = 48\text{cm}^2$

$$\text{Area of the rectangles} = 8 \times 20 = 160\text{cm}^2 \text{ Area of}$$

$$\text{the rectangles} = 20 \times 10 = 200\text{cm}^2 \text{ Area of the}$$

$$\text{rectangle} = 20 \times 6 = 120\text{cm}^2$$

$$\text{Total S.A} = 528\text{cm}^2$$

11. a. $1.625 \times 1.625 = 2.640625\text{m}^2$

$$\text{b. } \sqrt{0.234} = 0.4837\text{m}$$

12. 5 days = 8400

$$1 \text{ day} = ?$$

$$\begin{array}{r} 1 \text{ day} \times 8400 \\ \hline 5 \end{array}$$

$$= 1680 \text{ sheets per day}$$

13. 24000 - 5:7

$$\text{Aisha} - 5/12$$

$$\text{Juma} = \frac{7}{12}$$

$$\frac{7}{12} \times 24000 = \text{sh } 14000$$

14.

P	D	P	D
12	16	8	?
<u>12 x 16</u>			
8			

$$= 24$$

$$\text{More} = 24 - 16 = 8 \text{ more days}$$

15. Increase = 500 - 400 = sh 100

$$\% \text{ increase} = \frac{\text{Increase}}{\text{Original price}} \times 100$$

$$= \frac{100}{400} \times 100\% = 25\%$$

16. SI = PRT/100

$$= 300000 \times \frac{5}{100} \times 2 = \text{sh } 30000$$

$$\text{Total amount} = 300000 + 30000$$

$$= \text{sh } 330000$$

17. After 1 = 100000 - 100%

$$90\% = \frac{100000 \times 90}{100}$$

$$= 90000$$

After 2 years

$$90000 - 90\%$$

$$80\%$$

$$\frac{90000 \times 80}{90}$$

$$= \text{sh } 80000$$

$$18. \quad \frac{12ab+6ac}{6b+3c} = \frac{6a(2b+c)}{3(2b+c)}$$

$$= 6a/3 = 2a$$

$$19. \quad \frac{c+d}{c} = \frac{-3+5}{4}$$

$$= 2/4 = 1/2$$

$$20. \quad 3x+4x+y = 9$$

$$4x+3x-y = 5$$

$$12x+3y = 27$$

$$\begin{array}{r} 12x+3y=27 \\ -12x-4y=20 \\ \hline \end{array}$$

$$+ 7y/7 = 7/7$$

$$y = 1$$

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – PRETECHNICAL STUDIES

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ **School:** _____

Assessment Number: _____ **Date:** _____

School Code: _____ **Signature:** _____

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers **MUST** be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

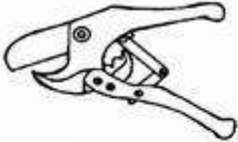
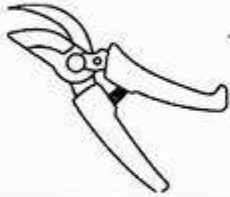
SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. a. During a field exhibition, Mr. Muhati tasked his students to name the tools and the corresponding career to which they fit. Fill the table below to correctly complete the task given to the students. (3 mks)

- i. _____
- ii. _____
- iii. _____

	Picture of the Tool	Name	Career
i			
ii			
iii			

b. To instill safety of tools in a Pre-Technical laboratory, the learners were asked to list all the care and maintenance to guide them in the laboratory. Give three care and maintenance practices listed for tool in question 1(iii) above. (3 mks)

- i. _____
- ii. _____
- iii. _____

c. Describe how a worker in your school would use the tool in question 1(i) to cut the plastic pipes. (3 mks)

- i. _____
- ii. _____
- iii. _____

2. Ms. Main clarified that ceramic materials are categorized into three broad classes based on the material from which they are made. Give three common classifications of ceramic materials in your environment based on this criterion of classification. (3 marks)

- i. _____
- ii. _____
- iii. _____

3. List three main chronological procedures a potter would employ in order to make a complete ceramic material ready for sale. (3 mks)

i. _____

ii. _____

iii. _____

4. As an aspiring engineer, identify two items made from composite materials that are used in medical engineering. (1 mk)

5. Classify the following materials as either composite or non-composite. (3 mks)

	Composite materials	Non-composite materials
Building sand		
Bituminous felt		
Brass		

6. a. Identify two types of visual programming applications used in day-to-day computer operations. (2 mks)

i. _____

ii. _____

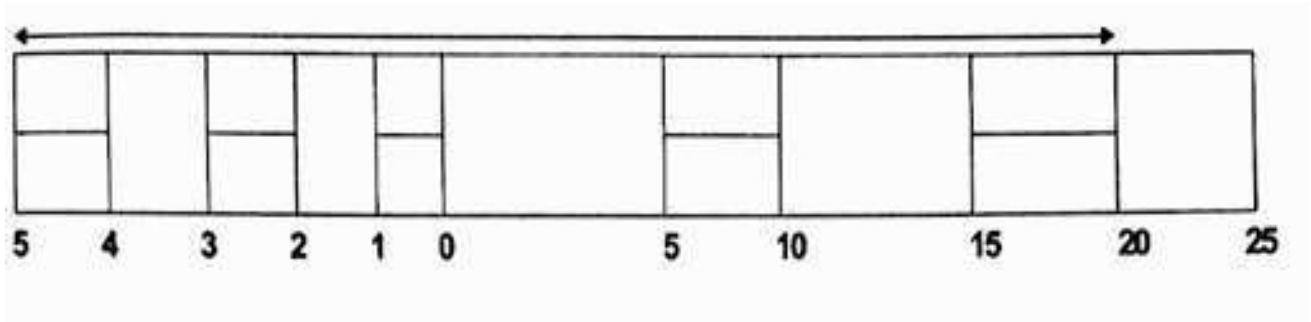
b. In order to introduce programming, the teacher stated features of visual programming. Give two features of one of the types of visual programming identified in question 6(a) above. (2 mks)

i. _____

ii. _____

7. During Art and design lesson, learners were tasked to define plane scale drawing. Fill the space below to show how they correctly defined the term. (1 mk)

8. Taking the scale in the measurement below to be in metres, determine the actual length of the arrowed line. (1 mk)



9. Describe two features of plane scale as used in drawing. (2 mks)

- i. _____
- ii. _____

10. Identify two ethical practices in business organization a businessman would consider adopting to realize maximum profits in a market. (2 mks)

- i. _____
- ii. _____

11. The picture below illustrates the photograph of an organizational Chief Executive officer.



- a. Identify the form of communication being used by the officer. (1 mk)

- b. State three reasons that promoted the Chief Executive Officer of the organization to use the mode of communication identified in 11(a) above to pass information to his employees. (3 mks)

- i. _____
- ii. _____
- iii. _____

12. Explain two ways in which investors and consumers are protected in Kenya. (4 mks)

- i. _____
- ii. _____
- iii. _____

13. Give the names of the following storage devices. (4 mks)

	Picture of the device	Name of the device
i		
ii		
iii		
iv		

14. There was a fire outbreak in Ukulima market in the recent past. Highlight three possible cause of the fire outbreak. (3 mks)

- i. _____
- ii. _____
- iii. _____

15. To curb the fire outbreak incident, learners were advised to use the smothering technique. Explain how smothering technique is carried out to put fire during a fire outbreak. (3 mks)

- i. _____
- ii. _____
- iii. _____

16. As the chief Executive officer of a local organization, explain three importance of book keeping to an entrepreneur. (3 mks)

- i. _____
- ii. _____
- iii. _____

Answers

1. a.

I - Pipe cutter - plumbing

II - Secateurs/pruning shears - farming

III - Plane -

carpentry b.

1. Regular sharpening of blunt edges.
2. Oiling movable parts
3. Cleaning after use.
4. Proper storage

c.

1. Press the handle away from each other to open the blade
2. Put the plastic pipe in between the blades.
3. Press the handles towards each other strongly to cut.

- 2.
1. Earthenware
 2. Stoneware
 3. Pottery

- 3.
1. Dig and grind the required clay.
 2. Knead the clay to remove all the air bubbles.
 3. Shape the kneaded clay to and heat in a kiln at a temperature between 1000°C to 1150°C

- 4.
1. Artificial body parts
 2. Implants

- 5.
1. Building sand - non-composite material
 2. Bituminous felt - composite material
 3. Brass - Composite material

6. a.

1. Microsoft make code
2. Sprite box
3. Scratch
4. Microsoft Visual Studio
5. Roblox
6. Mine craft

b.

1. They are easy to use
2. Source of entertainment
3. They are interesting to use.
4. Help in creating stories, animations and games

7. Plain scale drawing involves drawing a line that has been divided into a specific number of

equal parts.

8. Main scale =

25.00 Small

scale = 5.00

= 25.00 + 5.00

= 30.00cm

9.
 1. Lines are divided into specific number of equal parts.
 2. Uses a representative factor for interpretation.
10.
 1. Timely communication with partners and shareholders.
 2. Relevant and timely advertising.
11. a. Oral or verbal
communication b.
 1. Information is urgent and first hand.
 2. Feedback is immediate.
 3. Cheaper
 4. Information can be reinforced through persuasion.
12.
 1. Regulated pricing by government.
 2. Quality goods by KEBS
 3. Regulated imports to reduce dumping.

13. i. Memory card

ii. External hard drive

iii. Universal Serial Bus

iv. Floppy disc

14. 1. Faulty electric equipment

2. Fire outbreak

3. Improper storage of flammable materials.

4. Human errors when using equipment i.e. electrical sock

15. 1. Spread a blanket across the fire

2. Cover the flame uniformly at once.

3. If the flame doesn't go off, put more blankets until the flame goes off

16. 1. Helps entrepreneur to prepare for taxes.

2. Reveals the financial structure of a business.

3. Maintains organized records in business.

4. making accurate budgeting possible.

COMPETENCY BASED EDUCATION
JUNIOR SCHOOL EDUCATION ASSESSMENT
NOVEMBER-DECEMBER ASSIGNMENT 2026



GRADE 8 – SOCIAL STUDIES

Time: 2 Hours

LEARNER'S DETAILS

Name: _____ . School: _____ .

Assessment Number: _____ . Date: _____ .

School Code: _____ . Signature: _____ .

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

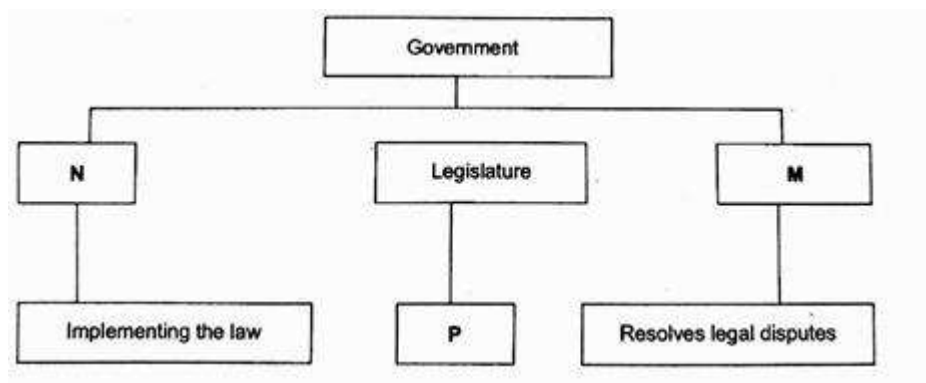
SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Elsy, a grade 8 learner is interested in knowing the component of the Kenyan constitution. She searched from the internet and identified the components of the Kenya constitution. Mention any four components of Kenya constitution she identified. (4 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

2. The chart below shows the arms of the government and their roles.



Fill in the information in parts marked M, N and P respectively. (3 mks)

M: _____

N: _____

P: _____

3. You have been elected as a school captain. Identify one way in which;

a. you can exhibit good leadership intended in chapter six of the constitution of Kenya. (1 mark)

b). you can apply constitutional principles of leadership and integrity in daily interactions with other learners. (1 mark)

4. Abisa is a child right activist. Demonstrate any two ways in which Abisa can protect violation of children rights. (2 marks)

i. _____

ii. _____

5. A group of learners are discussing the inspiring values and principles from Wangari Mathai and Mahatma Ghadhi that made them to be selected Nobel Prize Winners. Highlight two of the values and guiding principles. (2 marks)

i. _____

ii. _____

6. Hellen outlined the changes that took place in humans as a result of evolution. Mention any two of the changes. (2 mks)

i. _____

ii. _____

7. Leila lives along the Coast of East Africa. Identify any two Swahili civilization that are practiced where Leila lives. (2 mks)

- i. _____
- ii. _____

8. Tenje described the organization of the trans-Saharan slave trade. Describe its organization as per Tenje's description. (2 mks)

- i. _____
- ii. _____

9. Abdullah and his friends are discussing the effects of Trans-Saharan slave trade. Mention any two effects of the Trans-Saharan slave trade they discussed. (2 mks)

- i. _____
- ii. _____

10. Ahmed, a Kenyan citizen, has always wanted to become a surgeon. He is offered a scholarship in a university in South Africa. Ahmed decides to move to South Africa to study.

a). What type of migration is illustrated about Ahmed? (1 mark)

b). What has made Ahmed to migrate? (1 mark)

c). Identify any two effects of migration that can be as a result of Ahmed's migration. (2 marks)

- i. _____
- ii. _____

11. a) What is the demographic trends as used in population growth in Kenya? (1 mark)

b) Ponje researched on the demographic trends in Kenya. He then wrote a report. Mention two demographic trends he would include in his report. (2 marks)

- i. _____
- ii. _____

12. Maria, a grade 8 girl is always seen lonely and poses low self-esteem due to her poor performance in class. Identify three ways Maria can build a healthy self-esteem for promotion of social cohesion. (3 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

13. Doris is feeling overwhelmed with school work and co-curricular activities. In which two ways can she manage her stress and prioritize her responsibilities? (2 mks)

- i. _____
- ii. _____

14. Tom and Bobby are arguing over a seat in a bus. Tom claims he was sitting there first while Bobby says that he left his bag on the seat to save it.

a) Explain two ways the learners can come to a resolution that is fair for both of them (2 marks)

- i. _____
- ii. _____

b) Identify two ways that they can communicate their needs and feelings without getting angry and upset. (2 mks)

- i. _____
- ii. _____

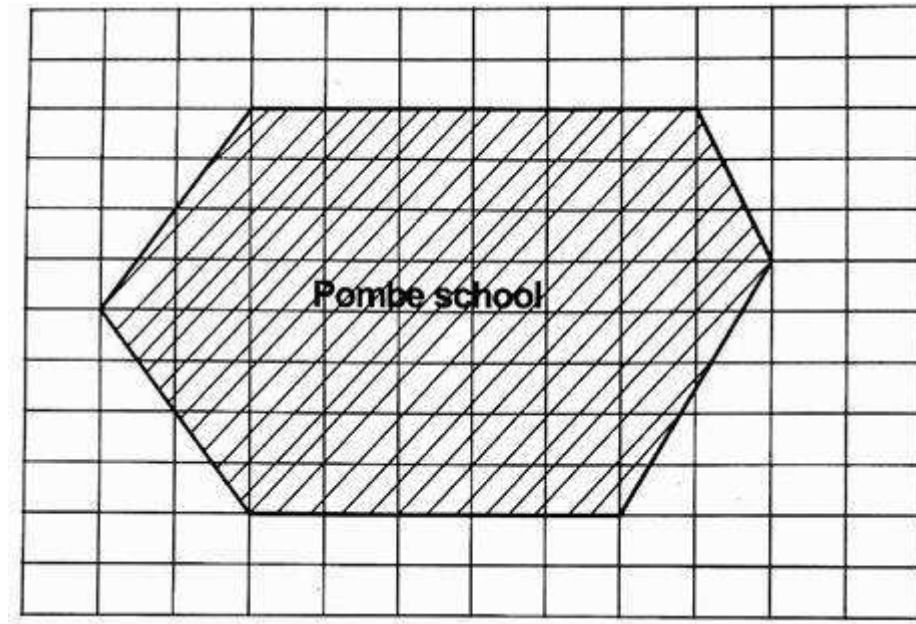
15. Ndere outlined the benefits of community service learning to her community. State two benefits she addressed. (2 mks)

- i. _____
- ii. _____

16. grade 8 learners of Chomboro Junior school identified factors that influence weather and climate. Mention three factors learners identified. (3 mks)

- i. _____
- ii. _____
- iii. _____

17. The diagram below shows the map of Pombe school. The length of one square grid is equivalent to 10 metres.



Calculate the areas of the school in square meters. (4 mks)

18. Kizito visited one of the towns along the Coast of East Africa.

a) The type of vegetation witnessed by Kizito was _____(1 mark)

b) Mention one characteristic of the vegetation in 18(a) above. (1 mark)

19. Kendi wanted to visit historical sites and monuments in Africa. State two historical sites and monuments she is likely to visit. (2 marks)

i. _____

ii. _____

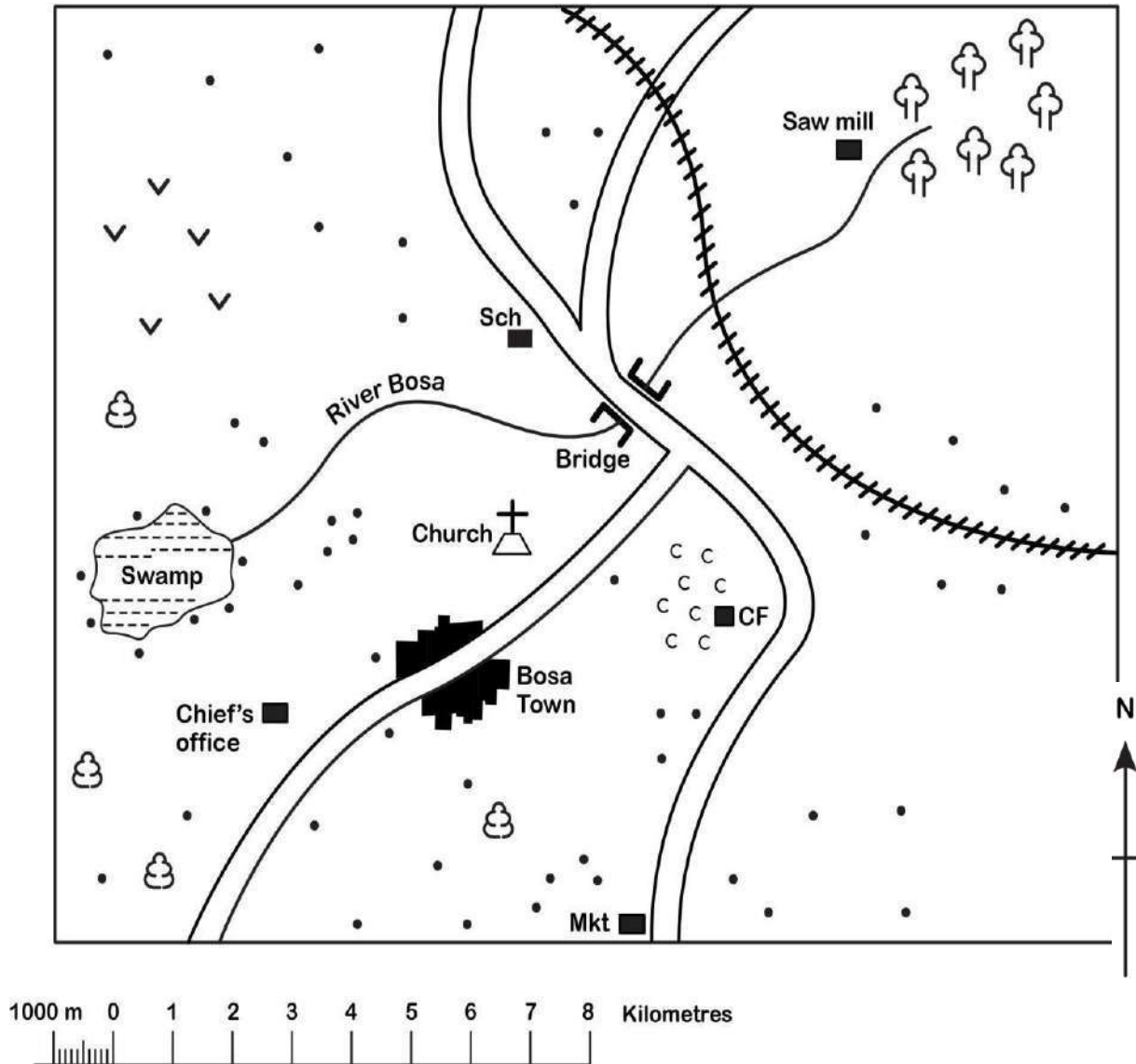
SECTION C (80 MARKS)

Answer all questions in the spaces provided.

TASK 1: MAPWORK

Study the map of TOKA area and use it to answer the questions that follow

1. A Social Studies teacher used the sketch map provided to facilitate a lesson on map reading and interpretation.



KEY

	Built-up area		Settlement		Railway Line
	Weather road		Scattered trees		Forest
	River		Coffee factory		Shrub
			Market		Coffee

- a) The teacher asked the learners to state the direction one would take when walking from the **sawmill** to **Bosa Town** along the **weather road**.

Direction: _____ (1 mark)

b) During the lesson, the teacher asked the learners to **measure the distance** along the **weather road** from the **bridge** to the **market**.

State the **distance in kilometres**. (2 marks)

Distance: _____

c) The learners studied some **economic activities** carried out in the area.

Name **four** of these activities. (4 marks)

- i. _____
- ii. _____
- iii. _____
- iv. _____

d) The learners were asked to discuss the **types of vegetation** found in the area.

Identify **three** types of vegetation that they discussed. (3 marks)

- i. _____
- ii. _____
- iii. _____

TASK 2: GEOGRAPHY (25 Marks)

2. During a geography project, Grade 8 learners from Umoja School carried out a field study on farming in their community.

a. State four methods they used to collect data in the field.

- i. _____
- ii. _____
- iii. _____
- iv. _____

b. Mention three methods they used to record the data collected.

- i. _____
- ii. _____
- iii. _____

c. State three challenges they faced when carrying out the field study.

iv. _____

v. _____

vi. _____

d. Suggest three possible solutions to the challenges faced during the study.

i. _____

ii. _____

iii. _____

e. Explain two importance of collecting accurate data during fieldwork.

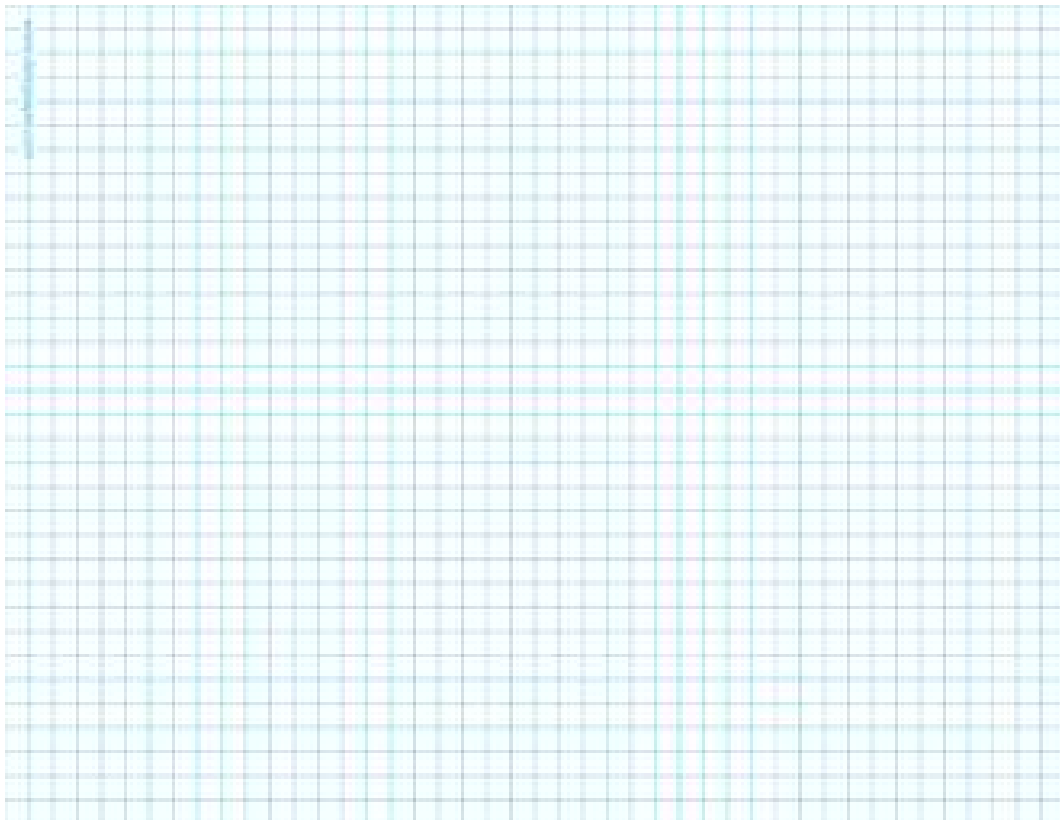
i. _____

ii. _____

3. A Grade 8 learner recorded the following monthly temperatures from a nearby weather station.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Temp °C	29	24	33	27	27	29	29	28	33	28	30	29

a. Use the data to draw a simple **bar graph** showing the monthly temperatures.



b. Identify the month with the highest temperature.

c. Identify the month with the lowest temperature.

d. Suggest two factors that may influence temperature in this area.

i. _____

ii. _____

e. Explain two importance of recording weather data.

i. _____

ii. _____

4. During a geography lesson, learners discussed factors influencing where people live in Africa.

a. State three factors that influence population distribution in Africa.

i. _____

ii. _____

iii. _____

b. List three components of the solar system.

i. _____

ii. _____

iii. _____

5. Caroline is learning about the geography of early African civilizations and is studying the role of rivers.

(a) Name two important rivers in Africa. (2 marks)

i. _____

ii. _____

(b) Explain how rivers contributed to the development of early African societies. (4 marks)

i. _____

ii. _____

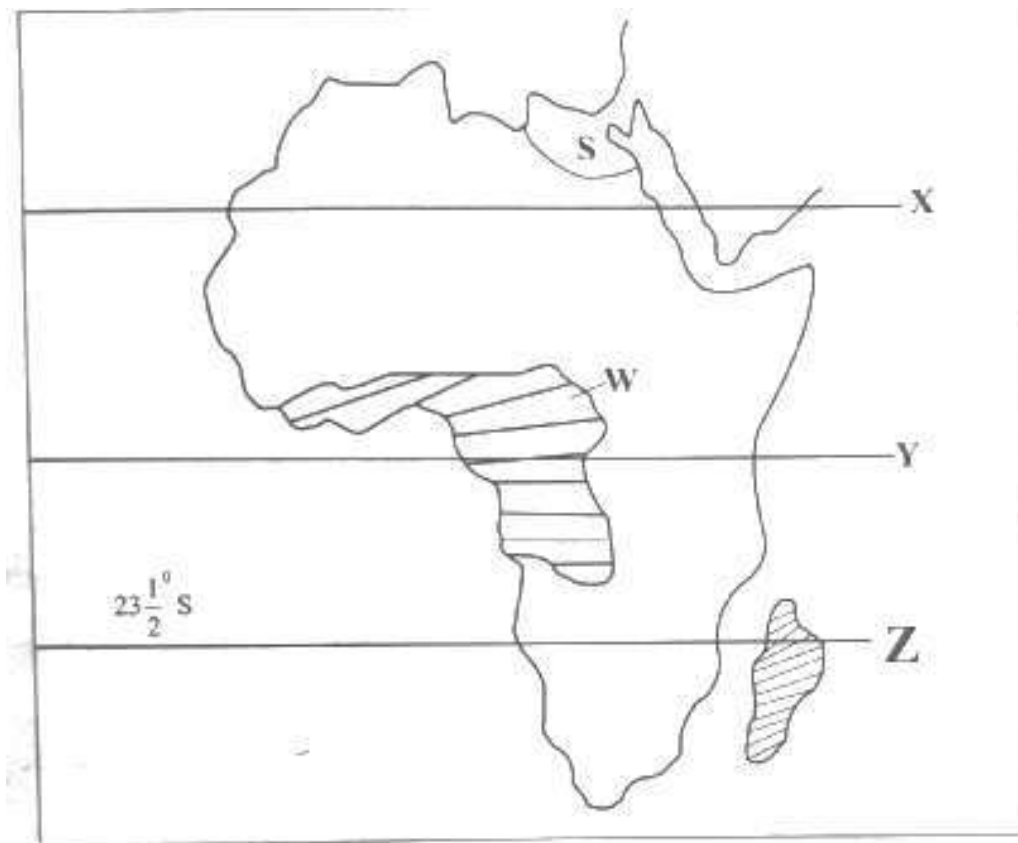
6. Sarah is exploring the geography of Africa and is studying climate patterns across different regions.

(a) Name two factors that influence climate in Africa. (2 marks)

i. _____

ii. _____

(b) Study the map below and use it to answer the following question.



i. identify the climatic region marked W

ii. What is the name of the following lines marked X and Y

X: _____

Y: _____

iii. Name two countries crossed by the line marked Z

iv. Identify country marked S

(c) Explain the impact of climate on human settlement in Africa. (2 marks)

i. _____

ii. _____

(d) Using digital devices, Grade 8 learners searched for the effects of migration in Africa and came up with the following findings:

- i) Development of rural areas.
- ii) Development of slums.
- iii) Expansion of road network
- iv) Separation of families.

Classify the above effects into positive and negative effects. (4 marks)

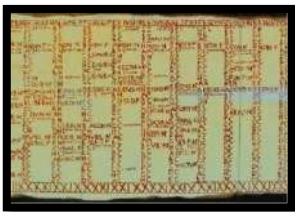
	Positive		Negative
i		i	
ii		ii	

TASK 2: HISTORY AND GOVERNMENT (30 Marks)

7. During a history lesson, learners discussed ancient civilizations and early human life.
- a. Name the following **Ancient Egyptian invention**.



A



B



C



D

- A: _____.
- B: _____.
- C: _____.
- D: _____.

- b. State three factors that led to the growth of the **Great Zimbabwe Civilization**.

- i. _____
- ii. _____
- iii. _____

- c. Mention four contributions of early civilization to the modern world.

- i. _____
- ii. _____
- iii. _____
- iv. _____

d. State three characteristics of **Homo sapiens**.

- i. _____
- ii. _____
- iii. _____

8. During a discussion on African history, learners studied early kingdoms and communities.

a. Name two factors that led to the growth of the **Kingdom of Kongo**.

- i. _____
- ii. _____

b. Identify two terms of the Berlin conference

- i. _____
- ii. _____

c. Describe two aspects of the social organization of the **Zulu community** up to 1900.

- i. _____
- ii. _____

d. Write the country in which the following monuments and historical sites are found

	Historical site	Location
i.	Meroe	
ii.	Timbuktu	
iii.	Fort Jesus	
iv.	Roben Island	

9. The learners explored early trade along the Indian Ocean coast.

a. State four factors that led to the development of the **Trans-Saharan Trade** in the 15th century.

- i. _____
- ii. _____
- iii. _____
- iv. _____

b. State two social injustices committed against Africans during the **Indian Ocean Slave Trade**.

- iii. _____
- iv. _____

c. Explain two economic effects of the Trans-Saharan Slave trade on East Africa.

i. _____

ii. _____

10. During a lesson on early farming, learners studied how ancient Egyptians practiced irrigation.

a. Name four crops that were grown in the **Rift Valley of East Africa, Egypt, and Nubia.**

i. _____

ii. _____

iii. _____

iv. _____

b. Name two animals that were domesticated in those regions.

v. _____

vi. _____

c. Identify the irrigation methods used in ancient Egypt as described:

i. The farmer collects water using a bucket tied to one end of a long stick balanced like a see-saw.

ii. When the River Nile flooded, water and silt were deposited on the land before farming began.

d. Match the following irrigation methods correctly:

Irrigation Method	Name
(i) Canals dug from the Nile River	
(ii) Basin formed to trap water after floods	
(iii) A bucket and pole device used to lift water	

TASK 3: CITIZENSHIP (25 Marks)

11. During a civic education session, learners reviewed the United Nations Human Rights Charter.
- a. Human rights can be classified into **social, economic, and political rights**. Identify two **social rights** provided for in the Charter.
- i. _____
- ii. _____
- b. Explain three importances of human rights in society.
- i. _____
- ii. _____
- iii. _____
- c. State two ways of promoting equality and non-discrimination in the community.
- i. _____
- ii. _____
- iii. _____
- d. Mention three reasons why human rights should be protected.
- i. _____
- ii. _____
- iii. _____
- e. Suggest three ways in which learners can respect the rights of others at school.
- i. _____
- ii. _____
- iii. _____
12. During a peace awareness day, Grade 8 learners discussed ways of promoting peace and harmony.
- a. State three personal characteristics that express a state of peace for mutual social well-being.
- i. _____
- ii. _____
- iii. _____

b. Name three approaches that promote inner peace for harmonious living.

- v. _____
- vi. _____
- vii. _____

c. State three causes of conflict in schools.

- i. _____
- ii. _____
- iii. _____

d. Mention three peaceful methods of resolving conflicts.

- i. _____
- ii. _____
- iii. _____

e. Explain two importance of peace in national development.

- i. _____
- ii. _____

13. During a lesson on economic development, learners discussed how trade evolved over time.

a. State two uses of money.

- i. _____
- ii. _____

b. Explain two advantages of using money instead of barter trade.

- i. _____
- ii. _____

c. Give two examples of Kenyan banknotes in circulation today.

- i. _____
- ii. _____

d. Suggest two ways of promoting fair trade in Kenya.

- i. _____
- ii. _____

e. State two reasons why saving money is important.

- i. _____
- ii. _____

TASK 4: LIFE SKILLS EDUCATION (20 Marks)

14. During a guidance lesson, Grade 8 learners discussed how to build positive self-esteem.

a. Define the term **self-awareness**.

b. Mention three characteristics of a person with positive self-esteem.

- i. _____
- ii. _____
- iii. _____

c. State two ways of improving one's self-image.

- i. _____
- ii. _____

d. Give two reasons why it is important to know your strengths and weaknesses.

- i. _____
- ii. _____

e. Explain one effect of low self-esteem on a learner's performance.

15. During class elections, candidates were asked to demonstrate good leadership skills.

a. Mention three good decision-making skills that a leader should have.

- i. _____
- ii. _____
- iii. _____

b. State two qualities of an effective leader.

- i. _____
- ii. _____

c. Explain two benefits of involving others in decision-making.

- i. _____
- ii. _____

d. Suggest two consequences of poor decision-making in leadership.

- i. _____
- ii. _____

e. Give one example of a student leadership role in school and its responsibility.

16. The learners of Mwangaza Primary participated in a community clean-up exercise.

a. State three benefits of participating in community service.

- i. _____
- ii. _____
- iii. _____

b. Mention three ways in which learners can conserve the environment at school.

- i. _____
- ii. _____
- iii. _____

c. Give two examples of sustainable use of natural resources.

- i. _____

ii. _____

d. Explain two effects of environmental pollution.

i. _____

ii. _____

e. Suggest two activities that promote environmental awareness among learners.

i. _____

ii. _____

Answers

1.
 1. Preamble, Bill of rights
 2. Devolution structure of government
 3. citizenship and environment
 4. leadership
 5. integrity
 6. elections
 7. national security
 8. public finance
 9. amendments of the

constitution constitution

2. M -

Judiciary N

- Executive

P - Make

laws

3. a) Have integrity, serve the people, honest, uphold values, promote social justice, promote and protect rights and freedoms, foster culture of good governance.

b). Lead by example, Act with honesty strive for excellence, uphold the rule of law, promote equality, respect rights and dignity.

4. Raising awareness, educating yourself on human rights, encourage diversity and inclusivity Demonstrating respect for human rights.
5. Equality and social justice, empowerment through action, violent resistance, courage in the face of opposition, environment, stewardship, global citizenship.
6.
 1. Human beings evolved to walk on two legs
 2. Over time the human brain has grown larger
 3. Developed ability to make and use tools
 4. Developed language
 5. Influenced human teeth
 6. Evolved complex social structures
7.
 1. Introduction of Swahili dishes
 2. Introduced new way of dressing
 3. Emergence of Kiswahili language
 4. Swahili architecture
 5. Islamic religion
 6. Use of transport systems such as shows and boats
 7. Emergence of city states which serve as trade and cultural centres
8.
 1. Organized trade crossing the entirety of the desert.
 2. Facilitated by the development of oasis settlements and spread of camel culture and Islam, Berbers and Arabs in North Africa began to travel in caravans all the way to West Africa.
9.
 1. Led to introduction of Islam
 2. Reduced population
 3. Incited conflicts
 4. Disrupted local economies
 5. Led to loss of cultural knowledge
 6. Increased wealth
 7. Led to enslavement

10. a. Emigration

b.

Education

c.

1. Increase in the supply of human labour
2. Strain on limited resources
3. Increase in population
4. Rapid population growth
5. Congestion in urban centres
6. Decreased population.

11. a) The pattern or changes in the characteristics of a population over a specific period of time b)

1. Growing population
2. Rural-urban migration
3. Families having fewer children
4. Migration in search of employment, education.

- 12.
1. Seeking support when needed.
 2. Taking care of herself
 3. Engaging in activities that build confidence
 4. Surrounding herself with positive influence
 5. Maintain positive attitude
 6. Celebrating success
 7. Being assertive
 8. Being kind to yourself

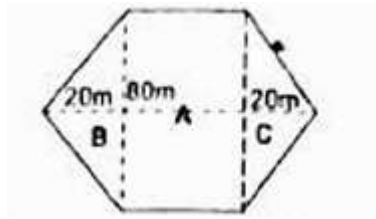
- 13.
1. Balance work and play
 2. Plan your day
 3. Stick to your plan
 4. Get enough sleep
 5. Eat good food
 6. Ask for help when you need it
 7. Use positive energy of stress
 8. Deal with problems as they come

14. a) Negotiation, problem-solving, mediation, apologizing, forgiveness b)

1. Communicate with kindness
2. Listen to each other
3. Respect each other's opinion
4. Seeks clarification

- 15.
1. Gives us opportunity to apply what we have learnt in the classroom to real life situations.
 2. Help develop skills such as problem solving.
 3. We gain better understanding
 4. Boosts self-esteem
 5. Benefiting from the project
 6. Encourages diversity

- 16.
1. Relief
 2. Altitude
 3. Human activities
 4. Ocean currents
 5. Land and Sea breezes
 6. Latitude



17.

$$\text{Area of A} = L \times W = 80\text{m} \times 50 = 4000\text{m}^2$$

$$\text{Area of B} = \frac{1}{2} \times b \times h = \frac{1}{2} \times 80 \times 20 =$$

$$800\text{m}^2 \text{ Area of C} = \frac{1}{2}bh = \frac{1}{2} \times 80 \times 20 =$$

$$800\text{m}^2$$

$$\text{Total area} = A+B+C$$

$$= 4000 + 800 + 800 = 5600\text{m}^2$$

18. a. Mangrove

b. Mangrove trees grow to medium heights, have breathing roots, grow in salty water.

19. Fort Jesus, Kilwa, Meroe, Great Zimbabwe, The Giza Pyramids, Timbuktu, Robben Island.

TASK 1: MAPWORK

1. Study the map of TOKA area and use it to answer the questions that follow:

a) Direction from Sawmill to Bosa Town along the weather road:

South-West (SW)

b) Distance along the weather road from the bridge to the market:

Approximately **6.5 km** (Acceptable range: 6.2 km – 6.8 km)

c) Four economic activities carried out in the area:

- i. **Lumbering / Timber harvesting** (evidenced by the Sawmill and Forest)
- ii. **Trading / Commerce** (evidenced by the Market and Bosa Town built-up area)
- iii. **Crop Farming / Coffee growing** (evidenced by the Coffee plantations and Coffee Factory - CF)
- iv. **Transportation** (evidenced by the Railway line and Weather road)

d) Three types of vegetation found in the area:

- i. **Forest**
- ii. **Swamp vegetation / Reeds**
- iii. **Shrub** (or **Scattered trees**)

TASK 2: GEOGRAPHY

2. Field study on farming:

a. Four methods used to collect data in the field:

- i. Observation
- ii. Interviewing local farmers
- iii. Administering questionnaires
- iv. Taking photographs / Audio recording

b. Three methods used to record data collected:

- i. Writing notes in field notebooks
- ii. Filling in tally sheets / Questionnaires
- iii. Taking photographs / Audio-video recording

c. Three challenges faced during the field study:

- i. Bad weather conditions (e.g., heavy rainfall or excessive heat)
- ii. Language barrier or uncooperative respondents

iii. Long walking distances / Difficult terrain

d. Three possible solutions to the challenges faced:

- i. Carrying appropriate rain gear/protective clothing and umbrellas
- ii. Using local interpreters or polite language to encourage responses
- iii. Choosing manageable, accessible routes or arranging transport

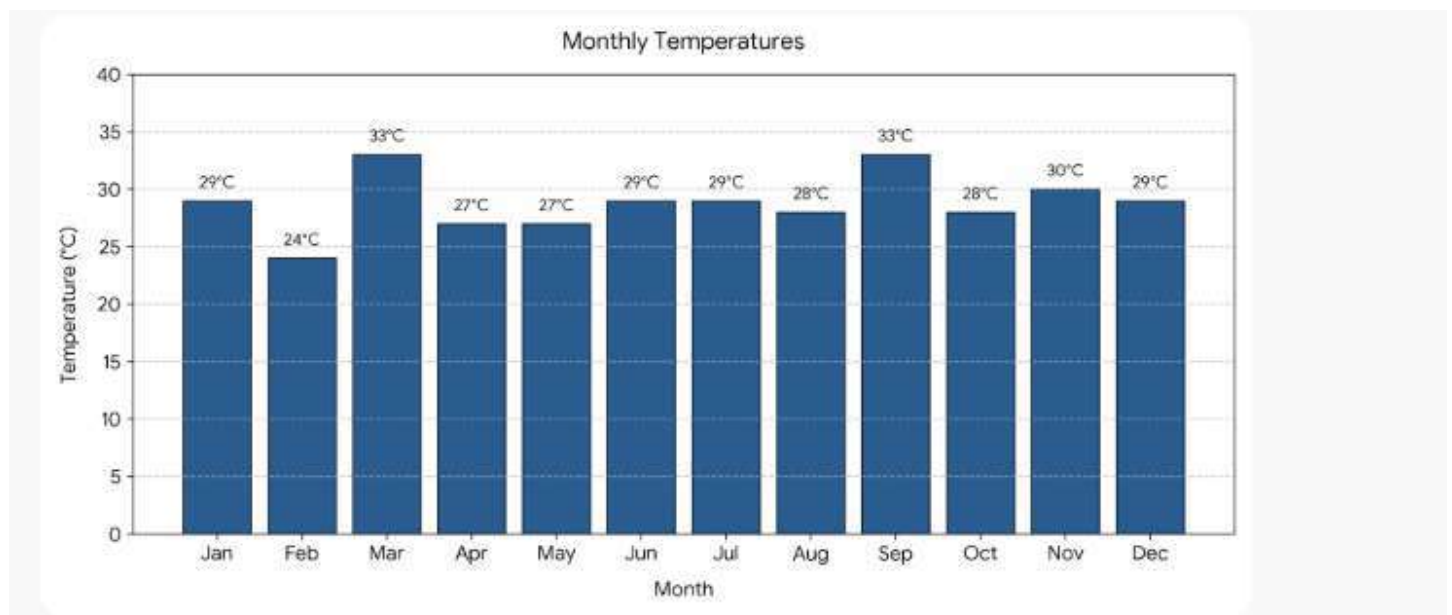
e. Two importances of collecting accurate data during fieldwork:

- i. Ensures reliable and valid conclusions/findings for the research study.
- ii. Helps in proper decision-making and planning for farming improvements.

3. Temperature Data and Weather Analysis:

a. Simple Bar Graph showing monthly temperatures:

(Use the grid below: Horizontal axis = Months [Jan–Dec], Vertical axis = Temperature in °C [Scale: 1 cm = 5 °C]).



Bar Graph for Question 3(a): Monthly Temperatures

Key Construction Details for Drawing on Graph Paper

- Horizontal Axis (X-axis): Months of the Year (Jan – Dec)
- Vertical Axis (Y-axis): Temperature (°C)
- Recommended Scale: 1 cm = 5 °C (or 1 major grid square = 5°C), starting from 0°C up to 35°C.

b. **Month with the highest temperature:** March and September (both 33 °C)

c. **Month with the lowest temperature:** February (24 °C)

d. **Two factors that may influence temperature in this area:**

i. **Altitude / Elevation** above sea level

ii. **Distance from the sea / Latitude / Cloud cover**

e. **Two importances of recording weather data:**

i. Helps farmers plan agricultural activities like planting and harvesting.

ii. Helps predict future weather trends and natural disasters for early warning.

4. Population and Solar System:

a. **Three factors influencing population distribution in Africa:**

i. **Climate** (rainfall and temperature availability)

ii. **Soil fertility** for agricultural production

iii. **Availability of water resources** (rivers and lakes)

b. **Three components of the solar system:**

i. The Sun

ii. Planets (and their moons)

iii. Asteroids / Comets / Meteoroids

5. Rivers in Early African Civilizations:

(a) **Two important rivers in Africa:**

i. River Nile

ii. River Niger (or River Congo / River Zambezi)

(b) **How rivers contributed to the development of early African societies:**

i. **Water supply for irrigation agriculture**, leading to food surplus and settlement growth.

ii. **Transportation and trade routes**, enabling commerce and cultural exchange between communities.

6. Climate in Africa:

(a) **Two factors that influence climate in Africa:**

i. **Latitude** (distance from the Equator)

ii. **Altitude** (height above sea level)

(b) Map Analysis:

i. **Climatic region marked W:** Equatorial Climate Region

ii. **Lines marked X and Y:**

- **X:** Tropic of Cancer
- **Y:** Equator

iii. **Two countries crossed by line Z (Tropic of Capricorn):** Mozambique, Madagascar (or South Africa, Botswana, Namibia)

iv. **Country marked S:** Egypt

(c) Impact of climate on human settlement in Africa:

i. Areas with high, reliable rainfall support high population densities due to viable agriculture.

ii. Arid and semi-arid regions have sparse populations due to extreme heat and water scarcity.

(d) Classification of Migration Effects:

Positive	Negative
i. Development of rural areas	i. Development of slums
ii. Expansion of road network	ii. Separation of families

TASK 3: HISTORY AND GOVERNMENT

7. Ancient Civilizations and Early Human Life:

a. Ancient Egyptian Inventions / Achievements:

- **A:** Hieroglyphics (Ancient Egyptian writing system)
- **B:** Papyrus scroll / Calendar record / Egyptian script
- **C:** Pottery / Ceramic craftsmanship (Potter's wheel)
- **D:** Pyramids (Architecture and engineering)

b. Three factors leading to the growth of Great Zimbabwe:

- i. Control over regional gold and ivory trade routes.
- ii. Fertile soils and abundant rainfall supporting agriculture and cattle rearing.
- iii. Able and strong leadership unifying the kingdom.

c. Four contributions of early civilizations to the modern world:

- i. Development of writing systems and record-keeping.
- ii. Inventions in architectural engineering and construction techniques.
- iii. Introduction of irrigation systems and structured farming methods.

iv. Development of early legal codes, government structures, and mathematics/astronomy.

d. Three characteristics of *Homo sapiens*:

- i. Large brain capacity (1200 cm³ – 1400 cm³).
- ii. Fully upright bipedal posture and walk.
- iii. Highly developed speech capability and tool-making ability.

8. Early Kingdoms and Communities:

a. Two factors leading to the growth of the Kingdom of Kongo:

- i. Strategic position along trading networks (salt, iron, copper, textiles).
- ii. Strong centralized administrative system under the Manikongo.

b. Two terms of the Berlin Conference (1884–1885):

- i. **Principle of Effective Occupation:** A power had to physically occupy and establish administration over a territory to claim it.
- ii. Declaration of freedom of navigation on major African rivers (e.g., Congo and Niger Rivers).

c. Two aspects of social organization of the Zulu up to 1900:

- i. Organized into age-regiments (*amabutho*) serving both social and military duties.
- ii. Believed in a supreme creator (*Unkulunkulu*) and practiced ancestral veneration.

d. Historical Sites and Locations:

Historical Site	Location (Country)
i. Meroe	Sudan
ii. Timbuktu	Mali
iii. Fort Jesus	Kenya
iv. Robben Island	South Africa

9. Early Trade along the Indian Ocean and Trans-Saharan Routes:

a. Four factors leading to the development of Trans-Saharan Trade:

- i. Introduction of the camel as a reliable means of desert transport.
- ii. Availability of valuable commodities (gold from West Africa, salt from the Sahara).
- iii. Establishment of trade routes and water oases across the desert.

iv. Strong political stability provided by empires like Ghana and Mali.

b. Two social injustices committed against Africans during the Indian Ocean Slave Trade:

i. Violent raids and forcible separation of families.

ii. Dehumanizing living conditions and physical abuse during capture and transport.

c. Two economic effects of the Trans-Saharan / Slave Trade on East Africa:

i. Depopulation of productive labor, leading to a collapse in local agricultural output.

ii. Introduction of foreign manufactured goods that disrupted local artisan industries.

10. Early Farming and Irrigation:

a. Four crops grown in the Rift Valley, Egypt, and Nubia:

i. Wheat

ii. Barley

iii. Sorghum

iv. Flax (or Millet)

b. Two animals domesticated in those regions:

i. Cattle

ii. Donkeys (or Sheep / Goats)

c. Irrigation methods identified:

i. **Shadoof** (Bucket tied to a balanced stick)

ii. **Basin / Inundation irrigation** (Trapping floodwaters and silt)

d. Matching Irrigation Methods:

Irrigation Method	Name
(i) Canals dug from the Nile River	Canal Irrigation
(ii) Basin formed to trap water after floods	Basin Irrigation
(iii) A bucket and pole device used to lift water	Shadoof Irrigation

TASK 4: CITIZENSHIP

11. Human Rights and Equality:

a. Two social rights provided for in the UN Charter:

i. Right to education.

ii. Right to healthcare / standard of living.

b. Three importances of human rights in society:

i. Protects individuals from state abuse and oppression.

ii. Promotes human dignity, justice, and self-worth.

iii. Fosters social stability and peaceful co-existence.

c. Two ways of promoting equality and non-discrimination:

i. Enforcing fair laws that penalize bias and discrimination.

ii. Providing equal access to public services and opportunities regardless of background.

d. Three reasons why human rights should be protected:

i. To prevent conflict, oppression, and injustice.

ii. To guarantee freedom and personal growth for all citizens.

iii. To build a fair, democratic, and inclusive society.

e. Three ways learners can respect the rights of others at school:

i. Refraining from bullying, teasing, or discriminating against classmates.

ii. Listening respectfully to opinions expressed by peers.

iii. Respecting school property and personal belongings of others.

12. Promoting Peace and Harmony:

a. Three personal characteristics that express a state of peace:

i. Tolerance towards differing viewpoints.

ii. Self-control and emotional composure.

iii. Empathy and kindness toward others.

b. Three approaches that promote inner peace:

i. Mindfulness and meditation/prayer.

ii. Positive self-reflection and stress management.

iii. Forgiveness and letting go of grudges.

c. Three causes of conflict in schools:

i. Bullying and peer pressure.

ii. Miscommunication or rumors among students.

iii. Unfair distribution or sharing of learning resources.

d. Three peaceful methods of resolving conflicts:

i. Dialogue / Discussion

ii. Mediation by a neutral third party

iii. Negotiation and compromise

e. Two importances of peace in national development:

i. Attracts domestic and foreign investments that create economic growth.

ii. Ensures uninterrupted delivery of vital social services like education and healthcare.

13. Economic Development and Trade:

a. Two uses of money:

i. Medium of exchange for goods and services.

ii. Store of value and unit of account.

b. Two advantages of using money over barter trade:

i. Eliminates the double coincidence of wants problem.

ii. Money is easily divisible, portable, and standardizes value across products.

c. Two examples of Kenyan banknotes in circulation today:

i. Ksh 100 note

ii. Ksh 1,000 note (or Ksh 200 / Ksh 500)

d. Two ways of promoting fair trade in Kenya:

i. Regulating market prices to prevent exploitation of small producers.

ii. Standardizing weights, measures, and quality standards for goods sold.

e. Two reasons why saving money is important:

i. Provides financial security during emergencies or unexpected needs.

ii. Enables capital accumulation for future investments or long-term goals.

TASK 4: LIFE SKILLS EDUCATION

14. Self-Awareness and Self-Esteem:

a. Definition of self-awareness:

Self-awareness is the clear understanding of one's own character, feelings, motives, desires, strengths, and weaknesses.

b. Three characteristics of a person with positive self-esteem:

- i. High self-confidence and self-belief.
- ii. Ability to accept feedback and handle mistakes constructively.
- iii. Assertiveness in communication without being aggressive.

c. Two ways of improving one's self-image:

- i. Focus on personal strengths and set achievable goals.
- ii. Practice positive self-talk and avoid negative self-criticism.

d. Two reasons why it is important to know your strengths and weaknesses:

- i. Helps in choosing appropriate career paths and personal goals.
- ii. Enables working on weaknesses while leveraging strengths for personal improvement.

e. One effect of low self-esteem on a learner's performance:

It leads to fear of failure, low participation in class activities, and poorer academic output.

15. Leadership Skills:

a. Three good decision-making skills that a leader should have:

- i. Problem-solving and analytical thinking.
- ii. Evaluating pros and cons before acting.
- iii. Active listening and consulting relevant stakeholders.

b. Two qualities of an effective leader:

- i. Integrity and honesty.
- ii. Clear vision and good communication skills.

c. Two benefits of involving others in decision-making:

- i. Promotes a sense of ownership and commitment to decisions made.
- ii. Brings diverse perspectives, leading to better and more informed outcomes.

d. Two consequences of poor decision-making in leadership:

- i. Loss of trust and respect from group members/subordinates.
- ii. Organizational failure or wasted time and resources.

e. One example of a student leadership role in school and its responsibility:

- **Role:** School Captain / Class Prefect
- **Responsibility:** Maintaining order, representing student needs to teachers, and organizing student activities.

16. Community Service and Environment:

a. Three benefits of participating in community service:

- i. Builds civic responsibility and social unity.
- ii. Helps develop practical life skills like teamwork and leadership.
- iii. Solves real community problems and improves local living conditions.

b. Three ways learners can conserve the environment at school:

- i. Planting trees and caring for school gardens.
- ii. Practicing proper waste disposal and recycling paper/plastics.
- iii. Turning off lights and water taps when not in use.

c. Two examples of sustainable use of natural resources:

- i. Rainwater harvesting for school/home use.
- ii. Using renewable energy like solar power instead of fossil fuels.

d. Two effects of environmental pollution:

- i. Spread of waterborne and respiratory diseases.
- ii. Degradation of soil fertility and destruction of wildlife habitats.

e. Two activities that promote environmental awareness among learners:

- i. Forming or joining Environmental / Wildlife Clubs.
- ii. Participating in tree planting days and cleanup campaigns.