

**SIGNAL CBC ASSESSMENT
FOURTH TRIAL**

JUNIOR SCHOOL ASSESSMENT

TIME: 1 hr 30 min

— ENGLISH PAPER 2 —

Learner's Name:
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Grade:
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School Name:
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Assessment No:
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Instructions for Learners:

1. Write down your name, name of your school and assessment number in the spaces provided.
2. This paper consists of 5 questions.
3. Ensure you check the question paper to ascertain that all the pages are printed and that no questions are missing.
4. Answer all the questions in the spaces provided.
5. Be sure to sign the **honour pledge** below at the end of this assessment.

Score Grid			
Section	Maximum Score	Learner's Score	Performance Level
Task 1	15		
Task 2	10		
Task 3	5		
Task 4	10		
Task 5	10		
	50		

Honour pledge: "I swear on my honour that I have not violated the honour code before or during this assessment".

Signature or Initial: _____ **Date:** _____

SECTION A: COMPOSITION (15 Marks)

TASK 1: COMPOSITION

Write your composition in the space provided.

You have just completed your junior school education and would like to join a senior school of your choice. Write a formal letter to the headteacher of that school applying for a chance.

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Handwriting practice lines consisting of multiple rows of dotted lines on a white background.

SECTION B: LITERARY ANALYSIS (35 marks)

TASK 2: ORAL LITERATURE (10 marks)

The Origin of Storytelling

Many years ago, in the village of Kisulo, people would gather around the fire in silence after a long day of work. One evening, a boy named Kato began to speak. He told a tale about a clever hare that outsmarted a lion. The villagers laughed, clapped, and asked for more.

The next night, they gathered again to hear Kato's new story. Soon, others began sharing their own tales—about bravery, kindness, and lessons from nature. Storytelling became a way for the villagers to teach children, entertain one another, and keep their history alive.

The elders said, "From Kato's voice came the gift of storytelling. Let it live in every heart and home."

Questions:

- (a) What did Kato do that changed the way villagers spent their evenings? (2 marks)
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- (b) What do the villagers use storytelling for? (2 marks)
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- (c) If you were one of the villagers, what kind of story would you share? (2 marks)
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- (d) How did storytelling become part of the village culture? (2 marks)
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- (e) Give two ways you could make this story more exciting when telling it aloud. (2 marks)
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TASK 3: POETRY

Read the poem below and then answer the questions that follow. (5 marks)

When We Were Young

When we were young we could not tell our dreams,
We had no words to spell our joys and fears,
Loves, lusts, desires sang loud within our blood,
None heard their music or our silent fears.

Silent we knew despair and ecstasy,
Richer and deeper without stain of words,
Language had not corrupted what we felt,
Our loves and lusts were pure because unheard.

Older, we lose our primal, wordless ease,
In joy, delight, despair, language smears,
Inky fingers on emotion's pages,
And worldly lies distort our lives and fears.

Questions:

- (a) What do the first two lines of the poem suggest about the speaker's childhood experience? (2 marks)
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- (b) How does the poem contrast childhood emotions with those experienced in adulthood? (1 mark)
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- (c) Identify and explain the use of personification in the third stanza. (2 marks)
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TASK 4: PLAY (10 MARKS)

Read part of the play below and answer the questions that follow.

Act One, Scene Two

A small electronics shop. A customer, Maria, stands at the counter holding a broken radio. The shopkeeper, Mr. Okello, checks the receipt.

MARIA: I bought this radio just last week and now it doesn't work.

MR. OKELLO: Let me see... Yes, you bought it seven days ago.

MARIA: I'd like a refund or a replacement, please.

MR. OKELLO: That's fair. According to consumer protection law, if a product is faulty within 14 days, you're entitled to a refund or exchange.

MARIA: I'm glad the law protects us. Some shops ignore complaints.

MR. OKELLO: Not here. We follow the rules. I'll get you a new one.

(Mr. Okello takes the broken radio and brings out a new one.)

Questions

(a) What consumer right does Maria exercise in this scene? (2 marks)

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(b) How does Mr. Okello demonstrate knowledge of consumer laws? (2 marks)

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(c) Identify two character traits of Maria, giving evidence from the scene. (4 marks)

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(d) What lesson about consumer protection is shown in this scene? (2 marks)

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TASK 5: NOVELLA (10 marks)

Below is a section of a novella. Read it and then answer the questions that follow.

The community market was alive with colour, chatter, and the scent of fresh produce. Traders shouted the day's prices, while children weaved between stalls. At one corner, a group of youth had gathered, holding hand-painted signs. Mariam, the group leader, stepped forward and addressed a small crowd forming around them.

"Our market is ours," she said. "We deserve clean spaces and fair prices. These new charges will push out small traders like my mother."

An elderly woman stepped from the crowd. "What do we do, then?"

Mariam held up a folded petition. "We gather signatures. We speak as one voice. And we take this to the town council." The crowd murmured in agreement as more people began to approach the group.

Questions:

(a) What is the setting of the story? (2 marks)

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(b) Identify two character traits of Mariam, giving examples from the story. (2 marks)

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(c) Give two features of style used by the writer in this passage. (4 marks)

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(d) What issue is the community facing, and how do they plan to address it? (2 marks)

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