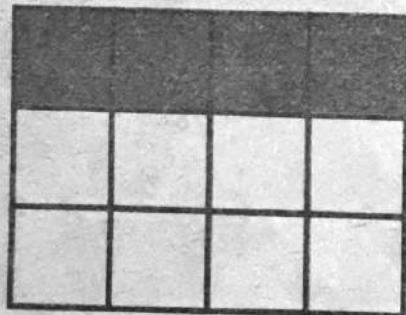




SECTION 1

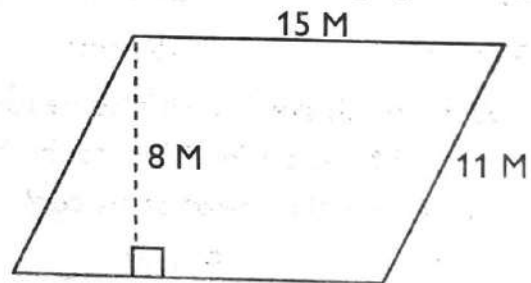
(Each question carries 1 mark)

1. The following are examples of natural numbers 1, 2, 3, 4, 5. Determine the prime numbers out of the group.
 A. 2, 3, 5 B. 1, 3
 C. 1, 2, 3, 5 D. 2, 3
2. The circumference of a circle is 176cm. What is its radius?
 A. 7 cm B. 14 cm
 C. 28 cm D. 56 cm
3. A learner wrote the following numbers on a chart. Which of the numbers is divisible by 6?
 A. 4,582 B. 3,474
 C. 25, 463 D. 213,457
4. A metal table is 128 years old while a wooden table is 96 years old. Find the greatest common divisor of 128 and 96.
 A. 384 B. 72
 C. 12 D. 32
5. A hiker is at an elevation of 150 metres above sea level. If they descend 200 metres, what is their new elevation?
 A. -50 metres B. 50 metres
 C. 350 metres D. -200 metres
6. What fraction of this shape is shaded? Give your answer in its simplest form.

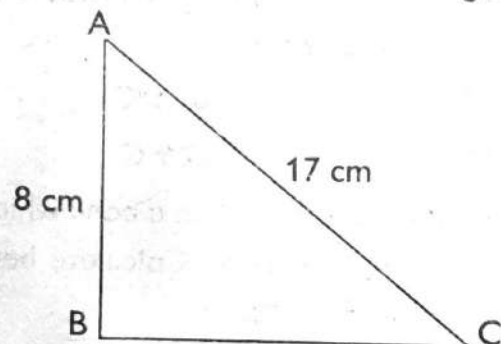


- A. $\frac{8}{12}$ B. $\frac{1}{3}$
 C. $\frac{2}{12}$ D. $\frac{4}{12}$

7. Amanda and her friend Junior shared sh 8500 in the ratio 3:7 respectively. How much did Junior get more than Amanda?
 A. sh3400 B. sh5950
 C. sh2550 D. sh850
8. Simplify:- $6x - 2y - 9x + 9y$
 A. $15x + 11y$ B. $-3x - 7y$
 C. $-3x + 7y$ D. $-7y + 3x$
9. Solve the inequality $-4x - 7 < 9$. What is the solution set?
 A. $X < -4$ B. $X > 4$
 C. $X \leq 4$ D. $X \geq 4$
10. Find the value of x in the following equation
 $\frac{x}{2} + 1 = \frac{3}{4}$
 A. $x = \frac{2}{7}$ B. $x = \frac{1}{7}$
 C. $x = \frac{2}{7}$ D. $x = -\frac{1}{2}$
11. Famila play area is in the shape below. Work out the area of the following figure.

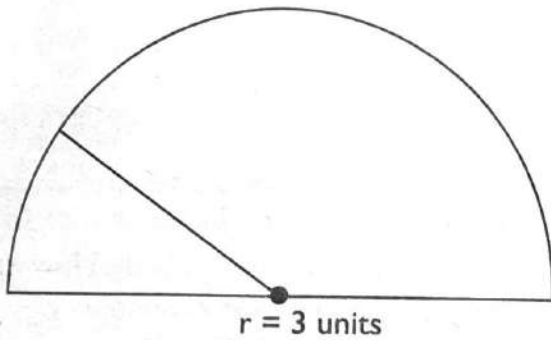


- A. $88 M^2$ B. $165 M^2$
 C. $44 M^2$ D. $60 M^2$
12. Find the value of BC in the following figure.

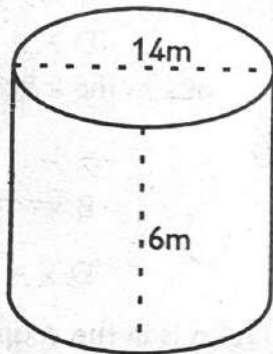


- A. $60 cm^2$ B. $30 cm^2$
 C. $225 cm^2$

13. Determine the circumference of the figure shown below.



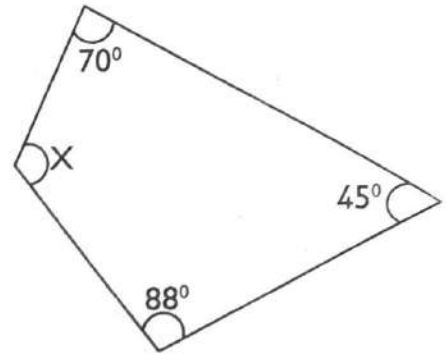
- A. 4.713 units B. 28.278 units
 C. 18.852 units D. 9.426 units
14. The following is a model cylinder made by Grade 8 learners with diameter 14 metres and height 6 metres. Find the volume of the cylinder.



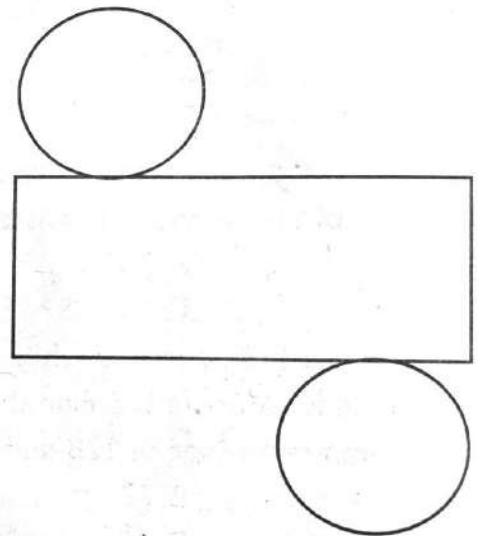
- A. 924 m^3 B. 6468 m^3
 C. 3234 m^3 D. 154 cm^3
15. Musoli drives his car from his home town to his home. If he is taking 20 seconds in 400 metres. What is the speed of his car?
- A. 10 m/s B. 5 m/s
 C. 15 m/s D. 20 m/s
16. The temperature of a room is 6°C at 6 PM and drops by 15°C by 2 AM. What is the temperature at 2 AM?
- A. 21°C B. -9°C
 C. -21°C D. 9°C
17. Esther invested Sh 3500 in a bank which paid 12% p.a. simple interest. Calculate her total savings after 5 years.

- A. Sh 1400 B. Sh 46000
 C. Sh 5600 D. Sh 8000

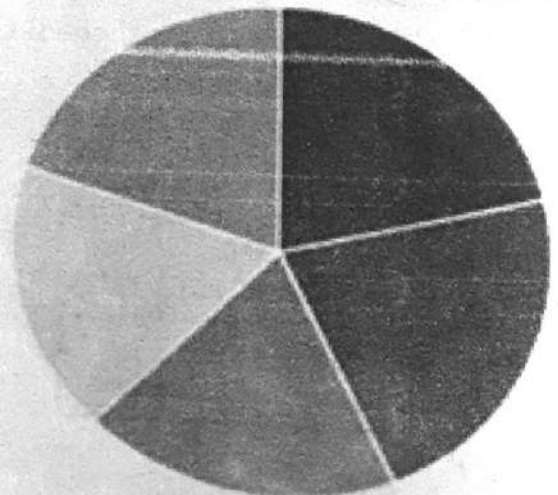
18. Find the value of x in the following polygon.



- A. 45° B. 20°
 C. 157° D. 90°
19. The following figure shows the net of a solid. Identify the solid that can be made from the shown net.



- A. Cube B. Cone
 C. Circle D. Cylinder
20. The following diagrams shows a pie chart divided into five equal sub-sections. How many degrees does one section represent?

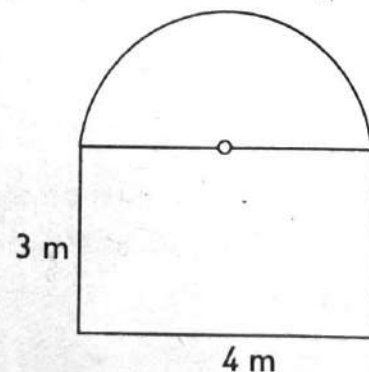


- A. 72° B. 60°
 C. 40° D. 360°

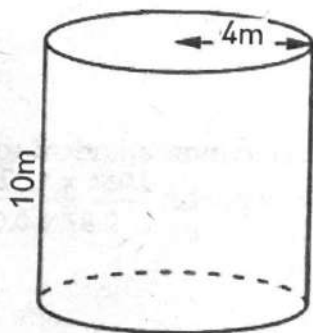
SECTION 2 (80 MARKS)

Show your working in the spaces provided

21. The following is an example of a whole number 56789.
- a) Round off the number to 3 significant figures. (2mks)
- b) Identify the prime numbers out of it. (2mks)
- c) Write the number in words. (2mks)
22. In Jumbo School, $\frac{1}{4}$ of the learners in Grade 8 like Integrated Science, $\frac{2}{3}$ of the remainder like Mathematics. The rest of the learners like English. If those who like English are 33, find the total number of learners in Grade 8. (4mks)
23. 5 men can erect 2 cottages in 21 days, how many more men, working at the same rate will be needed to erect 4 cottages in the same period? (4mks)
24. Three business people, Abel, Enock and Sarah contributed a total of ksh.163,500 to start a retail business. The ratio of contribution of Abel to Enock was 2: 3, that of Abel to Sarah was 4: 5. How much did Sarah contribute? (5mks)
25. Express the recurring decimal below to a fraction $5.\dot{7}$ and leaving your answer in the form a/b where a and b are whole numbers. (4mks)
26. William is thinking of two numbers. Both numbers are square numbers greater than 1. The sum of the numbers is 100. Write down the two numbers. (4mks)
27. Without using mathematical tables or calculator, evaluate: $\frac{0.084 \times 1.32 \times 3.5}{2.87 \times 0.056}$ (4mks)
28. The GCD of two numbers is 7 and their LCM is 140. If one of the numbers is 28, find the other number. (4mks)
29. Solve the following linear inequalities and represent your solution on a number line.
 $-4x + 2 \leq 10$ (4mks)
30. Simplify; $\frac{ax - ay + bx - by}{a + b}$ (4mks)
31. Solve the following simultaneous equations by substitution method. (4mks)
 $3x + 2y = 36$
 $5x + 4y = 64$
32. Find the perimeter of the following figure. (3mks)

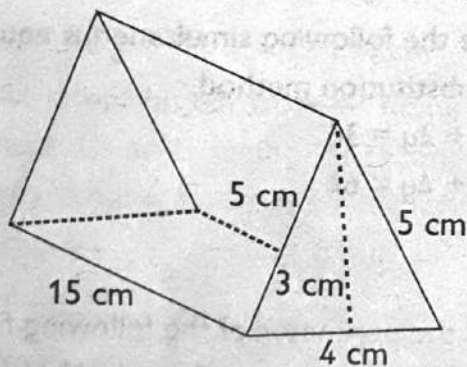


33. The following is a model of a school water tank. Calculate the capacity of water that the tank can hold in litres. (4 mks)



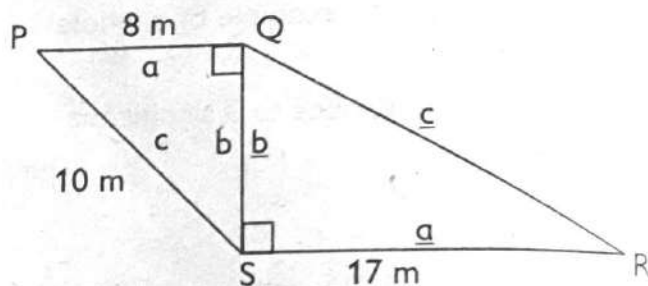
34. Edith a Grade 8 learner leaves her home to school at 11:50 am. She travels 75 kilometres at an average speed of 30 km/h. At what time does she reach the school? (4 mks)

35. Determine the area of the figure shown below. (4 mks)



36. Find the compound interest on sh12,600 for 3 years step by step at 10% per annum compounded annually. (4 mks)

37. Find the length QR in the figure below. (4 mks)



38. Solve the following equations graphically.
 $y = 6 - x$
 $y = x + 4$ (5 mks)

39. Construct a regular hexagon with sides 5 cm using a ruler and a pair of compasses only. (4 mks)

40. Learners in a given county did an exam and they were ranked into various grades according to their performance as shown in the table below. Draw a bar graph to represent the data. (4 mks)

Grades	A	B	C	D	E
Number of learners	500	400	900	700	0

From your bar graph what was the mode grade.

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

GRADE NINE - 2025

ENGLISH: PAPER 1

9

PREMIER
2 hours



TASK 1: READING COMPREHENSION (30 MARKS)

Read the story below and then answer the questions that follow.

Celebration bells could be heard across the hills and villages as the community prepared to usher their boys into adulthood. This was the custom among the Babukusu people in Western Kenya. August was circumcision time. This was a cultural practice inherited from their forefather, Mango. Mango was a brave warrior who had killed a dangerous python that was tormenting his people. In celebration of his victory, he had undergone circumcision in the caves of Mount Elgon. His people would circumcise their sons every two years to remember this victory.

In the village of Ebulebe, Wamalwa, son of Wanjala, was preparing to face the knife. Wanjala, being a diehard cultural proponent, had insisted that his son would face the knife, embalu, as his ancestors had. This included singing cultural songs as he played chinyimba (traditional balls worn around the waists) to summon all his relatives to witness his transition to manhood.

Wanjala was considered the custodian of the village history and culture. He refused to let his son undergo circumcision at Ebulebe County Hospital with his peers. He was heard saying that the parents who had taken their sons to hospital were abandoning their culture for western medicine.

"Father, most of my classmates will undergo circumcision at the hospital," Wamalwa said one afternoon. "I would also like to go to the hospital."

"I did not give birth to a coward. You will be circumcised traditionally, just as our forefathers were," Wanjala responded.

"I heard that they use a single knife during traditional circumcision. That increases the risk of infections such as HIV and AIDS."

"Those are just rumours spread by people who are against our traditions," Wanjala responded.

"Father, the circumciser is not even medically trained. What if something goes wrong?" Wamalwa asked.

"Don't worry my son. The circumciser has been doing this all his life. Nothing will go wrong," Wanjala assured his son.

A few days earlier, Wanjala had confronted Mukhebi, the local Member of County Assembly (MCA), at the local market. Mukhebi was against traditional circumcision. Mukhebi's son, Muleyi, was Wamalwa's classmate and he too was set to be circumcised that season. Mukhebi had annoyed many traditionalists by insisting that the boys needed to be circumcised in hospital.

"No! We must stop this dated culture," he had said.

Many villagers were shocked. A few gasped at the MCA's unwelcome words. Mukhebi did not falter. He studied the crowd then wiped his brow and continued. True to his words, even Wamalwa was nowhere to be seen on the material day.

- | | |
|---|---|
| <p>1. What event were the villagers preparing for according to the first paragraph?</p> <p>A. Celebration bells across the hills and valleys.</p> <p>B. Ushering their lads into adulthood.</p> <p>C. Young people, both boys and girls, were going to be ushered into adulthood.</p> <p>D. The customary tradition among the Babukusu.</p> | <p>2. Mango was popular among his people because</p> <p>A. he inherited a cultural practice from his forefathers.</p> <p>B. he tormented his people with his valour.</p> <p>C. he had killed a dangerous python that was tormenting his people.</p> <p>D. he was a brave warrior.</p> |
|---|---|

3. The resolve of the Babukusu to circumcise their sons
 - A. happens biennially to remember Mango's victory.
 - B. takes place once a year to recollect this victory.
 - C. only happens after a fortnight.
 - D. was as a result of memory.
4. Wanjala insisted that his son would face the knife because
 - A. his ancestors had undergone the same.
 - B. he wanted to prove if his son was brave.
 - C. he wanted to boast among his agemates of his son's courage.
 - D. he was a diehard cultural proponent.
5. Why do you think Wanjala played the traditional balls worn around the waist?
 - A. In order to summon all his relatives to witness his transition to manhood.
 - B. In order to prove to everyone that he was a true son of the soil.
 - C. All the sons of Babukusu were brave so he wanted to be counted.
 - D. It was part of the cultural process.
6. What do we learn about Wamalwa from the story?
 - A. He was cowardly.
 - B. He was very convincing.
 - C. He hated being forced to do things.
 - D. He was very inquisitive.
7. Three of the following are reasons Wamalwa gave for desiring to go to the hospital for circumcision except one. Which one?
 - A. The circumciser uses a single knife.
 - B. Everything will go wrong.
 - C. There are high chances of contracting HIV and AIDS.
 - D. The circumciser is not medically trained.
8. The word 'confronted' as used in the story means
 - A. he shouted at his opponent.
 - B. he decided to settle it out physically.
 - C. he came face to face with the person opposing his idea of traditional circumcision.
 - D. he decided to fight with the person with a different opinion.
9. The fact that Wamalwa was nowhere to be seen on the material day shows that
 - A. he hated his father's idea.
 - B. he was swayed easily.
 - C. he was circumcised in the hospital with his peers.
 - D. a search party had to be mounted to get him.
10. What lesson do we learn from the story?
 - A. Some cultural practices may expose us to danger.
 - B. It is always advisable to embrace the western culture.
 - C. Boys will always be boys.
 - D. Traditional and modern culture can never co-exist.

Read the story below and then answer the questions that follow.

Grade Nine learners from Ikenga Junior School gathered for the Saturday general cleaning. This was not a usual Saturday. It was a cleaning day with a purpose. The talk they had received on the importance of a clean environment had given them a great desire to ensure that their environment was clean. The learners had learnt that pollution begins with littering.

The trenches behind the school were filled with filth. The odour from the trenches was becoming unbearable. The trenches carried waste water from the nearby market and ran along the road that passed behind their school. There were also a lot of papers and plastic containers along and inside the trenches. That day, the learners decided that they would clean the trenches and educate the community on the importance of conserving the environment.

As the learners waited for the environment captain, Omondi, to bring out the needed tools, Mr Mvuria addressed them.

"We have every reason to make places around us clean and habitable," he said. "Let us do our work willingly and with commitment. It is our responsibility to ensure that the environment around us is clean."

All the learners listened keenly. Mr Mvuria trusted that all the learners would do what was expected of them. Unlike other days where Omondi laboured to convince the learners to clean, that day, everyone was willing and ready to work.

"Let us have volunteers to gather the rubbish," Omondi requested.

Ten learners volunteered. Omondi gave them rakes. They waited for the next directive. Other learners volunteered to clean the trenches after the rubbish had been removed. Nothing was left to chance. Omondi ensured that each learner had gloves and gumboots. He also provided the learners with portable litter bins. When all the learners had received the tools they needed, Omondi instructed them to proceed to the gate. They then split into three groups.

Soon, it was a beehive of activity around the school. Learners with rubber gloves and gumboots were seen tirelessly working along the trenches. They ensured that the trenches were unclogged. Those with rakes pulled and gathered all solid waste into piles as those with portable litter bins followed collecting the rubbish. The third group cleaned the trenches and disinfected them to reduce the stench.

After a few hours, the trenches were all clean and disinfected. The learners took cold beverages and snacks and went back to school. The walk to the school compound was a victorious march. The success of the exercise amazed Mr Mvuria. He congratulated the learners on taking responsibility for the environment around them.

-
11. The words 'this was not a usual Saturday' imply that
- A. the Saturday was not a normal day.
 - B. something extraordinary was going to happen that Saturday.
 - C. learners in Ikenga would come to school unlike the other Saturdays.
 - D. the Saturday in question brought about a number of things.
12. According to the story, pollution
- A. begins with you and I throwing litter all over.
 - B. begins at home.
 - C. begins and ends with littering.
 - D. is a national menace that is hard to deal with.
13. What had kindled the strong desire to clean the environment among the learners?
- A. One of their own was fighting for his life.
 - B. They feared falling sick.
 - C. The talk on the importance of a clean environment.
 - D. They had received a visitor who gave them a token and a talk.
14. From the story, the word odour has been used to refer to
- A. smell that is pleasant.
 - B. a strong flowery smell.
 - C. garbage.
 - D. an unpleasant distinctive smell.
15. The learners of Ikenga decided that
- A. they would clean the trenches and educate the community on the importance of conserving the environment.
 - B. they would clean the trenches that Saturday.
 - C. they would educate the community on the importance of conserving the environment.
 - D. enough was enough; they had to wake up from their slumber.
16. What do we learn about the other cleaning Saturdays?
- A. The captain laboured alone.
 - B. The captain convinced all the learners.
 - C. Omondi had a hard time persuading other learners to do the cleaning.
 - D. Everyone was just willing and ready to work.
17. According to the story, Ikenga Junior School faced an environmental challenge. Which one?
- A. The learners were careless with litter.
 - B. The trenches behind the school were filled with dirt and filth.
 - C. It was constructed on a water passageway.
 - D. No one in the school was ready to risk their lives to clean the environment.
18. How many groups were the learners divided into?
- A. Four
 - B. Six
 - C. Five
 - D. Three
19. "Soon, it was a beehive of activity around the school." This means that
- A. there were bees everywhere in the school.
 - B. the school was very busy.
 - C. the learners lazily worked in the school.
 - D. everyone in the school was talking about the cleaning exercise.
20. Why do you think Mr Mvuria congratulated the learners?
- A. He was amazed at the success of the exercise since the learners took responsibility and worked tirelessly.
 - B. They had shown a lot of effort.
 - C. They had transformed Ikenga Junior School.
 - D. The filth had succumbed.

Read the story below and then answer the questions that follow.

When Kiptoo and his twin sister, Jeptoo, completed primary school, they wanted to join the same junior school. Theirs would be the first class at junior school level, and things were uncertain.

Therefore, Jeptoo was excited when she heard that primary schools with the necessary resources will also host junior school. She knew that if this happened, the teachers would allow her and her twin brother to learn in the same class. She ran home to tell her brother the news.

"Kip! Kip! Hear this," she said. "We shall attend junior school at our old primary school."

"Where did you hear that?" Kiptoo asked calmly.

"It is all over the news!"

"Oh, my sister, it is too early for celebrations. That is not the complete information."

"Do not dampen my spirits. You know how much I want us to be in the same class."

"I do not want to dampen your spirits. Only primary schools that have adequate facilities will be allowed to host junior school."

"Our primary school now has a free classroom and a big compound to build more classrooms."

"One classroom might not be enough. Let us wait and see," Kiptoo said calmly.

A month later, Jeptoo and Kiptoo joined Grade 7 at Chelagat Mutai Junior School, thirty kilometres from their home. They were, however, placed in different classes. This made Jeptoo unhappy. She asked her brother to request for them to be in the same class but Kiptoo said that being in the same school was good enough. Jeptoo secretly went to see her class teacher but the request was not granted.

"You need to work hard and make new friends. Kiptoo will not always be with you," the teacher said.

Jeptoo did not fully understand this at the time. Two months later, Kiptoo was elected the school captain. Just after the elections, there was a crisis. The school had organised a trip to the National Museum and a visit to Heroes Corner in Uhuru Park. Because the school bus could only take forty learners in one trip, the school planned to take one class in second term and the other one in term three. The problem was that each class wanted to go first.

The Social Studies teacher told the learners to meet and agree. The school captain was asked to manage the meeting. Kiptoo organised a debate on the subject. They agreed that the class that won the debate would go on the trip first. Jeptoo was the leader of the Grade 7 East Team. The debate was hot and quite hilarious. Jeptoo, for example, animatedly said this:

"All of you know that the sun rises from the east. The east is the beginning of everything! Even in the dictionary, the word east comes before the word west. Why would anyone want to change the laws of nature? Grade 7 East must travel first. Let West wait!"

The debate ended in a draw.

Someone shouted from the group, "We need Koffi Annan here!"

"Who is Koffi Annan?" another one asked.

Things seemed to be getting out of control. For the first time since the start of the debate, Jeptoo looked at her twin brother apologetically. She felt as if she had contributed to creating trouble for him. Surprisingly, Kiptoo was smiling. As he walked to the front of the hall, the learners settled down. He said the first forty learners whose names appear alphabetically will be the first to go on the trip. That meant that both classes will be on the trip first and that settled it all.

- | | |
|--|--|
| <p>21. What was the twins' greatest desire according to the story?</p> <ul style="list-style-type: none">A. That their junior school would be domiciled in their former primary school.B. To join different junior schools in the county.C. That things would clear and become certain about their junior school.D. To join the same junior school after completing primary school. | <p>22. Primary schools with the necessary resources</p> <ul style="list-style-type: none">A. would be allowed to host junior schools.B. would be converted to junior schools.C. would remain as primary schools.D. would let the twins study in the same class. <p>23. Do not dampen my spirits as said by Jeptoo means</p> <ul style="list-style-type: none">A. Kiptoo should not make Jeptoo cry.B. Kiptoo should stop doubting Jeptoo.C. Kiptoo should not make Jeptoo feel less happy.D. Jeptoo reacted too quickly to the news. |
|--|--|

24. Why did Jeptoo feel that their school would surely host junior school?
- The news was all over.
 - Their school had a free classroom and a big compound to build more classrooms.
 - Their school had adequate teachers.
 - They had fulfilled all the required conditions.
25. According to the story, Jeptoo was not happy when they joined Chelagat Mutai Junior School. Give a reason why.
- The school was thirty kilometres from their home.
 - Their primary school was denied the chance to host junior school.
 - Her request was denied.
 - She was placed in a different class from Kiptoo.
26. When Jeptoo went to the teacher to make a request, he declined saying that
- Kiptoo will not always be with her.
 - she needed to work hard.
 - she needed to work hard and make friends for Kiptoo will not always be with her.
 - siblings were not allowed to be friends.

27. Why couldn't the debate help in deciding which class would be the first to go on the trip?
- It was hot and quite hilarious.
 - The debate ended in a draw.
 - Jeptoo was hilarious all through the session.
 - Nobody would be allowed to change the laws of nature.
28. From what Kiptoo did to break the disagreement, we can best describe him as
- popular
 - reliable
 - wise
 - authoritative
29. Why did Kiptoo smile while going to the front of the hall?
- He had found a lasting solution to the problem at hand.
 - He wanted to support his twin sister's idea.
 - He was going to exercise his authority and make a ruling.
 - He could not afford to fail the teachers who had great trust in him.
30. The best title for the story above would be
- The first cohort of junior school
 - Jeptoo's greatest desire
 - Learners of Chelagat Mutai Junior School
 - Kiptoo, the peacemaker

TASK 2: CLOZE TEST AND GRAMMAR (20 MARKS)

Read the passage below. It contains blank spaces numbered 31 - 35. For each blank space, choose the best alternative from the given four.

Some things are unpleasant to 31 and some situations are difficult to talk about. In order to lessen the impact of the unpleasant expressions, we use words or phrases 32 sound polite. 33 words or expressions are known as euphemisms. A euphemism is a mild or indirect word or expression that is 34 appropriate and is used in place of a word or phrase that may be considered inappropriate or 35. For example, it is considered polite to say he was 'let go' instead of saying he was 'fired'.

- | | | | |
|-------------------|--------------|--------------|--------------|
| 31. A. speak | B. utter | C. pronounce | D. say |
| 32. A. of which | B. that | C. where | D. whose |
| 33. A. Some | B. Many | C. Such | D. Any |
| 34. A. considered | B. found | C. felt | D. thought |
| 35. A. harmful | B. offensive | C. bad | D. repulsive |

For question 36, choose the alternative that contains gender neutral language that means the same as the underlined word(s).

36. Without enough manpower, the chairlady is unable to man the machines in the Children's Rights Department.
- Without enough workforce, the chairperson is unable to man the machines in the Children's Rights Department.
 - Without enough workforce, the chairman is unable to operate the machines in the Children's Rights Department.

DISTINCTION KJSEA ASSESSMENT TEST



JUNIOR SCHOOL GRADE NINE - 2025 ENGLISH: PAPER TWO

9
PREMIER
2 hours

LITERARY ANALYSIS (35 MARKS) - ORAL NARRATIVE, POETRY, NOVELLA AND PLAY.

Read the story below and then answer the questions that follow (10 marks).

A long time ago, there lived a pregnant woman whose husband had gone to work in a distant land. Her husband was a blacksmith. There also lived a very huge and ugly ogre, who had only one big eye on his forehead, a very hairy body and only one toe on each foot.

While the pregnant woman's husband was away, the ogre came and helped her deliver a handsome baby boy. The ogre offered to stay and gather firewood and cook for the new nursing mother. Every morning, he would look at the boy and laugh, saying, "I shall eat you when you are six months old."

Every time the ogre prepared food, he would pretend to offer the food to the woman saying, "Wagaciairi (mother who has delivered recently), take this delicacy." But before she could reach for the food, he would withdraw it saying, "Well, if you don't want it, I shall eat it," and gobble the food himself.

This practice continued and the nursing mother and her son grew thinner and weaker, while the ogre became fatter and fatter.

One day, before the ogre left to collect firewood, he said to the woman, "The day after tomorrow your son will be six months old. I shall eat him and eat you too."

The woman was filled with sorrow and wondered what to do to save herself and her son. In those days, women used to put castor seeds to dry in the sun and doves used to come and steal them. That day, the woman spoke to one of the doves saying, "Dear dove, you have eaten all my castor seeds. If I ask you to carry out a small errand for me, will you do it?"

"Yes, I shall," answered the dove.

"I would like you to fly to the land of the blacksmiths. Once you get there, pass the following message." The woman then began to sing a song:

Oh, you blacksmith,

Hasten to finish whatever you are doing,

Your wife gave birth to a child,

An ogre is playing nurse to her,

But he eats all the food.

He will soon eat her and her son too.

The dove did as she was told.

When she got to the place where blacksmiths were working, she sang the song twice.

The blacksmiths heard the dove singing and asked each other, "Who left his wife expecting a child?"

The woman's husband owned up and immediately left to go back home. When he got home the next day, he found that his wife had given birth to a baby boy but they were both thin and weak. The woman told her husband the whole story about how the ogre had been eating all the food and his promise to eat her and her son the next day.

By this time, the ogre was in the forest gathering firewood. The husband sharpened his spear and hid in the house.

Shortly before sunset, the ogre returned. He dropped the firewood with a thud and shouted at the nursing mother, "Wagaciairi, may you fall with a similar thud!"

The nursing mother answered back, "You too!"

The ogre was surprised.

He said, "You are arrogant today. Could the blacksmith have come back?"

From his hiding place, the man became very angry. He aimed the spear at the ogre's mouth and struck. The ogre screamed and fell dead as the spear pieced his mouth and came out on the other side.

The blacksmith hugged his wife and son and promised never to leave them again. He then prepared a delicious meal that they enjoyed happily.

1. Identify four characters in the story. (2marks)

2. State one character trait of each of the above characters. (4marks)

3. Who took the message of the woman to her husband? (1mark)

4. How did the blacksmith kill the ogre? (1mark)

5. Why is it important for a nursing mother to feed well? (1mark)

6. What type of narrative have you read?

Read the poem below and then answer the questions that follow.

The Dream

Mwananchi, my headmaster says every day,
To build a nation, you have to sweat out all day,
Read, write, rewrite and do tasks all the way.
That, that is the way to qualify for a manager's pay.

That if I choose to save all mankind,
That the real stamina I must daily find,
That working hard never should I mind,
That this is a trait I should never leave behind.

For out of hard work, doctors are made,
From granite, strong foundations are well-laid,
That all success and achievement are man-made,
And citizens, he says, need no policeman to persuade.

Indeed, sacrifice and hard work I will pursue,
For to rue, I never wish in my sunset years.

7. How many stanzas make up the poem? (1mark)

8. State two pairs of rhyming words in the poem. (2marks)

9. What is the main message in the poem? (1mark)

10. What do you think 'in my sunset years' means? (1mark)

Read the excerpt below and then answer the questions that follow.

There was something wrong with Wanjala. He wore a sad face as he limped into the sitting room. His shirt was ripped. His loud footsteps caught his mother's attention while she was watching the news on television. She exclaimed the moment her gaze fell on him.

What has happened to my son? She wondered.

Wanjala was unable to control his emotions. He shook his head, tears streaming down his cheeks. His mother turned off the television and approached him. She gave him a pat on the back.

"What happened to you, son? Place your backpack on the table, then go to your room and change. I am waiting for you so that you can tell me what is bothering you," his mother said.

He nodded and limped to his room. He sat on his bed, stared blankly at the ceiling while deep thought.

"I must take revenge," he said to himself.

"Why are you taking too long to change your clothes?" his mother asked from the sitting room.

Wanjala rose to his feet, changed his clothes and walked back to the sitting room.

"What is troubling you?" his mother asked curiously.

"I must revenge," Wanjala shouted as he ran towards the door.

"Did someone hurt you? Revenge is not a solution. Stop! You are not getting out of this house," she said fiercely as she ran after Wanjala.

Wanjala limped out of the house like a frog through the open door. His mother tried to get hold of him but he was too swift. He laughed at her as he quickly bolted the sitting room door from the outside. His mother continuously banged on the door. She commanded him to open the door and stop whatever plans he had but he had already left.

Wanjala hobbled to the main road. It was a cold Friday evening. The weather was changing and dark rain clouds passed over him.

"I must teach Kororia a lesson. I shall beat him thoroughly," he said as he walked unevenly along the tarmacked road.

11. What do we learn from the first paragraph? (2marks)

12. From Wanjala's actions, we can best describe him as _____. Give a reason for your answer. _____

_____ (2marks)

13. What was Wanjala's mother doing when he arrived home from school? (2marks)

14. Which feature of style has been used in the story above? Give evidence from the story. (2marks)

15. Which pair of words used in the story are similar in meaning? (2marks)

Read the following excerpt of a play, 'The Leader and The Boss' and then answer the questions that follow.

The Leader and The Boss

Cast

- MAUZO** : A middle-aged, political aspirant.
WAZIRI : A government official
RECEPTIONIST : A receptionist at Safari Hotel

ACT 1

SCENE 1

(It is early in the morning at the reception of Safari Hotel in Zingira County. The reception is richly furnished with a huge, well-polished reception desk. There are screens showing time in different cities in different countries across the world and forex rates for that day. A digital calendar shows the day's date: Monday, 2nd October 2023. Mauzo paces around impatiently. The receptionist, a well-dressed man, leaves his desk and approaches Mauzo. He stops at a respectable distance.)

RECEPTIONIST : Good morning, Sir. Is everything alright? You seem a bit agitated.

MAUZO : *(angrily)* No! everything is not alright. I need a driver to take me to the airport immediately. I cannot stay in Zingira County any longer!

RECEPTIONIST : I understand, Sir. However, today is Environmental Awareness Day in Zingira and all transportation services are limited until after the clean-up exercise in the afternoon.

MAUZO : Environmental Awareness Day? *(disgusted)* why should I care about your Environmental Awareness Day? I have a flight to catch. Get me a taxi now!

RECEPTIONIST : I am sorry, Sir, but it is not possible. Perhaps you can reschedule your flight.

MAUZO : *(shouting)* Reschedule? Do you know who I am?

(Realising he will not make it to the airport in time for his Monday flight, Mauzo takes a deep breath.) Fine! I shall deal with this myself.

(Exits Safari Hotel.)

ACT 1

SCENE 2

(The scene opens with Mauzo approaching people clearing bushes along the road near Safari Hotel. He joins them and approaches one of them, Waziri, who is a government Cabinet Secretary.)

MAUZO : *(confused)* Excuse me, what is going on here?

WAZIRI : *(smiling)* Ah, you must be new to Zingira County. Today is a special day. Every first Saturday of the month, all citizens of our county come together to clean the environment. It is our way of promoting environmental awareness.

MAUZO : *(astonished)* You mean, the government encourages citizens to clean the environment?

WAZIRI : Absolutely! We believe in leading by example. I take part in this initiative every month. Did I mention I am a cabinet secretary in our government?

MAUZO : *(baffled)* What! I have never seen a government official doing physical work like this.

WAZIRI : *(chuckles)* In Zingira, we believe in shared responsibility. It is not about titles; it is about making our county better for everyone.

MAUZO : *(reflecting)* I never thought I would see a government cabinet secretary getting his hands dirty.

WAZIRI : *(laughing)* We are all part of this country, Sir. Now that you are here, why not join us? It is a great way to connect with the community. You might learn something here. I shall drive you to the airport later.

MAUZO : *(resigned)* Maybe I was too quick to judge. Lead the way. *(They join the others in cleaning the environment as the scene fades out.)*

16. Who are the characters in the play? (1mark)

17. How many scenes are there in the play? (1mark)

18. Explain the following terms: (8marks)

a) act _____

b) scene _____

c) stage direction _____

d) dialogue _____

DISTINCTION SCHOOL BASED ASSESSMENT TEST

JUNIOR SCHOOL

GREDI YA TISA- 2025

KISWAHILI: KARATASI YA 1

9

PREMIER

Muda: Saa 1 dak 40



Soma makala yafuatayo kisha ujibu maswali yanayofuata.

Fisi alipofungua duka la kuuza nyama, wengi walidhani kuwa ni mzaha. "Fisi kafungua duka, tena la nyama, haiwezekani!" wengi walisikika wakisema. Wanyama wengi wangepita karibu na duka hilo ili kuthibitisha iwapo waliyoyasikia ni ukweli. Hawakuamini kuwa Fisi, na tamaa yake, angevumilia na kuuza nyama hadi iishe bila kuivamia na kuila. Walijua kuwa, bila shaka, angejaribu kujikaza kwa siku kadhaa kabla ya **kutamauka** na kuila nyama yote.

Lile ambalo hawakulijua ni kuwa Fisi alikuwa amekata shauri kuwa mnyama tofauti. Alikuwa ameteseka sana kutokana na tamaa. Aidha, utepepetevu wake ulikuwa umeleta madhara, si kwake tu bali pia kwa familia yake yote. Alikumbuka jinsi alivyohangaika msinua wa kiangazi uliopita kutokana na njaa. Kama si msaada wa chakula aliopewa na Kobe, huenda familia yake yote ingea ngamia. Pindi msimu huo ulipoisha, Fisi alikuwa amebadilika. Sasa alikuwa mwenye bidii. Aliacha tamaa kabisa. Isitoshe, asingepuuza ushauri.

- | | |
|---|---|
| 1. Makala yanadokeza kuwa Fisi alipofungua duka la kuuza nyama;
A. Wanyama walijua kuwa asingefaulu.
B. Wanyama wote walidhani kuwa ni mzaha.
C. Wanyama wengi walijua kuwa ni mzaha.
D. Baadhi ya wanyama hawakudhani kuwa ni mzaha. | B. Familia yote ya Fisi ili ngamia kutokana na kiangazi.
C. Fisi aliamua kubadilika kabisa katika msimu wa kingazi.
D. Fisi na familia yake walipatwa na madhara ya kiangazi. |
| 2. Badala ya neno ' kutamauka ', mwandishi angetumia nahau zifuatazo isipokuwa ;
A. kukata tamaa B. kufa moyo
C. kuenda nguu D. kujipa moyo | 4. Kulingana na makala haya, Kobe ana sifa gani?
A. Ukarimu B. Uvumilivu
C. Busara D. Bidii |
| 3. Kulingana na aya ya pili , ni kweli kuwa;
A. Fisi pekee ndiye aliyepatwa na madhara wakati wa kiangazi. | 5. Ni kweli kuwa hapo awali Fisi hakuwa ;
A. mwenye tamaa. B. mzembe.
C. na familia. D. akifuata ushauri. |

Soma kifungu kifuatacho kisha ujibu maswali yanayofuata.

Teknolojia ya kisasa imeleta manufaa makubwa sana maishani. Hakika, ni **wazi kama meno ya ngiri** kuwa maisha ya sasa si kama ya awali. Ukiwauliza wazee waliokula chumvi nyingi, watakwambia kuwa maisha ya sasa si magumu kama ya kale. Mabadiliko hayo yametokea katika nyanja mbalimbali kama vile zaraa, usafiri, mawasiliano bila kusahau burudani. Watakueleza kuwa safari iliyochukua muda mrefu, inaweza ikafaulu baada ya saa au dakika kadhaa. Katika kitengo cha matibabu, utafiti mkubwa umefanyika. Dawa mujarabu za kukabiliana na magonjwa mengi zimebainika. Hali hii imeimarisha afya ya wengi na kupunguza idadi za vifo.

Hata hivyo, teknolojia iyo hiyo imeleta madhara katika sehemu si haba. Uchunguzi unaonyesha kuwa kuna wengi ambao wamepatwa na matatizo si haba kutokana na teknolojia. Sehemu ambayo imeathirika sana na tabia. Pametokea mabadiliko makubwa katika mienendo ya wengi. Unapochunguza mavazi ya baadhi ya watu, utaona kuwa mtindo huo haukutokana na jamii ya waafrika. Mavazi yasiyokuwa na heshima yameigwa katika mitandao mbalimbali. Teknolojia pia imevumbua vyakula vya aina nyingi. Aghalabu vyakula hivyo huhifadhiwa kwa kutumia kemikali. Kemikali katika vyakula hivyo zina madhara katika mili yetu. Kutokana na kamikali hizo, magonjwa kama vile saratani na shinikizo la damu hutokea. Ushauri wangu ni kuwa tunapotumia teknolojia, tuwe makini. La sivyo, tutajipata katika shimo la hangaiko.

6. Ni kweli kuwa teknolojia ya kisasa;
A. inajulikana iwapo wazee wataulizwa.
B. imefanya maisha ya sasa yakawa rahisi.
C. inatusaidia kujua tofauti kati ya maisha ya kale na maisha ya kisasa.
D. ina manufaa pekee katika jamii.

7. Maneno 'wazi kama meno ya ngiri' yametumika katika kifungu. Maneno hayo ni mfano wa fani gani ya lugha?
A. Tashbihi B. Sitiari
C. Chuku D. Tanakali
8. Methali gani inayoweza kurejelea ujumbe katika makala haya?
A. Hakuna msiba usiokuwa na mwenziwe.
B. Hakuna masika yasiyokuwa na mbu.
C. Hakuna marefu yasiyokuwa na ncha.
D. Hakuna kubwa lisiloshindwa.
9. Yawezekana kuwa dhamira ya mwandishi wa makala haya ni;
A. kueleza manufaa ya teknolojia.

- B. kufafanua madhara ya teknolojia.
C. kudhihirisha chanzo cha teknolojia.
D. kutoa mwelekeo kuhusu matumizi ya teknolojia.
10. Kifungu hiki kinatoa funzo gani?
A. Teknolojia haifai kutumiwa na watoto katika jamii.
B. Tunashauriwa kujiepusha na matumizi ya teknolojia.
C. Ni vyema tutumie teknolojia kwa uangalifu.
D. Kila mmoja atumie teknolojia bila uangalifu wowote.

Soma ufahamu ufuatao kisha ujibu maswali yanayofuata.

Wavyele wa Tausi walikuwa na watoto watano ambao walikuzwa kwa heshima na uangalifu mkubwa. Hata hivyo, Tausi hakuwa kama watoto wawili waliomtangulia wala wanuna wake wawili. Yeye alikuwa mwenye maringo na majivuno kocho. Hakujiambua kufanya kazi yoyote pale nyumbani kwa madai kuwa kazi hizo zingemchafua ama kuzivunja kucha zake. Wenzake walipoandamana na wazazi wao shambani ama zizini kufanya shughuli za hapa na pale, Tausi alitulia sebuleni.

Kuna wakati alitoroka kiamboni kwao akaenda kuishi kwa masahibu zake akidai kuwa wazazi wake hawakumpenda. Wazazi wake kwa kuzingatia kuwa heri nusu ya shari kuliko shari kamili, walimwacha afanye alivyotaka. Lile ambalo hakulijua ni kwamba siku yake ya kufunzwa na ulimwengu ilikuwa imekaribia. Siku hiyo ilikuwa ya kuadhimisha kuzaliwa kwake. Tausi aliwaalika waliomjua na wasiomjua; wafike katika sherehe ya kukata na shoka. Wengine walihudhuria kutokana na mwaliko wa wazazi wake. Uwanja wa sherehe ulikuwa umejaa watu chungu nzima.

Baada ya shughuli ya kula na kunywa, hatimaye wakati wa kumpokeza msichana wetu zawadi uliwadia. Alitaka kuona aina ya zawadi ambayo angepewa na wazazi wake. Alikuwa na mawazo kuwa wazazi wake hawampendi, alitaka kuona ikiwa zawadi yao ingekuwa ya heshima au dharau. Wazazi wake walitembea asteaste na kumpokeza zawadi ambayo ilifunikwa kwa karatasi ya kupendeza ajabu. Tausi aliifungua zawadi ile moja kwa moja.

"Nilijua kuwa hamnipendi, nilijua tu." Tausi alipiga kelele akiwanyoshea wazazi wake kidole ungedhani kuwa ndiye mzazi. Aliudhika mno alipoona kuwa alikuwa amepewa Biblia kuwa zawadi yake. "Chukueni kijizawadi chenu kibovu, sikitaki." Tausi alifoka huku akiwarudishia wazazi zawadi hiyo kisha akasonya kwa dharau.

Baba yake aliichukua Biblia ile na kuifungua katikati. Kumbe walikuwa wamempa zawadi nono kweli, hundi ya shilingi milioni moja ililala katikati ya Biblia hiyo. Umati wa watu ulishangaa. ukabaki kinywa wazi bila la kusema. Tausi aliyakodoa macho, akaufungua mdomo lakini maneno yakakataa katakata kutoka. Alijaribu kuichukua zawadi ile tena lakini, haikuwezekana. Maji yalikuwa yamemwagika. Wazazi aliwaaga wageni na kuondoka. Kila mmoja alimshangaa Tausi na kumwacha hapo akiangua kilio kwa majuto. Huo ndio ulikuwa mwisho wa tabia zake chafu, alibadilika kabisa.

Maringo yake ya tausi aliyazika katika kaburi la sahu.

11. Kulingana na ufahamu huu, si kweli kuwa;
A. wazazi wa tausi walikuwa wazuri.
B. Tausi hakupendwa na wazazi wake.
C. ndugu wa Tausi walifuata maagizo.
D. Tausi alikuwa mtoto mwenye maringo.
12. Ni kweli kuwa Tausi;
A. alikuwa mziwanda.
B. alikuwa chudere.
C. alikuwa na wanuna wanne.
D. alikuwa mtoto wa tatu.
13. Mandhari gani ambayo hayakutajwa katika ufahamu huu?
A. shuleni B. shambani
C. uwanjani D. nyumbani

14. Tausi alikuwa akijiambia kuwa hapendwi na wazazi wake kwa kuwa;
A. hawakumfanyia kila alichotaka.
B. walimwacha ajifanyie alivyotaka.
C. walimrekebisha na kumwelekeza.
D. hawakumpa zawadi nzuri siku ya sherehe.
15. Kauli 'maringo yake ya tausi aliyazika katika kaburi la sahu' inaonyesha kuwa;
A. alizikwa na kusahaulika.
B. aliacha maringo kabisa.
C. alipunguza maringo ya tausi.
D. hakuna kilichobadilika.

Soma makala yafuatayo kisha ujibu maswali yanayofuata.

Zawadi, Nuru, Fanaka na Zari ni watoto waliozaliwa katika familia moja. Watoto hao ni waadilifu. Wanapenda kuwasaidia wazazi wao katika mambo mbalimbali. Wao husomea katika shule moja. Watoto hao wanapenda wanyama wa pori na wanyama howa. Wanajua kuwa wanyama hao ni muhimu sana.

Watoto hao wanapenda wanyama tofautitofauti. Zawadi anapenda punda, kondoo, ngamia, paka na mbwa. Nuru anapenda ngamia, twiga, ndovu na nyati. Fanaka anapenda wanyama wote wanaopendwa na Zawadi isipokuwa mbwa. Aidha, anapenda simba, chui na sungura. Zari anapenda wanyama wote wanaopendwa na Fanaka isipokuwa simba na punda. Wao huwahimiza wenzao wawatumze wanyama wa kila aina.

- | | |
|---|-----------------------|
| 16. Mnyama gani anayependwa na watoto wote?
A. Ngamia
C. Simba | B. Kondoo
D. Nyati |
| 17. Mtoto gani anayependwa wanyama wengi kushinda wenzake?
A. Zawadi
C. Fanaka | B. Nuru
D. Zari |
| 18. Mtoto yupi anayependwa wanyama wakubwa pekee?
A. Zawadi
C. Fanaka | B. Nuru
D. Zari |
| 19. Watoto gani wanaopenda idadi sawa ya wanyama?
A. Nuru na Zari
B. Zawadi na Fanaka
C. Nuru na Zawadi
D. Fanaka na Zari | |
| 20. Mtoto gani ambaye hapendi wanyama wa porini?
A. Zawadi
C. Nuru | B. Zari
D. Fanaka |

Chagua jibu linalofaa ili kukamilishia nafasi zilizoachwa kwenye vifungu vifuatavyo.

Akili ya mwanadamu, kama ___21___ injini ya gari, ___22___ umuhimu mkubwa katika maisha. Hii ndiyo sababu tunashauriwa kutunza afya au ___23___ ya akili. ___24___ uwe na afya bora ya akili, unafaa kujiepusha na ___25___. Aidha, ni vyema kupata lishe bora, usingizi wa kutosha na kufanya mazoezi.

- | | | | |
|-------------------------|-------------------|---------------------|-----------------|
| 21. A. alivyo | B. ulivyo | C. ilivyo | D. lilivyo |
| 22. A. una | B. ana | C. lina | D. ina |
| 23. A. siha | B. amani | C. imani | D. hulka |
| 24. A. Ila | B. Ingawa | C. Iwapo | D. Ili |
| 25. A. huduma ya kwanza | B. ushauri-nasaha | C. msongo wa mawazo | D. vidongekinga |
- Kila wakati Juma ___26___ ushauri na wazazi wake, ___27___. Aliendelea na tabia zake ambazo hazikupendeza. Haukupita muda mrefu kabla ___28___ kutumia ___29___. Siku moja alisikia akiwa na maumivu makali katika mwili. Baada ya kupimwa, alipatikana na saratani ya ini. Juma alilia sana. Alikuwa amegundua kuwa ___30___.
- | | | | |
|--|----------------------------------|-------------------------------------|---------------------------|
| 26. A. anavyopewa | B. alivyopewa | C. aliyepewa | D. alipopewa |
| 27. A. alifua dafu | B. alijitia kitanzi | C. alijia hamnazo | D. aliona kisunzi |
| 28. A. akaanza | B. hajaanza | C. kuanza | D. kwanza |
| 29. A. madawa ya kulevya | B. dawa vya kulevya | C. dawa za kulevya | D. madawa za kulevya |
| 30. A. mgaagaa na upwa hali wali mkavu | B. kidole kimoja hakivunji chawa | C. asiyesikia la mkuu huvunjika guu | D. asiyekujua hakuthamini |

Unyanyasaji wa kijinsia ni jambo linalofaa kupingwa ___31___. Kila mmoja wetu ___32___ kuonyesha ___33___ kwa wengine bila kujali jinsia yao. Vilevile, si vyema kumdharau mtu kwa sababu ya jinsia yake. ___34___ tuna uwezo tuli otunukiwa na Mwenyezi Mungu. Tunaweza kufanya kila aina ya kazi ___35___ uhandisi, udaktari, ukulima, ualimu na nyinginezo.

- | | | | |
|----------------------|-----------------------|----------------|------------------|
| 31. A. sako kwa bako | B. kwa jino na ukucha | C. usiku kucha | D. kufa kuzikana |
| 32. A. wanafaa | B. anafaa | C. anafai | D. wanafai |
| 33. A. staha | B. stahamala | C. dhihaka | D. kiburi |
| 34. A. Wote | B. Nyote | C. Sote | D. Zote |
| 35. A. ; | B. , | C. : | D. - |

DISTINCTION SCHOOL BASED ASSESSMENT TEST



JUNIOR SCHOOL

GREDI YA TISA- 2025

KISWAHILI: KARATASI YA 2

9

PREMIER

Muda: Saa 1 dak 40

Sehemu ya 1: INSHA (alama 15)

Endeleza kisa kifuatacho ukizingatia kanuni za insha ya mdokezo.

Sote tulikuwa tumetulia sebuleni. Mara dada yangu aliingia huku akiongea kwa simu. Uso wake ulikuwa umejawa na furaha. Alipomaliza mazungumzo,

Sehemu ya 2: FASIHI SIMULIZI (alama 10)

Soma hadithi ifuatayo kisha ujibu maswali yanayofuata.

Hapo zamani za kale, Kuku na Mwewe walikuwa marafiki wakubwa. Walikuwa marafiki wa chanda na pete. Daima walikuwa wakifanyia shughuli zao pamoja. Ungewapata shambani wakilima tangu asubuhi hadi jioni. Wakati mwingine, ungewapata katika shughuli za uvuvi. Wangevua samaki tele na kuwapeleka sokoni. Watoto wao nao walipenda kuchezea pamoja. Baada ya kucheza, aghalabu Kuku aliwaita ili wapate chakula. Wote walipokula, watoto wa Mwewe wangeondoka na kuelekea kwao.

Siku moja, Kuku alialikwa katika sherehe. Sherehe hiyo ilifaa kufanyikia nyumbani kwao, kule kijijini. Madhali hakutaka wanawe waende wakiwa wachafu, alimwomba Mwewe wembe ili kuwaandaa wanawe. Aliwakata kucha zote. Pia aliwanyoa nywele kwa njia nzuri. Watoto hao walipendeza ajabu. Alipomaliza, alificha wembe huo kisha wakaondoka.

Waliporudi kutoka safarini, Mwewe aliwatuma watoto wake ili wapewe wembe. Kuku alijaribu kukumbuka alipoweka wembe huo lakini hakukumbuka. Aliangalia kila mahali: chini ya viti, chini ya meza, chini ya kitanda na nyuma ya nyumba lakini hakupata. Alianza kutetemeka tetete kama unyasi nyikani wakati wa kiangazi. Mwewe aliposikia kuwa wembe wake haukupatikana, alijawa na hasira kama mkizi. Alisahau kuwa hasira hasara. Kuku alimwomba msamaha lakini hakisikia. Alikata shauri kuwa angekuwa akila watoto wa Kuku kila alipowaona. Tangu siku hiyo, urafiki wao ulifikia mwisho. Kila Mwewe aonapo Vifaranga wa Kuku, yeye huwakamata na kuwala. Kuku naye huchakura kila wakati akitafuta wembe wa Mwewe ili amrudishie.

1. Hadithi hiyo ni ya aina gani? Eleza sababu ya jibu lako. (alama 1)

2. Taja fani moja ya lugha iliyotumika katika hadithi hii na mfano wake kwenye hadithi. (alama 1)

3. Umpata funzo gani katika hadithi hii. (alama 1)

4. Mwewe ni rafiki ambaye ni katili. Eleza. (alama 1)

5. Taja na ueleze sifa moja ya Kuku kutokana na hadithi hii. (alama 1)

6. Ni nini kinachoonyesha kuwa Kuku si mwangalifu? (alama 1)

7. Taja mandhari yoyote katika hadithi hiyo. (alama 1)

8. Mandhari uliyoyataja katika nambari ya 7 yana umuhimu gani katika kazi ya fasihi? (alama 1)

9. Ungekuwa Mwewe, ungefanyaje baada ya wembe wako kupotea ili kuonyesha urafiki mzuri? (alama 1)

10. Taja shughuli mbili ambazo wahusika katika hadithi walijihusisha nazo ili kujipatia mapato. (alama 1)
(a) _____ (b) _____

Sehemu ya 3: NOVELA (alama 10)

Soma dondoo ifuatayo kisha ujibu maswali yanayofuata.

Vumilia Binti Musa ni msichana anayejulikana kote kama chumvi. Naam, anajulikana kwa uvumilivu. Amevumilia mengi katika maisha. Bila shaka amepitia mambo chungu nzima. Alizaliwa katika jamii iliyofuata mila potovu bila kujali. Watoto walidhalilishwa na kunyanyaswa kila uchao. Hakuna aliyefurahia haki yake. Wavulana hawakwenda shuleni. Walikuwa wakashughulikia ufugaji na utunzaji wa mifugo. Ilikuwa kawaida kama ibada kuwaona wavulana hao machungani wakiwa na mifugo. Aidha, wavulana hao walihusika katika vita vya kikabila. Vita hivyo vilitokea ama kwa kutetea mifugo dhidi ya wezi au kupigania mipaka ya eneo lao.

Yeyote wa jinsia ya kike alipitia magumu zaidi. Tangu alipokuwa mchanga, alikumbwa na hatari ya kukeketwa. Baada ya hayo, mtoto huyo alijipata katika hatari nyingine ya kuolewa. Ndoa za mapema zilifanyika bila kujali maoni ya **maskini** mtoto huyo. Nyakati zingine ungesikia kuwa baba wa msichana huyo alikuwa amekubaliana na mzee wa kumwoa mapema sana. Ungepata msichana wa miaka kumi na mitatu akiozwa kwa mzee wa miaka hamsini, mzee mwenye wake wengine kadhaa. Mwanamke aliyefiwa na mumewe naye angerithiwa na jamaa wa marehemu kwa lazima. Aliyekataa kurithiwa alifukuzwa kutoka katika familia yake. Ilisemekana kuwa alikuwa ameikataa jamii. **Ukatili ulioje?**

Vumilia aliona hali hiyo tangu akiwa mchanga. Aliona kuwa hali hiyo ingeendelea vivyo hivyo hadi patokee mmoja ambaye angeipinga. Vumilia alikataa katakata kukeketwa. Baba yake aliposisitiza kuwa hakuwa na budi, Vumilia alimjuza mwalimu wake wa Gredi ya sita - Bi. Haki. Bi. Haki alimfanyia mpango wa kutorokea katika makao yaliyowafaa wasichana waliotoroka ukatili katika jamii zao. Huko ndiko Vumilia alikosomea hadi katika chuo kikuu. Alisomea haki na masuala ya kikatiba. Baada ya masomo yake, Vumilia alirudi katika kaunti yao. Alienda kupinga mila na itikadi zisizofaa. Alitetea haki za watoto, alitetea haki za wanawake, alitetea haki za binadamu. Alishirikiana na maafisa wa serikali kukabiliana na wale waliompinga. Gavana wao, Bwana Busara, alimpa msaada aliouhitaji. Kutokana na juhudi zake, jamii nzima imepata uhuru. Mabadiliko makubwa yametokea katika jamii hiyo.

1. Dondoo hii imetoka katika novela. Eleza maana ya novela. **(alama 1)**

2. Eleza sifa moja ya novela. **(alama 1)**

3. Eleza maana ya neno **maskini** jinsi lilivyotumika katika dondoo hii. **(alama 1)**

4. Maneno '**Ukatili ulioje?**' ni mfano wa fani gani ya lugha? **(alama 1)**

5. Eleza maana ya fani ya lugha uliyotaja katika nambari ya 4. **(alama 1)**

6. Mwandishi wa dondoo hii ameshughulikia maudhui gani? **(alama 1)**

7. Andika haki yoyote ya watoto ambayo ilipuuzwa? **(alama 1)**

8. Eleza kwa ufupi msuko wa dondoo hii. **(alama 2)**

9. Vumilia asingefaulu bila umoja na ushirikiano. Eleza ukweli wa kauli hii. **(alama 1)**

Sehemu ya 4: TAMTHILIA **(alama 10)**

Soma makala yafuatayo kisha ujibu maswali yanayofuata.

(Dkt. Tiba na Mzee Ojwang wanakutana njiani. Wanaamkuana.)

Dkt. Tiba: Hujambo Bwana Ojwang? *(Akimnyoshea mkono.)*

Ojwang: Sijambo Bwana Daktari. U hali gani?

Dkt. Tiba: Njema. Naona unaendelea vyema. Kweli **maisha yamekukubali na kukupenda.**

Ojwang: Wacha masihara. *(Anacheka.)* Je, mbona umetoka hospitalini mapema? Unaelekea wapi?

Dkt. Tiba: Sina budi mwenzangu. Lisilo budi hutendwa. Pametokea mkurupuko wa maradhi ya waba katika Mtaa wa Jitengeni. Tumeandaa mkutano na wakazi hao ili kuwaeleza mbinu za

kuyadhibiti maradhi hayo.

Ojwang: Jamani, Mungu awajalie afueni ya haraka. Aidha, wakazi hao wanafaa kuzingatia usafi wa kibinafsi na usafi wa mazingira.

Dkt. Tiba: (*Akitikisa kichwa kuonyesha kukubaliana.*) Bila shaka. Inasemekana kuwa hawajawa wakizingatia usafi wa sehemu za umma vilevile.

Ojwang: Hilo ni kosa kubwa. Haya basi, nisikupotezee wakati. Endelea na safari yako. Mimi ninaelekea shuleni anakosomea mwanangu. Pana mkutano wa wazazi na walezi.

Dkt. Tiba: Asante kwa kujukumika. Haya mwenzangu, kila la heri. (*Wanaagana.*)

1. Makala hayo ni mfano wa tamthilia. Eleza maana ya tamthilia. (alama 1)

2. Tamthilia ni mojawapo wa kipera cha aina gani ya fasihi? (alama 1)

3. Eleza sifa mbili za tamthilia ukirejelea makala uliyoyasoma. (alama 2)

4. Tambua mandhari mawili yanayojitokeza katika makala hayo. (alama 2)

(a) _____ (b) _____

5. Mwandishi wa makala haya ametumia maneno 'maisha yamekukubali na kukupenda'. Huu ni mfano wa mbinu gani ya lugha? (alama 1)

6. Eleza maana ya mbinu ya lugha uliyotaja katika nambari ya 5. (alama 1)

7. Taja maudhui yoyote yaliyoshughulikiwa katika makala hayo. (alama 1)

8. Eleza maana ya maudhui. (alama 1)

Sehemu ya 5: USHAIRI (alama 5)

Soma shairi lifuatalo kisha ufanye shughuli zinazofuata.

Taifa kuendelea, jukumu lako na mimi,
Na malengo kufikia, kuimarisha uchumi,
Ufukara kuondoa, ni vizuri kujihami,
Kenya kusongea mbele, wajibu wa kila mtu.

Uzembe natukatae, fanya kazi kwa juhudi,
Kazini tujiandae, kwa jitihada kuzidi,
Usingizi tuondoe, tusilale ikibidi,
Kenya kusongea mbele, wajibu wa kila mtu.

Ukabila ni adui, ufisadi tuuzike,
Ukatili kama chui, ni lazima tuufyeke,
Vita hatuvitambui, kule mbali tuviweke,
Kenya kusongea mbele, wajibu wa kila mtu.

1. Shairi hilo ni la aina gani? Eleza. (alama 1)

2. Tambua vina vya mwisho vya ubeti wa tatu. (alama 1)

3. Kibwagizo cha shairi hili kina mizani mingapi? (alama 1)

4. Andika ukwapi wa mshororo wa pili katika ubeti wa kwanza. (alama 1)

5. Ujumbe gani unaojitokeza katika ubeti wa pili? (alama 1)

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

GRADE NINE - 2025

INTEGRATED SCIENCE PAPER 1

9

PREMIER

1 Hr 30 Min



001

Instructions to the learner

- This paper has two sections totaling 70 marks.
- Read instructions in each part and answer the questions appropriately.

SECTION 1 (30 marks)

- The following is a structure of an atom, identify the particles found in the part shaded.



- Proton and electrons
 - Protons and neutrons
 - Electrons
 - Electrons and neutrons
- A wall chart has pictures of different atomic structures. What is the correct definition of an atom?
 - The smallest particle that cannot be split into simpler particles
 - A combination of two or more elements that can be separated through physical means
 - The smallest particle that can take part in a chemical reaction
 - it is a pure substance that cannot be split into simpler particles through chemical means
 - Kimani did an experiment by reacting copper and oxygen, identify the product that was formed when he reacted the two elements.
 - Copper nitride
 - Copper carbonate
 - Copper II oxide
 - Copper chloride
 - Kipkemoi, a Grade 9 learner, was shown a reagent bottle which had the chemical symbol shown in the diagram below. Identify the element contained in the bottle.



- Magnesium
- Zinc

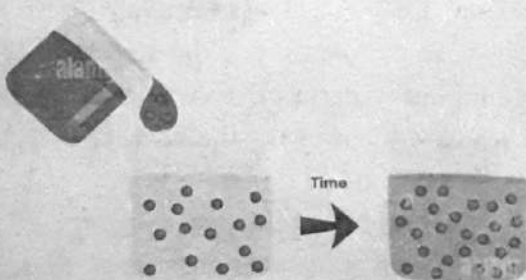
- Copper
- Sulphur

- When Amina was boiling some water, her brother added salt to the water by accident which acted as an impurity. What is going to be the effect of the salt on the boiling point of the water?
 - It will increase the boiling point
 - It will lower the boiling point
 - The boiling point will not be affected
 - The boiling point remain constant
- The following are some of the forms of energy that are found in nature. Identify which one is not a form of energy.
 - Kinetic energy
 - Welding energy
 - Sound energy
 - Nuclear energy
- Kaleo, a Grade 9 learner, was studying about factors that affect the rate of osmosis in plants. Which one of the following is not a factor that affects osmosis?
 - Temperature
 - Concentration gradient
 - Type of membrane
 - Inhibitor
- A Grade 9 learner was asked by his teacher to name the process that is responsible for gaseous exchange in the lungs. Which process is it?
 - Osmosis
 - Active transport
 - Diffusion
 - Pressure
- Wanjala came across an element which had the electron configuration-2.8.7. Name the element she came across.
 - Chlorine
 - Oxygen
 - Sodium
 - Helium
- Awinja was studying about the structure of an atom and came across the term mass number. Which of the following is the correct definition of mass number?
 - The total number of protons in atom
 - The sum of protons and neutrons of an atom
 - The number of electrons in an atom
 - The number of neutrons in an atom

11. Grade 9 learners came across the following symbol when they were handling a reagent. What does the symbol mean?



- A. Radioactive
C. Poisonous
- B. Oxidizer
D. Corrosive
12. During a practical lesson, Kimali accidentally mixed Sulphur and Iron filings. Which method of separation would you suggest for him to use to separate the mixture?
- A. Use of a magnet
C. Evaporation
- B. Handpicking
D. Crystallization
13. Wamiko is a Grade 9 learner who has entered the stage of adolescence. Which of the following is not among the changes that will take place on his body?
- A. Broadening of shoulders
B. Breaking of voice
C. Growth of pubic hair
D. Development of breast
14. Which part the female reproductive system is responsible for the production of female gametes?
- A. Ovary
C. Uterus
- B. Oviduct
D. Cervix
15. When Wendy was removing her sweater, she heard a cracking sound. Which type of electricity did the sweater produce when she was taking it off?
- A. Electrical energy
B. Nuclear energy
C. Static electricity
D. Geothermal electricity
16. Study the diagram below and identify the process being illustrated.



- A. Osmosis
C. Active transport
- B. Transpiration
D. Diffusion

17. Wanjugu developed the following symptoms after engaging in an unprotected sexual intercourse.
- Sores resembling blisters
 - Rashes on the skin
 - He had fever and loss of hair
- Which sexually transmitted infection should he be treated from?
- A. Gonorrhoea
C. Amoeba
- B. Syphilis
D. Herpes
18. Which energy transformation is observed in the following diagram?



- A. Solar energy to electric energy
B. Potential energy to kinetic energy
C. Kinetic energy to heat energy
D. Electrical energy to light energy
19. There was a fire outbreak at Likoni center and the fire fighters decided to use water based extinguishers. Which class of fire was being put off?
- A. Class F
C. Class E
- B. Class A
D. Class F
20. During a laboratory experiment, Mwangi was asked by his teacher to name the change that had the following characteristics.
- There is change in mass
 - There is formation of new substances
 - Heat energy is evolved or absorbed
 - The change is irreversible
- A. Temporary chemical change
B. Temporary physical change
C. Permanent chemical change
D. Temporary permanent change
21. Which of the following is not a skill that is acquired from studying Integrated Science?
- A. Manipulation skill
B. Observation skill
C. Laboratory skill
D. Measuring skill
22. Mutheu, a Grade nine learner, wanted to measure the volume of a solution that was provided in the laboratory. Which of the following apparatus will she not use?
- A. Water trough
C. Pipette
- B. Burette
D. Measuring cylinder

23. Kimari wanted to identify a colourless solution he was given in the laboratory whether it was an acid or a base. When litmus paper was placed in the solution, blue litmus paper turned red and the red litmus paper remained red. Identify the solution.

- A. Neutral
C. Hydroxide
B. Base
D. Acid

24. Which of the following is not a component of the human skin?

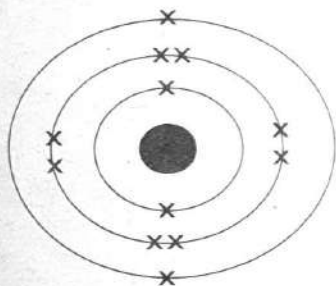
- A. Hair follicle
C. Dermis
B. Nails
D. Sweat duct

25. Identify the source of electrical energy shown in the diagram below.



- A. Wind power
C. Solar energy
B. Wind mill
D. Geothermal power

26. An element had the electron configuration shown in the diagram below. Identify the element.



- A. Aluminum
C. Copper
B. Sodium
D. Magnesium

27. A learner listed different types of metals. Which of the following elements is a non-metal?

- A. Calcium
C. Chlorine
B. Potassium
D. Beryllium

28. A group of Grade 9 learners, were given an element which had 12 protons, 13 neutrons and 12 electrons. Identify its electron configuration.

- A. 2.8.3
C. 2.8.8.2
B. 2.8.2
D. 2.8.4

29. Cheroo, a Grade 9 learner, was asked by her teacher to identify the element that is number 19 in the periodic table. Which element did she name?

- A. Sodium
C. Helium
B. Phosphorous
D. Potassium

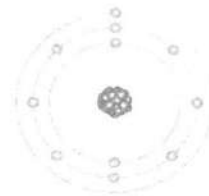
30. Which of the following is not a part of a light microscope?

- A. Hand lens
C. Eye piece lens
B. Objective lens
D. Stage

SECTION 2 (40 MARKS)

31. An atom is the basis of many elements. State three particles that are found in an atom. (2mks)

32. Study the diagram below and write its electron configuration and identify the element. (2mks)



33. Calculate the mass number of an element which had 18 protons, 22 neutrons and 18 electrons. (2mks)

34. Define the following terms that Hassan came across when studying Integrated Science. (2mks)

- a) Atom _____
- b) Element _____
- c) Compound _____

35. Wedot was given the table below to classify whether the elements are metals or non-metals. Help him in classifying the elements. (2mks)

Elements	Classification
Sodium	
Oxygen	
Argon	

36. Chebet, a Grade nine learner, was asked by her teacher to classify the following sources of energy as either renewable or non-renewable. Help her in classifying them. (2mks)

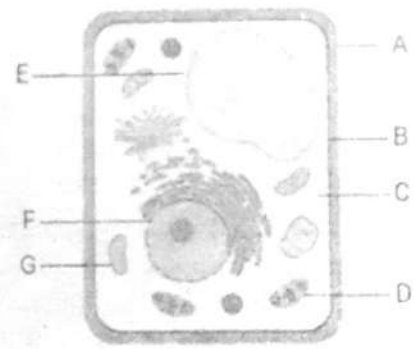
- a) Atomic energy _____
- b) Solar energy _____
- c) Kinetic energy _____

37. Define the following terms as used in Integrated Science. (2mks)

- a) Osmosis _____
- b) Diffusion _____

38. A Grade 9 learner viewed an onion cell under the light microscope. The light microscope had an eye piece lens which had a magnification power of X25 and the objective lens magnification power of X40. Calculate the total magnification of the onion cell. (2mks)

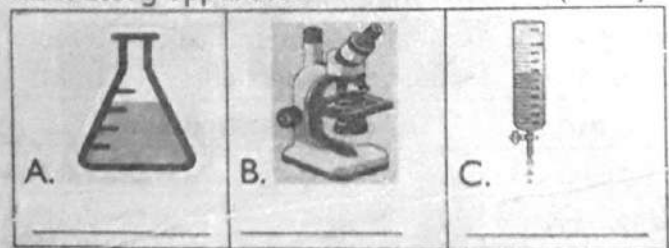
39. Study the diagram below and name the parts labeled E and F. (2mks)



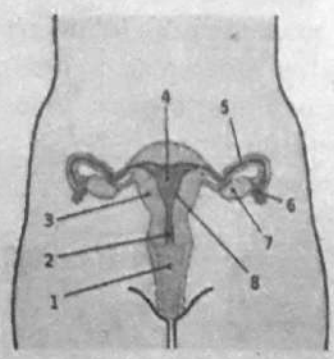
40. Lydia, a Grade 9 learner, was asked to name three components that make up the fire triangle. State the three components of fire triangle. (2mks)

41. Watus was tasked to identify the three components of Integrated Science. What will be the likely response? (2mks)

42. The following apparatus were shown to a group of Grade 9 learners. Name these laboratory apparatus. (2mks)



43. Study the diagram below and answer the questions that follow. (2mks)



a) Name the part where fertilization takes place.

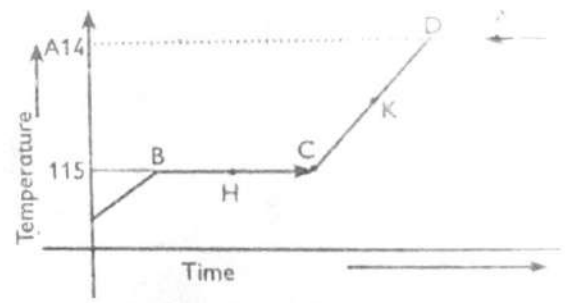
b) Which one is the part responsible for shedding the wall during the menstrual cycle.

44. Grade nine learners were asked to name three properties of magnets. What are the two properties of magnets that they will mention? (2mks)

45. State three safety measures Imani should consider when handling this electrical appliance. (2mks)



46. Study the heating curve below and identify whether the substance is impure or pure. (2mks)



47. Wila, a Grade 9 learner, was asked to write the word equation for the reaction between sodium and chlorine. Write the word equation. (2mks)

48. Fill the table below with the correct chemical symbol of the elements provided. (2mks)

Element	Chemical symbol
a) Copper	
b) Silver	

49. A group of Grade 9 learners were asked by their teacher to name three parts of male reproductive system. What will be their responses? (2mks)

50. Kidney is a part of the human urinary system. State two functions of the kidney. (2mks)

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

GRADE NINE - 2025

INTEGRATED SCIENCE PAPER 2

9

PREMIER
1 Hr 30 Min



LEARNER'S NAME: _____

ASSESSMENT NUMBER: _____ **GRADE:** _____

SCHOOL: _____ **DATE:** _____

Instructions to the learner

- This paper has two sections totaling 30 marks.
- Read instructions in each part and answer the questions appropriately.

SECTION 1

Task; How to prepare a temporary slide of a plant cell (15mks)

Instructions to the Teacher:

- Prepare the materials and equipment:
- Provide each group with a light microscope, glass slides, coverslips, tweezers, pipettes and iodine stain.
- Make sure there is plant tissues of an onion cell.
- Demonstrate how to use the microscope and how to properly handle slides and coverslips.
- Ensure that learners handle glass slides and coverslips carefully to avoid breakage or injury.
- Ensure learners do not ingest or spill iodine or any chemical.
- Walk around the classroom to assist students with the slide preparation and make sure they follow the instructions correctly.
- The learners will work in groups of 5-8.
- The group score will be awarded as each learner's individual score.

Instructions to the Learners:

1. Prepare the plant tissue.
2. Take a small piece of plant tissue of the onion using the tweezers.
3. Place the plant tissue on a clean glass slide.
4. Use the pipette to place a drop of iodine solution on the plant tissue. The iodine will help stain the cell structures and make them more visible under the microscope. Be careful not to add too much stain—just put enough to cover the tissue.
5. Gently lower the coverslip over the plant tissue at an angle to avoid air bubbles. You can do this by placing one edge of the coverslip at the edge of the slide and carefully lowering it down.
6. If there are air bubbles, gently press down on the coverslip with a finger or the tip of the tweezers to remove them.

7. Place the prepared slide on the stage of the microscope.
8. Start with the lowest magnification and gradually increase the magnification until you can clearly observe the cells.
9. Focus the microscope to clearly see the different parts of cell.
10. Record the magnification of the eyepiece lens and the objective lenses in the table below.

Eye piece lens magnification	Lower power magnification	Medium power magnification	High power magnification

Task to do

- a) Draw a diagram of the plant cell as seen under the microscope.
- b) Label the following structures: cell wall, nucleus, cytoplasm and vacuole.
- c) Write a short description of what you observed.
- d) Calculate the total magnification power of the microscope using the;
 - i. Lower power magnification lens.
 - ii. Medium power magnification lens.

SECTION 2

Task; Demonstration of simple energy (15mks)

Materials needed

- a) A small toy car or rolling object, a marble or a ball)
- b) A ramp (made from cardboard or a wooden plank)
- c) A ruler or measuring tape
- d) Stopwatch

Procedure:

- a) Set up the ramp at an inclined angle and place the toy car at the top of the ramp.
- b) Measure the height of the ramp from the flat surface to the top where the toy car will start.
- c) Release the toy car from the top of the ramp without pushing it.
- d) Observe the motion of the toy car as it moves down the ramp and reaches the bottom.
- e) Measure the distance the toy car travels after it leaves the ramp.
- f) Use a stopwatch to measure the time it takes for the toy car to travel from the top of the ramp to the bottom.
- g) The learners to make short notes from the internet or books on
 - Potential energy
 - Kinetic energy

Questions

1. What type of energy is stored in the toy car at the top of the ramp before it is released?
2. What type of energy is observed as the car moves down the ramp?
3. How does the height of the ramp affect the speed and distance the toy car travels?
4. If the ramp is made less steep, what effect would it have on the car's speed and distance traveled? Explain why.

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

GRADE NINE - 2025

SOCIAL STUDIES

9

PREMIER

2 Hrs 30 Min



SECTION 1 (20 marks)

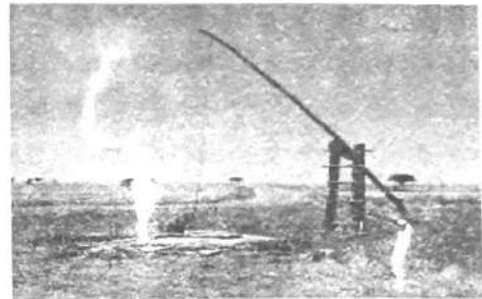
Answer all questions in this section.

1. Mrs. Mulan, a Social Studies teacher found a Grade 9 learner in the library in the following sitting position. He explained to him how to manage stress in the following ways **except?** (1mk)



- A. Taking time to relax or practice meditation to calm their minds.
 - B. Talking to someone or identifying their feelings to better understand them.
 - C. Writing down their thoughts and feelings in a journal to express them.
 - D. Ignoring their feelings and pretending everything is fine instead of addressing the stress.
2. In the early days people used barter trade as a form of exchange, which of the following factors led to the introduction of money in Africa? (1mk)
- A. The abundance of natural resources that everyone wanted equally.
 - B. The need for a medium of exchange to solve the inefficiencies of barter trade.
 - C. The simplicity and ease of matching goods for exchange in barter trade.
 - D. The lack of interaction between different communities for trade.

3. Identify the method of irrigation below used in ancient Egypt. (1mk)



- A. Basin irrigation.
 - B. Shaduf irrigation.
 - C. Canal irrigation.
 - D. Water wheel irrigation.
4. Yusuf listed the following as the uses of maps, which one of the following did he list **incorrectly?** (1mk)
- A. Identifying the locations of cities, mountains and rivers.
 - B. Planning travel routes for personal or commercial purposes.
 - C. Studying population density and distribution pattern.
 - D. Used to predict the weather of a place.
5. Odhiambo was distinguishing between primary and secondary sources of historical information, which of the following is the **correct** definition Odhiambo should give? (1mk)
- A. Primary sources are original records or evidence created during the time under study. Secondary sources are interpretations or analyses of primary sources created later.
 - B. Primary sources are opinions or summaries written by historians. Secondary sources are raw data or first-hand evidence from the time.
 - C. Primary sources are historical records verified by experts. Secondary sources are materials that are incomplete or damaged.
 - D. Primary sources are created by researchers in recent studies. Secondary sources are materials that predate the events studied.

6. The following are examples of traditional stories that explain the origin of mankind in Africa except one, which one is **not** a traditional story? (1mk)

- A. The creation story of Gikuyu and Mumbi.
- B. The Zulu story of Unkulunkulu.
- C. The Biblical story of Adam and Eve.
- D. The Maasai story of Enkai creating the first humans.

7. Studying Social Studies creates a lot of entrepreneurial opportunities for learners in future. Which one of the following is an example of entrepreneurial opportunities in Social Studies? (1mk)

- A. Opening a cultural heritage centre.
- B. Practising medicine.
- C. Working as a civil servant.
- D. Becoming a pilot.

8. A group of learners visited the following prehistoric site. Identify the site. (1mk)



- A. Fort Jesus.
- B. Meroe
- C. Great Zimbabwe
- D. Timbuktu.

9. The Kenyan constitution has four components, which one of the following is **not** a component of the Kenyan constitution? (1mk)

- A. Sovereignty of the people.
- B. Supremacy of this Constitution.
- C. Defense of this Constitution.
- D. The executive orders.

10. A group of Grade 8 learners visited a place and noted the following vegetation characteristics: (1mk)

- i) The dominant type of vegetation is grass.
- ii) Most of the trees are umbrella shaped.
- iii) Scattered trees and grasses.
- iv) Most of the trees are deciduous.
- v) Presence of tall grass.

Which type of vegetation did the learners see?

- A. Forest vegetation.
- B. Arid and semi-arid vegetation.
- C. Savannah vegetation.
- D. Mangrove vegetation.

11. Population growth has diverse effects, which one of the following is a negative effect of population growth? (1mk)

- A. Strain on natural resources.
- B. Increased employment rates.
- C. Expansion of urban areas.
- D. Improved access to healthcare.

12. As an individual, one needs to set some goals to improve his or her social life. Which one of the following is not a way to improve one's social life? (1mk)

- A. Joining clubs or community groups to meet new people.
- B. Avoid interacting with people to prevent conflicts.
- C. Maintaining good relationships with people.
- D. Showing kindness toward others.

13. A group of Grade 8 learners were carrying out a community service-learning project. They identified that the main problem facing the community is lack of good health services, which one of the following is the appropriate solution to this problem? (1mk)

- A. Build a new healthcare facility with trained medical professionals and good medical facilities.
- B. Close down existing healthcare centres to reduce costs.
- C. Encourage community members to ignore minor health issues.
- D. Limit healthcare access to only the wealthiest members of the community.

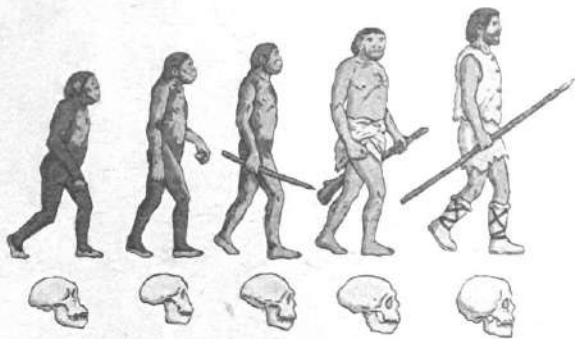
14. Trans-Saharan slave trade affected Africans either negatively or positively, which one of the following was a **negative** effect of the Trans-Saharan slave trade on African societies? (1mk)

- A. Increased agricultural production and economic growth.
- B. The weakening of African kingdoms due to loss of manpower.
- C. Lead to development of urban centers.
- D. Improved education systems and technological advancements.

15. Mufasa's family faces a lot of conflicts between family members, which of the following is **not** an effective way for a family to peacefully resolve their problems? (1mk)

- A. Openly communicating and actively listening to each other's concerns.

- B. Ignoring the issues and hoping they will go away.
 C. Setting aside time to discuss problems calmly.
 D. Working together to find a solution.
16. Which of the following factors contributed to the growth and development of the Swahili civilisation along the Kenyan coast? (1mk)
 A. Isolation from external trade and cultures.
 B. Good location along the Indian Ocean trade routes.
 C. Focus on agricultural production alone.
 D. Contact with the Arabian Peninsula.
17. Study the image below.



- What were some of the key physical and behavioural changes that occurred during the evolution of early humans as shown in the image above? (1mk)
 A. Decreased hair growth and improved sense of smell and posture.
 B. Development of larger jaws and sloped face similar to the modern apes.
 C. Decreased use of tools and a shift to a purely herbivorous diet and improved posture.
 D. Development of posture, bipedalism, larger brain size, use of tools, diet and Communication.
18. Every child in Kenya must be protected against any kind of abuse, which of the following is **not** an example of a child right. (1mk)
 A. The right to education
 B. The right to be basic needs.
 C. The right to work in hazardous conditions
 D. The right to express opinions freely.
19. Kimberly defined career path as? (1mk)
 A. A series of roles that constitutes a career that a person does in a specific field.
 B. A one-time decision about which job to pursue for the rest of one's life.

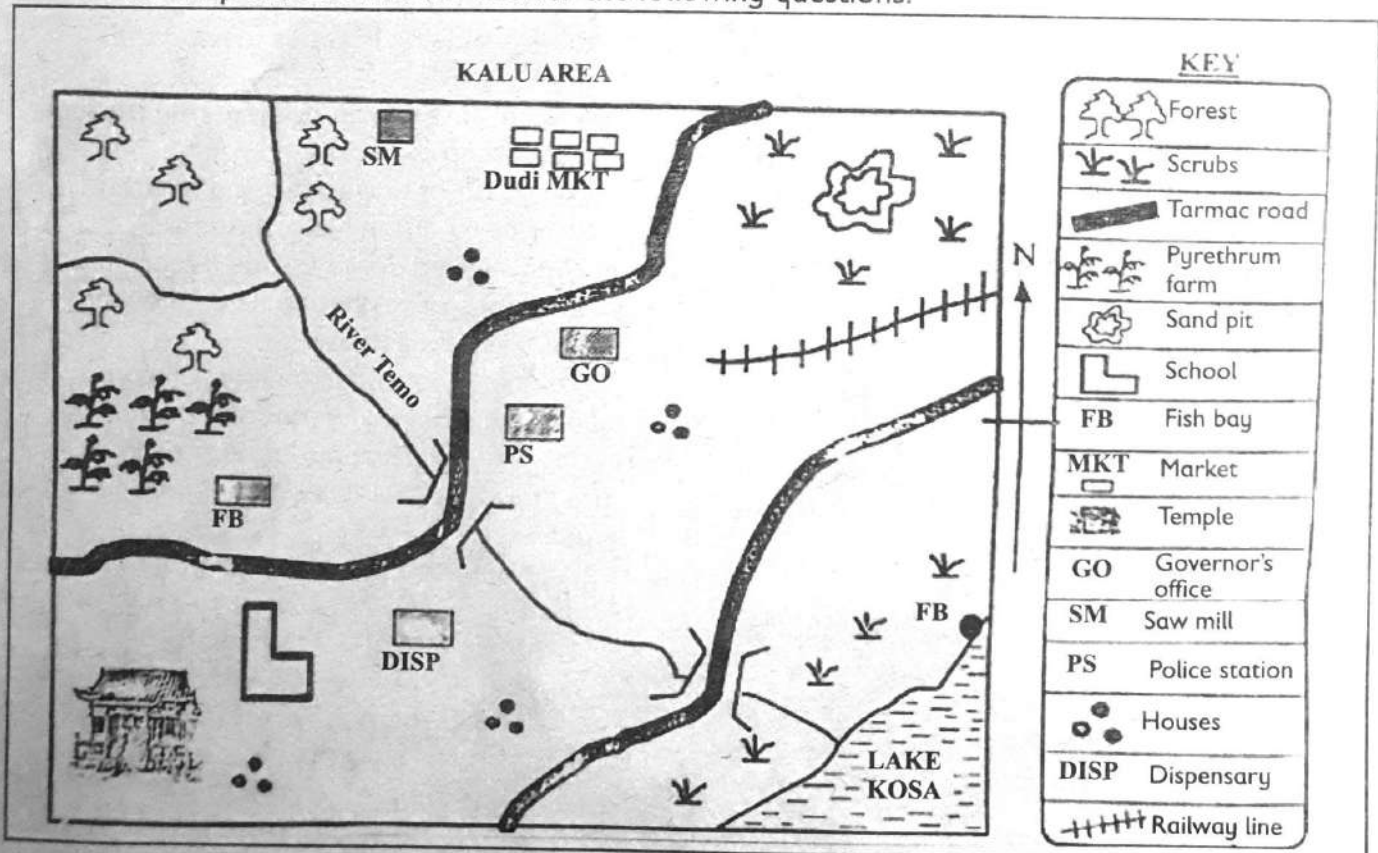
- C. A group of skills and qualifications a person acquires to get a job.
 D. A list of hobbies and interests that guide a person's work life.
20. Miamo is interested in pursuing Social Sciences pathway at senior school, what are the requirements for him to pursue this pathway? (1mk)
 A. A minimum of a C+ grade in English and Mathematics.
 B. A minimum of a C grade in Social Studies and a C in English.
 C. A minimum of a B grade in Mathematics and a C in Integrated Science.
 D. A minimum of a B+ grade in Social Studies and English.
21. Kaseto is a peaceful person in the community, he possesses the following qualities **except**? (1mk)
 A. Good communication skills.
 B. Conflict resolution abilities.
 C. Aggressiveness toward others.
 D. Respect for others.
22. Shaban was researching about the meaning of field work. What is its meaning?
 A. The scientific study of Geography using the environment as a laboratory for learning Geography.
 B. The use of theoretical knowledge to solve problems without leaving the classroom.
 C. A form of research done purely through laboratory experiments.
 D. The study of textbooks and written records to gather information.
23. Mrs. Sano asked some Grade 8 learners to list the types of migration. The following learners listed as follows:
Mwikali - Internal and External migration.
Goppa - Seasonal and permanent migration.
Lewan - Voluntary and forced migration.
Ashley Rural - urban and urban - rural migration.
 Who among the following gave the **correct** answer?
 A. Mwikali
 B. Lewan.
 C. Goppa.
 D. Ashley.
24. The following methods are used to represent relief features on topographic maps except one, which one of the following is **not** a method to represent relief? (1mk)
 A. Contours
 B. Mountains
 C. Hill shading
 D. Spots height

25. As humans we have rights that protect our wellbeing, which one of the following is a reason why it is important to know our rights? (1mk)
- To allow us to violate others' rights.
 - To ensure we can defend ourselves when our rights are violated.
 - To show that we are superior than others.
 - To avoid following laws and regulations.
26. Early Civilisation contributed significantly to the modern world. Which one of the following is **not** a contribution of early civilisation? (1mk)
- Development of writing systems.
 - Invention of architecture and engineering.
 - Establishment of legal systems.
 - Introduction of modern computer technology.
27. Which of the following groups played a significant role in the Scramble and Partition of Africa by promoting Christianity and Western education?
- Missionaries.
 - Explorers.
 - Traders and Industrialists.
 - Settlers.
28. There are different factors which determine human diversity. Which one of the following is **not**? (1mk)
- Intelligence
 - Religion
 - Language
 - Culture
29. As community members, how can we maintain peace for mutual social wellbeing? (2mks)
- By spreading rumours and creating conflicts.
 - By promoting respectful communication and resolving conflicts peacefully.
 - By isolating ourselves from others.
 - By competing aggressively for resources.
30. The Africa is referred to as cradle for humanity. Which one of the following is an example of evidence which proves that human originated from Africa? (1mk)
- Genetic studies tracing early human's fossil to Africa.
 - The presence of ancient rock art across Africa.
 - The wide variety of languages spoken in Africa.
 - Historical records from early African civilisations.

SECTION 2: (70 marks)

Answer all questions in this section.

31. Use the map of Kalu area to answer the following questions.



- a) Describe the flow of River Tempo. (1mk)
- b) Identify the type of vegetation in the area? (1mk)
- c) Which cash crop is grown in Kalu area? (1mk)
- d) Who is the top government official in the area? (1mk)
- e) The people in the area belong to which religion? (1mk)
- f) What is the direction of Lake Kosa from Dudi Market? (1mk)

32. The time at Mogadishu is 12:00 noon at 30°E, what is the time in DRC at 90°E? (2mks)

33. Explain two factors which led to the development of Indian Ocean slave trade. (4mks)

34. Using the table below, differentiate between barter trade and the use of currency in Africa. (4mks)

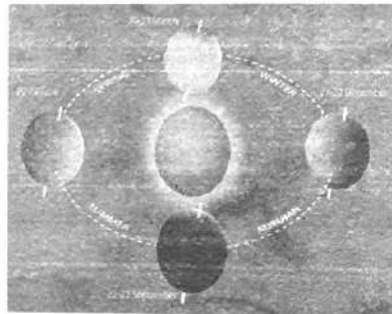
Barter trade	Use of Currency

35. Grade 7 learners want to carry out community service learning. Highlight the steps the learners should follow. (4mks)

36. Hope was listing various ways in which historical information has been preserved. Outline four ways of preserving historical information Hope is likely to state. (4mks)

37. The agriculture of the Nile valley contributed significantly to the world civilisation. Highlight four contributions of Nile valley agriculture. (4mks)

38. Study the image below and answer the following questions.



- a) Identify the type of earth movement. (1mk)
- b) Explain two effects of the above on human activities. (4mks)

39. Grade 9 learners of Zado Junior school wanted to construct a weather station in their school. State three factors they need to consider when citing the weather station. (3mks)

40. As a Kenyan citizen. State four qualities of a good citizenship you should portray. (4mks)

41. Grade 8 learners of Kilalo Junior School learnt that the roles of the three arms of the Kenyan government are? (3mks)

42. During their visit to the Sahara Desert, the learners observed unique features of the desert vegetation. Highlight four characteristics they noticed? (4mks)

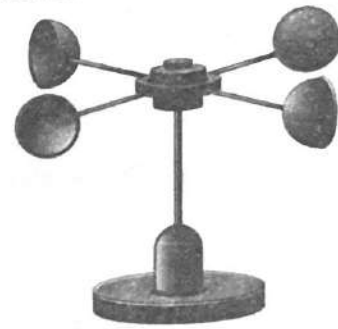
43. Trans- Saharan slave trade developed due to a number of factors. State and explain two factors that led to the development of the Trans-Saharan slave trade. (4mks)

44. Grade 8 learners were asked to discuss the factors that influence self-esteem. List down two of those factors. (2mks)

45. Different regions in Africa have different vegetation cover. Outline three factors that influence vegetation distribution in Africa. (3mks)

46. State and explain two ways on how can we demonstrate respect and appreciation of social cultural diversity and inclusions? (4mks)

47. The image below shows an example of weather instrument.



a) Identify the weather instrument. (1mk)

b) The weather instrument above is used for measuring? (1mk)

48. Mrs. Wangeci advised Grade 9 learners to consider some factors when selecting career Pathways. Highlight two factors the learners need to consider. (2mks)

49. Kenyan constitution was promulgated in 2010. State two reasons why we should have a constitution as a country? (2mks)

50. The image below shows the map of Africa.



Identify the colonists of the following countries in numbers. (3mks)

- a) 5 _____
- b) 37 _____
- c) 21 _____

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

GRADE NINE - 2025

9

PREMIER

CHRISTIAN RELIGIOUS EDUCATION 1 Hr 30 Min



001

CHRISTIAN RELIGIOUS EDUCATION

SECTION 1:

(20 Marks)

1. God created heaven and earth and all that is in it. The diagram below is an illustration of what He created. What does the diagram illustrate? (1mk)



- A. The Garden of Eden B. The Tower of Babel
C. Noah's Ark D. The Exodus
2. The Bible speaks about God's creation. Which book in the Bible describes the creation of the world? (1mk)
- A. Exodus B. Genesis
C. Leviticus D. Numbers
3. As Grade 7 learners were discussing about characters in the Bible, they discovered someone who was thrown in the den of lion. Who among the following was thrown into the lions' den for praying to God? (1mk)
- A. Jonah B. Daniel
C. David D. Samuel
4. After creating Adam and Eve, God placed them over other creatures and He gave them instructions. One of the instructions was not to eat from a certain tree. Give the name of this tree. (1mk)
- A. Tree of Life
B. Olive Tree
C. Fig Tree
D. Tree of Knowledge of Good and Evil
5. Grade 8 learners observed the picture shown below on a laptop as they were conducting research. Which event is depicted in the picture? (1mk)



- A. The burning bush
B. The parting of the Red Sea
C. The fall of Jericho
D. The anointing of David

6. After floods, God made a covenant with Noah. The sign of the covenant was a rainbow as shown in the diagram below. What does the rainbow signify? (1mk)



- A. God's promise to Moses
B. God's promise to never flood the earth again
C. A sign of peace
D. The birth of Jesus
7. Grade 9 learners had a discussion about kings in Israel. They encountered a king who was the wisest. Who among the following was the wisest king of Israel? (1mk)
- A. Saul B. David
C. Solomon D. Rehoboam
8. During a CRE lesson, learners learnt about John the Baptist. State one person who was baptized by John the Baptist. (1mk)
- A. Jesus B. John the Baptist
C. Peter D. Paul
9. In a bible study session, learners discussed and noted down the commandments. What is the greatest commandment according to Jesus? (1mk)
- A. You shall not kill
B. You shall love your neighbor as yourself
C. You shall love the Lord your God with all your heart
D. You shall not commit adultery
10. Grade 8 learners used digital devices to search on Jesus's servanthood. They discovered the picture shown below. Which part of the body is Jesus washing? (1mk)



- A. Hands B. Head
C. Feet D. Face
11. Jesus Christ had 12 disciples. Who among the disciple betrayed Jesus? (1mk)
- A. Peter B. John
C. Judas D. James

12. Your class conducted library research on reasons for kingship in Israel. Which one of the following is not a reason for kingship in Israel. (1mk)

- A. They wanted to be like other nations
- B. Samuel's sons were corrupt
- C. They did not want to be ruled by judges
- D. They lacked faith in God

13. After learning about the fruit of the Holy Spirit, your classmate asked you to note down the fruit of the Holy Spirit. Which of the following is not a fruit of the Holy Spirit? (1mk)

- A. Love
- B. Joy
- C. Patience
- D. Envy

14. In a bible study session, you discussed about the events that took place on the Pentecost day. The diagram below is an illustration of one of the events. Which event does the diagram represent? (1mk)



- A. The descent of the Holy Spirit
- B. The resurrection of Jesus
- C. The Ascension of Jesus
- D. The birth of Jesus

15. During a youth seminar, you were tasked to identify key characteristics of some of the disciples of Jesus. Which disciple was known as the "Rock"? (1mk)

- A. Andrew
- B. Paul
- C. Peter
- D. Thomas

16. You were asked to discuss ways Christians can show positive attitude towards work. Which of the following ways does not show a positive attitude towards work? (1mk)

- A. Maintain a positive mindset
- B. Be punctual and reliable
- C. Be lazy
- D. Support colleagues

17. Grade 9 learners were discussing about various biblical authors. They noted down authors who wrote the Old Testament and those who wrote the New Testament. Who wrote the majority of the New Testament letters? (1mk)

- A. Peter
- B. John
- C. Paul
- D. James

18. In a youth conference, youths were taught about the character of a good shepherd. What does the diagram below of the Good Shepherd symbolize? (1mk)



- A. Jesus' love and care for His followers
- B. The lost sheep

C. The Good Samaritan
D. The prodigal son

19. According to the Bible, God gave man the responsibility to work in the garden of Eden. Who was the first man to work in the garden of Eden? (1mk)

- A. Abel
- B. Adam
- C. Noah
- D. Cain

20. Grade 8 learners discussed about elements during the baptism of Jesus. Which element in the diagram below represents the Holy Spirit during Jesus' baptism? (1mk)



- A. The dove
- B. The fire
- C. The wind
- D. The cloud

21. In a class discussion, Mrs. Nekesa asked her learners to read the bible in the book of Exodus and discuss on the journey of the Israelites from Egypt to Canaan. Who led the Israelites out of Egypt? (1mk)

- A. Aaron
- B. Joshua
- C. Moses
- D. Caleb

22. In a youth seminar, Alusiola, the youth leader led his group in discussing the order of books. What is the first book of the Bible? (1mk)

- A. Exodus
- B. Leviticus
- C. Numbers
- D. Genesis

23. Grade 9 learners discussed about unique characteristics of biblical prophets. Which prophet was swallowed by a big fish? (1mk)

- A. Elijah
- B. Jonah
- C. Isaiah
- D. Jeremiah

24. During a youth seminar, you were tasked to explain the story of Noah and the floods. What was the main reason God sent the flood in the time of Noah? (1mk)

- A. To test Noah's faith
- B. To punish the wickedness of mankind
- C. To destroy all living creatures
- D. To create a new world

25. During a discussion on biblical miracles, which prophet healed Naaman, a commander of the Syrian army, of leprosy? (1mk)

- A. Elisha
- B. Jonah
- C. Ezekiel
- D. Amos

26. In a class discussion, Mr. Waliaula explained to his learners the story of Abraham, what was the sign of the covenant between God and Abraham? (1mk)

- A. A rainbow
- B. Circumcision
- C. A dove
- D. An olive branch

27. Grade 9 learners were tasked by their teacher to discuss about Pharaoh and his dreams in the book of Exodus. Who interpreted Pharaoh's dreams in Egypt? (1mk)

- A. Moses
- B. Joseph
- C. Daniel
- D. Samuel

28. While learning about the parable of the Good Samaritan, grade 8 learners were tasked to identify the characters in the story. Who was the first person to pass by the injured man without helping? (1mk)
- A. A priest B. A Levite
C. A Samaritan D. A Pharisee
29. While learning about biblical prophets, Mr. Nyongesa explained to his learners how each prophet died. Which prophet was taken up to heaven in a whirlwind? (1mk)
- A. Elijah B. Elisha
C. Isaiah D. Ezekiel
30. In the story of Joseph, what was the reason Joseph's brothers sold him into slavery? (1mk)
- A. They needed money
B. They were jealous of him
C. They disliked his dreams
D. They wanted to save him from danger

Section 2: (70 marks)

31. While learning about the creation stories, Mr. Wando explained to his learner about different characters in the creation story. Identify the characters in the Garden of Eden. (4mks)
- a) _____
b) _____
c) _____
d) _____
32. During a class discussion, Mrs. Auma asked learners to name the ten commandments in their order, starting from the first to the last. Complete the table with the list of the Ten commandments in their order. (4mks)

No	Commandment
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

33. During a class discussion on the call of Moses, learners described the story of the burning bush. Narrate the story of Moses and the burning bush. (3mks)
- _____
- _____
- _____

34. In a bible study, Mr. Omondi elaborated on authorship of the Bible, he gave a list of books accompanied with their authors. Match the books of the Bible to their respective authors using the table below. (4mks)

Book	Author
Genesis	Paul
Psalms	Isaiah
Isaiah	Moses
Acts	John
Romans	David
Revelation	Luke

35. During a youth conference, Sheila asked the youths to draw and label parts of the Tabernacle. By observing the diagram below, identify different parts of the Tabernacle. (2mks)



36. Mrs. Evida tasked her learners to narrate the story of David and Goliath. How would you summarise this story of David and Goliath and give its significance in demonstrating faith in God. (3mks)
- _____
- _____
- _____
37. While learning about biblical characters, Mr. Wekesa explained to his learner about Solomon. Solomon had wisdom. Analyse how King Solomon showed his wisdom with examples from his life and proverbs. (3mks)
- _____
- _____
- _____

38. During a lesson learners discovered that different prophets had different missions. Match the prophets to their respective missions using the table below. (4mks)

Prophet	Mission
Elijah	Preaching to Nineveh
Jonah	Rebuilding the temple
Nehemiah	Confronting Baal prophets
Jeremiah	Prophecying the fall of Jerusalem

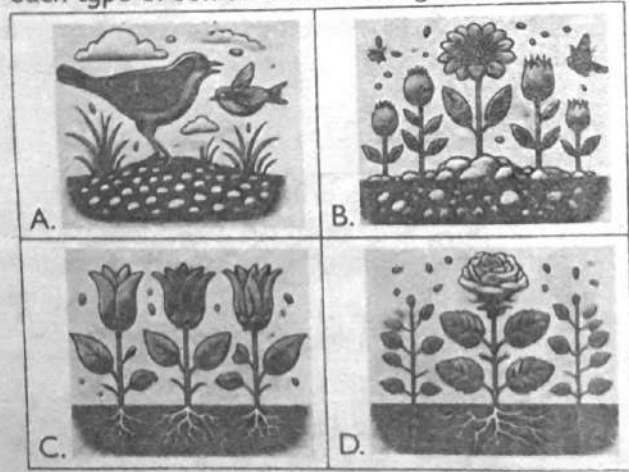
39. In a bible study session, Elias the group leader explained the new covenant that was established by Jesus. Explain this new covenant established by Jesus and its implications for Christians. (3mks)
- _____
- _____
- _____

40. Jane, a Grade 8 learner read the book of **Mathew 5:3-5** to her fellow classmates. They learnt about the Beatitudes. Fill in the blanks with key words from the Beatitudes. (4mks)
 Blessed are the _____, for theirs is the kingdom of heaven.
 Blessed are the _____, for they shall be comforted.
 Blessed are the _____, for they shall inherit the earth.
 Blessed are the _____, for they shall be filled.

41. Mr. Wainaina explained to his learner the events that took place during the last supper. Describe these events of the Last Supper and its significance for Christians. (4mks)

42. In a youth fellowship, Rose the youth leader tasked her fellow youths to read the book of Acts and thereafter state the roles of the Holy Spirit. Analyse the role of the Holy Spirit in the early church as described in the book of Acts. (3mks)

43. In a lesson, Jonah read to his classmates the book of **Matthew 13:1-23, Mark 4:1-20** and **Luke 8:4-15** as they were discussing about the parable of the Sower. Analyse the parable of the Sower by observing the diagram below. Label each type of soil and its meaning. (4mks)



44. In a bible study session, the youth leader elaborated to his fellow youths the concept of salvation and how it is achieved in accordance with the New Testament. Explain the concept of salvation in Christianity and how it is achieved according to the New Testament. (3mks)

45. A Grade 8 learner read from the book of **Luke 10:25-37** where learners found the story of the Good Samaritan. Narrate the parable of the Good Samaritan and explain its moral lesson. (4mks)

46. When learning about the fruit of the Holy Spirit, Mrs. Muthoka tasked her learners to give descriptions of each fruit of the Holy Spirit. Fill in the table with the fruit of the Spirit and their descriptions. (4mks)

Fruit	Description
(a)	
(b)	
(c)	
(d)	
(e)	
(f)	
(g)	
(h)	
(i)	

47. Kevin a Grade 7 learner gave a testimony in a CRE class on how he forgave his best friend whom he had found stealing from him. Mr. Mwaniki used this opportunity to explain to his learners the teachings of Jesus on forgiveness. Analyse the teachings of Jesus on forgiveness using relevant parables. (4mks)

48. In a bible study session, Nehemiah asked his members to discuss about the great commission. He tasked them to list the importance of the Great Commission. Explain the importance of the Great Commission and how it shapes Christian mission work. (3mks)

49. In a lesson, learners were tasked to outline events that took place on the Pentecost day. State the major events of the Pentecost. (4mks)

50. During a class discussion, Mr. Wafula led his learners in discussing the significance of work as depicted in the book of Genesis. Explain this significance of work as depicted in the Creation story in Genesis. (3mks)

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

GRADE NINE - 2025



001

9

PREMIER

1 Hr 30 Min

PRE-TECHNICAL STUDIES PAPER 1

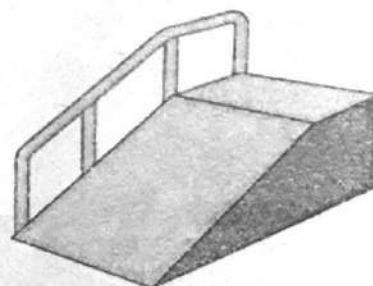
SECTION I: (30 marks)

1. A Grade 9 learner listed components of Pre-technical Studies as shown below. Identify the odd one out.
A. Technical Studies
B. Business Studies
C. Religious Studies
D. Computer Studies
2. Hellen listed critical thinking and problem solving as one of the seven key competencies. How can learners develop critical thinking and problem-solving skills in Pre-Technical Studies?
A. By memorising facts and figures
B. By following instructions without question
C. By brainstorming ideas and solutions to problems
D. By avoiding group work and independent study
3. Tiffany was gifted the digital device shown below. Study and choose its name from the choices given below.



- A. Laptop B. Tablet
C. Mouse D. Desktop
4. Mutiso outlined different online threats faced by digital devices globally as shown below. Identify the odd one out.
A. Cyberbullying B. Impersonation
C. Cat fishing D. Hardware failure
 5. Safety when browsing the internet is a key value. How can learners protect themselves from online threats?
A. Sharing personal information with strangers
B. Ignoring warnings about phishing scams
C. Using strong passwords and avoiding public Wi-Fi
D. Clicking on suspicious links in emails

6. Upon being asked to outline characteristics of computer, Kimutai gave the list shown below. Identify the odd one out.
A. Accuracy B. Versatility
C. Speed D. Data science
7. Mr. Marathi is encouraging Grade 9 learners to practice free hand sketching. Which of the following is NOT a benefit of free-hand sketching?
A. Improves communication skills
B. Develops creativity and imagination
C. Enhances hand-eye coordination
D. Requires expensive equipment
8. Computer hardware has many categories, identify which one is not a category of computer hardware.
A. Keying device B. Software devices
C. Pointing devices D. Scanning devices
9. Grade 9 learners were classifying materials. Identify which of the following materials is not a metallic material.
A. Ceramic B. Bronze
C. Copper D. Iron
10. Mwangi was studying about non-metallic materials. Which of the following is a quality of non-metallic material.
A. Conducts electricity
B. Good thermal conductor
C. A good insulator
D. Is magnetic
11. Study the diagram below and name the raised platform being shown.



- A. Trestle B. Ladder
C. Stand D. Ramp

12. The following are cutting tools that are used in gardening. Identify the tool that is not a cutting tool.

- A. Spade
- B. Pruning shears
- C. Secateurs
- D. Clippers

13. The following diagram was shown to Grade 9 learners when they were studying about hazardous substance. Identify what the symbol means.



- A. Corrosive
- B. Flammable
- C. Poisonous
- D. Corrosive

14. Study the following tool and name the category it falls under.

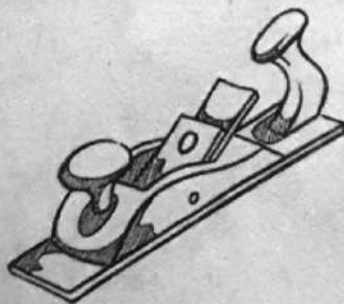


- A. Measuring tool
- B. Punching tool
- C. Smoothing tool
- D. Marking tool

15. Aduyo is an entrepreneur of Kanga village. He has the qualities of a good entrepreneur. Which among the following is not a quality of a good entrepreneur?

- A. Risk taker
- B. Creative and innovative
- C. Poor communicator
- D. Good planner

16. The tool below is known as

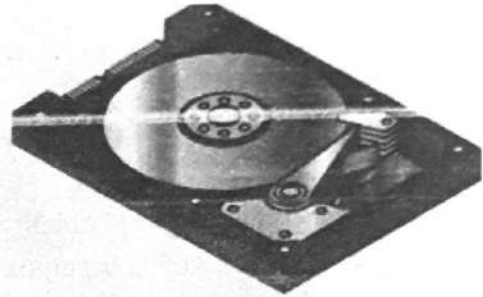


- A. Hack saw
- B. Rake
- C. Plane
- D. Stripper

17. Kiarie finished his university studies and wanted to start a business. Identify which of the following is not a source he can use to get business ideas.

- A. Hobbies
- B. Church
- C. Market gap
- D. Interest

18. Identify the category in which the following computer hardware falls under



- A. Keying device
- B. Pointing device
- C. Scanning device
- D. Storage device

19. Moraa and her friends were learning about raised platforms. Which one among the following is not an example of raised platform?

- A. computer
- B. ramps
- C. ladder
- D. work benches

20. Sabina wanted to construct a cyber-café. Which of the following are important factors to consider when setting up a cyber-café?

- A. Location, target market, and internet speed
- B. Personal hobbies, the number of employees, and personal interest in gaming
- C. The color of the walls, type of furniture, and choice of food served
- D. Weather conditions, bank holidays, and employee attire

21. Which of the following is a key difference between metallic and non-metallic materials?

- A. Metallic materials are good conductors of heat and electricity, while non-metallic materials are usually poor conductors.
- B. Non-metallic materials are generally stronger than metallic materials and more durable.
- C. Metallic materials are typically transparent, while non-metallic materials are opaque.
- D. Non-metallic materials can be easily magnetized, while metallic materials cannot.

22. Chelagat was writing her notes about computer hardware. Identify one that is not an example of computer hardware.

- A. Printer
- B. Monitor
- C. Mouse
- D. Spreadsheet

23. Identify which of the following is not a line that is used in drawing in Pre-technical Studies.

- A. Thick continuous line
- B. Thin continuous line
- C. Drawing line
- D. Dashed line

24. State the meaning of the following abbreviation.

DRG

- A. Across flat
- B. Drawing
- C. Center line
- D. Diameter

25. Oduko wanted to buy a computer for his school. Identify the factor that he is not going to consider while buying the computer.

- A. Colour of the computer
- B. Speed of the computer
- C. Accuracy of the computer
- D. Storage of the computer

26. Which of the following is a component of Pre-technical Studies?

- A. Agriculture
- B. Business Studies
- C. Creative Arts and Sports
- D. Science and Technology

27. What does the symbol shown below represent in technical drawing?



- A. Radius
- B. Perpendicularity
- C. Diameter
- D. Square

28. What is the tool shown below known as?



- A. Ammeter
- B. Voltmeter
- C. Stop watch
- D. Beam balance

29. A group of Grade 9 learners were listing cutting tools in class, Makamu named a wrong tool, which among the following did he name?

- A. Chisel
- B. Axe
- C. Pruning shears
- D. Rake

30. Okil a Grade 9 learner was given the following terminologies that are used in visual programming. Identify the terminology that is not used in visual programming.

- A. Syntax
- B. Variables
- C. Bolding
- D. Coding

Section B (40 marks)

31. The diagram below shows examples of raised platforms. Name the platforms shown below (2 marks)

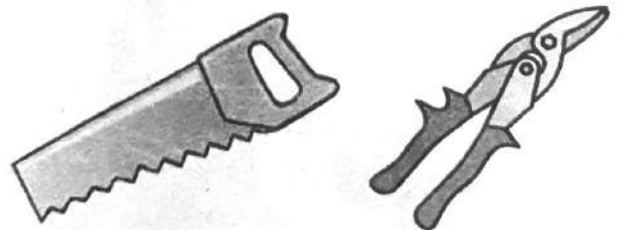


32. Kilimo wanted to clean his rooftop so he used a raised platform. State two safety measures he should observe when using a raised platform. (2 marks)

33. A group of Grade 9 learners were tasked to research on bookkeeping. State two importances of bookkeeping. (2 marks)

34. Wangari is a farmer and wanted to look for market for her eggs. State two factors to consider when looking for a market. (2 marks)

35. Study the diagrams below and name the cutting tools shown. (2 marks)



36. State two techniques a cyber café owner can use to secure his data in the computer. (2 marks) _____

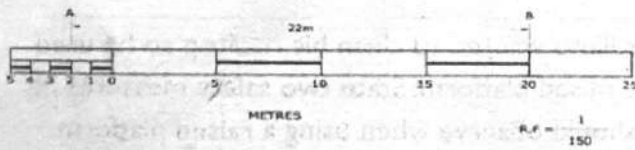
37. Study the following diagrams and identify the techniques used in firefighting. (2 marks)



38. State two instruments Mwikali can use during her drawing class in Pre technical Studies. (2 marks) _____

39. A group of Grade 9 learners were asked to name two forms of dimensioning that are used in drawing. State the two forms. (2 marks)

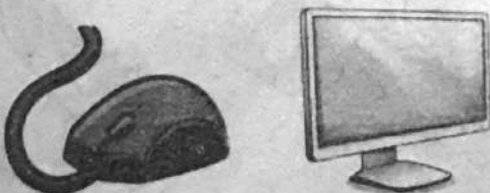
40. Study the diagram below and name the scale being shown and one of its features. (2 marks)



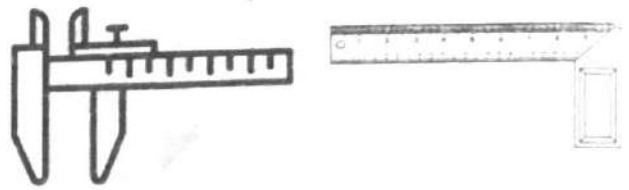
41. State two risks that can be associated with working on raised platforms. (2 marks) _____

42. A group of Grade 9 learners were learning about raised platforms. State two importances of observing safety when working on raised platforms they might have learned. (2 marks)

43. Murugi and his friends visited the school computer lab and saw the following computer hardware. Name the hardware they saw. (2 marks)



44. Identify the following tools used by a carpenter during marking and measuring. (2 marks)

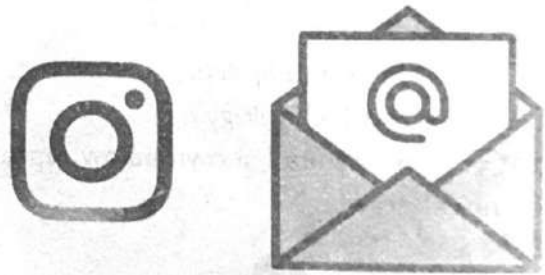


45. Use the following table to classify whether the following materials are metallic or non-metallic. (2 marks)

material	classification
Ceramic	
Steel	

46. Grade 9 learner was studying about free-hand sketching. State two principles of free-hand sketching he might have learned about. (2 marks)

47. Name the following ICT tools shown in the diagram below. (2 marks)



48. Define the following terms (2 marks)

Entrepreneur _____

Entrepreneurship _____

49. Murunga wanted to make a posho mill. State two factors he will consider when looking for the location to construct the posho mill. (2 marks)

50. State two importances of setting financial goals. (2 marks) _____

DISTINCTION KJSEA ASSESSMENT TEST

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PREMIER

1 Hr 30 Min



PRE-TECHNICAL STUDIES PAPER 2

Instructions to the learner

- This paper has two sections totaling 30 marks.
- Read instructions in each part and answer the questions appropriately.

TASK 1: DEMONSTRATING MEASURING AND MARKING SKILLS

Materials needed

- Rulers or tape
- Marking tools, pencil, chalk, or markers
- A piece of wood or cardboard (approximately 30 cm x 30 cm) for each learner.
- A square

Instructions to the teacher

- Make sure that learners handle tools carefully, especially if sharp tools like calipers are used.
- Provide guidance on correct posture while using measuring instruments.
- Before the activity begins, demonstrate how to measure, mark, and check accuracy. Show how to properly read a ruler or tape measure.

Instructions to Learners:

Your task is to measure and mark specific dimensions on the piece of wood or cardboard.

Steps:

- Measure and mark a length of 10 cm from one end of the piece of wood or cardboard. Use the ruler or tape measure and ensure the mark is clear and accurate.
- From the first mark, measure 5 cm and make a second mark.
- Use your square to draw a right angle at the second mark to create a perpendicular line. If you do not have a square, try using a protractor to measure a 90-degree angle.
- Measure and mark a 6 cm length along the perpendicular line you have drawn.
- Double-check all your measurements and markings for accuracy.
- Ensure that all measurements are correct and that your lines are neat and precise. Show your work to the teacher for assessment.

TASK 2: USING WORD PROCESSING, PRESENTATION AND SPREADSHEET SOFTWARE

Activity 1

Instructions to the teacher

Ensure that learners understand how to use basic features of word processing, presentation, and spreadsheet software.

Materials needed

1. Computers with access to word processing software, presentation software
2. Access to the internet
3. Prior to starting the task, demonstrate how to open the software, create new documents, and use basic tools such as formatting options (bold, italics, font size, etc.), inserting images, creating tables, and generating charts

Instructions to Learners:

You are to complete the following tasks using Word Processing, Presentation and Spreadsheet software.

Task 1: Word Processing Microsoft Word

Write a report on the topic "*The Importance of Recycling*".

Steps

1. Create a new document in your word processing software.
2. Title your report as "*The Importance of Recycling*" and make the title bold and centered at the top of the page.
3. Write at least 200 words explaining why recycling is important. Use bold to highlight key terms such as "environment," "sustainability," and "conservation."
4. Insert an image related to recycling (you can find an image from the internet).
5. Add a bulleted list of 3 benefits of recycling at the end of your report.

Activity 2: Spreadsheet Microsoft Excel

Create a spreadsheet to track your weekly exercise schedule.

Steps

1. Create a new spreadsheet.
2. In the first row, label the columns with the following headings:
 - a) Day of the Week
 - b) Type of Exercise
 - c) Duration (minutes)
3. Fill in the information for one week (7 days) of exercise. Be sure to vary the types of exercise and durations.

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PREMIER

1 Hr 30 Min



001

CREATIVE ARTS AND SPORTS PAPER 1

SECTION 1 (30 MARKS)

Task 1: Performing Arts (10 marks)

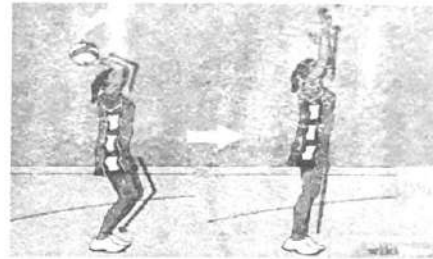
- The following are elements of music except.
A. Pitch
B. Rhythm
C. Song
D. Timbre
- Which one of the following is the quality of a good melody?
A. A good melody should end on do.
B. A good melody should start on either re, so or ti.
C. A good melody should not be singable
D. A good melody should have leaps of a 6th.
- The following are techniques applied when playing a piece of music on the descant recorder except.
A. Embouchure
B. Pinching
C. Fingering
D. Window
- Mary a grade 8 learner was asked to explain the setting as an element of a story. Describe the term setting.
A. The place where the story takes place
B. The moral lesson of the story
C. The place and time where the story takes place
D. The time where the story takes place
- A dotted minim has how many counts?
A. Four
B. Three
C. Two
D. One
- Papi was asked to use dynamics when composing a piece of music. What does the symbol mp indicate in a piece of music?
A. Very loud
B. Soft
C. Very Soft
D. Moderately soft
- Grade 8 learners were learning how to play a piece of music on the recorder. Which note will be produced when all the holes are closed?
A. Note A
B. Note C
C. Note D
D. Note C'
- What does the 4/4 time signature mean?
A. 4 minims beats in each bar
B. 4 quavers beats in each bar
C. 4 Crotchet beats in each bar
D. 12 crotchet beats in each bar
- Patience was asked to compose a rhythmic pattern in 2/4 time signature. The following notes could be used except.
A. Quavers
B. Minims
C. Semi breves
D. Crotchets

10. The following are factors to consider when interpreting a piece of music except.

- A. Note Values
B. The Staff
C. Key signature
D. Time signature

Task 2: Sports (10 marks)

1. Study the picture below.



Which pass in netball involves throwing the ball over the heads of defenders as shown above.

- A. Chest pass
B. Overhead pass
C. Bounce pass
D. Shoulder pass
- When performing a chest pass, the ball should be released from which position?
A. Above the head
B. From the hip
C. From the chest
D. Below the waist
 - What is the term for landing on one foot and then stepping forward with the other foot in netball?
A. Pivoting
B. Dodging
C. Landing
D. Marking
 - Study the picture below



Which skill involves quickly changing direction to evade an opponent in netball?

- A. Pivoting
B. Dodging
C. Marking
D. Shooting
- What is the main purpose of an overarm serve in volleyball?
A. To block the ball
B. To pass the ball to a teammate
C. To start the play by sending the ball over the net
D. To set up a spike

6. The picture below shows a grade 9 learner playing volleyball.

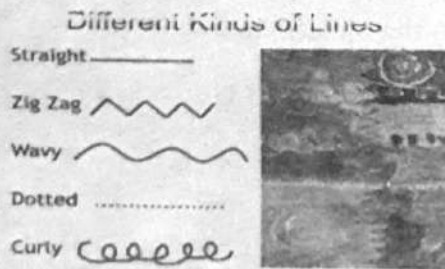


Which of the following is a fundamental skill in volleyball?

- A. Dribbling B. Setting
C. Treading water D. Pivoting
7. In breaststroke swimming, which technique is used for leg movement?
A. Flutter kick B. - Frog kick
C. Dolphin kick D. Scissor kick
8. What is the primary purpose of treading water in swimming?
A. To swim faster
B. To stay afloat and stationary
C. To dive deeper
D. To perform a rescue
9. What is trapping in football?
A. Kicking the ball into the goal
B. Dribbling past an opponent
C. Stopping and controlling the ball
D. Passing the ball to a teammate
10. Which skill involves moving the ball past defenders while keeping it close to your feet in football?
A. Shooting B. Trapping
C. Dribbling D. Crayon etching

Task 3: Visual Arts (10 marks)

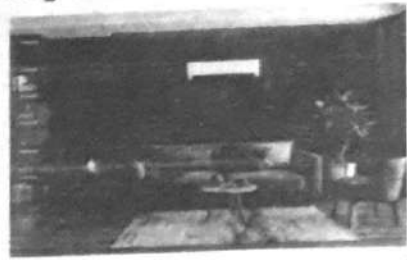
1. Examine the picture shown below.



What is the primary purpose of using different types of lines in a drawing?

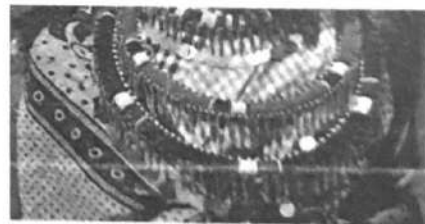
- A. To fill in color
B. To create texture and depth
C. To make the drawing look symmetrical
D. To simplify the composition
2. Which of the following is essential for achieving tone balance in a drawing?
A. Using only bright colors
B. Combining light and dark shades
C. Avoiding shadows
D. Using a single tone throughout

3. Cool colours in painting typically include which of the following?
A. Red, orange, yellow
B. Green, blue, purple
C. Red, blue, yellow
D. Orange, purple, green
4. The picture shown is Mrs. Karimis living room painted using warm colors.



Warm colors in a painting are generally associated with which of the following emotions?

- A. Calmness and tranquility
B. Sadness and melancholy
C. Warmth and excitement
D. Neutrality and balance
5. What is the primary benefit of understanding tone balance in art?
A. To ensure the artwork is colorful
B. To create a sense of harmony and depth
C. To avoid using too many colors
D. To make the drawing look flat
6. What material is traditionally used in Kenyan basketry?
A. Metal B. Plastic
C. Sisal D. Glass
7. Which region in Kenya is known for its intricate beadwork?
A. Rift Valley B. Coast
C. Central D. Western
8. Kenya is a country well known for the following practice shown below



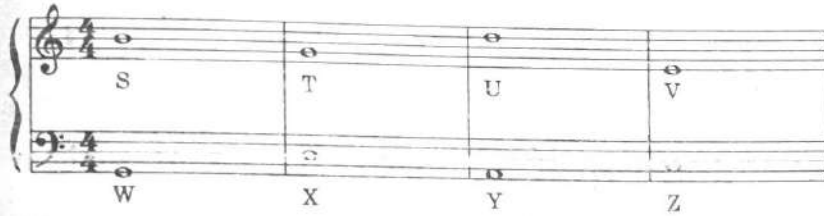
What is the primary purpose of this practice in Kenyan culture?

- A. Decoration only
B. Trade and commerce
C. Cultural identity and communication
D. Modern fashion trends
9. Which tool is commonly used in the process of making beadwork?
A. Hammer B. Needle
C. Chisel D. Pliers
10. Basketry in Kenya is often used to create items for which of the following purposes?
A. Jewelry B. Kitchen utensils
C. Storage and carrying D. Clothing

SECTION 2 (40 MARKS)

Task 1: Performing Arts

- Learners in Shitirira school were discussing about the categories of Creative Arts and Sports. State four categories of Creative Arts and Sports. (2mks)
- Grade 8 learners were asked to carry a percussion instrument to be used in a PE lesson. Explain one way in which Music and Dance is related to Sports. (1mk)
- State two elements of story. (1mk)
- Study the grand staff below and answer the questions that follow.

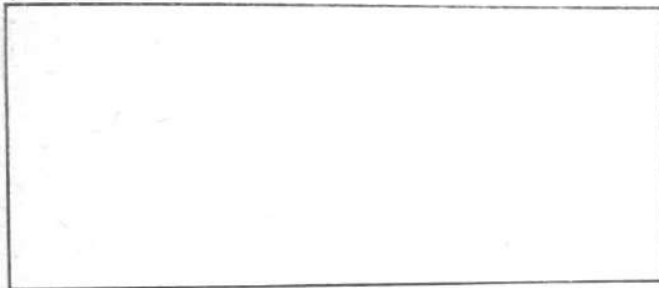


Name the notes marked

(5mks)

- i. T ii. U iii. X iv. Y v. Z

- Draw a bass clef in the space provided below. (1mk)



- Define the term time signature. (1mk)
- Sabine a Grade 7 learner was asked to compose a sweet lullaby melody. Outline four elements of a good melody. (2mks)
- Grade 9 learners were given a piece of music written for a descant recorder. Outline two factors to consider when interpreting the piece of music. (2mks)

Task 2: Sports

- Makinini junior school have a team of handball players as shown in the pictures below



What is type of pass used in handball shown above? (1 mk)

- Describe the difference between high dribbling and low dribbling in handball. (1 mk)
- The picture below shown a process done in handball known as jump shot.



What is a jump shot in handball, and why is it used? (1 mk)

- Mwakamu is a hand ball player. How can he demonstrate appreciation for each other's efforts while playing handball with his friends? (1 mk)
- You are one of the handball players in your school. State one safety measure that should be observed while practicing shooting skills in handball? (1 mk)

6. The picture below shows a grade 7 learner practicing backstroke swimming.



How does the body position affect speed and efficiency while swimming backstroke (1 mk)

7. The picture below shows learners of Testimony school who participated in a swimming competition.



Why is it important to enter the water feet first during a pencil dive (1 mk)

8. Viola uses the following types of grips during javelin

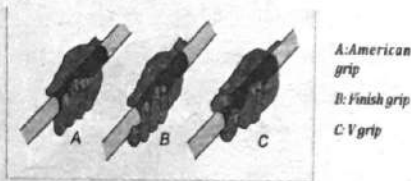


Fig 24 Javelin grip

Identify grip A. (1 mk)

9. Alfred likes to practice volleyball. What is the difference between an over-arm serve and a jump serve in volleyball? (1 mk)

10. Moses is a volleyball coach. What safety precautions should be followed when playing minor games in volleyball? (1mk)

Task 3: Visual Arts

1. Examine the diagram show below



Define photomontage and explain the process involved in creating it. (1mk)

2. Describe characteristic of photomontage, including superimposition, the use of pictures, and emphasis on shape. (1 mk)

3. Your teacher as prepared a photomontage and posted in your class. How does photomontage differ from a regular photograph? Provide examples to support your answer. (1 mk)

4. Explain the term "superimposition" in the context of photomontage and provide an example of how it can be used. (1 mk)

5. You have been given a class project to prepare a photomontage. Discuss one artistic significance of photomontage and its impact on visual storytelling. (1 mk)

6. Jackie is an artist at Kimumu town and he made the following



What type of line is typically used to create texture in a drawing? (1 mk)

7. Before making any drawing one should know the tone balance. Why is tone balance important in a drawing? (1 mk)

8. Study the picture below showing a project done by a Kamiko grade 8 learner.



Name one cool colour used in painting. (1 mk)

9. Your father wants to paint the walls of your room at home to be neat. Name one warm color that he should use when painting. (1 mk)

10. John is a bead worker in Mombasa town. Describe one characteristic of indigenous Kenyan beadwork. (1 mk)

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CREATIVE ARTS AND SPORTS PAPER 2

PREMIER
1 Hr 30 Min



PART I: PERFORMING ARTS (10 marks)

Task: Melody Composition and Performance.

Duration: 30-40 minutes

Instructions:

This part is divided into two main sections: Composition and Performance.

- Ensure that all compositions follow the given guidelines (in C Major, 2/4 time, four-bar melody).
- Perform your compositions with attention to musicality, accuracy, and expression.
- You will be required to notate your composition on the treble staff

Section 1: Composition (10 Marks)

Task 1: Oral Composition (5 Marks)

- You will be asked to orally compose a four-bar melody in C Major, 2/4 time, following the qualities of a good melody (singable, identifiable shape/contour, starts on Do, Re, or Mi, ends on Do).

Task 2: Written Notation (5 Marks)

- Notate the four-bar melody you composed in the previous task on the treble staff in C Major and 2/4 time.

Section 2: Performance (10 Marks)

Task 1: Sight-Reading and Performance (5 Marks)

- You will be asked to sight-read and perform a short 4-bar melody in C Major, 2/4 time.

Task 2: Composition Performance (5 Marks)

- Perform the four-bar melody you composed in Section 1.

PART II: SPORTS (10 marks)

Perform one activity between the two

Task A: Performance of passing techniques in Netball

Guidelines

- Learners to tackle passing techniques of netball, which are;
 - Chest pass
 - Bounce pass
 - Overhead pass
- Each learner should have correct attire since the learners are assessed individually
- Ensure the playing area is safe and free of obstacles.
- Monitor learners to prevent rough play and injuries.
- Use appropriate footwear to avoid slipping.

Task B: Performing trapping skills in football.

Perform the following skills under teacher's guidance; foot, thigh and chest trapping in football,

Instructions to the teacher

- Share with learner the criteria of good performances and safety measures while performing the task
- Find a safe area to perform the task
- Provide the appropriate tools needed for the task to be complete (ball)
- Make sure the learners warm up before the task is performed
- Give the learners a maximum of three attempts
- Assess each learner individually
- Use the check list provided below to assess the learner's competency
- Ensure that learners with disability are well guided or supported

PART III: VISUAL ARTS. (10 marks)

Task: Tie a small piece of fabric (such as a handkerchief or small t-shirt) using rubber bands and apply two colours of dye to create a simple tie-dye pattern (e.g., spiral, bullseye).

Materials: Fabric, rubber bands, fabric dye.

Instructions:

- a) Fold or twist the fabric and secure it with rubber bands.
- b) Use fabric dye to apply color to different sections of the fabric, creating a pattern of your choice.
- c) Ensure even application of dye and that the fabric is securely tied.

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

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AGRICULTURE PAPER 1

9

PREMIER

1 Hr 30 Min



Instructions to the learner

- This paper has two sections totalling 70 marks.
- Read instructions in each part and answer the questions appropriately.

SECTION 1: 30 MARKS

- A learner took the photo below during a nature walk.



The following are causes of the scene above. Which one is correct?

- Waste water and organic manure.
 - Agricultural chemicals and fallen leaves.
 - Plastic wastes and agricultural chemicals.
 - Organic manure and animal wastes.
- The following crops can be used to prevent surface run off in flat lands. Which one cannot be used?
 - Banana suckers
 - Sugarcane
 - Maize
 - Napier grass
 - Identify the management practice that can be used to remove unwanted plants in the farm.
 - Weeding
 - Gapping
 - Thinning
 - Earthing up
 - Rael, a Grade 8 learner, was asked to identify the method of cooking below. What is the correct answer she should have given?



- Grilling
 - Roasting
 - Steaming
 - Boiling
- Grade 8 learners wanted to make soap. Identify the natural ingredient that they can use to make soap.
 - Soil
 - Animal fats
 - Paper
 - Plant wastes

- Anna was asked to identify methods used to store water for domestic purposes. She gave the following answers, which one is not a domestic method of storage?

- Shallow water pans
- Water ponds
- Water containers
- Dams

- A family has the following garden at their home.



How does the garden contribute to food production?

- It provides beautiful flowers.
 - It provides food for our animals.
 - It provides a lot of money.
 - It provides readily available food.
- A farmer realised his vegetables had been affected by diseases. Identify an observable characteristic that can be used to identify vegetable crops affected by diseases.
 - Low output
 - Wilting and rotting of plants
 - Healthy fruits
 - Green leaves
 - Help Ian a Grade 9 learner identify which pairs are not factors to consider when preparing a balanced meal.
 - Age and health status
 - Occasion and age
 - Gender and health status
 - Age and time
 - Lia, a Grade 8 learner wanted to make a simple household article. Which one of the following is an example of an item she can make?
 - Pillow case
 - Sweater
 - Bed sheet
 - Socks
 - When teaching her class, a teacher listed down methods of preserving meat. Which one of the methods below is a modern method?
 - Refrigerating
 - Boiling
 - Drying
 - Salting

12. How can hay conservation contribute to coping with drought?
- Brings more rain preventing dryness.
 - Improves the economy of the country.
 - Ensures food security for animals.
 - Minimises land degradation.
13. Ahamed had a lot of left-over food. Why is it important to conserve leftover food?
- Reduces food wastage.
 - Because they taste the same a fresh food.
 - To prevent cooking every day.
 - To get more nutritious value.
14. To maintain hygiene when rearing animals, one need to clean the following **except**?
- Feeders
 - Waterers
 - Animal structures
 - Animal food
15. Which one of the following methods is not a method of dressing poultry carcass?
- Beheading
 - Salting
 - Defeathering
 - Removing an offal
16. Before planting crops, one needs to prepare the land by ploughing among others, which one of the following is the importance of land preparation?
- It helps to conserve water by reducing evaporation.
 - It improves soil structure, allowing better root penetration.
 - It ensures that crops grow without the need for fertilizers.
 - It prevents pests from attacking the crops.
17. On his way home, Zoe saw a farmer using the following method of weeding. Identify the method of weeding.



- Uprooting
 - Mulching
 - Tilling
 - Slashing
18. Musa defined thinning as;
- The practice of piling soil around the base of plants to provide support.
 - The process of exposing seedlings to harsh conditions to strengthen them
 - The act of filling gaps in a field by planting new seeds or seedling.
 - The process of removal of excess plants to promote healthy growth of plants.
19. Sasha is a poultry farmer; she wanted to grade her eggs for sale. She will consider the following factors when grading **except**?
- Cleanliness
 - Interior quality
 - Shell construction
 - Colour

20. Terrence wants to practice agroforestry in his farm, which one of the following is an example of tree he can use for agroforestry?
- Grevillea
 - Acacia
 - Casuarina
 - Eucalyptus
21. Grade 7 learners were sewing a tap bag, which one of the following highlights the guidelines they should follow when constructing a plain seam?

- Fold fabric edges, stitch along the fold, press open the seam allowance and finish raw edges.
 - Place fabric pieces right sides together, pin or tack along the seam line stitch along the seam line and press open the seam allowance.
 - Overlock raw edges, stitch along the seam line, fold seam allowance to one side and press.
 - Place fabric pieces wrong sides together, stitch along the seam line, trim raw edges and press the seam allowance.
22. Mulako is making a homemade soap, he will need the following ingredients **except**?
- Water
 - Fats and oils
 - Wood ashes
 - Perfume
23. Identify the method of soil conservation below.



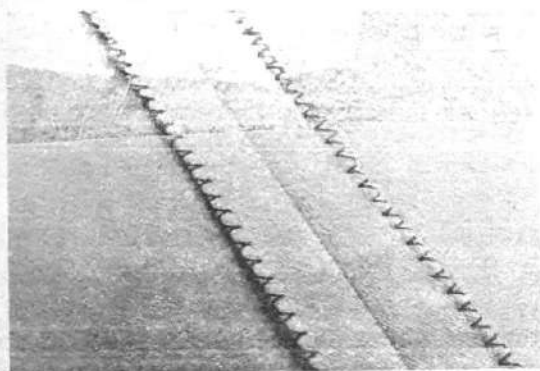
- Soil bunds
 - Stone lines
 - Strip cropping
 - Grassed waterways
24. Kiarie is constructing a water storage facility at home; he needs to consider the following factors when constructing **except**?
- Colour of the storage tank
 - Location
 - Accessibility
 - Size of the farm
25. Mutulei has a Kitchen Garden in his home, what benefits does he enjoy by having a kitchen garden.
- Access to fresh and nutritious produce.
 - Increased water consumption for irrigation.
 - It increases gardening costs.
 - Increased physical activity from gardening.

26. During a routine checkup on his farm, Ahadi noticed that most of his vegetables have been infected by pests. He can control the spread of pests in the following methods except?



- A. Handpicking the pests from the crops.
- B. Applying chemical pesticides.
- C. Uprooting and destroying infected crops.
- D. Allowing the pests to remain undisturbed to prevent the spread.

27. Identify the type of seam below.



- A. Open seam
- B. Plain seam
- C. Overlaid seam
- D. French seam

28. Grade 7 learners wanted to construct a framed suspended garden in their school. The following are the areas they can construct the garden except?

- A. At the classroom rooftop.
- B. Along the paths of the school.
- C. In front of the classes.
- D. Along the perimeter walls and fences.

29. Mr. Kios taught Grade 7 learners about value addition techniques. Which one of the following is not one of the ways of adding value to crops?

- A. Processing crops into products like flour or juice
- B. Packaging crops in attractive containers
- C. Marketing the products.
- D. Storing crops in controlled environments for preservation.

30. Processing honey has many benefits. Which one of the following is the importance of processing honey?

- A. To increase its shelf life
- B. To increase its sweetness
- C. To make it more nutritious
- D. To make it more expensive

SECTION B: 40 MARKS

In this section use the spaces provided to answer the questions.

31. Soil pollution has become a threat in many communities. Many farmers have lost lots of their crops through it.

- a) Define the term soil pollution. (1mk)

- b) Name two ways we can use to prevent soil pollution. (2mks)

32. A grade 8 learner was researching on ways in which surface run off can be conserved.

- a) What is surface run off? (1mk)

- b) List down two ways it can be conserved. (2mks)

33. Shamira was asked to prepare vegetables for their dinner.

- a) State two ways of handling vegetables to prevent loss of nutrients. (2mks)

- b) Apart from grilling food, name other two methods of cooking food. (2mks)

- c) Why is it important to conserve left over vegetables? (1mk)

34. A farmer prepared his land as shown below.

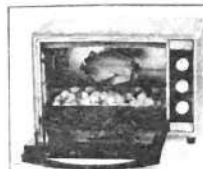


- a) Define the term soil tith? (1mk)

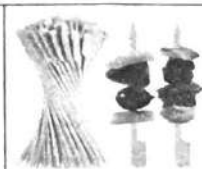
- b) Give two examples of crops that require fine tith. (2mks)

35. A supermarket in Mlilo town orders eggs from different farmers. Farmers always sort and grade the eggs before delivering. Why is it important to sort and grade eggs? (2mks)

36. Use the pictures below to identify the equipment used in roasting food. (3mks)



a) _____



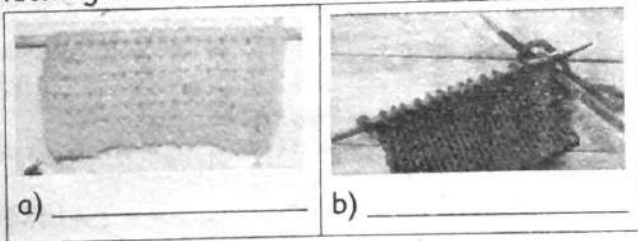
b) _____



c) _____

37. What are some of the measures one should observe when laundering coloured clothes? (2mks)

38. Rayna was asked to identify the following types of stiches used in constructing fabrics. Help her identify the stiches. (2mks)



39. Use the picture below to answer the questions that follow.



a) What is the name given to the garden above? (1mk)

b) What are some of the management practices carried out to maintain crops in the above garden? (2mks)

c) Fill in the table below with the appropriate value-added product. (2mks)

Crop produce	Value added product
Sweet potatoes.	Flour and crisps
Pumpkins	-
Vegetables	-

40. What are some of the ICT services that can be used to support farming operations? (2mks)

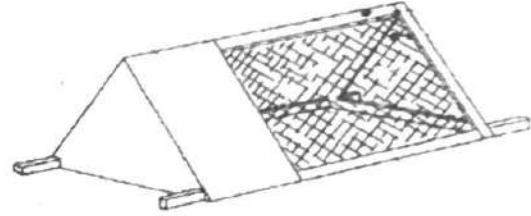
41. Tero village has installed different innovative waterers. Why is it important to use innovative waterers in animal rearing? (2mks)

42. What are some of the factors one should consider when choosing seams in clothing construction? (2mks)

43. What is the name given to the method below of processing fish? (1mk)



44. Atero made the sketch of the structures below.



a) Identify the structure. (1mk)

b) Name two materials that he can use to construct the structure. (2mks)

45. A school constructed the equipment below.



a) What is the name given to the method above used to store water? (1mk)

b) Why is it important to store water? (2mks)

46. Okil is cleaning a kitchen, what methods can he use to effectively clean the kitchen? (2mks)

47. Grade 8 learners are making seams. Highlight two qualities of a good seam they should come up. (2mks)

48. Njeru is preparing a planting site. Identify the guidelines he will follow when preparing the planting site. (3mks)

49. When planting farmers usually consider some factors that determine when to plant. Highlight two of those factors. (2mks)

50. Define the term value addition. (2mks)

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

GRADE NINE - 2025

AGRICULTURE PAPER 2

9

PREMIER

1 HOUR



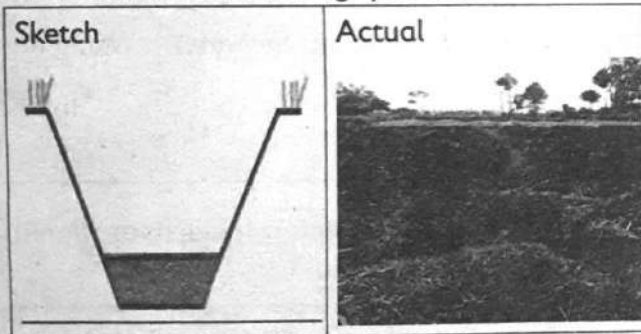
001

Instructions to the learner

- This is a practical paper. With two sections.
- Each section has 15 marks.
- Read instructions in each part and answer the questions appropriately.

SECTION A: 15 MARKS

During an agriculture lesson, grade 7 learners were given pictures below to follow when constructing a structure as shown below. Observe the picture and use it to answer the following questions.



Questions

- Name the image above? (1 mk)

- What is the main purpose of the structure? (1mk)

- What tools are necessary to create the structure? (2mks)

- Why is it important to have a slight slope at the bottom of the structure? (1mk)

- How can you check the slope of the ditch to ensure it is correct? (1mk)

- Why is soil compaction important in the structure shown? (1mk)

- What materials can be used to reinforce the sides of the structure? (2mks)

- State and explain steps followed when making the structure shown. (5mks)

SECTION B: 15 MARKS

Grade 7 learners were preparing to cook a leafy vegetable (spinach) while conserving nutrients.

Follow the steps below and carry out the activity.

Materials to use:

- Leafy vegetables
- Steamer or colander pot
- Knife
- Bowl
- Salt
- Butter
- Stop watch

Steps to follow.

1. Handling.

- Wash your hands with soap and water before handling any food.
- Get fresh spinach leaves. Look for leaves that are green and free of any damage.
- Rinse the spinach under cool running water to remove dirt and any pesticides. Be gentle so the leaves do not get damaged.
- After washing, pat the spinach dry with a clean towel or paper towels.

2. Preparing spinach for steaming:

- Remove the thick stems from the spinach leaves. You can either pinch the stem off with your fingers or use a knife.
- Place the spinach into a colander or bowl.

3. Steaming spinach:

- Fill a pot with about an inch of water. Place a steamer basket or a heatproof colander into the pot (make sure the basket does not touch the water).
- Bring the water in the pot to a boil over medium heat. You should see steam rising from the water.
- Place the prepared spinach into the steamer basket. Put a lid on the pot to trap the steam.
- Steam the spinach for about 2 to 4 minutes, or until it becomes tender and bright green. Do not overcook it to keep the nutrients intact.

4. Serving the steamed spinach:

- Once steamed, carefully remove the spinach from the steamer basket. Be careful as the steam is hot and can cause scalds.
- Place the steamed spinach on a plate. You can serve it as is or season it with a pinch of salt, pepper or a little butter or olive oil for extra flavour.
- Serve with ugali, rice or potatoes.

Questions.

1. What should you do before handling spinach?
(2mks)

2. How do you know if spinach is fresh? (1mk)

3. Why is it important to rinse spinach before cooking it?
(2mks)

4. What part of the spinach should you remove before steaming?
(1mk)

5. What is the first step in steaming spinach?
(1mk)

6. How do you know when the water is ready for steaming?
(1mk)

7. How long should you steam spinach for? (1mk)

8. Why should you be careful when removing spinach from the steamer basket?
(2mks)

9. How can you add flavour to steamed spinach?
(2mks)

10. What is the main benefit of steaming spinach instead of boiling it?
(2mks)

DISTINCTION KJSEA ASSESSMENT TEST

JUNIOR SCHOOL

GRADE NINE - 2025

MARKING SCHEME.

9

PREMIER



QUALITY IS OUR CONCERN 001

MATHEMATICS

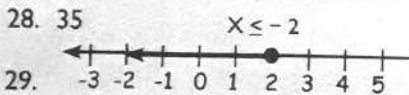
Section 1

- | | | |
|-------|-------|-------|
| 1. A | 2. C | 3. B |
| 4. D | 5. A | 6. B |
| 7. A | 8. C | 9. A |
| 10. D | 11. B | 12. A |
| 13. A | 14. A | 15. D |
| 16. B | 17. C | 18. C |
| 19. D | 20. A | |

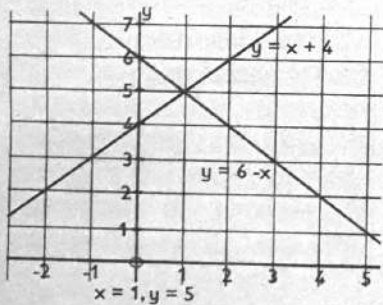
Section 2

21. a) 56800 b) 5, 7
 c) Fifty-six thousand, seven hundred and eighty-nine
22. 132 learners
23. 5 more men
24. ksh54500 25. $\frac{52}{9}$

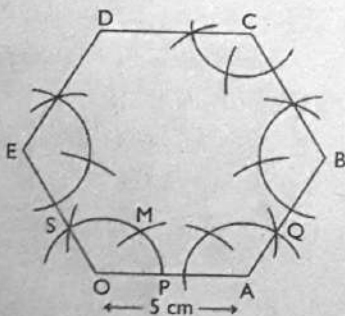
26. 36 and 64 27. 2.41



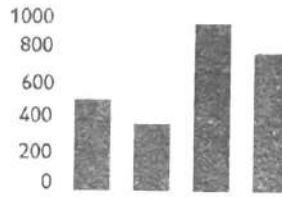
29. $x - y$ 31. $x = 8, y = 6$
32. 16.284
33. 5.2400 litres
34. 2:20 pm 35. 222 cm²
36. Sh16770.60
37. 18.03m
- 38.



39.



40.



a. Grade C.

ENGLISH PAPER 1

- | | | |
|-------|--------|-------|
| 1. B | 2. C | 3. A |
| 4. D | 5. A | 6. D |
| 7. B | 8. C | 9. C |
| 10. A | 11. B | 12. A |
| 13. C | 14. D | 15. A |
| 16. C | 17. B | 18. D |
| 19. B | 20. A | 21. D |
| 22. A | 23. C | 24. B |
| 25. D | 26. C | 27. B |
| 28. C | 29. A | 30. D |
| 31. D | 32. B | 33. C |
| 34. A | 35. B | 36. D |
| 37. C | 38. A | 39. C |
| 40. D | 41. B | 42. C |
| 43. A | 44. D | 45. A |
| 46. B | 47. B. | 48. C |
| 49. C | 50. B | |

ENGLISH PAPER 2

1. The blacksmith, wife, dove, ogre
2. The blacksmith – hardworking
Wife – patient, loving, faithful
Dove – obedient
Ogre - wicked
3. The dove
4. Using a spear
5. In order for the baby to get enough milk
6. Ogre narrative
7. Four
8. way, pay/ mankind, find/ made, well-laid/ man-made, persuade
9. We should always work hard for the betterment of the society.
10. in my old age or the leisure years of my life
11. Wanjala had been involved in a fight.
12. Vengeful
13. Dialogue

14. hobble and limp
15. She was watching news on television
16. Waziri, receptionist, Mauzo
17. Two
18. a) act – the major sections that indicate shifts in time, location or events.
- b) scenes – they represent distinct units within the act.
- c) stage direction – instructions within the script that describe the characters' movements, gestures and positioning on the stage.
- d) dialogue – this is the primary mode of communication in a play.

KISWAHILI 1

- | | | |
|-------|-------|-------|
| 1. D | 2. D | 3. A |
| 4. A | 5. D | 6. B |
| 7. A | 8. B | 9. D |
| 10. C | 11. B | 12. D |
| 13. A | 14. C | 15. B |
| 16. A | 17. C | 18. B |
| 19. A | 20. A | 21. C |
| 22. A | 23. A | 24. D |
| 25. C | 26. D | 27. C |
| 28. B | 29. C | 30. C |
| 31. B | 32. B | 33. A |
| 34. C | 35. C | 36. A |
| 37. A | 38. B | 39. D |
| 40. A | 41. C | 42. B |
| 43. B | 44. C | 45. D |
| 46. C | 47. D | 48. D |
| 49. C | 50. A | |

KISWAHILI 2

Sehemu ya 1: INSHA

- Mwanafunzi anatarajiwa kuandika insha kutokana na dondoo aliyopewa (akamilishe kisa alichopewa).
- Kulingana na dondoo hiyo, habari ambazo dada anapata kwenye simu ni za kufurahisha. Lazima hilo lilitiwe maanani katika kuiendeleza insha hiyo.
- Tathmini insha ya mwanafunzi ukizingatia vipengele vya insha ya dondoo.

Sehemu ya 2: FASIHI SIMULIZI

1. Kisasili - inaeleza asili ya chuki kati ya kuku na mwewe.
2. (a) Tanakali - kutetemeka tetete.
(b) Tashbihi - kutetemeka kama unyasi, hasira kama mkizi.
(c) Methali - hasira hasara Tathmini gani nyinginezo
3. Tathmini funzo lililoandikwa k.v tunafaa kuwasamehe wenzetu wakitukosea.
4. Hakumsamehe kuku bali alikuwa akiwala watoto wake.
5. (a) Mwenye bidii - alishinda shambani asubuhi hadi jioni.
(b) Karimu - alikuwa akiwapa watoto wa mwewe chakula.
(c) Mpenda usafi - alihakikisha kuwa watoto wake ni safi kabla ya safari
(d) Asiyekuwa makini - hakujua alipoweka wembe wa mwewe.
6. Hakuwa na uhakika wa mahali alipoweka wembe wa mwewe.
7. Shambani, nyumbani, kijijini n.k
8. Yanachangia kujenga wahusika, yanachangia kujenga maudhui, yanachangia kutimiza dhamira, yanachangia mtiririko wa kisu.
9. Ningemsamehe kuku.
10. Uvuvi, ukulima.

Sehemu ya 3: NOVELA

1. Novela ni utungo wa kinatharia wenye kisa kirefu kuliko hadithi fupi lakini kifupi kuliko riwaya.
2. - Ina maudhui machache.
- Ina madhari machache.
- Ina wahusika wachache.
- Ina ploti fupi
3. Maskini - asiyekuwa na uwezo wa kujitetea.
4. Swali la balagha.
5. Ni mbinu itumiayo maswali ambayo hayahitaji majibu.
6. Haki ya elimu
7. Tathmini majibu ya mwanafunzi.
8. Tathmini maelezo ya matukio kwa ufupi.
9. Kufaulu kwa vumilia kulitokana na ushirikiano kati yake na mwalimu wake, maafisa wa serikali na jamii nzima.

Sehemu ya 4: TAMTHILIA

1. Tamthilia ni aina ya utungo wa fasihi andishi inayotumia mbinu ya mazungumzo kuwasilisha ujumbe.
2. Fasihi andishi.
3. a) Huwa na muundo wa dayolojia.
b) Huwa na mgogoro ambao husuluhishwa baadaye.
c) Huweza kuigizwa jukwani.
d) Huwa na maelekezo kwenye mabano.
4. Njiani, hospitalini, jitengeni, shuleni
5. Uhaishi au tashihisi.
6. Ni mbinu ambayo huvipa vitu visivyokuwa na uhai sifa za binadamu
7. Usafi wa kibinasi, usafi wa umma, usafi wa mazingira, majukumu ya wazazi. walezi, magonjwa.
8. Maudhui - Ni ujumbe mkuu unaojitokeza

Sehemu ya 5: Ushairi

1. Tarbia - lina mishororo minne katika kila ubeti.
2. ke
3. kumi na sita (16)
4. Na malengo kufikia.
5. Tuepuke uzembe, tuwe wenu bidii, tusilale sana

INTEGRATED SCIENCE PP1

SECTION I

- | | | |
|-------|-------|-------|
| 1. B | 2. A | 3. C |
| 4. D | 5. A | 6. B |
| 7. D | 8. C | 9. A |
| 10. B | 11. C | 12. A |
| 13. D | 14. A | 15. C |
| 16. D | 17. B | 18. A |
| 19. B | 20. C | 21. C |
| 22. A | 23. D | 24. B |
| 25. A | 26. D | 27. C |
| 28. B | 29. D | 30. A |

SECTION 2

31. Protons, neutrons and electrons
32. 11 - 2.81
Sodium
33. Mass number = protons + neutrons
 $18 + 22 = 40$
34. a) An atom is the smallest particle which cannot be split into simpler particles

- b) An element is a pure substance which cannot be split into simpler particles through chemical means
- c) A compound is a pure substance which exist two or more elements that combine through chemical means

35.

Elements	Classification
Sodium	Metal
Oxygen	Non-metal
Argon	Non-metal

36. a) Atomic energy is non-renewable energy
b) Solar energy is renewable energy
c) Kinetic energy is non-renewable energy
37. a) Osmosis is the movement of water molecules from a region of high concentration to a region of low concentration.
b) Diffusion is the movement of particles from a region of high concentration to a region of low concentration.
38. Total magnification = Objective lenses x Eye piece lens
 $X25 \times X40 = X1000$
39. E - Vacuole F - Nucleus
40. Fuel, heat and oxygen
41. Biology, Chemistry and Physics
42. A - Conical flask
B - Light microscope C - Burette
43. a) 5 b) 8
44. Attractive to metals
Has repulsive effect when same poles are pointed towards each other
Do not attract no metals
45. Do not overload the socket
Do not handle the electrical appliance with wet hands to avoid electric shock
Use it for the correct purpose.
46. Pure substance
47. Sodium + chlorine \longrightarrow Sodium chloride
48. a) Cu b) Ag
49. Testis, urethra, penis
50. Filters blood to remove excess water, excess salts and urea from the body.

INTEGRATED SCIENCE PP2

SECTION 1

Assessment rubric on how to prepare a temporary slide

CRITERIA	EXCEEDING EXPECTATION	MEETING EXPECTATION	APPROACHING EXPECTATION	BELOW EXPECTATION
Slide Preparation	The learner demonstrates exceptional skill in preparing the slide. The plant tissue is correctly and neatly placed, the iodine stain is applied perfectly, and the coverslip is placed without air bubbles.	The learner prepares the slide correctly, with plant tissue properly placed, appropriate iodine stain applied, and coverslip placed with minimal air bubbles.	The slide is prepared, but with minor issues in placing the tissue, applying too much or too little stain, or placing the coverslip with some visible air bubbles.	The learner struggles with the slide preparation, leading to visible issues such as uneven staining, air bubbles under the coverslip, or misplacement of plant tissue.
Microscope Use	The learner uses the microscope skillfully, adjusting focus at various magnifications to clearly observe and identify key cell structures.	The learner uses the microscope properly, adjusting focus to clearly observe most cell structures.	The learner uses the microscope but struggles to focus or adjust magnification, resulting in partial clarity of cell structures.	The learner has difficulty using the microscope correctly, leading to unclear or incomplete observation of cell structures.
Observation and Identification	The learner accurately identifies and labels all key plant cell structures (cell wall, nucleus, cytoplasm, vacuole) and provides a detailed description of each.	The learner identifies and labels the key plant cell structures (cell wall, nucleus, cytoplasm, vacuole) with basic descriptions.	The learner identifies and labels most of the key plant cell structures but may miss one or two or provide incomplete descriptions.	The learner has difficulty identifying and labeling the plant cell structures correctly, or provides inaccurate descriptions.
Drawing and Labeling	The learner produces a highly accurate, detailed, and neatly labeled drawing of the plant cell, showing clear and proportional structures.	The learner produces a clear, accurate drawing with most plant cell structures labeled correctly.	The drawing is partially accurate, with some missing or incorrect labels and unclear structures.	The drawing lacks clarity, with numerous missing or incorrectly labeled structures.
Adherence to Safety and Procedure	The learner follows all safety procedures, uses equipment with care, and works independently and responsibly throughout the experiment.	The learner follows most safety procedures and uses equipment properly, with minimal guidance.	The learner requires frequent reminders to follow safety procedures or uses equipment with some carelessness.	The learner does not consistently follow safety procedures and handles equipment carelessly.

Section 2

1. Potential energy
2. Kinetic energy
3. When the ramp is high the car will move at a high steep and less time
4. The toy car will move at a lower speed and take much time

AGRICULTURE PAPER 1

SECTION A:

- | | | |
|-------|-------|-------|
| 1. C | 2. C | 3. A |
| 4. C | 5. B | 6. D |
| 7. D | 8. B | 9. D |
| 10. A | 11. A | 12. C |
| 13. A | 14. D | 15. B |
| 16. B | 17. C | 18. D |
| 19. B | 20. A | 21. B |
| 22. D | 23. C | 24. A |
| 25. A | 26. D | 27. A |
| 28. A | 29. C | 30. A |

SECTION B:

31. a) Soil pollution is the contamination of soil with harmful substances.
b) Reusing plastics instead of throwing it away.
Using the correct type and number of fertilisers.
Planting trees and other cover crops.
Practicing organic farming.
32. a) Surface run off is the water flowing on the ground after a heavy rainfall.
b) Constructing water retention ditches,
Construction of a water retention pit.
33. a) Wash vegetables with running water before cutting them.
Avoid excessive peeling.
Cut the vegetables into sizeable pieces.
a) Roasting, Boiling, Steaming
b) To avoid food wastage.
To prevent money loss.
34. a) Soil tilth refers to the degree of fineness or coarseness of soil in relation to its suitability for planting a specified planting material.

- b) Millet, sorghum and wheat.
35. Helps determine the prices for the eggs.
Helps the farmer to determine where to sell the eggs.
36. a) Electric oven
b) Skewers
c) Tongs
37. a) They should not be soaked.
b) After washing they should not be wrung to prevent colour loss.
c) They should not be hanged overlapping each other to prevent transfer of colours.
38. a) Purl stitch
b) Knit stitch
39. a) Suspended garden
b) i. Weeding
ii. Mulching
iii. Pest and disease control
iv. Watering

c)

Crop produce	Value added product
Sweet potatoes.	Flour and crisps
Pumpkins	Flour and juice
Vegetables	Dried and packed vegetables

40. • Weather forecasting
• Input supply
• Market information
• Banking services
41. • Its economical and affordable
• They are easy to use and operate
42. • Type of garment
• Type of fabric
• Position of the seam on the garment
43. Scaling.
44. a) A poultry fold.
b) Wire mesh, nails, claw hammer, fencing staples, among others.
45. a) Elevated water tank.
b) Reduces cost of farming.
Prevents destruction of structures through flooding.
Provides water during drought.
46. • Scrubbing
• Dusting
• Wiping
• Mopping
• Vacuum cleaning
47. • Be strongly stitched.

- Be flat and neatly stitched.
- Have appropriate width
- Be appropriately trimmed and neatened.

48. • Clearing the land if it was bushy.
• Cultivation of land.
• Levelling the piece of land.
• Planting
49. • Soil moisture
• Onset of rains
• Timed market
• Staggered planting
• Time of harvesting
50. Value addition refers to the process that transforms the raw agricultural produce into something new.

AGRICULTURE PAPER 2

SECTION A: 15 MARKS

1. Water retention ditch
2. The main purpose of a retention ditch is to manage water run off, prevent soil erosion and retain moisture in the soil for agricultural or landscaping purposes.
3. The necessary tools include a shovel, measuring tape, rake, hoe, gloves, marking tools (chalk, spray paint, string) and a water level or A-Frame level.
4. A slight slope (1-2%) ensures water flows through the ditch without causing erosion or pooling. It allows for effective water retention and movement.
5. You can use a water level or an A-Frame level to measure and adjust the slope. This ensures that the ditch has the proper gradient for water flow.
6. Soil compaction helps to stabilise the ditch and prevent collapse. It also reduces water infiltration into the soil, directing the water to stay within the ditch.
7. Rocks, logs, or vegetation can be used to reinforce the sides of the ditch. These materials help prevent erosion and stabilize the ditch.
8. Steps they followed when preparing the ditch above included:
a) **Choose the location:** Select an area where water run off tends to accumulate such as along the

contour of the land or where erosion has been a problem. Use string, chalk or spray paint to mark out the outline of the ditch.

- b) **Design the ditch:** Decide whether the ditch will be straight or curved. Typically, a slight curve helps slow water and improve retention. The ditch should be 1-3 feet wide and 1-2 feet deep, depending on your landscape.
- c) **Mark the outline:** Measure and mark the dimensions of the ditch. Use a tape measure to ensure the ditch's width and length are consistent. The edges should be clearly defined to guide digging.
- d) **Start digging:** Use a shovel or spade to dig along the marked lines. Ensure the depth is consistent, around 1-2 feet deep. As you dig, the bottom should have a slight slope (usually 1-2%) to allow water to flow but not too steeply. Use a water level to check the slope.
- e) **Refine the shape:** After digging, use a rake or hoe to smooth the bottom and the sides of the ditch. The sides should have a gentle slope to prevent collapsing and erosion.
- f) **Create berms:** If necessary, create a berm on the downhill side of the ditch by piling up soil. This berm helps retain the water inside the ditch and prevents overflow.
- g) **Reinforce the ditch:** If you are concerned about erosion, you can reinforce the sides of the ditch with rocks, logs or grass. Planting vegetation along the edges can also help stabilize the soil.
- h) **Test the ditch:** After construction, test the ditch by simulating water run off. You can use a hose to pour water into the ditch and observe how it flows. Make adjustments to the slope or shape if needed to improve water retention.
- i) **Maintain the Ditch:** Regularly

inspect the ditch for erosion or sediment buildup. Trim back overgrown vegetation, repair any damaged areas, and make sure water flows smoothly.

- j) **Use the retained water:** If the ditch collects enough water, consider diverting it into a rain barrel or using it to irrigate crops or garden beds. This maximises the retention ditch's effectiveness.

SECTION B: 15 MARKS.

1. Wash your hands with soap and water.
2. Fresh spinach has bright green leaves and no signs of wilting or damage.
3. Rinsing removes dirt, pesticides and any other impurities.
4. Remove the thick stems.
5. Fill a pot with an inch of water and place a steamer basket inside.
6. The water should be boiling with steam rising from it.
7. Steam spinach for 2 to 4 minutes until its tender and bright green.
8. The steam is hot and can cause scalds.
9. You can season it with salt, pepper, butter or olive oil.
10. Steaming helps preserve more of the nutrients in the spinach.

SOCIAL STUDIES

SECTION 1

- | | | |
|-------|-------|-------|
| 1. D | 2. B | 3. B |
| 4. D | 5. A | 6. C |
| 7. A | 8. B | 9. D |
| 10. C | 11. A | 12. B |
| 13. A | 14. B | 15. B |
| 16. B | 17. D | 18. C |
| 19. A | 20. B | 21. C |
| 22. A | 23. D | 24. B |
| 25. B | 26. D | 27. A |
| 28. A | 29. B | 30. A |

SECTION 2

31. a) Flows from North West to South East.
b) Scrub vegetation.
c) Pyrethrum. d) Governor.
e) Hinduism. f) South East.
32. Solution

$$90^\circ - 30^\circ = 60^\circ$$

$$1 \text{ hr} = 15^\circ$$

$$60^\circ$$

$$60 \times 1 \text{ hr} \div 15 = 4 \text{ hrs.}$$

$$12.00 + 4 \text{ hrs} = 16.00$$

$$= 4.00 \text{ pm}$$

33. Demand for labour plantations in Zanzibar and the East African coast needed enslaved people for crops like cloves and sugar. Expansion of trade Network, Indian Ocean trade routes linked East Africa to Asia and the Middle East, enabling slave transportation.

Barter trade	Use of Currency.
Goods and services were exchanged directly.	Currency coins and notes is used as a medium.
Difficult as goods could perish or lose value over time.	Money is easier to store and retain value.
Based on mutual agreement between parties.	Standardised value set by monetary systems.
Limited to local exchanges.	Can be used anywhere.

35. Identify the community need.
Set clear objectives.
Plan the activity.
Seek permission and support.
Carry out the service.
Evaluate the outcome.
Reflect on the experience.
36. Written records
Artifacts and archaeology
Photography and film
Museums
Oral traditions.
37. Development of irrigation systems.
Led to production of surplus food.
Advanced social organisation.
Boost to trade and economy.
38. a) Earth revolution.
b) Seasons - Earth's revolution causes seasonal changes, impacting agriculture - tourism and fashion.
Climate and Weather - it affects regional climates, influencing work, energy use and food productions
Timekeeping - the revolution

Abstain from sexual intercourse before marriage.

Severe punishment to be given for sexual misconduct like zinaa and homosexuality.

32. Angelic Inspiration.
Direct conversation.
Dreams.
33. To make its application easy.
To gradually implement its teachings.
To ease the task of memorization.
To respond to situations as they happened.
34. It is chapter number 93 of the holy Quran.
It was revealed in Makkah.
It has 11 verses.
Ad-Dhuha means time (mid-morning).
35. Muslims should be patient and persevere in times of difficulty.
Believers will enter paradise while non-believers will enter hell.
Human beings have ability to differentiate between good and bad.
Muslims should not waste their wealth.
36. It helps us to understand the holy Quran well.
Allah rewards those who follow the teachings of the Hadith.
It is the second source of Islamic law.
Peace and unity are attained by following the teachings of the Hadith.
37. This is believing in the oneness of Allah. It is the first pillar of Islam and the foundation of Islamic faith.
38. These are optional prayers which were performed by the prophet.
39. The imam says the first Takbir, maamuna say the takbir after the imam and recite suratul Fatiha silently.
40. After the second takbir, they recite the prayer of the prophet.
After the third takbir, they recite a dua for the dead.
After the fourth takbir, they recite a dua for all Muslims, dead or alive.

Salam is said to the right and left side respectively.

41. Personal house that one lives in.
Household goods and personal items.
Women's jewelry for personal use.
Machines or engines used to manufacture goods.
Books that are not for sale.
42. It makes us develop love and respect for the prophet.
It is used to cure many diseases.
It is used to protect us from jinns.
Allah rewards us abundantly when we recite it.
43. It is a major sin that leads to hell fire.
It leads to poverty as people waste resources on these acts.
One who engages in shirk leads an unhappy life.
It leads to rejection of good deeds by Allah.
44. We should never lose hope in difficult times because Allah will not abandon us.
The world is a test and real happiness is in hereafter.
We should not oppress the orphans.
45. Helping people with disabilities.
Giving charity (Swadaqah).
Practicing truthfulness and being trustworthy.
Practicing forgiveness.
46. It helps us to understand the holy Quran well.
Allah rewards those who follow the teachings of the Hadith.
It is the second source of Islamic law.
Peace and unity are attained by following the teachings of the Hadith.
47. It is a command from Allah and is highly rewarded.
Increases the level of Taqwa (piety) in a believer.
Our sins are forgiven.
It teaches a Muslim self-control and self-discipline.
48. Raying to Allah alone.
Obeying Allah's commands eg fasting, saying swalah.
Avoiding all forms of shirk.

Having contentment with what Allah has given you and saying Allandulillah.

49. It is an obligatory charity calculated upon the savings held for a lunar year given to specified group of people.
50. a) Aisha
Abu Hurayra.
Anas Ibn Malik.
Uthman Ibn Affan.
b) Shirk An-Niggah- having intentions not for Allah in acts of worship.
Shirk Al-Mahaba- showing love meant for Allah to others.
36. The story of David and Goliath illustrates faith in God. David, a young shepherd, faced the giant Goliath with only a sling and five stones, declaring that the battle belonged to God. He struck Goliath on the forehead with a stone, defeating him and demonstrating that faith in God can overcome seemingly insurmountable challenges.
37. King Solomon was known for his wisdom, which he received from God. Examples include his judgment in the case of the two women claiming to be the mother of the same baby, where he proposed to cut the baby in two, revealing the true mother. Solomon's proverbs provide practical guidance on living wisely and righteously.
- 38.

Prophet	Mission
Elijah	Confronting Baal prophets
Jonah	Preaching to Nineveh
Nehemiah	Rebuilding the wall
Jeremiah	Prophesying the fall of Jerusalem

39. The New Covenant established by Jesus emphasises grace, forgiveness, and a personal relationship with God through faith in Jesus Christ. It is based on Jesus' sacrifice on the cross, which atoned for sin, and the indwelling of the Holy Spirit in believers.

40. Blessed are the **Poor in spirit**, for theirs is the kingdom of heaven. Blessed are the **Mourners**, for they shall be comforted. Blessed are the **Meek**, for they shall inherit the earth. Blessed are the **Hungry and thirsty for righteousness**, for they shall be filled.
41. The Last Supper, which Jesus shared with his disciples before his crucifixion, is significant as the institution of the Eucharist (Holy Communion). Jesus broke bread and shared wine, symbolising his body and blood, establishing a new covenant of forgiveness and salvation.
42. The Holy Spirit played a crucial role in the early church by empowering the apostles to preach boldly, perform miracles, and establish churches. The coming of the Holy Spirit at Pentecost marked the beginning of the church's mission to spread the gospel to all nations.
43. a) Path: Seeds eaten by birds – represents those who hear the message but do not understand it, and the evil one comes and snatches away what was sown in their hearts.
 b) Rocky Ground: Seeds sprout quickly but wither – represents those who receive the word with joy but have no root. They believe for a while, but when trouble or persecution comes, they quickly fall away.
 c) Thorns: Seeds choked by thorns – represents those who hear the word, but the worries of

this life and the deceitfulness of wealth choke the word, making it unfruitful.

- d) Good Soil: Seeds produce a crop – represents those who hear the word and understand it. They produce a crop yielding a hundred, sixty, or thirty times what was sown.
44. Salvation in Christianity is achieved through faith in Jesus Christ as the Son of God and Savior. According to the New Testament, salvation involves repentance of sins, acceptance of Jesus' sacrifice on the cross, and living a life led by the Holy Spirit.
45. The parable of the Good Samaritan teaches the importance of loving and helping others, regardless of their background or social status. It challenges prejudices and emphasises that everyone is a neighbor deserving of compassion.

46.

Fruit	Description
Love	Unconditional love for others
Joy	A deep sense of gladness, regardless of circumstances
Peace	Tranquility and harmony in relationships
Patience	Long-suffering and forbearance with others
Kindness	Goodness and generosity in actions
Goodness	Moral integrity and uprightness
Faithfulness	Loyalty and reliability
Gentleness	Humility and calmness in dealing with others

Self-control	Mastery over one's desires and impulses
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47. Jesus taught extensively on forgiveness, emphasising its necessity for receiving God's forgiveness. Parables like the Unforgiving Servant illustrate that those forgiven much must also forgive others. Forgiveness restores relationships and reflects God's mercy.
48. The Great Commission, given by Jesus to his disciples, commands them to make disciples of all nations, baptising them and teaching them to obey all of Jesus' commands. This mission shapes Christian evangelism and outreach efforts worldwide.
49. a) The apostles gathered together.
 b) The descent of the Holy Spirit as tongues of fire.
 c) The apostles speaking in different tongues.
 d) Peter addressing the crowd.
 e) The baptism of new believers.
50. In the Creation story in Genesis, work is depicted as a fundamental part of human existence and a divine mandate. God placed Adam in the Garden of Eden to "tend and keep it" (Genesis 2:15). This indicates that work is not a result of the fall but a purposeful activity intended by God for human beings. It signifies responsibility, stewardship, and partnership with God in caring for His creation. Work is seen as a way for humans to use their skills and talents to fulfill God's purposes and contribute to the well-being of society.