

JUNIOR SCHOOL ASSESSMENT – GRADE 9 MATHEMATICS –

TIME: 2 hrs 30 min
Learner's name: **Grade:**

School Name: **Assessment No:**

Signature/Initial: **Date:**

INSTRUCTIONS FOR LEARNERS

- Write down your name, name of your school, assessment no and grade in the spaces provided above.
- Sign and write the date of the assessment in the spaces provided.
- This question paper consists of TWO sections: Section A and Section B
- Answer ALL the questions in the spaces provided in this question paper
- For each of the questions 1 – 20 in Section A, four answers are given. The answers are lettered A, B, C and D. In each case, ONLY ONE of the four answers is correct.
- For each question, draw a dark line inside the box of the letter you have chosen.

Example

In the Question Booklet:

5. A cultural show was attended by 986 male adults, 2807 female adults and 5145 children. How many more children than adults attended the show?

- [A] 4159
 [B] 3793
 [C] 2338
 [D] 1352

- This paper consists of 12 printed pages with 41 questions.
- Ensure you check the question paper to ascertain that all the pages are printed and that no questions are missing.

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Section A

Task	Strand	Question number	Maximum Score	Learner's score
Task 1	Numbers	1 – 8	8	
Task 2	Algebra and inequalities	9 – 11	3	
Task 3	Measurements	12 – 17	7	
Task 4	Geometry and construction	18 and 19	2	
Task 5	Data Handling and probability	20	1	

Section B

Task	Strand	Question number	Maximum Score	Learner's score
Task 1	Numbers	21 – 28	23	
Task 2	Algebra and inequalities	29 – 31	14	
Task 3	Measurements	32 – 37	18	
Task 4	Geometry and construction	38 and 39	15	
Task 5	Data Handling and probability	40 and 41	10	
GRAND TOTAL (Section A and Section B)			100	

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

SECTION A: (20 MARKS)

1. A grade 9 teacher wrote the following multiplication on the chalkboard.

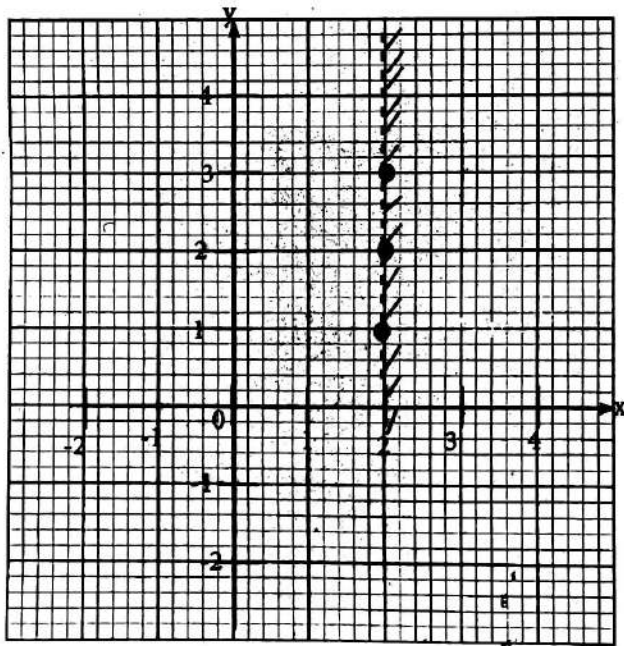
$$(-20) \times (-3)$$

Work out the operation on the integers:

- A. -60
B. 60
C. 17
D. -17
2. Dida measured the length of one face of a cube as 5.76 cm. Determine the volume of the cube using a mathematical table.
- A. 191.1 cm^3
B. 191.1030 cm^3
C. 33.1776 cm^3
D. 17.28 cm
3. Solve for the unknown in the following equation:
 $5^{2x} \times 5^x = 125$
- A. $x = 3$
B. $x = 6$
C. $x = 1$
D. $x = 15$
4. A farmer has sheep, goats and cows in his farm. The animals are in the ratio 2:3:5 respectively. If there are 40 sheep in the farm, find the number of goats in the farm.
- A. 200
B. 60
C. 40
D. 100
5. Eight men can clear 24 hectares of land in 8 days. How many days will 4 men take to clear 24 hectares of land?
- A. 16 days
B. 8 days
C. 10 days
D. 15 days
6. Brenda uses $\frac{1}{5}$ of the milk produced in his farm for household consumption, $\frac{1}{4}$ is preserved for fermentation and $\frac{1}{2}$ of the remainder is supplied to the local hotels. Find the fraction of the milk supplied to the local hotels.
- A. $\frac{3}{4}$
B. $\frac{4}{5}$
C. $\frac{11}{20}$
D. $\frac{11}{40}$

7. Convert $0.\overline{25}$ into a fraction.
- A. $\frac{25}{999}$
 B. $\frac{25}{1000}$
 C. $\frac{1}{40}$
 D. $\frac{25}{99}$
8. A square design printed on a wall measures 12.378 m in length. Find its area in square metres. Use mathematics tables.
- A. 153.214884 m^2
 B. 153.3 m^2
 C. 3.518 m^2
 D. 3.52 m^2
9. Given that $a = -1$, $b = 4$ and $c = 2$, evaluate:
- $$\frac{a + b^2}{c^2 + 1}$$
- A. 3
 B. 15
 C. 4
 D. 3.75

Lumumba represented an inequality on a graph as shown below.



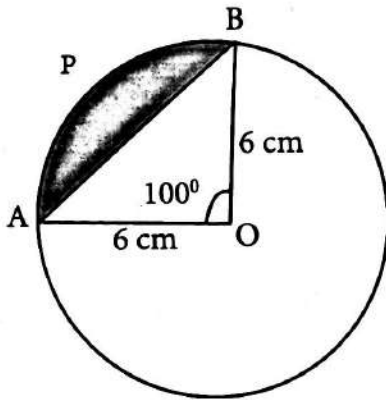
10. Which of the following inequalities does the graph represent?
- A. $y > 2$
 A. $x < 2$
 B. $x \leq 2$
 D. $y \leq 2$

11. What is the order of the following matrix?

$$\begin{bmatrix} 2 & 3 & -1 \\ 0 & 5 & 3 \end{bmatrix}$$

- A. 3×2
- B. 6
- C. 2×3
- D. 3×1

12. The diagram below shows a circle with centre O. The radius of the circle is 6 cm. Line AB 9.2 cm is a chord of the circle subtending an angle of 100° at the centre of the circle. The shaded part is a segment of the circle.

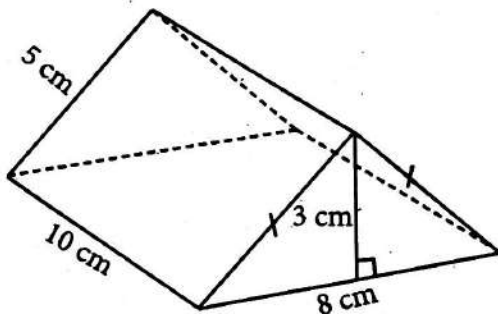


Determine the area of the segment APB.

(Take $\pi = \frac{22}{7}$)

- A. 31.429 cm^2
- B. 4.055 cm^2
- C. 13.687 cm^2
- D. 17.742 cm^2

13. The figure below is a triangular prism.



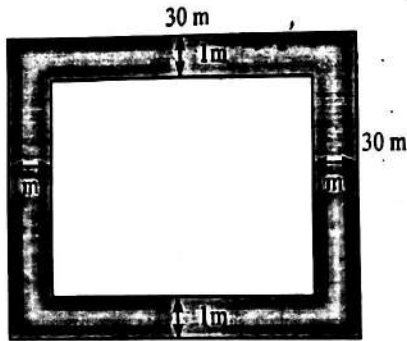
Find its surface area.

- A. 80 cm^2
- B. 204 cm^2
- C. 180 cm^2
- D. 124 cm^2

14. A trader took a loan of sh 400 000 at the rate of 12% compound interest for three years. Find the total amount of interest repaid after three years.

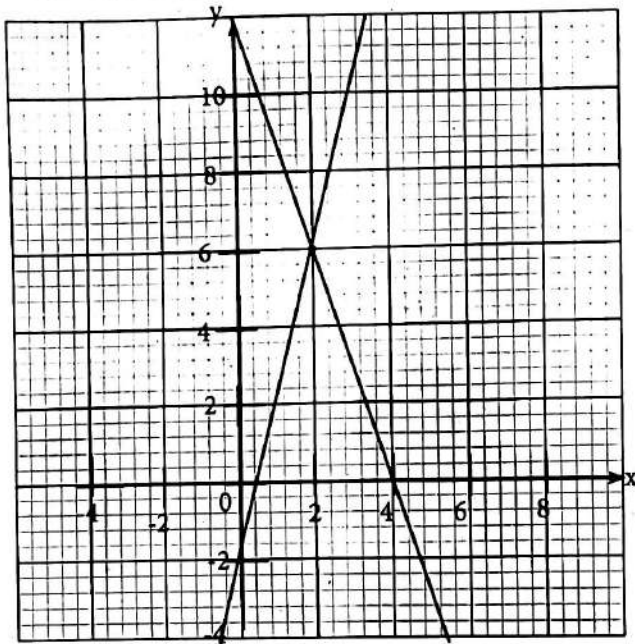
- A. Sh 53 760
- B. Sh 561 971.20
- C. Sh 161 971.20
- D. Sh 60 211.20

15. Find the area of the shaded region in the figure below.



- A. 116 m^2
 - B. 900 m^2
 - C. 784 m^2
 - D. 59 m^2
16. A cyclist took 15 minutes to travel from his home to town at a speed of 18 km/h. He took 24 minutes to travel back from town to his home. What was his speed in km/h from town to his home?
- A. $1\frac{4}{5} \text{ km/h}$
 - B. $4\frac{1}{2} \text{ km/h}$
 - C. $11\frac{1}{4} \text{ km/h}$
 - D. $14\frac{2}{13} \text{ km/h}$
17. The temperature of water in a container was 26°C . The water was heated until its temperature rose to 78°C . What was the rise in temperature expressed in Kelvin?
- A. -325 K
 - B. -221 K
 - C. 52 K
 - D. 30 K

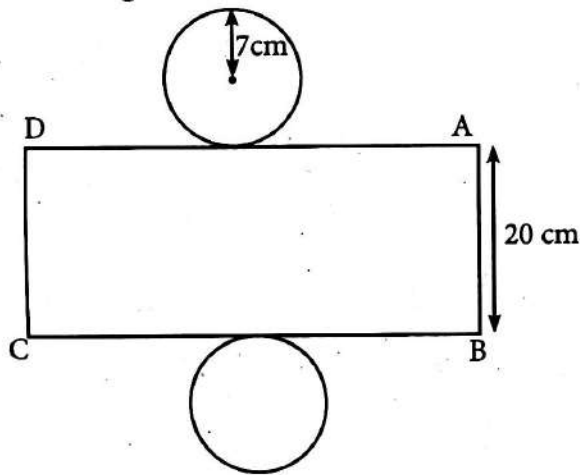
18. The graph below represents the line formed by two equations.



Determine the unknown values of the equation in the two equations represented in the graph above.

- A. $x = -2, y = 14$ B. $x = 4, y = 12$
 C. $x = 2, y = 6$ D. $x = 6, y = 2$

19. The figure below shows a net of a solid.



Determine the surface area of the solid from the net.

- A. 218 cm^2 B. 308 cm^2
 C. 880 cm^2 D. 1188 cm^2

20: A learner flipped a coin 20 times and each time she recorded the top face. The results of her experiments are shown in the table below.

Face	Head (H)	Tail (T)
No. of times	12	8

Find the probability of getting a head.

- A. $\frac{2}{5}$ B. $\frac{3}{5}$
 C. $\frac{8}{10}$ D. $\frac{4}{20}$

SECTION B: (80 MARKS)

21. A borehole is dug such that its depth is increased by 4 m per day. After the fifth day, it is refilled with soil by 1 m. Use a number line to find its final depth. (2 marks)

22. Dickson bought 102.64 acres of land to use it for farming and for other purposes.

(a) Write the acres of land that Dickson bought to 1 decimal place. (1 mark)

(b) Express the acres of land he bought correct to 3 significant figures. (1 mark)

23. The area of a square garden is 48.44 m^2 . Find the length of its side using a mathematical table. (2 marks)

24. In a school of 600 pupils, the ratio of boys to girls is 3:2. During an athletics competition, $\frac{1}{6}$ of the girls and $\frac{1}{5}$ of the boys took part. How many pupils took part in the competition? (4 marks)

25. A florist orders sunflowers every 6 days and daisies every 4 days. How many days will pass until the next time she orders both kinds of flowers on the same day? (2 marks)

26. Find the value of $\log_{10} 10000$.

(2 marks)

27. Evaluate;
$$\frac{2\frac{1}{8} + \frac{1}{4}\left(\frac{3}{8} - \frac{7}{8}\right)}{3\frac{1}{8} \times \frac{3}{4} \div \frac{3}{8}}$$

(4 marks)

28. There are x oranges in a basket. Julia picks $\frac{1}{4}$ of the oranges while Bridget picks $\frac{1}{3}$ of the oranges. (1 mark)

(a) Form algebraic expressions for the number of oranges each of the two girls picked.

(b) Find the total number of oranges picked by the two girls. (2 marks)

(c) If there were 12 oranges in the basket, how many oranges did Bridget pick? (2 marks)

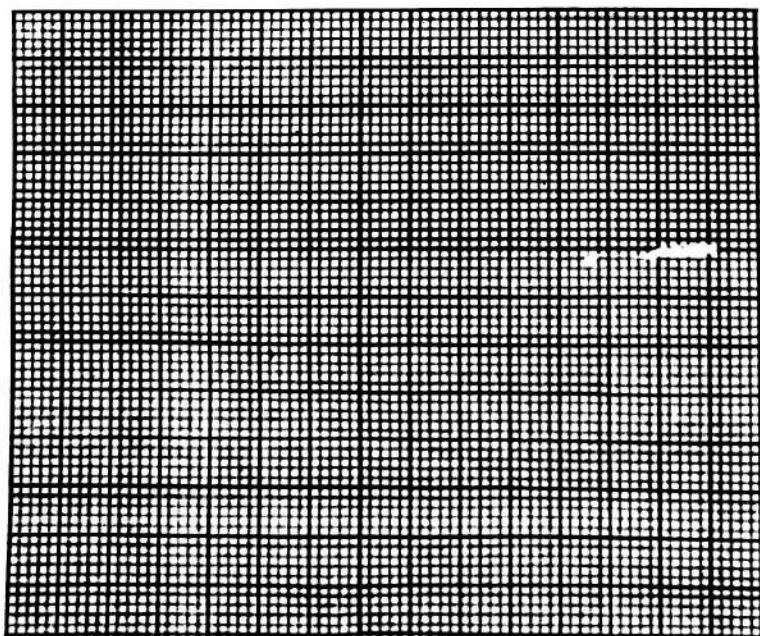
29. A straight line passes through points $(-2, 1)$ and $(6, 3)$. Find the equation of the line in the form $y = mx + c$ hence determine its y -intercept. (4 marks)

30. (a) Solve the inequality: $8x - 2 > 5x + 4$ (2 marks)

(b) Jonah bought y shoes and x shirts. If the total number of shoes and shirts was more than 10:

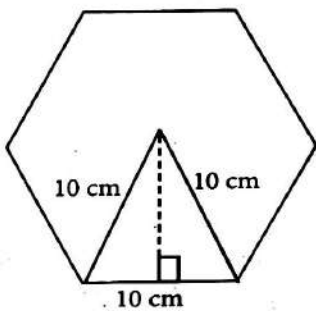
(i) Form a linear inequality to represent the above information. (1 mark)

(ii) Use the graph below to represent the inequality in (i). (2 marks)



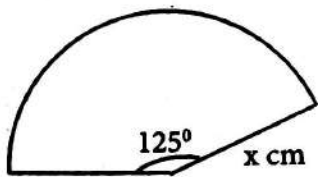
31. A trader in a market sold three bags of cement and four buckets of sand for Sh 3 100. He later sold two similar bags of cement and six buckets of sand for Sh 2 900.
- (a) Form two simultaneous equations to represent the information. (2 marks)
- (b) Solve the equation using the elimination method hence determine the cost of one bag of cement and one bucket of sand. (3 marks)

32. Graciella drew the cross section of a head of a bolt in the form of a regular hexagon as shown below. Determine the area of the cross section. (3 marks)



33. A motorist drove at a speed of 72 km/h. Express the speed in metres per second. (2 marks)
34. A cylindrical tank container has a diameter of 21 cm and a height of 25 cm. Determine its capacity in litres. (Take $\pi = \frac{22}{7}$) (3 marks)

35. The sector below has an arc length of 20 cm and an angle of 125° .



(a) Calculate the length of x . (Give your answer to 2 decimal places.)

(2 marks)

(b) Find the perimeter of the sector.

(2 marks)

36. An open rectangular water trough used in a cow shed measures 4 m long, 3 m wide and 0.5 m high. Find its external surface area.

(3 marks)

37. Lami Investments Limited bought a photocopier machine at sh 80 000 at the beginning of 2024. The machine depreciated at the rate of 20% yearly. What was the cost of the photocopier at the end of 2024?

(3 marks)

38. (a) The interior angles of a regular polygon are 135° each. Find the number of sides of the polygon.

(2 marks).

- (b) Given that line $AB = 5$ cm, $AC = 7.5$ cm and angle $ABC = 70^\circ$;
(i) Construct a circle touching lines AB , AC and the line joining B and C .

(4 marks)

(ii) Measure the radius of the circle.

(1 mark)

39. (a) The distance between two points along a river on a map is 12 cm.

(i) If the actual distance between the two points is 24 km, interpret the scale and write it in a statement form. (2 marks).

(ii) If the actual distance between two other points along the same river is 30 km, determine the scale of the distance between the two points on the map. (2 marks)

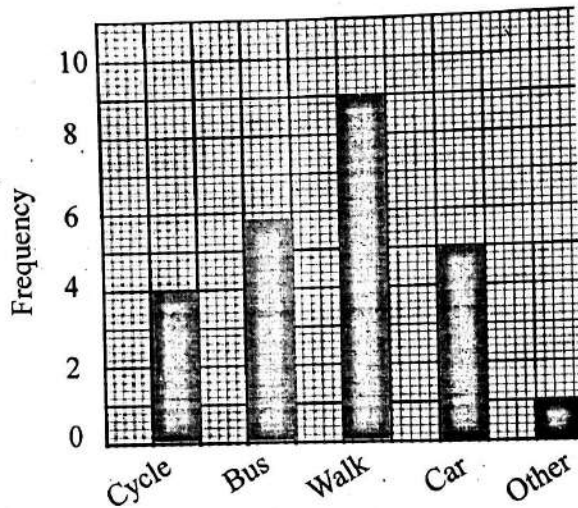
(b) (i) Draw the net of a cone with a radius of 7 cm and the slanted height is 21 cm.

(2 marks)

(ii) Calculate the surface area of the cone above.

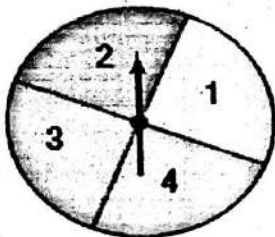
(2 marks)

40. Sharon asked some learners how they travelled to school. She drew the following bar chart to represent the results. Use the bar graph to answer the questions that follows.



- (a) Which method of travel was used most by the learners? (1 mark)
- (b) How many more learners walked to school than cycled to school? (2 marks)
- (c) Which means did the learners used the least? (1 marks)
- (d) How many learners did Sharon ask in total? (2 marks)

41. The diagram below represents a spinner wheel.



The spinner wheel was spun 20 times and the number of times it landed on the different faces tabulated as shown in the table below.

Face number	1	2	3	4
Frequency	8	4	6	2

Find the probability of landing on face number:

- (a) 3 (2 marks)
- (b) 2 (2 marks)

**JUNIOR SCHOOL ASSESSMENT
 – GRADE 9 ENGLISH PAPER 1 –**

TIME: 1 hr 30 min

Learner's name: **Grade:**

School Name: **Assessment No:**

INSTRUCTIONS FOR LEARNERS

1. Write down your name, name of your school, assessment no and grade in the spaces provided above.
2. Sign and write the date of the assessment in the spaces provided.
3. Answer ALL the questions in the spaces provided in this question paper.
4. For each of the questions 1 – 50, four answers are given. These answers are lettered A, B, C and D. In each case, ONLY ONE of the four answers is correct.
5. For each question, draw a dark line inside the box of the letter you have chosen.

Example;

In the Question Booklet

20. They could never believe?

- [A] could they
- [B] couldn't they
- [C] would they
- [D] wouldn't they

6. This paper consists of 8 printed pages with 50 questions.
7. Ensure you check the question paper to ascertain that all the pages are printed and that no questions are missing.

Score Grid				
Task	Section	Maximum Score	Learner's Score	Performance Level
Task 1	Reading comprehension	25		
Task 2	Filling gaps	10		
Task 3	Grammar	15		
Total		50		

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

TASK 1: READING COMPREHENSION

Read the passage below and answer questions 1-5.

In the quiet valley of Wonder, a small village thrived, untouched by the chaos of the outside world. The people of Wonder had a simple rule; no one stands alone. Every task, from farming to rebuilding homes after a storm, was done together. They believed that a community's strength was not in its wealth, but in its unity.

When a sudden earthquake shook the valley, splitting the main road and cutting off their water supply, fear crept into their hearts. For the first time, the village faced a crisis that threatened their way of life.

Some argued that they should fend for themselves, gathering what little they had and looking after their families only. Others, led by Mary, a young healer, refused to let the village fall apart.

"We survive together or we don't survive at all," she reminded them.

With the blacksmith forging tools, the farmers rationing food and the builders working day and night, the village slowly began to heal. But the biggest challenge came when they discovered a neighboring village in ruins, its people injured and desperate.

Wonder had barely enough for themselves, could they afford to help strangers?

Mary made the decision for them. "When we give, we grow stronger."

Despite their hardships, the people of Wonder opened their homes and hearts. Together, they rebuilt not just houses, but trust, hope and a bond stronger than stone.

Months later, the valley flourished once more. Wonder was no longer just a village; it was a beacon of what humanity could achieve when people stood together.

And so, the village's rule remained: No one stands alone.

Questions

1. What was the most important belief of the people in Wonder?
 - A. Wealth determines a village's strength.
 - B. No one stands alone.
 - C. Only the strongest survive.
 - D. Each family should fend for itself.
2. What major crisis did Wonder face?
 - A. A drought that dried up their crops.
 - B. An invasion from a rival village.
 - C. An earthquake that damaged the village and cut off their water supply.
 - D. A fire that destroyed their homes.
3. Who was the young healer who encouraged the village to stay united?
 - A. Lori
 - B. Mary
 - C. Elden
 - D. Sori
4. What was the biggest challenge Wonder faced after the earthquake?
 - A. Rebuilding their own homes quickly.
 - B. Finding a way to leave the valley.
 - C. Deciding whether to help a neighboring village in ruins.
 - D. Gathering food before winter arrived.
5. What was the final message of the story?
 - A. True strength comes from helping one another.
 - B. A community must focus only on its own survival.
 - C. It is better to be independent than to rely on others.
 - D. Hard work is more important than kindness.

Read the passage below and answer questions that follow.

In the bustling city of Velmo, where life moved faster than the ticking of a clock, there lived a mysterious old man known as The Time Weaver. No one knew where he came from, but he was always seen sitting by the fountain in the town center, weaving golden threads on an ancient loom.

Legends whispered that he wasn't weaving cloth, he was weaving time itself.

One day, a young woman named Elisa approached him, desperate. "I wish I had more time," she said. "My days vanish before I can truly live them."

The Time Weaver looked at her with knowing eyes and handed her a spool of shimmering thread. "Be careful," he warned. "Each thread is a moment. Use them wisely."

At first, Elisa was overjoyed. By unraveling just a little thread, she could pause time, savoring life's moments, watching sunsets longer, reliving laughter with friends, feeling the warmth of an embrace just a little more.

Soon, she became greedy. She unwound the thread endlessly, making days stretch into years. She travelled the world, accomplished everything she ever wanted and became famous beyond her wildest dreams.

Then, one day, she reached for the spool, and found it empty. Time had not stopped for the world, only for her. While she had lived in slow, stretched-out moments, everyone else had moved on. Her friends had aged, her home was unrecognizable and the city she once knew had changed.

Panicked, she ran back to the fountain, but the Time Weaver was gone. In his place was a single note: "Time is a gift, not a possession. It moves forward, whether we wish it to or not."

As Elisa stared at the empty spool, she finally understood. Time was never meant to be held, only cherished.

And so, she lived her last days not trying to slow time down, but embracing every moment as it came.

Questions

6. What was the Time Weaver believed to be weaving?
 - A. A magical robe.
 - B. Threads of gold.
 - C. Time itself.
 - D. A map of the future.
7. What did the Time Weaver give Elisa?
 - A. A magical hourglass.
 - B. A spool of shimmering thread.
 - C. A pocket watch.
 - D. A golden key.
8. How did Elisa use the thread at first?
 - A. She rewound time to fix her mistakes.
 - B. She gave time to others in need.
 - C. She paused and stretched time to enjoy moments longer.
 - D. She created new moments that never existed.
9. What happened when Elisa ran out of thread?
 - A. She became trapped in a time loop.
 - B. She aged rapidly and disappeared.
 - C. She realized that everyone else had moved on while she had stretched her time.
 - D. The Time Weaver returned to help her.
10. What lesson did Elisa learn at the end?
 - A. Time should be controlled to achieve greatness.
 - B. Time is a gift to be cherished, not possessed.
 - C. Slowing down time can prevent life's regrets.
 - D. Time magic should never be used.

Read the passage below and answer the questions that follow.

Beneath the shimmering waves of the Ocean, where sunlight danced on coral palaces and schools of fish painted the water with colour, lived Naima, a young marine biologist with a dream to understand the language of the sea.

For years, she had studied dolphins, whales and bioluminescent creatures that pulsed with eerie beauty. But there was one sound she could never decipher, a mysterious, melodic hum that echoed through the ocean depths, coming from nowhere and everywhere at once.

Locals called it the Song of the Deep, a legend passed down through generations. Some believed it was the voice of an ancient sea god; others thought it was the last whisper of a forgotten civilization lost beneath the waves. But Naima was determined to find the truth.

One evening, as she dove deeper than ever before, following the haunting melody, something extraordinary happened; a pod of glowing, translucent whales surrounded her, their bodies shimmering like living constellations.

The song grew louder, and suddenly, Naima understood. It wasn't just a sound; it was a message. The whales were warning of an unseen disaster, a deep-sea mining operation that threatened to destroy their home.

Racing back to the surface, Naima knew she had to act. With the help of marine activists, scientists and even skeptical government officials, she presented her findings, a language of song that connected all marine life. The evidence was undeniable.

The mining project was halted, and Naima became the first human to translate the ocean's ancient song. But she knew this was just the beginning, the sea had many more secrets to share, if only people were willing to listen.

And so, every night, as the waves whispered to the shore, Naima listened in return, because the ocean had a voice and now, the world was finally hearing it.

Questions

11. What was Naima's dream?
 - A. To become the first human to live underwater.
 - B. To understand the language of the sea.
 - C. To train dolphins for rescue missions.
 - D. To discover a new species of fish.
12. What was the mysterious sound that Naima kept hearing?
 - A. The cries of a lost mermaid.
 - B. The call of an undiscovered sea monster.
 - C. A melodic hum known as the "Song of the Deep".
 - D. The echoes of underwater earthquakes.
13. What did Naima discover about the glowing, translucent whales?
 - A. They were communicating through song and sending a warning.
 - B. They were leading her to a hidden treasure.
 - C. They were the last of their kind, searching for a new home.
 - D. They were aggressive creatures protecting their territory.
14. What threat did the whales' song reveal?
 - A. A tsunami approaching the coastline.
 - B. A deep-sea mining operation destroying their habitat.
 - C. A giant predator hunting marine life.
 - D. A growing pollution crisis in the ocean.
15. What was the main lesson from Naima's discovery?
 - A. The ocean has a voice, and humans must learn to listen.
 - B. Marine animals can only communicate with each other, not humans.
 - C. The ocean's mysteries should remain undiscovered.
 - D. Science can explain all oceanic phenomena without the need for legends.

Read the passage below and answer questions 16 - 20.

Adventuring was not just a hobby for Myra. It was also her passion. On this day she toured her dream place. The scent of fresh sea air filled Myra's lungs as she stepped off the boat onto the sun-drenched shores of the coast. Whitewashed houses with blue-domed roofs lined the cliffs, overlooking the sapphire waters of the Sea. She had seen pictures before, but nothing compared to standing in the heart of a place where history, culture and natural beauty intertwined so effortlessly.

As she wandered through the narrow cobblestone streets, the laughter of locals echoed through the alleys. She stopped at a small cafe, where an elderly woman served her a warm slice of cake dripping with honey. "Welcome to our island," the woman said with a smile, as if Myra was a long-lost friend.

In that moment, she realised that tourism wasn't just about visiting new places, it was about experiencing the soul of a destination, embracing its people, traditions and stories. The world was vast, filled with wonders waiting to be explored and Myra knew this was only the beginning of her journey.

Questions

16. Where does Myra travel to in the passage?
 - A. Lake Victoria
 - B. The museum
 - C. Maasai Mara
 - D. The Coastal region
17. What colour are the rooftops of the houses in the area she toured?
 - A. Red
 - B. Yellow
 - C. Blue
 - D. Green
18. What dessert does Myra enjoy at the cafe?
 - A. Tiramisu
 - B. Cake
 - C. Churros
 - D. Cheesecake
19. What does Myra realise about tourism?
 - A. It is only about taking pictures of famous places.
 - B. It is about experiencing the soul of a destination, its people and traditions.
 - C. It is mainly for relaxation and luxury.
 - D. It is only for those who can afford expensive trips.
20. What does the elderly woman do when Myra visits the cafe?
 - A. Asks Myra to leave because she is a tourist.
 - B. Teaches Myra how to cook Greek food.
 - C. Serves her a slice of cake and welcomes her warmly.
 - D. Tells Myra a legend about Santorini's history.

Read the conversation below and answer questions 21- 25

Sarah: Hey, Alex! I just finished my citizenship interview today. I'm so nervous about the results!

Alex: That's exciting, Sarah! I'm sure you did great. But why did you decide to become a citizen?

Sarah: Well, I've lived here for years, and I want to fully belong. Citizenship isn't just about a passport. It's about having a voice, like voting and contributing to the community.

Alex: That makes sense. My grandparents became citizens after moving here and they always say it changed their lives.

Sarah: Exactly! It's more than a legal status; it's about being part of something bigger.

Alex: So, if you get approved, what's the first thing you'll do as a new citizen?

Sarah: Vote in the next election, of course! And maybe celebrate with some cake.

Alex: Now that's a good plan. I'll bring the balloons!

Questions

21. Why is Sarah nervous at the beginning of the conversation?
- She lost her passport.
 - She just finished her citizenship interview.
 - She has to give a speech about citizenship.
 - She is moving to another country.
22. Why does Sarah want to become a citizen?
- To travel freely to other countries.
 - To fully belong and have the right to vote.
 - To avoid paying taxes.
 - To get a new job.
23. What did Alex's grandparents say about becoming citizens?
- It made no difference in their lives.
 - It was a complicated process.
 - It changed their lives.
 - It was unnecessary.
24. What is the first thing Sarah wants to do if she becomes a citizen?
- Travel the world.
 - Vote in the next election.
 - Apply for a new job.
 - Move to another city.
25. How does Alex plan to celebrate with Sarah?
- By throwing a surprise party.
 - By cooking a special meal.
 - By bringing balloons.
 - By giving her a book about citizenship.

TASK 2: FILLING GAPS

Read the passage below and choose the best word to fill each blank for questions 26–35.

Many young people dream of becoming successful in life. However, success does not come without26..... It requires discipline, focus and the27.....to keep going even when things get tough. One must develop good habits and avoid bad28.....that waste time.

Education plays a vital role in shaping a person's29..... Learners should take every opportunity to gain knowledge, ask questions and30..... help when needed. Some students ignore their studies and instead spend their time on31.....activities that don't add value to their lives.

Another challenge among the youth is peer pressure. Many are forced to do things just to32..... in with their friends. It's important to have the courage to say "no" and33.....true to your values. Parents and teachers must also play their part by offering proper34.....and support.

In the end, success depends largely on the choices one makes and the35.....one puts into achieving their goals.

- | | | | |
|------------------|----------------|---------------|---------------|
| 26. A. knowledge | B. sacrifice | C. effort | D. plan |
| 27. A. ability | B. advice | C. success | D. example |
| 28. A. hobbies | B. groups | C. influences | D. habits |
| 29. A. strength | B. behaviour | C. future | D. attitude |
| 30. A. request | B. seek | C. speak | D. learn |
| 31. A. dangerous | B. unnecessary | C. useful | D. simple |
| 32. A. grow | B. talk | C. fit | D. fall |
| 33. A. remain | B. tell | C. speak | D. go |
| 34. A. money | B. warning | C. guidance | D. discipline |
| 35. A. goal | B. effort | C. promise | D. time |

TASK 3: GRAMMAR

For questions 36 and 37, choose the correct question tag to complete the sentences.

36. She never eats snacks during break time, ____
A. does she?
B. didn't she?
C. will she?
D. does he?
37. We must report any strange activities, ____
A. must we?
B. mustn't we?
C. don't we?
D. shall we?

For questions 38 - 40, select the alternative that correctly completes the sentence given.

38. The new student _____ the topic confidently.
A. spoke
B. spoken
C. speaking
D. speaking
39. The children were taught how to _____ fire in case of an emergency.
A. put out
B. blow out
C. switch off
D. set out
40. They saw a _____ snake in the garden.
A. black, long, poisonous
B. long, poisonous, black
C. poisonous, long, black
D. poisonous, black, long

For questions 41 and 42, choose the opposite of the underlined word(s) in each sentence.

41. The students were very disciplined during the trip.
A. disobedient
B. careless
C. rude
D. loud
42. The task was complicated for most of the pupils.
A. interesting
B. confusing
C. simple
D. difficult

Read the story below and answer questions 43 to 45.

Five learners; Brian, Emily, Ahmed, Naomi and Felix are members of a school club. Emily and Naomi participate in drama and debate. Brian and Ahmed take part in debate and music. Felix is only active in sports. Naomi and Brian are the only ones who attend science club. Emily and Ahmed are involved in art. All learners except Felix take part in at least two activities.

43. Which two learners are in both debate and music?
A. Ahmed and Brian
B. Brian and Emily
C. Naomi and Brian
D. Felix and Ahmed

44. The activity that is least popular among the learners is
A. Art
B. Sports
C. Science Club
D. Music.
45. Which of the following statement is not true according to the information?
A. Naomi takes part in three activities.
B. Emily and Ahmed share a common interest in art.
C. Only Felix participates in sports.
D. Brian and Felix are in the same number of activities.

For questions 46–50, choose the best alternative to complete each sentence correctly.

46. Neither the teacher nor the pupils _____ late for the lesson yesterday.
A. is
B. were
C. are
D. was
47. The _____ of judges passed a law on illegal drugs.
A. band
B. brood
C. bench
D. pack
48. If he had studied harder, he _____ the top position.
A. would take
B. will have taken
C. would have taken
D. could take
49. This is the girl _____ won the storytelling contest.
A. who
B. which
C. whose
D. whom
50. The visitors arrived _____ the rain had started.
A. during
B. when
C. after
D. before

JUNIOR SCHOOL ASSESSMENT — GRADE 9 ENGLISH PAPER 2 —

TIME: 1 hr 30 min
Learner's name: **Grade:**

School Name: **Assessment No:**

Signature/Initial: **Date:**

INSTRUCTIONS FOR LEARNERS

1. Write down your **name, name of your school, assessment no and grade** in the spaces provided above.
2. **Sign and write the date** of the assessment in the spaces provided.
3. This question paper consists of 5 questions.
4. Answer **ALL** the questions in the spaces provided in this question paper.
5. For each of the questions in Section A, write the correct answer in the spaces provided.
6. This paper consists of 8 printed pages.
7. Ensure you check the question paper to ascertain that **all the pages are printed** and that no questions are missing.

Score Grid				
Task	Section	Maximum Score	Learner's Score	Performance Level
Task 1	Writing	15		
Task 2	Oral literature	10		
Task 3	Poetry	5		
Task 4	Play	10		
Task 5	Novella	10		
Total		50		

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE (10 mks)

Read the passage below and answer questions that follow.

Once upon a time, deep in the heart of the jungle, there lived a clever monkey and a quiet, observant chameleon. The monkey was always jumping from tree to tree, laughing, playing tricks and talking about how fast and smart he was. The chameleon, on the other hand, moved slowly, blending into his surroundings, watching and listening.

One day, the monkey saw the chameleon resting on a branch and laughed. "Chameleon, why are you always so slow? Life is about speed and excitement! If you don't move fast, you'll miss all the fun!"

The chameleon smiled and said, "Speed is useful, but wisdom and patience are even greater."

The monkey laughed louder. "Wisdom? Patience? Those won't help when danger comes! Watch me, I can escape anything with my speed!"

Just then, a hunter entered the jungle, carrying a net. The monkey, full of confidence, leaped from tree to tree, showing off. But the hunter was clever, he set a trap with a pile of ripe bananas. The monkey, tempted by the sweet smell, rushed towards it. As soon as he grabbed a banana, the net sprang up, trapping him!

The monkey screamed and struggled, but the more he moved, the tighter the net became. The chameleon, hidden on a tree trunk, observed everything. Slowly, he changed his colour to match the leaves and crawled near the trap. The hunter, unable to see the chameleon, walked away for a moment. Seizing the chance, the chameleon used his sharp little claws to cut a small hole in the net. The monkey squeezed through and quickly climbed to safety.

Out of breath and humbled, the monkey said, "Chameleon, I see now that wisdom and patience are just as important as speed. I laughed at you, but today, you saved me. Thank you!"

The chameleon simply smiled and said, "Every creature has its strengths. The wise one knows when to use them."

From that day on, the monkey and the chameleon became great friends. The monkey still jumped and played, but he also learned to think before acting. The chameleon remained as wise and patient as ever. And so, they lived in harmony, each respecting the other's strengths.

Questions

1. Why did the monkey laugh at the chameleon?

(1 mark)

.....

2. What was the hunter's plan to trap the monkey?

(1 mark)

.....

3. Mention two character traits of the monkey.

(2 marks)

.....

.....

4. How did the chameleon help the monkey to escape?

.....
.....

(2 marks)

5. What lesson did the monkey learn from the chameleon?

.....
.....

(2 marks)

6. What did the chameleon say about every creature's strength?

.....
.....

TASK 3: POETRY (5 marks)

Read the poem below and answer the questions that follow.

She whispers in the rustling leaves,
A gentle song upon the breeze.
Her rivers dance, her mountains rise,
Beneath the ever-changing skies.

She paints the dawn in hues so bright,
And scatters stars to grace the night.
Her hands weave forests, vast and deep,
Where creatures stir and secrets sleep.

The flowers bloom, the seasons turn,
The golden sun and moonlight burn.
She nurtures all with tender grace,
A timeless love, a warm embrace.

But heed her voice, both fierce and wise,
For storms may rage when balance dies.
Yet in her heart, a hope remains,
That we will heal, and break our chains.

Questions

1. What does Mother Nature whisper in the poem?

(1 mark)

.....

2. What does Mother Nature use to paint the dawn?

.....
.....

(1 mark)

3. How many stanzas are in the poem?

.....
.....

(2 marks)

4. State two pairs of rhyming words from the poem above.

.....
.....

TASK 4: PLAY (10 marks)

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

Mwende: I've worked with computers a lot in the city, but things are different here. I'm not sure if my skills will be useful.

Ms. Akoth: (*Encouragingly.*) Don't worry, Mwende. Technology is adaptable, and your experience will be invaluable. You'll see how your skills can be applied in different environments. How about joining Lobawoi and Wambui's team? They could use your expertise, especially with coding and app development.

(Mwende hesitates, then nods and walks over to Lobawoi and Wambui, who smile and make space for her.)

Lobawoi: (*Smiling.*) Welcome, Mwende. We're trying to build an app to teach people about planting trees. Your coding skills will be really helpful. By joining our skills together, we'll come up with the best app that will make a difference in the community around us. Don't be fearful. We will work closely together.

Wambui: Yes, and we're hoping to use some mapping features. Have you ever worked with maps before?

Mwende: (*Sitting down.*) Yes, I have. In the city, we used GPS features for delivery apps. I think we could adapt something similar for rural areas, maybe using coordinates.

(The scene ends with the students excitedly discussing their projects as Ms. Akoth walks around, offering guidance and encouragement.)

Curtains.

Questions

1. Why does Mwende feel unsure about her skills being useful?

(2 marks)

.....
.....

2. What project are Lobawoi and Wambui working on? (2 marks)

.....
.....

3. Ms. Akoth is encouraging. How is this seen from her conversation with Mwende? (2 marks)

.....
.....

4. How does Mwende suggest adapting mapping features for rural areas? (2 marks)

.....
.....

5. What is the mood at the end of the scene? (2 marks)

.....
.....

TASK 5: NOVELLA (10mks)

Below is an excerpt from a story. Read it and use it to answer the questions that follow.

Adebisi was enjoying herself to the maximum, trying some funky moves to go with the Christian tunes. She seemed to have conveniently forgotten that she was in the pastor's home. The way she was gyrating, one would have been forgiven to think she was in a night club.

Only a single bulb (at the end of a long cord connected to the main house) illuminated the high table, which meant that some parts of the compound were in partial darkness. From where she was, close to the high table, Sylene could see some of the guest hugging and squeezing as they danced closely. "Was that still Christian?" She wondered.

Her mother would have banished her to the Kalahari as she tried some of the moves she was seeing, even when alone in the house.

Then she looked more keenly. Were some dancers high on something? The dancing and holding didn't look very sober. She thought she saw one young man stagger and step on other people's toes.

Questions

1. What made Sylene question whether the dancing was still Christian? (2 marks)

.....
.....

2. Explain 2 character traits of Adebisi.

.....

.....

.....

.....

(2 marks)

3. Explain the mood in the set.

.....

.....

(2 marks)

4. Where is the scene set?

.....

.....

SIGNAL CBE ASSESSMENT

KJSEA 902/1

JUNIOR SCHOOL ASSESSMENT

— GREDI YA 9 KISWAHILI KARATASI YA 1 —

MUDA: SAA 1 DAK 30

Jina la mwanafunzi: **Gredi:**

Jina la shule: **Nambari :**

Sahihi: **Tarehe:**

MAAGIZO KWA WATAHINIWA

1. Andika **Jina lako, Jina la shule yako, Nambari yako** ya Mtihani na **Gredi yako** katika nafasi zilizoachwa.
2. Tia sahihi na uandike tarehe ya siku ya kufanya mtihani katika nafasi ulizoachiwa.
3. Kijitabu hiki kina **Sehemu 3**. Kila sehemu ina maagizo yake tofauti. Jibu kila sehemu kulingana na maagizo uliyopewa.
4. Jibu maswali yote kwenye nafasi zilizoachwa.
5. Kwa kila swali, 1 – 50 umepewa majibu manne, **A, B, C, D**. Chagua jibu sahihi.
6. Onyesha jibu sahihi kwa kuchora kistari katika kisanduku chenye herufi uliyochagua kuwa jibu sahihi.

Mfano:

Katika kijitabu cha maswali:

20. Damu, unga, chumvi na mchanga ni nomino za.....

- [A] wingi
- [B] dhahania
- [C] kawaida
- [D] jamii.

7. Kijitabu hiki cha maswali kina kurasa 8 zilizopigwa chapa.
8. Hakikisha kuwa kurasa zote zipo na maswali yapo ipasavyo.

KWA MATUMIZI YA MTAHINI PEKEE

JEDWALI LA ALAMA

Zoezi	Mada	Alama za Jumla	Alama za wanafuzni	Upeo
Sehemu ya A	Kusoma Ufahamu	25		
Sehemu ya B	Kujaza pengo	10		
Sehemu ya C	Sarufi	15		
Jumla		50		

KIWANGO	K.Z (4)	K.F(3)	K.K (2)	M.B (1)

SEHEMU A: KUSOMA UFAHAMU (alama 25)

Soma kifungu kifuatacho kisha ujibu swali la 1-6

Ni furaha ya kila mzazi kuona watoto wake wakipata elimu ya kufana itakayowawezesha kufaulu katika maisha yao. Hivyo basi wao hutumia fedha nyingi kuwalipia karo katika shule nzuri ili waweze kunufaika kimasomo. Shule nyingi za kibinafsi na za serikali zimejaa kote katika juhudi za kukimu mahitaji ya idadi kubwa ya wanafunzi.

Elimu bandia imeanza kujipenyeza katika sekta hii muhimu. Utapata kuna baadhi ya watu ambao wanachukulia sekta hii kuwa ni biashara na mahali pa kujitajirisha kwa kasi. Wanaanzisha shule au taasisi za elimu bila kuzingatia na kufuatilia utaratibu uliowekwa. Hivi majuzi kumekuwa na tetesi ambapo baadhi ya shahada zitolewazo na chuo kimoja kikuu ziliharamishwa na serikali. Wazazi waliokuwa wametumia maelfu ya pesa kuwaelimisha wanao walizubaa wasijue la kufanya.

Moja kati ya majukumu ya elimu ni kuhakikisha kuwa wanafunzi watakuwa watu wa kutegemewa katika siku za usoni. Ingawa taasisi zetu za elimu zinatoa mafunzo kuhusu njia mwafaka za ukulima, ni kinaya kuona kwamba wananchi wetu bado wanapigana na tatizo la njaa. Hata wale wanaofuzu, wanapuuza na kuendelea na mitindo ya zamani ya ukulima na iliyopitwa na wakati. Hii inatokana na imani potovu kuwa elimu ni ya kupita mtihani wala sio kuwawezesha kufaulu katika maisha yao ya baadaye.

Ni aibu kubwa kuwaona wanafunzi wamefuzu kutoka vyuo vikuu lakini wapatiwapo kazi kama ya udaktari ama uhandisi wanalemewa kuifanya ama wanafanya kazi mbaya. Jambo kama hili husababisha matatizo makubwa kwa wale wanaowahudumia. Fikiria, kwa mfano, iwapo daktari atashindwa kufanya kazi yake, licha ya kufuzu vizuri, mgonjwa atapata afueni na suluhisho kutoka wapi?

Elimu inafaa kuwafunza watu adabu na kuwafanya wawe wa kutegemewa siku za usoni. Hata hivyo, si mara moja ambapo tumeshuhudia wanafunzi wetu wakiwa na tabia zisizotamanika baada ya kumaliza shule. Hii ndiyo sababu katika miji yetu utapata kuna makahaba, majangili na watumizi sugu wa dawa za kulevywa waliosoma na hata kufuzu kutoka vyuo vikuu.

Maswali

1. Yape makala uliyoyasoma kichwa mwafaka.
 - A. Elimu.
 - B. Wizara ya elimu
 - C. Changamoto katika sekta ya elimu.
 - D. Umuhimu wa elimu maishani mwa binadamu.
2. Jambo ambalo linawafanya wazazi kuthamini elimu ni kuwa huwawezesha watoto wao
 - A. kunufaika katika elimu
 - B. kufaulu katika maisha yao
 - C. kujua jinsi ya kuishi katika ulimwengu wa sasa
 - D. kujua matatizo yanayowakumba.
3. Elimu bandia imejitokeza vipi katika sekta ya elimu?
 - A. Kuchukua hongo ili kuwapa wanafunzi nafasi katika chuo.
 - B. Serikali kuwasajili wanafunzi wachache shuleni.
 - C. Kuanzisha taasisi za elimu bila kuzingatia utaratibu uliowekwa.
 - D. Wanafunzi kujiingiza katika wizi wa mitihani.
4. Imani potovu ambayo hujitokeza kuhusu elimu kwa wanafunzi ni kuwa
 - A. kuna baadhi ya shule ambazo zinawapa wanafunzi wao cheti bandia
 - B. elimu ni ya kupita mtihani wala sio kuwawezesha kufaulu mtihani
 - C. elimu inaweza kutolewa na walimu pekee shuleni
 - D. elimu katika shule za kibinafsi ni bora kuliko shule za serikali.
5. Ni kinaya kipi kinachohusiana na suala la elimu kinajitokeza kutoka kwenye kifungu hiki?
 - A. Kuwa elimu inatawaliwa katika baadhi ya taasisi tu.
 - B. Kuwa baadhi ya shahada zitolewazo na chuo kikuu kimoja ziliharamishwa na serikali.
 - C. Kuwa mwanafunzi asiyefuzu vizuri hatabarikiwa maishani mwake.
 - D. Wananchi bado wanapigana na tatizo la njaa hata baada ya kupata elimu ya ukulima.

6. Sababu inayopelekea kuwepo kwa waraibu wa dawa za kulevywa na utovu wa usalama licha ya watu kupata elimu ni ipi?
- Ni hatua ya maisha ya wanafunzi wanapokuwa shuleni.
 - Matumizi ya mihadarati kuonekana kama jambo la kuleta raha miongoni mwa wanafunzi.
 - Kupuuzwa elimu wanayopata shuleni kuhusu elimu.
 - Wingi wa dawa za kulevywa nchini na ongezeko la umaskini.

Soma kifungu kifuatacho kisha ujibu swali la 7 hadi 12.

Kuku na mwewe walikuwa masahibu wa kufa kuzikana. Waliishi pamoja kwa miaka na mikaka. Walishirikiana na kusaidiana kwa lolote lilipotokea, la majonzi na furaha.

Kila mmoja wao alikuwa na bidii ya mchwa walipofanya kazi. Waligawanya kazi mbalimbali na kuzifanya bega kwa bega. Kazi ya mwewe ilikuwa kutafuta chakula chao cha kila siku naye kuku alikuwa na wajibu wa kuwalinda watoto wao. Alihitajika kuwapa chakula cha kutosha na kuhakikisha walitulia. Kuku pia alihitajika kuwaamsha wengine kulipokucha.

Siku moja, kuku na mwewe walialikwa katika karamu fulani na ndege wenzao. Walitarajia kwenda karamuni pamoja na watoto wao. Mwewe aliandaa wanawe na kuhakikisha kuwa walikuwa tayari kwa karamu hiyo kubwa. Katika harakati za maandalizi, Kuku naye aligundua kuwa vifaranga wake walikuwa na kucha ndefu zilizoonekana mbaya. Aliamua kumwomba mwewe wembe, "tafadhali nipe wembe nkatie kucha wanangu."

"Haya chukua. Hakikisha umeurejesha, la sivyo..." Alipoupokea wembe, alimshukuru rafikiye kisha akaanza kukata kucha za vifaranga wake. Alikata kucha za vifaranga watatu vizuri lakini alipokuwa akishughulikia wa nne, wembe ulimponyoka na kuanguka. Alijisemea kwa masikitiko, "Ole wangu mie, wembe wa mwewe nitaupata wapi?" Mwewe alipomaliza kujitayarisha alimwita kuku waende karamuni.

Kuku, aliyekuwa na wasiwasi, alikataa kwenda huku akisingizia maumivu mwilini. Mwewe aliwachukua wanawe na kujiendea karamuni. Baada ya mwewe kuondoka, kuku alirudi nje na kuanza kuchakurachakura chini mahali alikuwa akiwakatia vifaranga wake kucha. Alitafuta hadi machweo bila kufua dafu. Mwenye wembe aliporudi alimuuliza, "kulikoni ndugu kuku?"

"Ah, eh, wembe, wajua wembe wako u u u..."

"Wembe umefanya nini? Isije kuwa umeupoteza!"

"Kwa kweli ndio ume...potea"

"Aka! Hujui wewe huo wembe ni mmoja kama roho. Lazima nitwae fidia. Nitawala vifaranga wako mmoja mmoja hadi unipee wembe wangu."

Tangu siku hiyo, kuku huchakurachakura chini akitafuta wembe wa mwewe naye mwewe huruka juu akiwawinda vifaranga wa kuku.

Maswali:

7. Kuku na mwewe walishirikiana vipi?
- Kutafuta chakula cha wanao.
 - Katika lolote lilipotokea katika majonzi na furaha.
 - Kusaidiana kuwakatia wanao kucha.
 - Kuchakura mchangani kutafuta wembe.
8. Kulingana na kifungu, kazi ya mwewe ilikuwa gani?
- Kuwala vifaranga wa kuku hadi atakaporudisha wembe.
 - Kumsaidia kuku na wembe wake.
 - Kuwalinda watoto wao.
 - Kutafuta chakula chao cha kila siku.
9. Unafikiri ni kwa nini mwewe alimpa kuku tahadhari kuhusu wembe wake?
- Ili apate nafasi ya kuwakamata na kuwala vifaranga.
 - Ili wawe nadhifu wakihudhuria karamu.
 - Ili asije akapoteza wembe huo kwa sababu ulikuwa mmoja tu.
 - Ili waendeleo kuwa marafiki.

10. Je, unadhani mwewe na kuku walikuwa marafiki wa dhata? Kwa nini?
- Ndiyo, walisaidiana katika kila hali.
 - Ndiyo, mwewe alimsaidia kuku wembe wake.
 - La, ila walisaidiana katika hali za furaha na majonzi.
 - La, kuku alipoupoteza wembe wa mwewe ikawa mwanzo wa mwewe kuwala vifaranga wa kuku.
11. Kuku alipoambiwa ahudhurie karamu alisema nini?
- Alikataa na kusingizia kuwa alikuwa na maumivu mwilini.
 - Alisema anatafuta wembe aliyopewa na mwewe.
 - Alisema hakuwa amealikwa katika karamu.
 - Alisema atabaki awachunge watoto wake.
12. Hadithi hii inatufundisha nini?
- Tusiwape rafiki zetu vitu vyetu ambao watapoteza.
 - Tuwe marafiki wa kweli kwa wenzetu ambao tunadai kuwa ni rafiki zetu.
 - Kuwa kuku na mwewe ni ndege
 - Tufanye juhudi za kuhudhuria karamu ambazo tumealikwa

Soma kifungu kifuatacho kisha ujibu maswali 13-17.

“Asante baba, asante mama,” akasema Amani jioni moja baada ya chajio. “Sijui ilitokeaje kukawa na watu wanaoathamini binadamu wenye mahitaji maalumu katika jamii hii. Sitawauliza mlichofanya kunikinga na hukumu ya ukoo ya kuniangamiza; hayo mtakuja kunihadithia siku moja. Ila nataka mjue kwamba kuishi na ulemavu wa aina yoyote ile kuna dhiki kuu.

Niliyokabiliwa nayo baada ya uamuzi wenu wa kunipeleka shuleni hayawezi kutoshea hata chapisho la kurasa elfu. Si kudhihakiwa na miale ya jua; ngozi yangu inashindwa kuuhimili ukali wake, si kutengwa na marika, si kulazimika kusoma hati za kawaida hadi pale serikali ilipoanzisha sera ya kuhakikisha kwamba matini zote za kiusomi zimeandikwa pia kwa hati ambazo zinaweza kusomwa na wenye changamoto kama yangu, si kubaguliwa kazini....” Amani alitua, akawatazama wazazi wake kama anayetaka kuona taathira ya maneno yake kisha akaendelea.

“Msinione kama aliyekosa hisani, ila nataka niwaambie kwamba hata uamuzi wenu wa kunitafutia mlinzi kuandamana nami hadi shuleni ulinitia kwenye ngome zaidi. Nilijihisi kama niliyedhulumiwa zaidi katika kule kulindwa! Najua mlikuwa mnachelea kwamba ningekuwa window rahisi kwa walanguzi wa binadamu ambao wanaamini kwamba viungo vyetu sisi ni dawa ya kutibu ndwele mbalimbali. Hata hivyo, katika kipindi chote hicho nilitamani kwamba mngenifunza mbinu za kujilinda mimi binafsi. Amini usiamini hata nilitamani kwamba ningetekwa nyara, nijadiliane na watesi wangu kuliko kupokwa nafasi ya kubuni mikakati ya kujihakikishia usalama”.

“Mwanangu Amani,” alisema mume wangu, “binadamu hawi jagina kwa kuzifuata tamaduni za jamii yake bila kuzichunguza. Haidhuru kwamba ilichukua muda kuyang'amua haya. La muhimu ni kwamba umeweza kuishi kama ndugu zako”. Nilimtazama mume wangu kwa macho yaliyokuwa yamepofushwa na dimbwi la machozi. Moyo uliituma akili yangu kurudi nyuma kule -e-e-e- kwenye miereka ya baada ya kuzaliwa kwa Amani. Asubuhi hiyo ya kipupwe nilishika ujia ulioelekea kwenye msitu uliokuwa karibu na boma la Mzee Kifarua, baba mkwe wangu; mgongoni nimeifungia mbeleko ambayo ilikisitiri kitoto changu. Nilitamani nyuma, nikaiona nyumba ambayo mimi na mume wangu tulikuwa tumechanga pesa kujenga.

Maswali

13. Kwa nini Amani aliwashukuru wazazi wake?
- Ilitarajiwa kwa kuwa walikuwa wazazi wake.
 - Walimlea kwa maadili mema.
 - Walimkinga na hukumu ya ukoo kwa kumpeleka shuleni.
 - Hawakumwadhibu alipofanya kosa.
14. Baadhi ya changamoto ambazo Amani alizipitia baada ya kupeleka shuleni ni zipi?
- Kubaguliwa kazini.
 - Kulazimika kusoma hati za kawaida.
 - Kuchapwa na wanafunzi wenzake.
 - Kuchekwa na wanafunzi wenzake kwa sababu ya ulemavu.

15. Wazazi wa Amani walimsaidia vipi binti yao kupambana na changamoto za pale shuleni?
- Walimweleza mwalimu mkuu changamoto za pale shuleni.
 - Waliwaadhibu wanafunzi ambao walimtishia binti yao.
 - Walimtafutia mlinzi wa kuandamana naye hadi shuleni.
 - Waliandamana naye kila siku kumpeleka shuleni.
16. Kwa nini walanguzi wa binadamu walipenda kuwalangua watu ambao walikuwa na ulemavu kama Amani?
- Waliamini kwamba viungo vyao ni dawa ya kutibia magonjwa mbali mbali.
 - Ilikuwa rahisi sana kuwateka nyara.
 - Walionekana dhaifu hivyo wangeuzika virahisi sana.
 - Hawangeweza kutoroka mikononi mwa walanguzi.
17. Neno ndwele limetumika katika hadithi hii kumaanisha nini?
- Mapenzi ya wazazi kwa watoto wao.
 - Walanguzi wa watoto wenye ulemavu.
 - Ugonjwa ambao unaweza kumpata mtu.
 - Changamoto za maisha.

Soma kifungu kifuatacho kisha ujibu maswali 18 hadi 20

Bahati ni mwanamke mwenye mapenzi na jamii, ambaye amejitokea lengo la kuboresha maisha ya watu wa mtaa wa Madongo Poromoko. Mtaa huu umejaa changamoto nyingi, hasa umaskini na ukosefu wa huduma muhimu, lakini Bahati ameamua kutokata tamaa. Alianza kwa kuanzisha miradi ya kijamii kama vile mafunzo ya ufundi kwa vijana, mikopo ya kujenga biashara ndogo ndogo, na warsha za afya kwa wanawake. Lengo lake kuu ni kuwasaidia wakaazi wa Madongo Poromoko kupata fursa bora za kiuchumi na kijamii

Mradi	Lengo	Matokeo
Mafunzo ya Ufundi kwa Vijana.	Kuwapa vijana ujuzi wa kazi za mikono.	Vijana wengi wamepata ajira na kuanzisha biashara zao.
Mikopo ya Biashara Ndogo Ndogo	Kuwasaidia watu kuanzisha biashara	Biashara ndogo zimeongezeka, na wakaazi wengi wamejipatia riziki.
Warsha ya afya kwa wanawake	Kuongeza ufahamu wa afya ya uzazi	Wanawake wamepata elimu bora kuhusu afya yao na familia zao.
Programu za Uwezesaji wa Kijinsia	Kuondoa vikwazo vya kijinsia kwa wanawake	Wanawake sasa wanajivunia usawa na haki zao katika jamii.

Maswali

18. Bahati alikuwa na lengo lipi kwa wakaazi wa eneo la Madongo Poromoko?
- Kuwaelimisha wanawake kuhusu haki zao.
 - Kuanzisha kilimo biashara kwa wakaazi wa eneo lake.
 - Kuwapa wana Madongo Poromoko warsha ya afya.
 - Kuwasaidia wakaazi kupata fursa bora za kiuchumi na kijamii.
19. Tambua matokeo ya shughuli za Bahati katika eneo la Madongo Poromoko.
- Vijana wengi walipata ajira na kuanzisha biashara zao.
 - Aliongeza idadi ya hospitali katika eneo lake.
 - Watoto wengi waliweza kuhudhuria shule.
 - Kilimo kiliendelea kuboreka katika eneo lake.
20. Baadhi ya miradi ambayo Bahati alianzisha ni warsha ya
- kilimo biashara
 - teknolojia kwa vijana
 - afya kwa wanawake
 - madhara ya dawa za kulevya kwa vijana.

Soma kifungu kifuatacho kisha ujibu swali la 21 hadi 25

Mafuta yanayopatikana kwenye fukwe za bahari, moshi wa magari, takataka na bidhaa nyinginezo zinazotupwa hapa na pale ni vichafuzi vya mazingira. Vichafuzi huathiri afya zetu na kuathiri wanyama pamoja na mimea. Wanadamu wanachafua mazingira yao kwa kila aina ya bidhaa mbaya za kikemikali zinazotoka viwandani au kwenye viwanda vya kawi au nguvu.

Kareha na Omondi wanagusia swala hili ambalo linatishia kuangamiza mazingira yetu na vile vile kutishia kuwauwa wanyama wa majini.

Kareha: Hujambo, ndugu Omondi.

Omondi: Sijambo Kareha. Kuna nini la mno? Naona leo umetembea kwenye kitengo chetu kinachoshughulikia mazingira.

Kareha: Ndiyo. Kumekuwa na tetesi kuhusu uchafuzi wa mazingira katika kijiji chetu. Nimechukua hatua hii kwa sababu mimi ni chifu wa kata ndogo ya Jiwakilisheni.

Omondi: Ni muhimu kujua kuwa uchafuzi wa mazingira haukuanza leo. Miaka na miaka iliyopita, viwanda vimekuwa vikitoa mawingu makubwa ya moshi wenye sumu. Hata hivyo, uchafuzi wa mazingira umeongezeka maradufu kutokana na kuongezeka kwa viwanda. Uchafuzi umesambaa ardhini, kwenye anga na majini. Msambao huu unapatikana katika pembe zote za ulimwengu wetu.

Kareha: Je, kuna aina zipi za uchafuzi?

Omondi: Kwanza kuna uchafuzi wa hali ya anga. Huko juu angani kuna tabaka linalojulikana kama ozoni. Tabaka hili huwa ni kama gesi ya oksijeni na linaunda kinga fulani dhidi ya miale ya jua. Miale hiyo ya jua huweza kusababisha saratani ya ngozi inapomfikia binadamu. Hata hivyo, uchafuzi wa mazingira unaelekea kiliathiri tabaka hili. Vilevile, baadhi ya kemikali zinazotumiwa katika friji au jokofu au kwenye mikebe ya marashi ya kupulizia na upakiaji bidhaa, huharibu ukanda huo.

Kareha: (Akionyesha hisia za kusikitika) Unamaanisha kuwa sisi binadamu ndio waharibifu zaidi wa mazingira?

Omondi: (Akitikisa kichwa kuonye ~~ha~~ kukubali) Ndiyo. Isitoshe aina nyingine ya uchafuzi ni ile tunayoweza kuuita uchafuzi wa kiajali. Huu ni uchafuzi ambao hutokea kama ajali, yaani binadamu hatendi kinakusudi.

Kareha: (Akimkatiza usemi Omondi) Mfano mzuri ni meli inayovuja mafuta baharini. mafuta haya hurwaathiri na kuwaua wanyama wanaoishi baharini kama samaki na ndege na hata kuyaharibu mazingira yenyewe.

Omondi: Hapo umegonga ndipo. Vile vile miji mikubwa hukumbwa na uchafuzi mwingine unaohusiana na kuwako kwa idadi kubwa ya magari. Magari haya hutoa moshi unaochanganya gesi ambazo huungana na nyingine zinazoletwa na viwanda vikubwa.

Kareha: (Akieleza kwa mapana) Mchanganyiko huu unapoungana na maji, husababisha mvua ya asidi. Mvua hii huweza kuiua mimea, kuathiri majengo na hata kuwaua wanyama pori ambao huenda wakayatumia maji hayo.

Omondi: Magari hutoa moshi uliochanganyika na madini aina ya risasi ambayo huweza kuathiri siyo tu mazingira bali pia mfumo wa akili wa binadamu.

Kareha: Asante sana mtaalamu kwa kunijua zaidi kuhusu swala hili.

Omondi: Karibu wakati wowote kujuzwa zaidi. (Wanaagana)

Maswali

21. Nini kilichosababisha Kareha kutembelea kitengo cha mazingira?

- A. Alikuwa na maswali kuhusu uchafuzi wa mazingira.
- B. Alikuwa anataka kujua kuhusu viwanda.
- C. Alikuwa na shughuli za kujivinjari.
- D. Alienda kutembelea rafiki yake Omondi.

22. Uchafuzi wa mazingira umeongezeka maradufu kutokana na nini?
 A. Kuongezeka kwa idadi ya watu. B. Kuongezeka kwa viwanda.
 C. Kuongezeka kwa wanyama. D. Kuongezeka kwa mifugo.
23. Ni aina gani ya uchafuzi ambayo inahusisha meli inayovuja mafuta baharini?
 A. Uchafuzi wa kemikali. B. Uchafuzi wa kiajali.
 C. Uchafuzi wa hali ya anga. D. Uchafuzi wa mazingira wa kiviwanda.
24. Tabaka la ozoni linachangia nini?
 A. Kinga dhidi ya miale ya jua. B. Kuongeza mvua ya asidi.
 C. Kuua wanyama pori. D. Kuongeza idadi ya viwanda.
25. Moshi unaotoka kwenye magari ni hatari kwa binadamu kwa sababu gani?
 A. Unachangia kuharibu mazingira ya majini.
 B. Unachangia kwa mvua ya asidi.
 C. Unachangia kuathiri mfumo wa akili wa binadamu.
 D. Unasababisha kuharibu mimea ya majini.

SEHEMU B: KUJAZA MAPENGO (alama 10)

Kifungu kifuatacho kina nafasi 26 hadi 35. Umepewa majibu manne hapo. Chagua jibu mwafaka zaidi kujaza nafasi zilizoachwa

Tangu zamani wazee26Kiswahili waliwakataza wana27 kucheza mchana. Hawakupenda vijana wajizoeshe uvivu kwa kupiga malapa.28 kuwa mwana ambaye hakukanywa29 utiriri huu hangeweza30 yeye mwenyewe na wala hata watu31 Isitoshe nani asiyejua kuwa ajizi32 nyumba ya njaa? Vijana walihimizwa kusaidia33 makazi mbali mbali yanayofanywa majumbani, mashambani na pahali34 palipohisiwa kuwa mtu angalifanyiwa jambo la kumpa riziki. Ndiposa ungesikia wazee wakiwaambia watoto wao, 'ukisimulia hadithi mchana utaota mkia'.35 kwa watu wazima maneno haya yangekuwa masihara, kwa watoto yaliaminika sana kwa hivyo wazazi wapakata mradi wao. Hii ndiyo maana Waswahili wanasimuliana hadithi na kutegeana vitendawili jioni au usiku.

- | | | | |
|-------------------|---------------|---------------|----------------|
| 26. A. wa | B. ya | C. la | D. cha |
| 27. A. cha | B. wao | C. zao | D. lao |
| 28. A. Watasadiki | B. Wanasadiki | C. Walisadiki | D. Wangesadiki |
| 29. A. dhidi ya | B. pamoja na | C. badala ya | D. kama |
| 30. A. kujivaa | B. kutufaa | C. kuwafaa | D. kujifaa |
| 31. A. mwingine | B. wengine | C. nyingine | D. lingine |
| 32. A. li | B. ndiyo | C. siyo | D. ni |
| 33. A. katika | B. kwa | C. kuhusu | D. na |
| 34. A. kokote | B. popote | C. momote | D. kote |
| 35. A. Lakini | B. Isipokuwa | C. Ingawa | D. Pasipo |

SEHEMU C: SARUFI

Kutoka swali la 36-50 chagua jibu mwafaka.

36. Tegua kitendawili kifuatacho.
 Nayatupa mbali lakini hayaondoki nilipo.
 A. Mawe B. Maji
 C. Maneno D. Macho.
37. Andika sentensi ifuatayo katika wakati uliopita hali timilifu.
 Dobi huwapigia watu nguo pasi.
 A. Dobi atakuwa amewapigia watu nguo pasi B. Dobi alikuwa amewapigia watu nguo pasi.
 C. Dobi alipigia watu nguo pasi. D. Dobi amepigia watu nguo pasi.

38. **Onyesha aina ya kivumshi katika sentensi ifuatayo.**

Kiatu chote kimeraruka vibaya.

- A. Kiashiria
C. Cha idadi
B. Kimilikishi
D. Cha pekee

39. **Tambua aina za vitenzi katika sentensi ifuatayo**

Mtoto amekuwa akisoma kwa bidii.

- A. Kitenzi kikuu, kitenzi kishirikishi
C. Kitenzi kisaidizi, kitenzi kikuu
B. Kitenzi kishirikishi, kitenzi kikuu
D. Kitenzi kishirikishi, kitenzi kisaidizi

40. **Geuza sentensi ifuatayo iwe katika hali ya udogo.**

Kiti changu kimevunjika.

- A. Kijijiti langu limevunjika.
C. Kakiti kangu kamevunjika.
B. Jijiti langu limevunjika.
D. Kijiti changu kimevunjika.

41. **Tambua aina za nomino katika sentensi ifuatayo.**

Maji yalimwagika alipokuwa anatoka sokoni kununua korija la maua.

- A. Dhahania, wingi
C. Wingi, makundi
B. Wingi, kitenzi jina
D. Pekee, kitenzi jina

42. **Ipi kati ya sentensi zifuatazo ni sentensi changamano?**

- A. Mtoto ambaye ametoweka ni wa mwalimu.
B. Tunda langu ni chungu.
C. Kamau alifanya bidii masomoni japo hakupita vizuri.
D. Mama anapika wali ilhali baba analima kondeni.

43. **Andika sentensi ifuatayo katika usemi halisi:** Mama alimwita Juma na kutaka kujua namna alivyofaulu kuuzima moto ule.

- A. Mama alimwita Juma, "Utafaulu vipi kuuzima moto ule."
B. "Juma!" Mama aliita, "Ulifaulu vipi kuuzima moto huo?"
C. "Juma!" Mama aliita, "Ulifaulu vipi kuuzima moto ule?"
D. Mama alimwita Juma, "Umefaulu vipi kuuzima moto ule?"

44. **Kanusha:** Wanafunzi husoma kwa bidii.

- A. Wanafunzi wanasoma kwa bidii.
C. Wanafunzi hasomi kwa bidii.
B. Wanafunzi walisoma kwa bidii.
D. Wanafunzi huwa hawasomi kwa bidii.

45. **Ni jawabu lipi linaloonyesha nomino za aina moja pekee?**

- A. Moshi, wito, hasira.
C. Kusoma, kuimba, kurudi.
B. Vumbi, nywele, maziwa.
D. Maisha, maji, maua.

46. **Kamilisha sentensi ifuatayo:** Zito ni kwa jepesi, ni kwa choyo, ni kwa kali.

- A. Karimu, tamu
C. Karimu, uzuri
B. Nzito, simba
D. Peana, chungu

47. **Nomino unyoya ipo katika ngeli gani?**

- A. A-WA
C. I-I
B. I-ZI
D. U-YA

48. **Kamilisha methali ifuatayo:** Pema usipopema ukipema

- A. ni mapema sana
C. si pema tena
B. utafika ukingoni
D. ni raha mustarehe.

49. **Kati ya sentensi zifuatazo, ni ipi inayoonyesha kihusishi cha wakati?**

- A. Baraka alifika shuleni baada ya mwalimu.
C. Amina alitembea mpaka lamu.
B. Mtoto aliokota mpira karibu na mto.
D. Suleimani alikesha usiku kucha.

50. **Msichana vile vile huitwa banati, mvulana vile vile huitwa ghulamu. Maneno kama haya huitwa nini?**

- A. Vitate
C. Vitanza ndimi
B. Vitawe
D. Visawe

**SIGNAL CBE ASSESSMENT
 KJSEA 902/2**

**JUNIOR SCHOOL ASSESSMENT
 – GREDI YA 9 KISWAHILI KARATASI YA 2 –**

MUDA: SAA 1 DAK 30

Jina la mwanafunzi: **Gredi:**

Jina la shule: **Nambari :**

Sahihi: **Tarehe:**

MAAGIZO KWA WATAHINIWA

1. Andika **Jina lako, Jina la shule yako, Nambari yako** ya Mtihani na **Gredi yako** katika nafasi zilizoachwa.
2. Tia sahihi na uandike tarehe ya siku ya kufanya mtihani katika nafasi ulizoachiwa.
3. Kijitabu hiki kina **Sehemu 5**. Kila sehemu ina maagizo yake tofauti. Jibu kila sehemu kulingana na maagizo uliyopewa.
4. Jibu maswali yote kwenye nafasi zilizoachwa.
5. Kijitabu hiki cha maswali kina kurasa **8** zilizopigwa chapa.
6. Hakikisha kuwa kurasa zote zipo na maswali yapo ipasavyo.

KWA MATUMIZI YA MTAHINI PEKEE

JEDWALI LA ALAMA

Zoezi	Mada	Alama za Jumla	Alama za wanafuzni	Upeo
Sehemu A: Zoezi I	Kuandika insha	15		
Sehemu B: Zoezi II	Fasihi simulizi	10		
Zoezi III	Novela	10		
Zoezi IV	Tamthilia	10		
Zoezi V	Ushairi	5		

KIWANGO	K.Z (4)	K.F(3)	K.K (2)	M.B (1)

ZOEZI II: FASIHI SIMULIZI (alama 10)

Soma hadithi ifuatayo kisha ujibu maswali yanayofuata.

Hapo zamani za kale, Nyani na Mamba walikuwa marafiki wa kufa kuzikana. Familia zao zilikuwa karibu mno na watoto wao walipendana kana kwamba walizaliwa familia moja. Mamba aliishi mtoni na alikuwa mvuvi mashuhuri, naye Nyani aliishi msituni ambapo alilima na kuokota matunda. Marafiki hawa walisaidiana kwa hali na mali – Mamba alimletea Nyani samaki naye Nyani alimletea matunda na nafaka. Uhusiano wao ulizidi kuimarika hata pale walipounganishwa na ndoa kati ya watoto wao, jambo lililowafanya kuwa na uhusiano wa undugu wa damu.

Hali ilibadilika wakati msimu wa mapukutiko ulipofika. Bahari ilichafuka na kazi ya Mamba ya uvuvi ikazidi kuwa ngumu. Njaa ilianza kutikisa familia ya Mamba. Mawazo ya ajabu yakaanza kumvaa. Alianza kumwona rafiki yake kama chanzo cha uovu kutokana na njaa. Alijaribu kujinasua kutoka kwa fikra hizo potovu lakini njaa na hasira zilimzidi nguvu. Alianza kumshuku Nyani kuwa alikuwa rafiki wa mdomo tu, ambaye hakuwa na nia ya kweli ya kumsaidia wakati wa shida.

Hatimaye Mamba alikata shauri la kumlaghai Nyani. Alimweleza kuwa baba yake alikuwa mgonjwa na alihitaji kufika kijijini kwa haraka. Nyani aliahidi kumpeleka hadi mashambani kumwona babaye. Kwa kuwa Nyani hangeweza kuogelea, ilibidi apande juu ya Mamba. Walipokuwa katikati ya bahari, Mamba alimweleza nia yake ya kweli – kwamba alitaka moyo wa Nyani ili kuokoa familia yake. Nyani, licha ya hofu, alitumia werevu na kumwambia Mamba kuwa mioyo yao huwa mitini, hivyo walipaswa kurudi mtini.

Waliporudi ufuoni, Nyani alitoroka na hakurudi tena. Mamba alingoja kwa wiki, mwezi na hatimaye mwaka bila mafanikio. Ndipo alipotambua kuwa amepigwa chenga na rafiki yake wa zamani. Tangu siku hiyo, urafiki kati ya Mamba na Nyani ulivunjika kabisa.

Maswali

1. Kulingana na kifungu hiki, Nyani na Mamba walidhihirisha vipi urafiki wao? (alama 2)

.....
.....

2. Ni nini kilichosababisha urafiki wa Mamba na Nyani kuzidi kunawiri zaidi? (alama 2)

.....
.....

3. Kulingana na kifungu hiki, ni nini kilichangia kudorora kwa mahusiano kati ya Mamba na Nyani. Toa hoja mbili. (alama 2)

.....
.....

4. Hadithi hii inasheheni mafunzo kadhaa. Taja na utolee mfano mwafaka baadhi ya mafunzo ambayo yamejitokeza. (alama 2)

.....
.....

5. Je, unadhani nyani na mamba walikuwa marafiki wa dharti kama ilivyoandikwa kwenye kitabu hiki? Tetea hoja yako. (alama 2)

ZOEZI III: NOVELA (alama 10)

Soma makala yafuatayo kisha ujibu maswali yanayofuata.

Kifo cha mama kiliniumiza sana kwa siku nyingi zilizofuata. Nilikuwa kama mgomba kwenye mkungu wa ndizi uliokosa nguzo ya kuuhimili. Nilikeshwa siku nyingi nikimwaza mama yangu. Pia nilimwaza baba japo kidogo. Licha ya yeye kuwa nduli, nilitamani japo siku moja nikutane naye ana kwa ana. Damu ni nzito kuliko maji ati. Nililaani bahati yangu mbaya duniani. Niliona kuwa kwa namna fulani maisha yalinionea. Nilipoona vijana wenzangu pale Gera, nilitamani ningalikuwa wao. Walikuwa wakicheza na kufurahia maisha. Nilitamani maisha yao. Nilijiuliza kwa nini nilizaliwa nchini Doneka. Mbona sikuzaliwa nchini Tereka, Gandua, Yenka au Azania ambako amani ilikuwa imedumu? Kifo cha mama yangu kiliniumiza sana. Sikuwa na matumaini yoyote ya maisha bora. Hata hivyo, kitabu changu, Mshale wa Matumaini, kilibaki kuwa liwazo kwangu. Nilikisoma kila wakati. Kuna sehemu moja katika kitabu hicho iliyonigusa sana kipindi hiki. Ilisema:

“Maisha siku zote yana pandashuka kama ilivyo dunia yenyewe. Dunia ina milima na mabonde, huzuni na furaha, vilio na vicheko, kusheherekea na kuomboleza; mambo haya ni sehemu ya maisha ya kila mwanadamu. Hapana mtu yeyote ambaye atawahi kuyaepuka. Yeyote awezaye kuyaepuka si mwanadamu wa kawaida. Ili kuelewa dunia vilivyo, lazima upitie changamoto zote za dunia kama kufiwa na wapendwa wako, kukataliwa na marafiki wa chanda na pete unaowathamini, kukimbiwa na kudharauliwa; hivyo ndivyo maisha yalivyo...

Maswali

1. Maudhui ni masuala ambayo yanajitokeza katika hadithi. Eleza kwa kutoa mifano mwafaka maudhui mawili ambayo yanajitokeza katika kifungu hiki. (alama 2)

2. Taja kwa kutolea mifano mwafaka aina za mbinu za lugha ambazo zimejitokeza katika kifungu hiki. (alama 2)

3. Eleza mambo ambayo yanamsumbua msimulizi kulingana na kifungu hiki. (alama 2)

4. Mwandishi alikusudia kupitisha ujumbe upi kupitia kwenye kifungu hiki?

(alama 2)

5. Taja sifa za msimulizi ambazo zinajitokeza kwenye kifungu hiki.

(alama 2)

ZOEZI IV: TAMTHILIA (alama 10)

Soma hadithi hii kisha ujibu maswali yanayofuata.

SEHEMU 1

Onyesho la 111

(Mahali palepale. Usiku wa manane. Mishi bado ameketi alipokuwa katika Onyesho la 11 japo sasa anasinzia. Sweta anayofuma inamporyokaponyoka. Mara zinasikika nyayo za mtu anayetembea. Mishi anashikwa na wasiwasi. Mara mlango unabishwa.)

Mishi: Ni nani? *(Mlango unabishwa tena. Mara hii anajibu kwa woga).* Ninauliza, ni nani? *(Hakuna jibu. Badala yake unabishwa tena. Anaonyesha woga mkubwa.)* Kama husemi nitapiga kamsa. Watu wakitoka watakuadhibu. *(Kinaskika kicheko kirefu kutoka nje)*

Mabula: Fungua!

Mishi: *(Anatulia japo amekasirika. Anakwenda kuufungua mlango).* Haki Mabula! Mbona hivyo?

Mabula: *(Anaingia huku akionyesha dalili za kulewa).* Kwani kuna nini?

Mishi: Umenitisha! Karibu roho nitoke!

Mabula: Si wewe uliyeniambia kuwa siwezi kukutisha? Sasa ona, jambo dogo limekutoa kijasho jembamba.

Mishi: Umenishtua sana!

Mabula: Sasa umeona kuwa bado ninaweza kukushtua. Nilitaka tu ufahamu hivyo. *(Huku akiketi)* *Otherwise, kikao cha wazee kimekuwa kizuri.*

Mishi: Kila ukija usiku kama hivi unakuja na habari za "kikao cha wazee". Wanasema panapo wazee hapaharibiki neno lakini hivi vikao vyenu havina hujambo yoyote siku hadi siku. Muda unapotezwa bure tu!

Mabula: Mishi, ona sasa. Mimi hata sijafika nikatulia. Malalamishi kutoka kwako moja kwa moja. Kumbuka ndiyo yaliyonifukuza nyumbani alasiri. Nimeenda kwa wazee wenzangu kujipumba za walau kuona kama siku itapita bila kubwa. Lakini wapi! Umeniandama kama kivuli!

Mishi: Wala sikuandami. Ninauliza tu kwamba natija ya vikao hivyo kwetu ni nini? Kununua maji ni taabu. Kupata cha kupika ni adha. Halafu pesa zinaenda kwenye vilabu!

Maswali

1. Dhamira ni ujumbe wa mwandishi. Eleza ujumbe ambao mwandishi alikusudia kupitisha katika kifungu hiki.

(alama 2)

2. Taja mbinu mbili za lugha zilizotumika katika kifungu hiki huku ukitolea mifano. (alama 2)
-
-
3. Taja sifa za Mabula ambazo zinajitokeza katika kifungu hiki. (alama 2)
-
-
4. Kwa kutolea mifano mwafaka, eleza masuala mawili ambayo yameshughulikiwa katika makala haya. (alama 2)
-
-
5. Eleza umuhimu wa mhusika Mishi katika kifungu hiki. (alama 2)
-
-

ZOEZI V: USHAIRI (alama 5)

Soma shairi lifuatalo kisha ujibu maswali yanayofuata

Usafi ni jambo muhimu, linalofaa kuzingatiwa,
Usitupe taka ovyo, unapotembea njiani,
Tazama palipo jaa, tupa ndani taka zake,
Usafi huwa ni bora, katika sehemu za umma.

Wanafunzi na walimu, hakikisha shule ni safi,
Nyasi ndefu na vichaka, kateni na kuzichoma,
Weka dastibini, kila mahali kusiwe taka,
Likijaa nenda katupe, kule kunakositahili.

Hospitali kwenye wagonjwa, safisha kuwe safi,
Vyumba vyao yiwe safi, kuepusha nzi,
Kipindupindu na homa ya matumbo, huletwa na uchafu,
Usafi sehemu za umma, ni dawa mjarabu.

Kemikali kwenye maziwa, tuepuke kuimwaga,
Huaa viumbe vya majini, hasara tukaipata,
Samaki, dagaa, tilapia, ni mboga majumbani,
Tusimwage uchafu mtoni, maziwa na baharini.

Maswali

(alama 1)

1. Eleza ujumbe ambao mshairi anazungumzia katika shairi hili.

.....

2. Kulingana na mshairi, tunaweza kudumisha usafi vipi tunapokuwa shuleni?

(alama 2)

.....

.....

3. Kwa nini mshairi anasema tusimwage kemikali kwenye maziwa?

(alama 1)

.....

4. Lipe shairi hili kichwa mwafaka.

(alama 1)

.....

SIGNAL CBE ASSESSEMENT
KJSEA 905/1

SIGNAL JUNIOR SCHOOL ASSESSMENT
– GRADE 9 INTEGRATED SCIENCE PAPER 1–

TIME: 1 hr 30 min

Learner's name: **Grade:**

School Name: **Assessment No:**

Signature/Initial: **Date:**

INSTRUCTIONS FOR LEARNERS

1. Write down your name, name of your school, assessment no and grade in the spaces provided above.
2. Sign and write the date of the assessment in the spaces provided.
3. This question paper consists of **TWO** sections: **Section A** and **Section B**
4. Answer **ALL** the questions in the spaces provided in this question paper.
5. For each of the questions 1 – 30 in **Section A**, four answers are given. The answers are lettered **A, B, C** and **D**. In each case, **ONLY ONE** of the four answers is correct.
6. For each question, draw a dark line inside the box of the letter you have chosen.

Example

In the Question Booklet:

10. The human digestive system has various parts that perform different functions. In which one of the following parts of the system does the absorption of water take place?

- [A] Stomach.
- [B] Large intestine.
- [C] Mouth.
- [D] Small intestine.

7. This paper consists of 8 printed pages with 49 questions.
8. Ensure you check the question paper to ascertain that all the pages are printed and that no questions are missing.

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SCORE GRID

Section	Maximum Score	Learner's Score	Performance Level
Section A	30		
Section B	40		
	70		

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

SECTION A: (30 MARKS)

1. Amina, a grade 7 learner came across the following apparatus while in the doing an experiment at the laboratory.



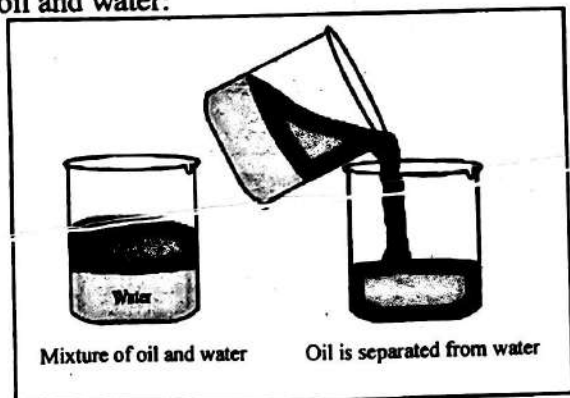
Identify the apparatus being shown.

- A. Crucible
 - B. Tongs
 - C. Pipette
 - D. Desiccator
2. Peter, a grade 7 learner saw the following hazard symbol on a chemical container while in the laboratory.



What does the symbol above mean?

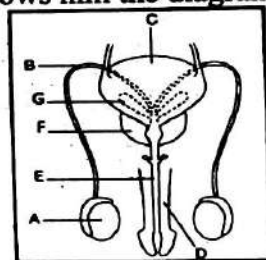
- A. Radioactive substance
 - B. Carcinogenic substance
 - C. Toxic substance
 - D. Flammable substance.
3. A kitchen worker accidentally spills cooking oil into a container of water. To recover the oil, he decided to separate the two liquids. Below is a diagram showing how he separated a mixture of oil and water:



Which method was he using?

- A. Filtration
- B. Decantation
- C. Chromatography
- D. Crystallization

4. You wake up in the morning and need to prepare breakfast. Which of the following electrical appliances would you most likely use to make toast?
- A. Refrigerator
 - B. Toaster
 - C. Washing machine
 - D. Ceiling fan
5. Sarah is sorting out objects in her classroom based on their magnetic properties. She brings a magnet close to different materials. Which of the following objects will be attracted to the magnet?
- A. Wooden ruler
 - B. Plastic bottle
 - C. Steel nail
 - D. Rubber band
6. Mercie's mother uses a magnetic strip to keep kitchen knives in place. Which of the following is another real-life use of magnets?
- A. Holding notes on a refrigerator door.
 - B. Boiling water in a kettle.
 - C. Cutting paper with scissors.
 - D. Measuring temperature with a thermometer.
7. John, a Grade 8 student, is learning about the male reproductive system in his science class. His teacher shows him the diagram below.



Which part of the male reproductive system, labeled in the diagram, is responsible for producing sperms?

- A. A
 - B. B
 - C. C
 - D. D
8. The diagram below shows a type of fire extinguisher.



Which class of fire is it used to put off ?

- A. Class B and E
- B. Class F
- C. Class D
- D. Class A and B

9. Mrs. Wangeci, a grade 8 teacher loves to spray herself with perfume. When she walks into class, the back of the class smells it even when she is at the front. Which movement of particles is responsible for this phenomena?

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

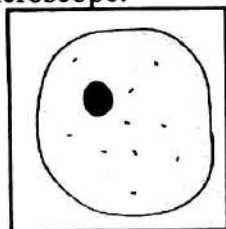
10. Rency, a grade 8 learner was writing down notes on Sexually Transmitted Infections (STIs). She identified a sexually transmitted infection that has the following symptoms.

- (i) *Vaginal discharge with bad odour.*
- (ii) *Penis becomes sore at the tip.*
- (iii) *Urination becomes difficult and painful.*

What STI is likely to be described above?

- A. Gonorrhoea.
- B. Herpes.
- C. Syphilis.
- D. HIV and AIDS.

11. The diagram below, represents a cell as seen under a light microscope.



Which organelle in the diagram above is responsible for controlling cell activities?

- A. Nucleus
- B. Cell wall
- C. Cytoplasm
- D. Vacuole.

12. Mary classified some sources of energy as shown below. Which one did she classify correctly?

	Renewable	Non-renewable
A.	Coal	Solar
B.	Wind	Petroleum
C.	Natural gas	Hydroelectric power
D.	Nuclear energy	Biomass

13. A grade 7 learner came across the experiment below being carried out.



What is the possible conclusion they drew on the relationship?

between area and pressure?

- A. When the surface area is large and the pressure is small the piercing effect increases.
- B. Increase in pressure reduces the surface area.
- C. A small surface area has a greater piercing effect when pressure is increased.
- D. There is no pressure when the surface area is low.

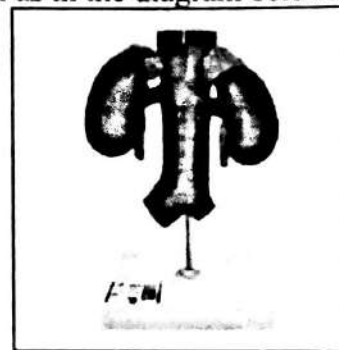
14. A learner observes a specimen under a light microscope using a $\times 10$ eyepiece lens and a $\times 40$ objective lens. What is the total magnification of the specimen?

- A. $\times 400$
- B. $\times 50$
- C. $\times 40$
- D. $\times 100$

15. Which of the following **best** describes the effect of impurities on the boiling and melting points of a substance?

- A. Impurities increase the boiling point and lower the melting point.
- B. Impurities decrease both the boiling point and melting point.
- C. Impurities increase both the boiling point and melting point.
- D. Impurities have no effect on the boiling and melting points of a substance.

16. Grade 9 learners were told the model the following body organ. One of the groups showed their model as in the diagram below.



Identify the body organ they modelled.

- A. Skin
- B. Lungs
- C. Kidney
- D. Heart.

17. On a basic atomic structure where the nucleus contains protons and neutrons, while electrons orbit around the nucleus. Which of the following is **not** a component of an atom?

- A. Proton
- B. Electron
- C. Neutron
- D. Molecule.

18. John is studying atomic structures in his Integrated science class. He learns that each element has a unique property known as the atomic number. What is the atomic number of an element?

- A. The number of protons in an atom.
- B. The number of neutrons in an atom.
- C. The total number of protons and neutrons.
- D. The number of electrons in an atom.

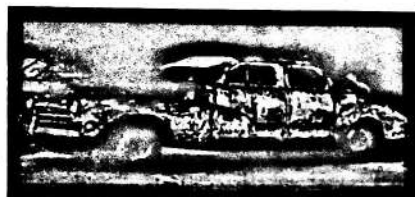
19. Sarah is learning about electron configurations. She knows that the element with atomic number 10 is Neon (Ne). What is the electron arrangement for an element with atomic number 10?

- A. 2. 8
- B. 2. 6
- C. 2. 4. 4
- D. 2. 2. 6

20. Mr. Adams is teaching his class about different properties of metals. Which of the following correctly describes metals?

- A. Poor conductors of electricity.
- B. Brittle.
- C. Malleable and ductile.
- D. Non-lustrous.

21. While taking a walk, Emma saw the car shown below. She was wondering what could have happened to the car.



What is the primary cause of rusting in metals?

- A. Contact with oxygen and water.
- B. High temperature.
- C. Low pH.
- D. Exposure to sunlight.

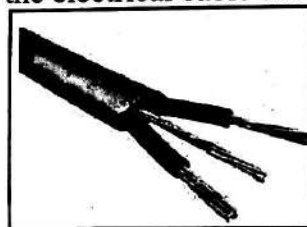
22. During a science fair project, David is investigating ways to prevent rusting on metals. Which of the following is not a method of preventing rusting?

- A. Painting
- B. Galvanization
- C. Heating
- D. Oiling.

23. Which one of the following is the hardest part of a tooth?

- A. Pulp
- B. Dentin
- C. Enamel
- D. Bone

24. Tim is studying the properties of different metals and their uses in everyday objects. He came across the electrical cable shown below.



Which of the following metals is commonly used in making electrical cables?

- A. Iron
- B. Copper
- C. Zinc
- D. Aluminum.

25. Lily is investigating the properties of water in science class. She's trying to understand the difference between hard and soft water. What is the primary difference between hard and soft water?

- A. Hard water forms lather easily with soap.
- B. Soft water leads to pipe blockages.
- C. Soft water contains high mineral content.
- D. Hard water contains dissolved minerals like calcium and magnesium.

26. To help her family reduce the hardness of their water, Rachel is trying to figure out the best way to remove temporary hardness. Which of the following methods is used to remove temporary hardness in water?

- A. Addition of chlorine.
- B. Boiling
- C. Distillation
- D. Filtration

27. Lucas is studying the periodic table and wants to identify which elements are metals and which are non-metals. Which of the following elements is a non-metal?
- Copper
 - Carbon
 - Aluminum
 - Zinc

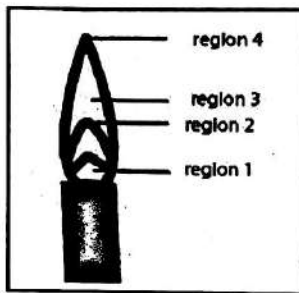
28. Alex is curious about electrons and their behaviour in atoms. He's wondering what charge they carry. What is the charge of an electron?
- Positive
 - Negative
 - Neutral
 - No charge

29. Annet was classifying modes of nutrition in animals, one of them being the saprophytic mode. Among the following, which one depends on that kind of nutrition?
- Lions
 - Vultures
 - Tapeworms
 - Humans

30. Juma mixed a piece of zinc with hydrochloric acid. What happens when a metal reacts with an acid?
- Hydrogen gas is released.
 - Oxygen gas is released.
 - The metal dissolves completely.
 - A neutralization reaction occurs.

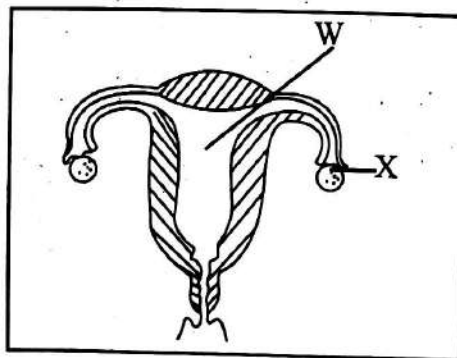
SECTION B: (40 MARKS)

31. Grade 7 learners were learning about the Bunsen burner flame. An image of a Bunsen burner flame is provided with labeled regions.



- (a) Identify the hottest part of the flame. (1 mark)
- (b) Explain why the blue flame is preferred for heating in the laboratory.
..... (1 mark)

32. Sheilah, a grade 8 learner is studying the picture below of the female reproductive system shown below.



- (i) What is the name of the part marked W?..... (1 mark)
- (ii) Identify the process that takes place in the part marked X. (1 mark)

33. Energy exists in different forms in nature and plays a crucial role in our daily lives.

- (a) Mary pushes a swing, and it moves back and forth. Identify the main energy transformations that take place in this motion. (1 mark)

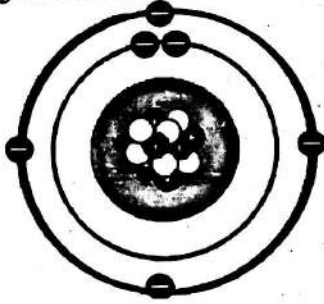
- (b) A battery is used to power a flashlight. Identify the energy changes that occur from the battery to the production of light. (1 mark)

(c) Name one form of energy stored in food and explain how the body uses it.

(2 marks)

.....
.....

34. James is studying atomic structure in class. He observes a model of an atom shown below



(a) Describe the structure of an atom.

(1 mark)

.....

(b) Differentiate between atomic number and mass number.

(2 marks)

.....
.....

(c) Linda is researching elements and their properties. She comes across magnesium. Describe the electron arrangement of an element with atomic number 12.

(1 mark)

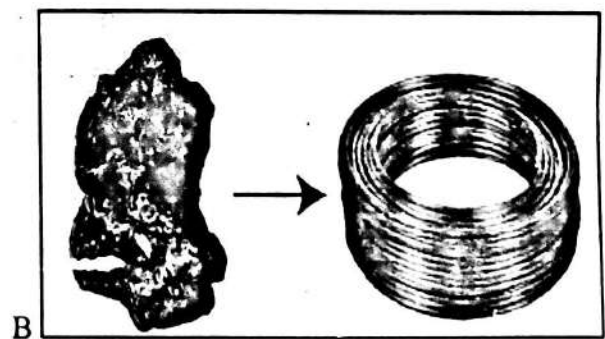
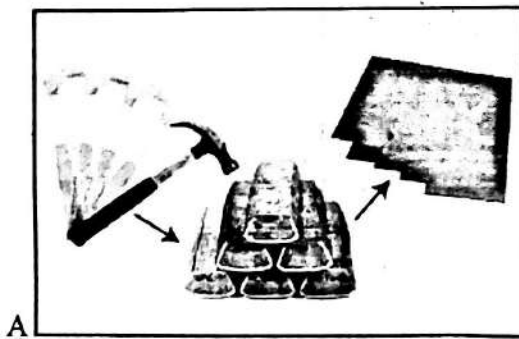
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(d) Explain how electron arrangement determines an element's chemical properties.

(1 mark)

.....

35. Metals and non-metals have different physical properties that determine their uses in various industries as illustrated in the pictures below.



(a) Identify the physical properties of metals shown in the pictures above.

(2 marks)

.....
.....

(b) Explain how metals and non-metals differ in terms of their physical properties.

(1 mark)

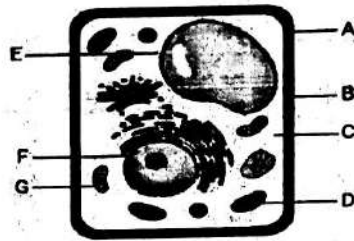
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(c) Give two examples of non-metals and their uses.

(1 mark)

.....

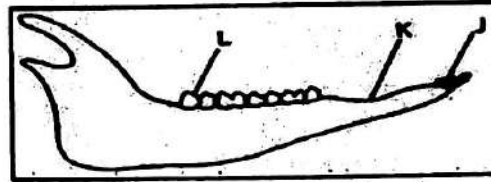
36. Peter, a grade 8 learner drew the cell below she observed under a light microscope.



(i) Which organism does the cell belong to?(1 mark)

(ii) What is the function of the part labelled F? (1 mark)

37. The diagram below represents the lower jaw of a mammal.



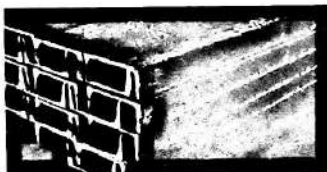
(a) Name the mode of nutrition of the mammal whose jaw is shown. (1 mark)

(b) Name the toothless gap labeled K..... (1 mark)

(c) State the function of the gap. (1 mark)

(c) Name the substance that is responsible for hardening of teeth..... (1 mark)

38. Metals are widely used in construction and industries, but some face challenges such as rusting. Alloys are often used to improve metal properties.



(a) What is rusting? (1 mark)

(b) A construction engineer needs a strong, rust-resistant material for building a bridge. He chooses an alloy. Explain why alloys are preferred over pure metals in construction. (1 mark)

39. Acids and bases have distinct physical properties and important applications in daily life.

(a) Describe one physical property of acids and one physical property of bases. (1 mark)

(b) Give one real-life application of:

(i). An acid (1 mark)

(ii) A base (1 mark)

(iii). An indicator..... (1 mark)

40. Below is a diagram showing two beakers. One contains hard water, and the other contains soft water. When the same amount of soap is added and shaken, one produces more lather than the other.



(a) Based on the diagram, what is meant by water hardness? (1 mark)

(b) Suggest two methods that could be used to soften temporary hard water. (1 mark)

41. Alloys are used in various industries due to their improved properties compared to pure metals. (2 marks)

(a) Define an alloy and give two examples.

(b) The table below shows the composition of different alloys. Study it and answer the question that follows.

Alloy	Main Components
Steel	Iron + Carbon
Brass	Copper + Zinc
Duralumin	Aluminum + Copper + Magnesium + Manganese

(c) Why do you think duralumin is preferred over pure aluminum in aircraft manufacturing? (2 marks)

42. Pressure plays an important role in various daily applications involving solids and liquids.

(a) Mrs. Karimi wore a high- heeled shoes to school. Explain why high-heeled shoes exert more pressure on the ground than flat shoes. (1 mark)

(b) A nurse uses a syringe to give an injection to a patient as shown in the diagram below.



When the plunger is pushed, the liquid medicine flows out through the needle. Explain how pressure is applied in this process. (2 marks)

(c) Identify the principle of pressure used in car braking systems and explain how it helps stop a moving car. (2 marks)

**SIGNAL CBE ASSESSEMENT
KJSEA 905/2**

SIGNAL JUNIOR SCHOOL ASSESSMENT

— GRADE 9 INTEGRATED SCIENCE PAPER 2 (PRACTICAL) —

TIME: 2 Hours

Learner's name/Group name:

Instructions to the learner

- (a) This paper has two sections with a total of 30 marks.
- (b) Read instructions in each part and answer the questions appropriately.

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SCORE GRID

Section	Maximum Score	Learner's Score	Performance Level
Section A	15		
Section B	15		
	30		

SECTION A:

Task 1: Demonstrating the Flow of Electric Current in Series and Parallel Circuits (15 marks)

Materials Needed:

1. Electrical cells (batteries)
2. Connecting wires
3. Switch
4. Light bulbs (at least 2)
5. Bulb holders
6. Wire cutter and stripper (if necessary)
7. Circuit diagram sheet (optional for guidance)

Instructions to the learner:

1. Work in groups and follow the given procedure carefully.
2. Observe and record the brightness of the bulbs in both circuits.
3. Compare how the current flows in series and parallel connections.
4. Answer the questions based on your observations.

Safety Measures:

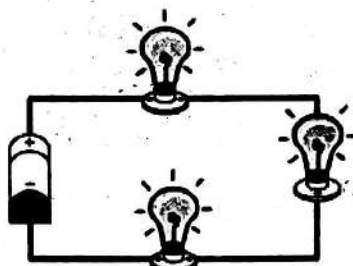
1. Use only low-voltage batteries (avoid mains electricity).
2. Do not short-circuit the battery terminals (connect wires correctly to prevent overheating).
3. Handle bulbs carefully to avoid breakage and injuries.

4. Ensure all connections are secure before turning on the circuit.
5. Do not touch exposed wire ends while the circuit is connected.
6. Disconnect the battery after the experiment to prevent overheating.

Procedure:

Part A: Setting up a Series Circuit (3 marks)

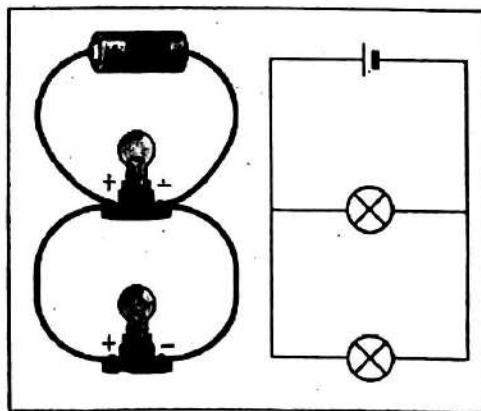
1. Connect the positive terminal of the electrical cell to one end of a connecting wire.
2. Attach the other end of the wire to the first bulb holder.
3. Connect another wire from the first bulb holder to the second bulb holder.
4. Attach a wire from the second bulb holder to the switch.
5. Complete the circuit by connecting the switch to the negative terminal of the electrical cell.
6. Close the switch and observe the brightness of the bulbs.



Series Circuit

Part B: Setting up a Parallel Circuit (3 marks)

1. Connect the positive terminal of the electrical cell to a junction where two wires split.
2. Connect each wire to a separate bulb holder.
3. Attach a wire from each bulb holder back to a common junction.
4. Connect this common junction to one end of the switch.
5. Complete the circuit by connecting the switch to the negative terminal of the electrical cell.
6. Close the switch and observe the brightness of the bulbs.



Parallel Circuit

Observations Table: (4 marks)

Circuit type	Brightness of bulbs (bright, dim, off)	What happens when one bulb is removed?
Series Circuit		
Parallel Circuit		

Questions: (5 marks)

1. In which circuit were the bulbs brighter? Why?

.....
.....

2. What happened when you removed one bulb from the series circuit? Why?

.....
.....

3. What happened when you removed one bulb from the parallel circuit? Why?

.....
.....

4. How does current flow in a series circuit compared to a parallel circuit?

.....
.....

5. Which circuit is more commonly used in household wiring? Explain why.

.....
.....

SECTION B:

Task 2: Comparing the Lathering Abilities of Various Water Samples (15 marks)

Materials Needed:

1. Different samples of unboiled water; tap water, river water, borehole water, rainwater.
2. Transparent test tubes or small beakers (one for each sample)
3. Soap solution or a bar of soap
4. Measuring cylinder (10 ml)
5. Droppers (if using soap solution)
6. Stopper or rubber cork (for test tubes)
7. Distilled water (control sample)

Instructions to the Learner:

1. Work collaboratively in your assigned group.
2. Follow the procedure step by step, ensuring accuracy.
3. Record your observations neatly in a table.
4. Answer the questions based on your findings.

Procedure: (5 marks)

1. Label each test tube according to the water sample it contains.
2. Pour 10 ml of each water sample into its respective test tube.
3. Add three drops of liquid soap (or rub a small amount of bar soap) into each test tube.

4. Cover the test tube with a stopper and shake vigorously for 30 seconds.
5. Observe and compare the amount of lather produced in each test tube.
6. Repeat the process for all the water samples, including distilled water as a control.
7. Record your observations in the table below: **(5 marks)**

Water Sample	Amount of Lather Formed (High, Medium, Low, None)
Tap Water	
River Water	
Borehole Water	
Rainwater	
Distilled Water	

Questions: (5 marks)

1. Which water sample produced the most lather?

2. Which water sample produced the least lather?

3. What does the difference in lathering indicate about the water samples?

4. What might be present in water that prevents soap from lathering easily?

5. How does boiling water affect its ability to lather with soap?

**SIGNAL CBE ASSESSMENT
KJSEA 911/1**

**JUNIOR SCHOOL ASSESSMENT
— CREATIVE ARTS AND SPORTS PAPER 1 — TIME: 1 hr 30 min**

Learner's name: **Grade:**

School Name: **Assessment No:**

Signature/Initial: **Date:**

INSTRUCTIONS FOR LEARNERS

1. Write down your **name, name of your school, assessment no** and **grade** in the spaces provided above.
2. **Sign** and write the **date** of the assessment in the spaces provided.
3. This question paper consists of **TWO** sections: **Section A** and **Section B**.
4. Answer **ALL** the questions in the spaces provided in this question paper.
5. For each of the questions **1 – 30** in **Section A**, four answers are given. The answers are lettered **A, B, C** and **D**. In each case, **ONLY ONE** of the four answers is correct.
6. For each question, draw a dark line inside the box of the letter you have chosen.

Example

In the Question Booklet:

10. Nobert performed a Kenyan folksong for assessment. The teacher noticed that his voice could not be heard properly.

Which vocal technique did Nobert have a problem with?

- [A] Expression
- [B] Projection
- [C] Diction
- [D] Phrasing

7. This paper consists of **8** printed pages with **49** questions.
8. Ensure you check the question paper to ascertain that **all the pages are printed** and that no questions are missing.

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SCORE GRID

Section	Maximum Score	Learner's Score	Performance Level
Section A	30		
Section B	40		
	70		

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

SECTION 1 (30 MARKS)**Task 1: Performing Arts (10 marks)**

- Grade 8 learners were asked to perform a folk dance. The following are performance techniques they used in the folk song performance **except**
 - voice projection and balance
 - phrasing
 - dynamics
 - similes.
- Grade 9 learners had prepared for a nice play during the music festivals. The following are elements of a play **except**
 - setting
 - resolution
 - title
 - characters.
- Study the staff below and name the note marked N.



- Note E
 - Note F
 - Note D
 - Note B
- Grade 9 learners were discussing about different major scales. Which one of the following is the correct representation of the F major scale using the musical alphabets?
 - FGAB^bCDEF
 - FGABCD[#]EF
 - FGABCDEF
 - F[#]GAB^bCDEF
 - The following are ways one can improvise accompaniment patterns for sports **except**
 - using body percussion like clapping or stomping
 - playing simple rhythms on improvised instruments
 - singing chants or songs to motivate athletes
 - ignoring rhythm and playing randomly.
 - The following are types of variations used to extend a melody **except**
 - pitch variation
 - clef variation
 - dynamic variation
 - rhythm variation.
 - Which one of the following is the proper description of the pinching technique when playing the recorder?
 - The way you shape your mouth and lips to control the sound while blowing into the recorder.
 - The positioning and movement of your fingers to cover and uncover the holes.
 - The controlled flow of air through the recorder to produce sound.
 - Slightly covering the thumb hole to adjust the pitch of high notes.
 - Which one of the following explains the difference between crescendo and diminuendo?
 - Crescendo refers to playing gradually softer, while diminuendo refers to playing gradually louder.
 - Crescendo involves playing with a steady volume, while diminuendo involves varying the volume.
 - Crescendo refers to playing gradually louder, while diminuendo refers to playing gradually softer.
 - Crescendo and diminuendo both mean playing with sudden changes in volume.

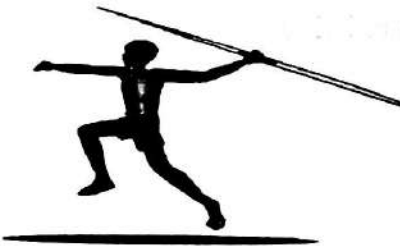
9. Which one of the following is **not** an importance of decorating props to be used in performance?
- To enhance the visual appeal and engage the audience.
 - To help communicate the theme or mood of the performance.
 - To ensure the props are safe and functional during the performance.
 - To make the props heavier and harder to handle.
10. What is the name of the musical symbol below?



- Double Bar line
- Bar line
- Repeat marks
- Dotted line.

Task 2: Sports (10 marks)

11. During a football game, who is responsible for making sure that the ball does not enter the goal?
- Goalkeeper
 - Defender
 - Striker
 - Forward player.
12. Before embarking on any physical activity, one is expected to observe some safety measures. Which one of the following is **not** a measure we are expected to follow?
- Perform adequate warm up and cool down activities.
 - Space out.
 - Play on a slippery ground.
 - Follow the teacher's instructions.
13. Which phase of javelin throw is shown in the picture below?

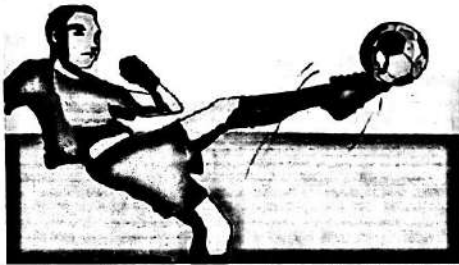


- Cross over
 - Release
 - Approach run
 - Carriage.
14. The technique used in long jump where the athlete makes scissor like movements during flight is known as
- sail technique
 - hitch kick technique
 - hang technique
 - drop finish technique.
15. How many players are allowed per team in the field during a volleyball game?
- 4
 - 5
 - 6
 - 7

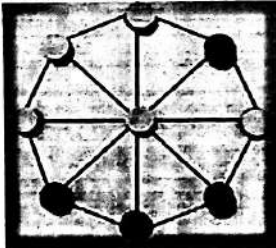
16. Identify the item below used in basketball to count down the seconds a team has to take a shot before the ball is turned over the opposing team.



- A. Stop watch
 - B. Shot clock
 - C. Whistle
 - D. Digital watch.
17. What is the importance of the kick below used in football?



- A. Used for shooting a goal since it allows the player to generate a lot of power.
 - B. Used to pass the ball to another player in the team.
 - C. It is used to clear the ball from the goal area.
 - D. Used by the goal keeper when starting the ball.
18. What is the name given to the indigenous board game in the picture below?



- A. Boa
 - B. Shisima
 - C. Sokwe
 - D. Ndotto game
19. Which one of the following is **not** a phase in triple jump?
- A. Approach phase.
 - B. Flight
 - C. Landing
 - D. Release
20. Identify the activity that shows power in fitness.
- A. Squat jump
 - B. Ball drop
 - C. Wall juggle
 - D. Ball bounce.

Task 3: Visual Arts (10 marks)

21. What is the name given to the process in which clay is heated at high temperature to make it durable and non-porous?
- A. Burning
 - B. Firing
 - C. Burnishing
 - D. Coiling.
22. When taking pictures of scenic features, which eye view can be used to make the image appear more realistic?
- A. Bird's eye view
 - B. Plane eye view
 - C. Normal eye view
 - D. Worms eye view.
23. Many materials in the environment can be used to make mosaic. Identify a material that cannot be used from the list below.
- A. Eggshells
 - B. Coloured paper
 - C. Tiles
 - D. Yarn.
24. Which one of the following is not a finishing technique used in weaving?
- A. Ironing
 - B. Tasseling
 - C. Knotting
 - D. Warping.
25. Which one of the following careers is related to the study of visual arts?
- A. Acting
 - B. Audio engineering
 - C. Graphic design
 - D. Coaching.
26. The following are ways of identifying whether a drawing has balance or not. Which one is **not**?
- A. Texture
 - B. Unity of colours
 - C. Harmony of colours
 - D. Type of pictures.
27. When creating a flip book, one has to consider the following factors **except**
- A. sequencing of images
 - B. frequency of image
 - C. subject matter
 - D. manipulating the image.
28. Which one of the following is a characteristic of a montage composition?
- A. Use of varied pictures.
 - B. Use of only one colour.
 - C. Multiple colour use.
 - D. Use of large pictures.
29. Identify the type of pattern used in decorating the fabric below.



- A. Marbling
- B. Pleating
- C. Motif alternate pattern
- D. Colour alternate.

30. Identify the material below used in basketry in Kenya.



- A. Sisal
- B. Banana fibers
- C. Raffia
- D. Synthetic fiber.

SECTION 2 (40 MARKS)

Task 1: Performing Arts

31. Choose the correct time signature for each bar of music. Tick the box next to it.

(2 marks)

3/4
 2/4
 4/4

3/4
 2/4
 4/4

32. Which note will be produced if the recorder in the figure below is blown?

(1 mark)



33. Jason is a grade eight learner. He is an upcoming pianist and songwriter. List three career opportunities that Jason could pursue.

(3 marks)

.....

.....

.....

34. State the difference between a folk song and a folk dance.

(2 marks)

.....

.....

35. List three roles of a folk song in the society.

(3 marks)

.....

.....

.....

36. Explain the difference between a slur and tie as used in a piece of music.

(2 marks)

.....

.....

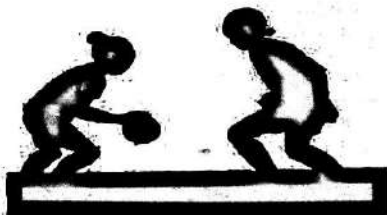
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37. Draw a quaver rest in the space provided below. (1 mark)

38. Compose a Four bar rhythmic pattern in 4/4-time signature.

Task 2: Sports

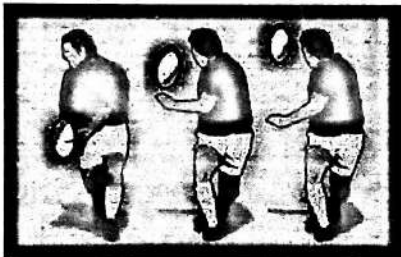
39. (a) Identify the type of dribbling in the picture below. (1 mark)



.....
(b) When is it appropriate to use the skill above? (1 mark)

40. List two safety measures that a player should observe during dodging and marking in football. (2 marks)

41. Look at the game shown in the picture below.



(a) Identify the sporting activity shown in the picture above. (1 mark)

(b) Identify the type of pass as used in the picture (1 mark)

(c) When is the pass in (b) above most appropriate to use? (2 marks)

42. During a volleyball match, a grade 7 learners performed the serve shown in the picture below.



(a) What is the name of the serve above?..... (1 mark)

(b) Apart from the serve named above, identify two other types serve used in volleyball. (2 marks)

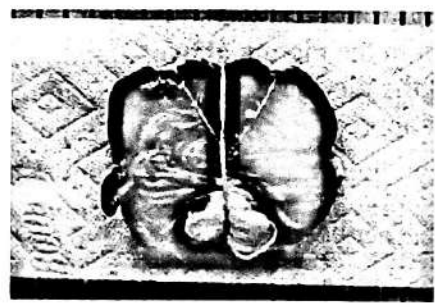
43. Write the correct palm position that matches each of the following baton exchange techniques. (1 mark)
- (a) Upsweep (1 mark)
- (b) Downsweep
44. In a game of netball, identify the skills described in each case. (1 mark)
- (a) A player catches the ball and turns on one foot. (1 mark)
- (b) A player lands with weight on one foot.

Task 3: Visual Arts

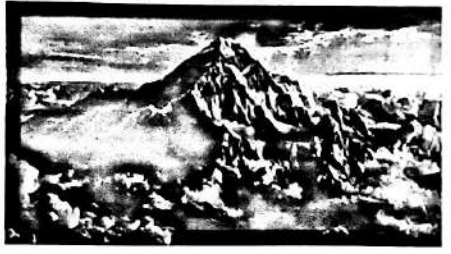
45. (a) Define the term logo. (1 mark)
-
- (b) What is the importance of an organisation having a logo? (1 mark)
-
46. (a) What is the name given to the 3D artwork below? (1 mark)



- (b) Outline two factors that we should consider before choosing the materials to make a sculpture. (2 marks)
-
47. What is the difference between a montage and a photomontage? (2 marks)
-
-
-
48. What is the name given to the fabric decoration technique in the picture below? (1 mark)



49. (a) Identify the type of the photograph in the picture below. (1 mark)



- (b) How can one make the picture appear large? (1 mark)
-
- (c) When is the best time to take photographs? (1 mark)
-

**SIGNAL CBC ASSESSMENT
KJSEA 911/2 JUNIOR SCHOOL ASSESSMENT**
**– GRADE 9 CREATIVE ARTS AND SPORTS PAPER 2 (PROJECT) –
TIME: 1 week**
Learner's name/Group name:

INSTRUCTIONS TO LEARNERS

1. You are supposed to work in groups of 4 to 5 learners.
2. Each member of the group is expected to be actively involved in the implementation of the project. Use the locally available materials in the implementation of the project.
3. In case of any clarification, seek help from your subject teacher.

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Task	Maximum Score	Learner's Score
Task 1 – Visual Arts	10	
Task 2 – Music and Dance	10	
Task 3 – Sports	10	

1. INTRODUCTION

- (a) This is an integrated project assessment comprising activities from all components and disciplines in the Creative Arts and Sports subject (Visual Arts, Performing Arts and Sports).
- (b) With the guidance of the teacher, learners are required to fully undertake this project, whose assessment scores will form part of the final summative assessment of the learner in this subject.
- (c) Each task will be assessed using a given assessment rubric. Learners should be allowed to access the assessment rubric in order to fully align their activities to the requirements of the task.

2. PROJECT TASKS

You are required to carry out the following three tasks:

Task 1: Visual Arts (10 marks)
Materials Needed

1. Sketchbooks or drawing paper
2. Pencils and erasers
3. Acrylic or watercolor paints
4. Assorted brushes (flat, round, fine detail)
5. Palettes
6. Water containers
7. Canvas boards or thick painting paper
8. Portfolios or folders
9. Display space for critiques

Steps

You are required to:

1. Choose a surrounding (sea scape or landscape) and research to sketch a composition.
2. Using the brush stroke paint a thin wash to create a background.
3. Express texture and color harmony/Unity by painting the scenery composition.
4. Display the scenery composition in portfolio.
5. Critique own and others work.

Task 2: Music and Dance (10 marks)

Materials needed

1. Digital devices
2. Descant recorder
3. Fingering chart for the recorder (especially for F major scale)
4. Simple sheet music in 4/4 time and F major (with dynamics indicated)

Steps

You are required to:

1. Watch actual or virtual instrumental tutorials to demonstrate and explain techniques of pinching on a descant recorder.
2. Make some short notes for reference.
3. Explore actual or virtual demonstrations of playing techniques of descant recorder and to explain performance directions for dynamics crescendo and diminuendo.
4. Play simple melodies in 4/4 time and in F major.
5. Observe direction for dynamics.
6. Use a digital device to record your performance for future reference.

Task 3: Sports (10 marks)

Materials Needed

1. Digital devices (for virtual samples)
2. Printed samples of montages
3. Old magazines, newspapers, sports brochures, or printed images (especially with runners/athletes)
4. Scissors
5. Cardboard, or thick paper (as a base for the montage)
6. Glue sticks or liquid glue

Steps

You are required to:

1. Explore actual or virtual samples of montage to take note of the characteristics; Use of varied pictures and overlapping of pictures.
2. Collect and cut out an assortment of pictures of photos.
3. Create a montage based on runners/athletes.
4. Display your work in class and critique own and peers' montages.

**SIGNAL CBE ASSESSEMENT
KJSEA 912/1**

**JUNIOR SCHOOL ASSESSMENT
— GRADE 9 PRE-TECHNICAL STUDIES PAPER 1 —**

TIME: 1 hr 30 min

Learner's name: **Grade:**

School Name: **Assessment No:**

Signature/Initial: **Date:**

INSTRUCTIONS FOR LEARNERS

1. Write down your name, name of your school, assessment no and grade in the spaces provided above.
2. Sign and write the date of the assessment in the spaces provided.
3. This question paper consists of TWO sections: Section A and Section B
4. Answer ALL the questions in the spaces provided in this question paper.
5. For each of the questions 1 – 30 in Section A, four answers are given. The answers are lettered A, B, C and D. In each case, ONLY ONE of the four answers is correct.
6. For each question, draw a dark line inside the box of the letter you have chosen.

Example

In the Question Booklet:

10. Holding tools are used to make it easier when working on certain tasks in the workshop. The following are holding tools

except

- [A] pliers.
- [B] tongs.
- [C] clamps.
- [D] screwdriver.

7. This paper consists of 8 printed pages with 50 questions.
8. Ensure you check the question paper to ascertain that all the pages are printed and that no questions are missing.

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SCORE GRID

Section	Maximum Score	Learner's Score	Performance Level
Section A	30		
Section B	40		
	70		

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

SECTION A: (30 marks)

1. Smith has an interest in learning about Pre-Technical Studies. Which of the following components is essential for his understanding of this learning area?
- A. Only practical work.
 - B. Technical drawing and materials.
 - C. Music and performing arts.
 - D. History of technology.

2. Lee is working with hazardous substances. Which of the following substances is classified as poisonous?
- A. Water
 - B. Gasoline
 - C. Cyanide
 - D. Sodium chloride.

3. Michael Brown is using various cutting tools in the workshop. Which of these cutting tools is best for cutting metal pipes?



4. Amelia needs to access a higher area. Which of the following is considered a safe raised platform for her task?
- A. A step stool.
 - B. A ladder.
 - C. A chair.
 - D. A pile of boxes.

5. David is learning how to draw technical diagrams. Which feature of a plain scale is most important when measuring distances?
- A. It has graduated lines for accurate measurements.
 - B. It shows angles clearly.
 - C. It is used for measuring the area.
 - D. It is used for 3D representations of objects.

6. Your teacher asked you to state a work place where concrete is applied. What response will you give?
- A. Farming of vegetables.
 - B. Making furniture.
 - C. Construction sites.
 - D. Baking bread.
7. Diana needs to interpret the instructions for using hazardous substances safely. What is the most important thing she should understand from these instructions?
- A. The aesthetic appeal of the substance.
 - B. The risks involved and the safety measures to take.
 - C. The cost of purchasing the substance.
 - D. The color of the substance.
8. Fire outbreak can occur in any work place. Grade 8 learners learned about the various causes of fire outbreak in a workplace. Which of these is **not** a common cause?
- A. Flammable materials.
 - B. Electrical faults.
 - C. Combustible materials.
 - D. Proper storage practices.

9. The diagram below shows Ella working on a raised platform.



Which of the following safety measures should she prioritize?

- A. Ensuring the platform is stable and checking for any obstructions before using it.
 - B. Ignoring any height restrictions to increase efficiency.
 - C. Using the platform without inspecting the base.
 - D. Working without wearing protective gear to maintain comfort.
10. Materials used in construction can either be metallic or non-metallic. Which of the following is a non-metallic material commonly used in construction?
- A. Aluminum
 - B. Glass
 - C. Iron
 - D. Steel.

11. A composite material is a material made by combining two or more different materials. Which of the following is considered a composite material?
- Wood
 - Concrete
 - Metal
 - Brick.
12. Grade 9 learners have different abilities and talents and they want to develop them. Which of the following is a good way to nurture those talents for self-development?
- Practice regularly and seek constructive feedback.
 - Avoid challenging tasks to stay comfortable.
 - Rely only on natural talent and avoid learning new skills.
 - Focus only on the strengths of others, not personal abilities.
13. To achieve a desired result, drying is a common method in preparation of wood for use. What is the common method for drying wood quickly and evenly?
- Air drying
 - Painting
 - Kiln drying
 - Steaming
14. School laboratory has hazardous substances which might be poisonous or corrosive. What is the best practice to be done by learners while handling those substances?
- Mixing them to observe reactions.
 - Following safety guidelines and wearing protective equipment.
 - Storing them in open containers for easy access.
 - Ignoring the instructions and using them for quick results.
15. Gideon is exploring visual programming applications. Which of the following types of applications is primarily designed for educational purposes?
- Educational applications.
 - Video games.
 - Multimedia applications.
 - Simulation software.

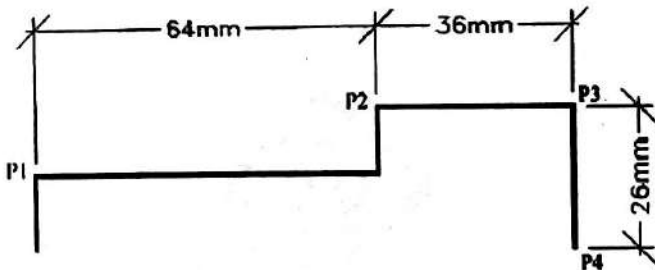
16. A computer is a device that can be used to perform the various tasks in an office. Which of the following is **not** a characteristic of a computer?
- Speed and accuracy.
 - Reliability and consistency.
 - Limited storage capacity.
 - Versatility in handling various tasks.
17. John was handling hazardous substances in her workplace. When he was categorizing the substances, he realized that one had the following sign.



- What does the sign mean about the substance?
- Poisonous
 - Dissolvable
 - Flammable
 - Corrosive.
18. Documents can be created using a computer software. Which of the following software programs is best suited for word processing tasks?
- Spreadsheet software.
 - Presentation software.
 - Word processing software.
 - Graphic design software.
19. After attending an environmental seminar, Grade 9 learners learned about the importance of proper waste management. Which one of the following is a reason why there is need for proper waste handling?
- It creates more jobs in waste collection.
 - It helps in keeping the environment clean.
 - It allows for more waste to be generated.
 - It makes communities more attractive for tourists.
20. Joshua, a small-scale business person is learning how to do bookkeeping for his business. Why is it important for him to have proper bookkeeping systems?
- To keep track of employees.
 - To manage the physical workspace.
 - To record financial transactions and make informed decisions.
 - To monitor the weather.

21. Cherry is working on a raised platform which she is exposed to various risks. Which is one of the following is a risk associated with working on raised platforms?
- Falling from the height of the platform.
 - Risk of getting too cold.
 - Risk of not being able to see the ground.
 - Inability to balance.

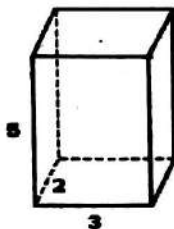
21. Vinnie wanted to draw the following technical drawing.



Which type of dimensioning can he use to draw the dimension?

- Radial
 - Angular
 - Linear
 - Arc
22. In a woodwork project to make a kitchen cabinet, Grade 9 learners were required to choose a type of wood most suitable for the purpose. Which type of wood is commonly used due to its smooth finish and ability to take stains well?
- Cedar
 - Walnut
 - Pine
 - Maple

23. The following diagram shows an oblique shape.



Which of the following describes the characteristics of an oblique drawing?

- It shows objects in three dimensions on a two-dimensional surface.
- It uses only straight lines to create curves.
- It includes only curved shapes.
- It is mainly used for artistic sketches.

24. Kelly discussed waste disposal habits during family gathering. What personal responsibilities can her family adopt regarding waste management?
- Throwing all wastes together.
 - Separating waste into recycling and trash bins.
 - Leaving wastes in public areas.
 - Ignoring waste disposal regulations.

25. Hazardous substances are materials that can harm people or the environment. What is the safest way to handle these substances?
- Use the substances without reading the safety instructions.
 - Store them properly in labeled, secure containers.
 - Share them with others without warning.
 - Handle them quickly to save time.

26. For production to take place the factors of production must be available. Which of the following is **not** a factor of production in a community?
- Labour
 - Capital
 - Natural resources
 - Land.

27. Michael, a business owner has assets amounting to Ksh. 12000 in his business. His total liabilities are Ksh. 7000. Using the book keeping equation, work out the capital for the business.
- Ksh 5000
 - Ksh 4000
 - Ksh 3000
 - Ksh 7000

28. Emma is considering different career pathways. How do talents and abilities relate to career choices?
- They help guide individuals to careers that match their strengths and interests.
 - They should not influence career decisions.
 - They are irrelevant to career choice.
 - They limit career options.

29. David is learning about technical drawing. Which instrument is used to create straight lines in drawing?
A. Set squares
B. Pencils
C. Erasers
D. Compass

30. In relation to preparation of wood for use, why is it important to dry wood before using it in construction or woodworking?
A. To increase its costs.
B. To make it heavier.
C. To improve its smell.
D. To prevent warping and cracking.

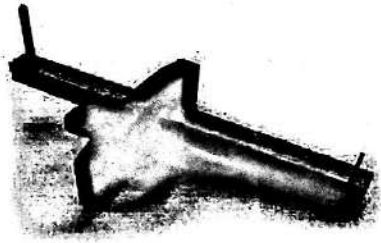
SECTION B (40 marks)

31. Noah works in a construction company. He is always on raised grounds.

(a) What are some effective ways to minimize risks associated with working on raised platforms? (2 marks)
.....
.....

(b) What safety precautions should be taken to prevent falls from raised platforms? (2 marks)
.....
.....

32. Kibet is a worker in a workshop. He used the following tool to ensure accurate measurements in his workshop.



(a) Name the tool. (1 mark)

(b) How would improper use of this tool affect the quality and accuracy of his work? (2 marks)
.....
.....

33. There are unethical practices related to talents and abilities.

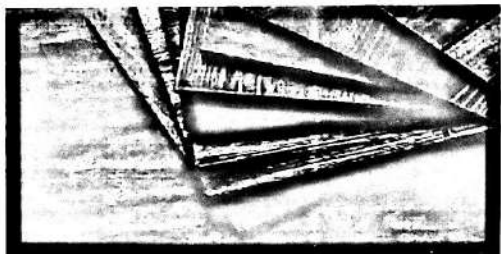
(a) Describe two unethical practices related to the use of talents and abilities. (2 marks)
.....
.....

(b) How can learners ensure their talents are used in a responsible and ethical manner? (2 marks)
.....
.....

34. A grade 9 Pre-technical teacher invited a resource person to talk to his learners about handling waste materials. State three types of wastes mentioned by the resource person in his speech. (2 marks)

.....
.....
.....

35. The picture below was taken in a paper milling company by a grade 9 learner.



Which aspects will she use to classify the wood samples according to their physical characteristics?

..... (2 marks)
.....

36. (a) What role do intermediaries play in the supply chain? (2 marks)

.....
.....

(b) How do they contribute to the efficiency of the distribution process? (2 marks)

.....
.....

37. Kenny is worried about online threats in her workplace.

(a) What are some common online threats? (2 marks)

.....
.....

(b) How can he protect himself and the workplace from these threats? (2 marks)

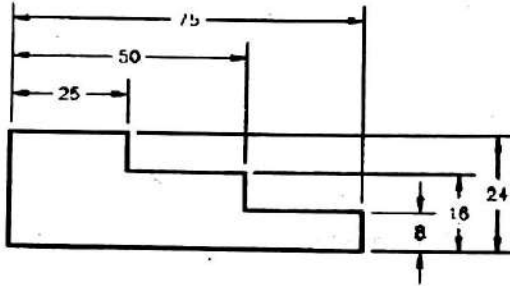
.....
.....

38. Emily is working at a construction site and needs to select an appropriate raised platform. Identify two types of raised platforms she could use. (2 marks)

.....

.....

39. The following drawing shows a combined shape drawn by a grade 9 learner.



(a) Name the form of dimension used. (1 mark)

(b) Apart from the named dimension, what are the other two forms of dimensions? (2 marks)

.....

.....

40. During a class discussion, Jared and his friends talked about different ways to handle wastes safely. Mention two methods they could implement in their homes to ensure safe handling of waste materials.

..... (2 marks)

.....

41. John works in a workshop and regularly uses cutting tools. Why is it important to care for cutting tools in the work environment? (2 marks)

.....

.....

42. Kerry wants to understand how to budget his money for the month. Outline reasons why budgeting is important in day-to-day life. (2 marks)

.....

.....

43. Olivia is conducting an environmental survey at school.

(a) Which ways can she identify hazardous substances in her surroundings and the signs to look for? (2 marks)

.....

(b) After identifying hazardous substances, what are the actions Olivia should take to ensure her safety and prevent any potential harm to others? (2 marks)

.....
.....

44. Jack is learning about visual programming applications. What are the key features of visual programming applications to enhance the effectiveness and user experience of a visual programming application? (2 marks)

.....
.....

Learner's name/Group name :

Instructions to the learner

- (a) This paper has one task with 10 steps with a total of 30 marks.
- (b) Read the instructions in each part and carry out the tasks appropriately.

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Task	Question Numbers	Maximum Score	Learner's Score
Task 1 – Design & Materials	1, 2	04	
Task 2 – Construction	3, 4, 5, 6	16	
Task 3 – Finishing & Portfolio	7, 8, 9, 10	10	

MAKING A WOODEN MALLET

Introduction & Importance of the Practical

Woodworking is a fundamental skill in both traditional craftsmanship and modern-day fabrication. Making a wooden mallet is an essential beginner project that helps students learn key skills such as measuring, marking, cutting, chiseling, joining and finishing. A mallet is a versatile hand tool used for driving chisels and assembling parts without damaging surfaces, making it an important addition to any woodworking toolkit. This practical will help you:

1. Understand the basics of wood selection and tool handling.
2. Develop accuracy and precision in marking and cutting.
3. Gain confidence in using hand tools safely and effectively.
4. Learn how to produce a functional and durable tool with their own hands.

By the end of this project, students will have crafted a useful mallet and gained valuable hands-on experience that lays the foundation for more complex woodworking projects.

TASKS

Carry out the following the following tasks under the sub-headings.

1. **Design and shape of the mallet head and handle.** (2 marks)

Describe the shape and size of the mallet head and handle.

2. **Collection of Materials & Tools** (2 marks)

Collect the following materials and tools

Materials:

1. Hardwood for mallet head – approx. 6" x 4" x 2"
2. Hardwood for handle – approx. 12" x 1.5" x 1"
3. Wood glue (optional)
4. Sandpaper

Tools:

Try square, saw, chisel, mallet, vice, rasp/file, drilling tools.

(3 marks)

3. Planning and Marking Out

(a) Accurately measure and mark the head, mortise and handle.

(b) Use a try square to measure accurate angles.

(5 marks)

4. Cutting the Mallet Head and Handle

(a) Mark neatly and clearly the areas to be cut.

(b) Cut the head and handle to correct dimensions.

(c) Taper the handle for a tight fit.

(5 marks)

5. Cutting the Mortise in the Head

(a) Chisel the mortise to fit handle securely.

(b) Clean the edges and ensure correct depth.

(3 marks)

6. Assembly

(a) Fit the handle into mallet head.

(b) Glue and clamp if needed.

(c) Check the alignment and sturdiness.

(3 marks)

7. Finishing

(a) Sand the surfaces and round the handle edges.

(b) Apply varnish or oil (Optional).

(3 marks)

8. Final Inspection and Functionality Test

Test on the,

(a) Strength and durability of the mallet.

(b) Comfortability in handling.

(c) No loose or unstable parts.

(2 marks)

9. Take videos/photos as you perform the project.

(2 marks)

10. Create and name an electronic portfolio with your group name.

**SIGNAL CBE ASSESSMENT
KJSEA 906/1**

**JUNIOR SCHOOL ASSESSMENT
— GRADE 9 AGRICULTURE PAPER 1 —**

TIME: 1 hr 30 min

Learner's name: **Grade:**

School Name: **Assessment No:**

Signature/Initial: **Date:**

INSTRUCTIONS FOR LEARNERS

1. Write down your name, name of your school, assessment no and grade in the spaces provided above.
2. Sign and write the date of the assessment in the spaces provided.
3. This question paper consists of **TWO** sections: Section A and Section B.
4. Answer **ALL** the questions in the spaces provided in this question paper.
5. For each of the questions 1 – 30 in Section A, four answers are given. The answers are lettered A, B, C and D. In each case, **ONLY ONE** of the four answers is correct.
6. For each question, draw a dark line inside the box of the letter you have chosen.

Example

In the Question Booklet:

17. Which of the following methods of cooking is the most appropriate for conserving nutrients in vegetables?

[A] Baking.

[B] Boiling.

[C] Stewing.

[D] Steaming.

7. This paper consists of 8 printed pages with 50 questions.
8. Ensure you check the question paper to ascertain that all the pages are printed and that no questions are missing.

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SCORE GRID

Section	Maximum Score	Learner's Score	Performance Level
Section A	30		
Section B	40		
	70		

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

SECTION 1: (30 MARKS)

- Grade nine learners were learning about integrated farming. Which one among the following is not a component of integrated farming?
A. Vermiculture
B. Apiculture
C. Crop weeding
D. Aquaculture
- A farmer wanted to prepare forages for the oncoming drying season. Which one of the following is not a factor to consider when conserving forages?
A. Type of forage
B. Type of space
C. Cost production
D. Nutrient quality
- Mwikali is about to harvest rice from her farm. She needed to prepare a storage structure for the crop produce. The following are the ways she can prepare the structure except one. Which one?
A. Ensuring the storage structure is dry and well-ventilated.
B. Cleaning the structure thoroughly to remove any debris or pests.
C. Keeping the previous crops produce.
D. Controlling rodents.
- Mwende is a chicken farmer. She usually sorts and grade her eggs. Which one of the following is a reason for sorting and grading eggs?
A. To improve egg colour.
B. To meet market quality standards.
C. To increase egg production.
D. To reduce feeding costs.
- Chemonge and his friend did the following weed control as part of organic farm practice.



Identify the method they were doing.

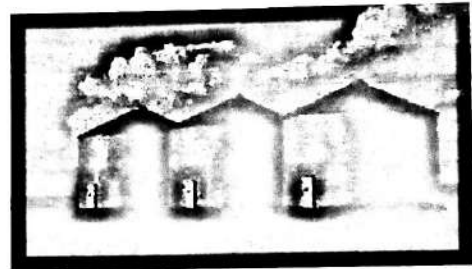
- Slashing
- Uprooting
- Cutting
- Spraying.

- Grade 9 learners were learning about value addition techniques. The following learners listed the crop produce and their value-added products.

Wangechi	Groundnuts to crisps
Maina	Mangoes to flakes
Chebet	Simsim to flour
Awinja	Vegetable to dries

Who gave the correct choice?

- Chebet
 - Wangechi
 - Maina
 - Awinja.
- Grade 9 learners came across the structures below while in a school trip.



Identify the structure above.

- Silo
 - Warehouse
 - Storage bin
 - Pit
- Sante, a grade 9 learner was learning about integrated farming which can help conserve resources. Which one of the following statements best explains how it helps conserve resources?
A. Focusing solely on crop production and minimizing animal farming.
B. By reducing the need for chemical fertilizers through the use of organic farming methods.
C. By encouraging monoculture farming for better yield consistency.
D. By relying on a single water source for both crop irrigation and livestock needs.
 - Wanja wanted to make a mat for her friend. which among the following is **not** a tool she is going to use while knitting?
A. Scissors
B. Rope
C. Yarn
D. Tape measure.

10. While making her fabric, Mwende made a seam when she stitched it then pressed it open. Identify the type of seam she made.

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

11. What is the **correct** way to prepare an existing store before storing new crop produce?

- A. Keep leftover produce to fill empty spaces.
- B. Sprinkle water to keep the place moist.
- C. Remove old stock, clean the store and repair damaged parts.
- D. Lock the store without checking inside.

12. Sanapei had a wedding in her house and had a lot of leftover food. Which of the following is the best method to safely prepare and use leftover food?

- A. Leaving leftovers at room temperature for a few hours before reheating.
- B. Storing leftovers in an airtight container in the refrigerator within two hours.
- C. Mixing all leftovers together to create a new dish without checking for spoilage.
- D. Reheating leftovers multiple times to ensure they stay warm throughout the day.

13. A farmer in Nakuru loves to conserve forages. Which one of the following is an advantage he gets from conserving forages?

- A. It reduces the need for storing animal feed.
- B. It ensures a steady supply of nutritious feed during dry seasons.
- C. It eliminates the need to provide supplementary feeds.
- D. It allows livestock to graze freely all year without restriction.

14. A group of grade 9 learners were asked by their teacher why it is important to conserve leftover food. which among the following is the **correct** answer they gave?

- A. To reduce food waste and save money.
- B. To increase the amount of food on the plate.
- C. To make meals look more appealing.
- D. To encourage people to cook more food than needed.

15. Manango constructed the following soil conservation structure.



Identify the structure he constructed.

- A. Trash lines
- B. Contour lines
- C. Stone lines
- D. Tree lines

16. Before storing harvested maize, which one of the following should be done to prepare the storage structure?

- A. Painting the walls only.
- B. Placing the produce directly on the ground.
- C. Cleaning and drying the storage area thoroughly.
- D. Mixing the produce with fresh ones.

17. What role does hydration play in maintaining a balanced diet?

- A. It helps in building muscles only.
- B. It keeps the mouth busy during meals.
- C. It supports digestion and helps in nutrient absorption.
- D. It replaces the need to eat fruits.

18. Mkulima visited his farm and noticed that some of his crops had black and brown spots and some of the parts were rotten. Identify what attacked the plants.

- A. Diseases
- B. Pest
- C. Rats
- D. Worms

19. During a home science project, Grade 9 learners were to prepare pancakes. What should they do when preparing flour mixtures for making pancakes?

- A. Mix flour with cold cooking oil only.
- B. Mix flour with water, eggs and milk to make a smooth batter.
- C. Add flour directly into hot oil.
- D. Use flour without sieving.

20. Which one of the following is **not** one of the practices involved in organic farming?

- A. Organic manure
- B. Mechanical weeding
- C. Foliar weeding
- D. Organic pesticides.

21. Wanjiru was helping her mother in the kitchen to prepare chapatis. Her mother asked her to bring the flour mixture. Which one of the following is the correct flour mixture they would use to make chapatis? Flour mixed with

- A. cooking oil and onions
- B. water and kneaded into dough
- C. salt and sugar only
- D. eggs and fruit.

22. Mendy has leftover cassava in her homestead. Which of the following methods can he cannot use to remake the leftover cassava?

- A. Roasting
- B. Boiling
- C. Reheating
- D. Steaming.

23. A farmer grows fruits and vegetables in his farm. This type of farming he does is known as

- A. agroforestry
- B. floriculture
- C. horticulture
- D. apiculture.

24. The diagram below shows a water retention structure that was constructed by grade 9 learners.



Identify the structure.

- A. Earth pit
- B. Shallow basin
- C. Earth basin
- D. Retention pit

25. During a family get-together, Peter helped prepare snacks using a flour mixture filled with cooked minced meat. Which of the following food items was Peter most likely making?

- A. Samosas
- B. Fried eggs
- C. Roasted maize
- D. Mashed potatoes.

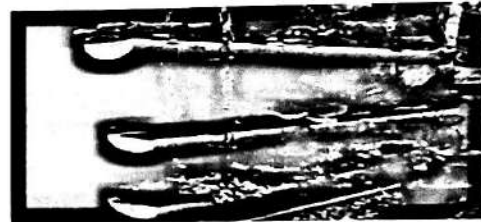
26. Kimeli planted the following crops in his farms; millet, sorghum and wheat. The tith he is going to make in his farm is likely to be

- A. coarse tith
- B. fine tith
- C. medium tith
- D. pure tith.

27. Why is it important to include a variety of vegetables in a balanced meal?

- A. To make the food more colorful only.
- B. To increase the amount of sugar in the meal.
- C. To provide different nutrients for good health.
- D. To replace fruits completely in the diet.

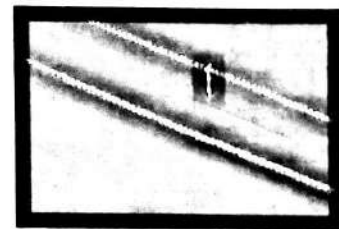
28. Grade 9 learners made the following type of garden.



Identify the type of garden.

- A. Suspended boxes garden.
- B. Framed suspended wall garden.
- C. Arbor arch garden.
- D. Pergola gardens.

29. Identify the following type of seam made during an agriculture and nutrition lesson.



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

30. Amina wanted to make some forages for his cows. Which of the following is not a crop that can be used to make forages?

- A. Napier grass
- B. Clover
- C. Oats
- D. Sweet potatoes.

SECTION B (40 MARKS)

31. A family had the following storage unit shown in the diagram below. Use it to answer the questions that follow.



(a) Identify the storage name of unit shown above..... (1 mark)

(b) State two practice that can be done to ensure that it was ready to store maize they harvest from the farm. (2 marks)

.....
.....

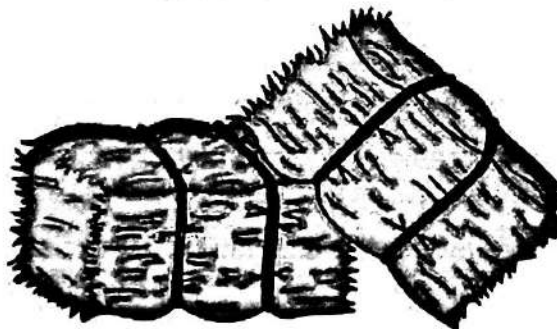
(c) During the period of storage, state two management practices that can be done to the stored maize crop. (2 marks)

.....
.....

32. Malaika wants to practice organic farming in her farm. State two organic farm practices she should know about. (2 marks)

.....
.....

33. A farmer conserved his forage using the method shown below. use it to answer the questions that follow.



(a) The method used to conserve forage above is known as (1 mark)

(b) Apart from the method shown above, name other two methods used to conserve forage. (2 marks)

.....
.....

(c) Why is it important for farmers to conserve forages? State two importance. (2 marks)

.....
.....

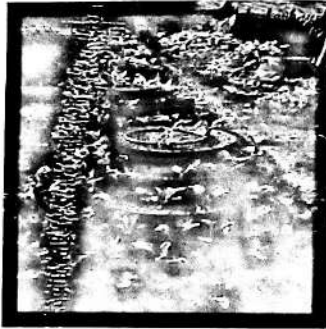
34. When Imani has friends in her house for a house party, she had a lot of leftover food. State two importances of conserving leftover foods. (2 marks)

.....
.....

35. Kimani practices integrated farming in his compound. State two importances of integrated farming. (2 marks)

.....
.....

36. Grade 9 learners, were learning about examples of innovative technologies for kitchen gardens. They came up with the below examples. Identify the types of kitchen gardens. (2 marks)



.....

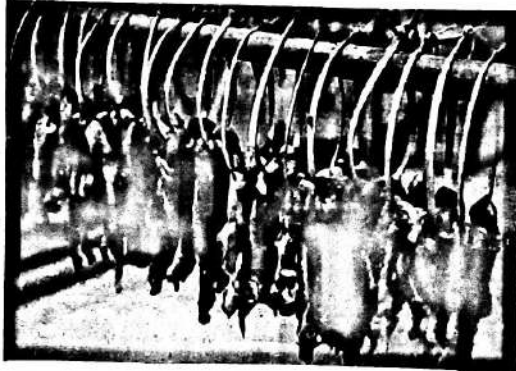
37. During agricultural tour, grade 9 learners were advised by agricultural officers to practice organic farming. State two importances of organic farming. (2 marks)

.....
.....

38. Owenga wants to mend of cloths which are torn. State two types of seams she can use to mend of cloths. (2 marks)

.....
.....

39. Wamalwa preserved his meat as shown in the diagram below.



(a) Identify the method of preserving meat shown above..... (1 mark)

(b) Apart from the method shown above, identify another method that can be used to preserve meat.

..... (1 mark)

40. Name two hygiene practice that can be done when rearing domestic animals. (2 marks)

.....
.....

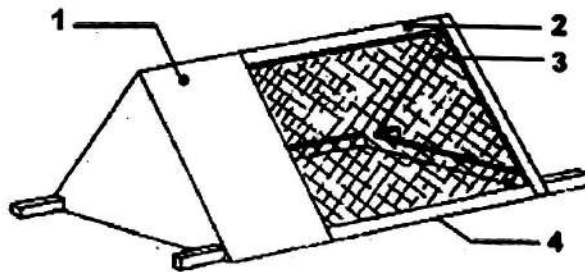
41. Cheptoo wants to make a flour mixture for her Grade 9 learner's project. Which factors will she consider while making the flour mixture? (2 marks)

.....
.....

42. In a class project about storing pulses, Mr. Nyongesa taught his learners the importance of aeration. Why is good ventilation crucial for storing pulses like lentils? (2 marks)

.....
.....

43. Grade 9 learners were making the following structure for their end year school project. Use the diagram to answer the questions that follow.



(a) The structure is known as (1 mark)

(b) State two materials grade 9 learners are going to need when making this structure. (2 marks)

.....
.....

44. Grade 9 learners were being taught about soil pollution. What do you understand by the term soil pollution? (2 mark)

.....
.....

45. After kneading mandazi dough, Linet allowed her dough to rest for some time. Why did she leave it to rest and not cook directly? (2 marks)

.....
.....

46. Onyango saw her mother doing the following process when they were preparing fish for supper.



(a) Identify the process she was doing

(b) Identify one tool that can be used during this process. (1 mark)

.....
.....

(c) Name two other processes that are used to prepare fish before cooking. (2 marks)

.....
.....

Learner's name/Group name :

INSTRUCTIONS TO LEARNERS

1. You are supposed to work in groups of 4 to 5 learners.
2. Each member of the group is expected to be actively involved in the implementation of the project. Use the locally available materials in the implementation of the project.
3. In case of any clarification, seek help from your subject teacher.

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Task	Maximum Score	Learner's Score
Task 1	15	
Task 2	15	

QUESTION 1 (15 MARKS)

Task 1: Making a Model of Organic Gardening

Materials Needed

1. Cardboard or plywood (base)
2. Soil or sand
3. Small sticks or straws (to represent rows or fences)
4. Recyclable materials (e.g., bottle caps, small boxes, paper rolls)
5. Seeds or paper cutouts of vegetables/fruits
6. Paint and markers (optional)
7. Glue or tape
8. Water bottle (empty or with water)
9. Labels or small paper tags

Instructions to the Learner

1. Use the given materials to build a model garden that uses organic methods.
2. Clearly show and label organic practices like composting, mulching, natural pest control, or crop rotation.
3. Be creative, but ensure your model represents a real garden layout.
4. Handle materials and tools carefully.
5. Keep your work area clean.

Procedure (10 marks)

1. Sketch a basic plan of your organic garden model on paper.
2. Fix the cardboard or plywood on a flat surface to serve as the base.
3. Mark out planting areas using small sticks or straws to create beds or rows.
4. Use soil or sand to fill in the garden beds.
5. Add seeds or paper cutouts to show different vegetables or fruits.
6. Make a small compost pit or bin using a box or bottle cap.
7. Use leaves, paper strips, or dry grass to represent mulch.
8. Label all parts using tags or markers (e.g, "compost," "mulch," "vegetables," "natural pest control").

9. Decorate and organize your model neatly.
10. Present your model and explain how it promotes organic gardening.

Questions (5 marks)

1. Which materials did you use to represent composting and mulching in your model?
.....
2. Explain how your model demonstrates at least two organic gardening practices.
.....
3. Why is it important to label the different parts of your garden model?
.....
4. How does your garden model promote environmental sustainability?
.....
5. What challenges did you face while building your model, and how did you solve them?
.....

Question 2 (15 Marks)

Task 2: Preparing a Simple Flour Mixture (Pancake Batter)

Materials Needed

- | | |
|--------------------|---|
| 1. Wheat flour | 8. Spoon or whisk |
| 2. Sugar | 9. Measuring cups and spoons |
| 3. Salt | 10. Frying pan or hot plate (for demonstration only if available) |
| 4. Baking powder | 11. Apron and head cover |
| 5. Milk or water | 12. Clean working surface |
| 6. Eggs (optional) | |
| 7. Mixing bowl | |

Instructions to the learner

1. Follow the correct steps to make a smooth pancake batter using the ingredients provided.
2. Maintain cleanliness and good hygiene throughout the activity.
3. Ask for help if needed and keep your working space neat.

Procedure (10 marks)

1. Wash your hands and wear an apron and head cover.
2. Measure 1 cup of flour into a bowl.
3. Add 1 tablespoon of sugar, a pinch of salt, and 1 teaspoon of baking powder.
4. Add 1 egg (optional).
5. Gradually add ½ cup of milk or water while stirring.
6. Mix until the batter is smooth and free from lumps.
7. Ensure the batter has a pourable consistency.
8. Clean your tools and work area after preparation.
9. Present your batter for inspection and explain the steps taken.

Questions (5 marks)

1. Why is it important to wash your hands before preparing pancake batter?
.....
2. State why we add baking powder to the flour mixture.
.....
3. Give a reason why the batter should be free from lumps.
.....
4. What is the importance of keeping the working area clean?
.....
5. Explain why we stir the mixture gradually while adding milk or water.
.....

JUNIOR SCHOOL ASSESSMENT – GRADE 9 SOCIAL STUDIES –

Learner's name: **Grade:**

School Name: **Assessment No:**

Signature/Initial: **Date:**

INSTRUCTIONS FOR LEARNERS

1. Write down your name, name of your school, assessment no and grade in the spaces provided above.
2. Sign and write the date of the assessment in the spaces provided.
3. This question paper consists of **TWO** sections: **Section A** and **Section B**
4. Answer **ALL** the questions in the spaces provided in this question paper.
5. For each of the questions **1 – 30** in **Section A**, four answers are given. The answers are lettered **A, B, C** and **D**. In each case, **ONLY ONE** of the four answers is correct.
6. For each question, draw a dark line inside the box of the letter you have chosen.

Example

In the Question Booklet:

10. Different types of maps represent part, or the whole earth on a flat surface. These maps are used in the learning of Social Studies. Which of the following types is least used in Social Studies?

- [A] Sketch.
- [B] Atlas.
- [C] Google.
- [D] Topographical.

7. This paper consists of **8** printed pages with **30** questions.
8. Ensure you check the question paper to ascertain that **all the pages are printed** and that no questions are missing.

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SCORE GRID

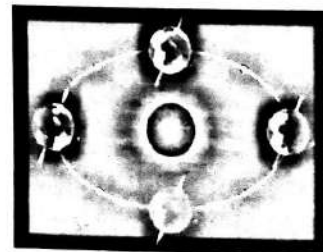
Section	Maximum Score	Learner's Score	Performance Level
Section A	30		●
Section B	70		
	100		

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

SECTION A: 30 MARKS.

1. Mrs. Olga advised Grade 9 learners that they need to consider some factors when making selection of a Pathway. Which of the following is **not** a factor for learners to consider when selecting a pathway?
 - A. Personal interests and talents.
 - B. Career opportunities and job market trends.
 - C. Peer pressure and popularity of the pathway.
 - D. Availability of learning resources and facilities.
2. Grade 9 learners were to conduct a community service learning project. Which of the following choices highlights what the learners needs to consider when implementing the project?
 - A. Focusing only on what they enjoy doing, regardless of community needs.
 - B. Setting clear objectives and involving the community in decision-making.
 - C. Working without a structured plan to allow flexibility and creativity.
 - D. Prioritizing personal benefits over community impact.
3. Kiare and Nandi were conflicting over a piece of land. They decided to use a third party to solve the issue. What method of conflict resolution did they use to solve their land conflict?
 - A. Arbitration
 - B. Mediation
 - C. Avoidance
 - D. Confrontation
4. A group of learners were to conduct a field work study on population density in the community. The following are the methods they can use to collect data except one. Which one is it?
 - A. Observation
 - B. Interview
 - C. Analysing
 - D. Questionnaire
5. During the stone age period, the early humans engaged in a lot of social economic practices. Which of the following was a key socio-economic practice of the early man?
 - A. Engaging in large-scale trade and commerce.
 - B. Practicing hunting, gathering and fishing.
 - C. Using advanced machinery for production.
 - D. Depending entirely on money-based economic activities.

6. A Social Studies teacher was describing a type of vegetation with the following characteristics.
 - (i) Found in high-altitude areas like mountains.
 - (ii) Dense forests grow at lower slopes, while grasslands are higher up.
 - (iii) Cool temperatures with frequent mist and rain.
 - (iv) Plants adapt to the cold, some with needle-like leaves.Which type of vegetation is described above?
 - A. Mountain vegetation.
 - B. Tropical rainforest.
 - C. Desert vegetation.
 - D. Savanna vegetation.
7. Myers is determined to pursuit social sciences at Senior school. The following are the requirements he must meet expect one. Which one is it?
 - A. Good performance in humanities and languages.
 - B. Interest in studying human society and behavior.
 - C. Ability to solve complex mathematical equations.
 - D. Critical thinking and good research skills.
8. Grade 9 learners were learning about the meaning of pre-career support. Which of the following best describes the meaning of pre-career support that the learners learnt?
 - A. Training provided after securing a job.
 - B. Guidance and skill development before entering the job market.
 - C. Performance evaluation in the workplace.
 - D. Retirement benefits planning.
9. Grade 7 learners were learning about the earth and the solar system. They learnt about the following type of earth movement.



- The following are the effects of the above earth movement on human activities **expect**
- A. changes in seasons affecting farming activities
 - B. variation in temperatures influencing clothing choices
 - C. daily rising and setting of the sun affecting work schedules
 - D. differences in daylight hours impacting outdoor activities.

10. Abdi has a high self esteem. Which of the following best describes a person with high self-esteem?
- They constantly compare themselves to others and feel inferior.
 - They avoid challenges because they fear failure.
 - They believe in their abilities and accept themselves.
 - They rely on others' approval to feel good about themselves.
11. Grade 9 learners were learning about tools used by early humans during the stone age period. They identified the following tool.



What is the name of the tool above?

- Stone hammer.
 - Stone Axe.
 - Stone mallet.
 - Stone dagger.
12. The following are the importance of human rights except one. Which one is it?
- Promotes equality and freedom.
 - Protects individuals from abuse.
 - Encourages discrimination.
 - Ensures justice and dignity.
13. Mrs. Valance, a Social Studies teacher was teaching about maps and map work. She defined map as
- a representation of the whole or small part of the earth surface on a piece of paper
 - a diagram using symbols to represent an area's physical and cultural elements
 - a visual display of a region's natural landmarks and human structures
 - a simplified picture that highlights both geographical and human details.
14. The Kenyan government has three arms. Which one of the following is **not** an arm of the Kenyan government?
- The Executive
 - The Legislature
 - The Judiciary
 - The Presidency.

15. Grade 9 learners were learning community service learning project as a topic in Social Studies. Which of the following best describes the goal of a community service learning project?
- To help in community projects purely as a volunteering activity, without directly linking it to classroom learning.
 - To volunteer in the community while keeping academic studies and service activities mostly separate.
 - To integrate classroom lessons with community service, allowing learners to apply academic concepts to local issues and reflect on their experiences.
 - To discuss community challenges in class while not engaging in any direct service work.
16. During a Social Studies lesson, Grade 8 learners were studying about map reading. They learnt that there are various ways used to represent relief on topographical maps. The following are the ways used to represent relief on topographical maps **except** use of
- contour lines
 - spot heights
 - trigonometric stations
 - mountains.
17. Trans-Saharan trade grew due to a number of factors. Which of the following was the main factor that led to the development of the Trans-Saharan slave trade?
- The introduction of camels, which made long-distance travel across the Sahara.
 - The expansion of Islamic empires, which increased the demand for slave labour.
 - The discovery of gold in West Africa, which broadened trade networks.
 - The establishment of European coastal trading posts that opened new markets.
18. Ole Sapai constructed the following weather instrument.



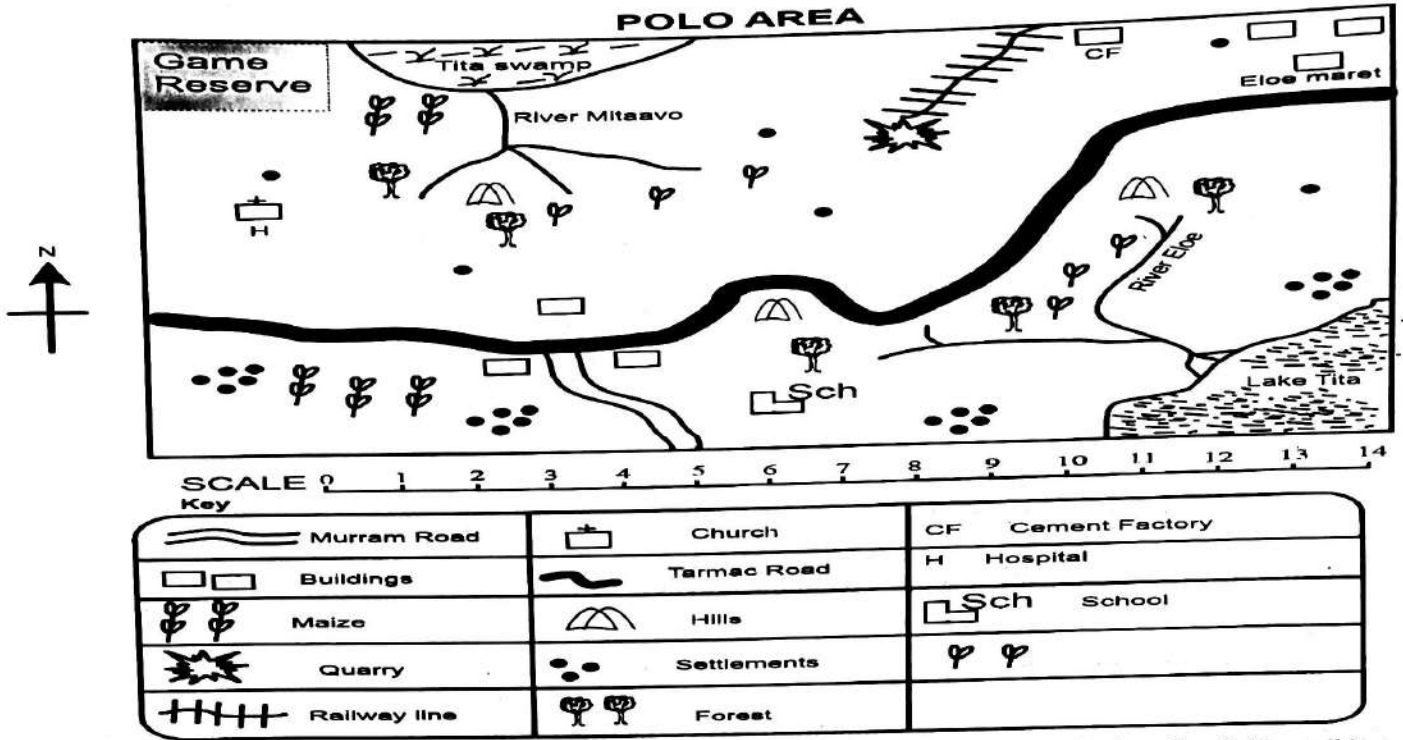
Which element of weather will he use the instrument to measure?

- Wind strength
- Wind speed
- Wind directions
- Air pressure.

19. Callie was listing examples of career support system in the community. Which among the following choices did she list **incorrectly**?
- Mentorship programs.
 - Networking events.
 - Social media influencers.
 - Career counseling centers.
20. Dashon wanted to achieve some personal self improvement. Which of the following is the **most** effective way to achieve self-improvement that Dashon can adopt?
- Setting clear and realistic goals.
 - Ignoring feedback from others.
 - Avoiding challenges and staying in your comfort zone.
 - Comparing yourself constantly to others.
21. There are various factors that led to development of agriculture in Africa. Which one of the following is the **main** reason why people started practicing Agriculture in Africa?
- Increase in population, leading to higher food demand.
 - Availability of fertile land and favourable climate.
 - Influence from neighbouring continents.
 - Development of modern farming equipment.
22. During the scramble and partition for Africa, various European countries colonised various countries in Africa. Which of the following countries is **correctly** matched with its colonizer?
- Kenya - Germany
 - Algeria - France
 - Nigeria - Portugal
 - Angola - Britain
23. Wangari Maathai is an example of a person who won a Nobel prize in Kenya. How did she respond to injustice situation in the society? By
- ignoring social and environmental issues
 - promoting deforestation for economic gain
 - leading environmental conservation efforts and advocating for human rights.
 - discouraging community participation in governance.
24. Which of the following is **not** a factor that influence climate?
- Ocean currents
 - Longitudes
 - Humidity
 - Altitude.
25. Learners need pre-career support. Which of the following choices best explains the reason why learners need pre-career Support?
- To guarantee them high-paying jobs in the future.
 - To prepare them for life after retirement.
 - To limit their career choices to specific fields.
 - To help them choose careers that match their skills and interests.
26. Malu is mediating a conflict between two friends who are in disagreement over a community project. Malu wants to help them find a peaceful resolution. What should she focus on to resolve the conflict effectively?
- Finding common ground.
 - Assigning blame.
 - Raising her voice to be heard.
 - Ignoring the issue.
27. Grade 8 learners were learning about stages of man's evolution. They learnt that the second stage of human evolution is
- Homo sapiens
 - Homo habilis
 - Australopithecus
 - Homo erectus.
28. Flavia was studying the map of Africa to know the location of Africa countries and their capital cities. She learnt that the Capital city of Mali is
- Dakar
 - Bamako
 - Ouagadougou
 - Niamey.
29. Identifying community problems is the first crucial step in developing effective service-learning projects. Which of the following methods is least effective in accurately identifying these issues?
- Conducting surveys within the community to gather residents' perspectives.
 - Collaborating with local organizations to understand existing challenges.
 - Assuming problems based on personal experiences without community input.
 - Organizing focus groups to discuss and prioritize community concerns.
30. Early civilizations have greatly influenced the modern world in various ways. Which of the following is **not** a contribution from early civilizations?
- Development of writing systems.
 - Establishment of organized religions.
 - Invention of the internet.
 - Advancements in agriculture.

SECTION B: 70 MARKS

31. Study the map below and answer the questions that follow.



- (a) Mane is traveling from the school to Eloë Market. Which direction will he be heading? (1 mark)
.....
- (b) Grade 9 learners were conducting research to identify economic activities carried out in Polo area. State one economic activity the learners found out. (1 mark)
.....
- (c) Kian stated type of settlement pattern evidence in Polo area . What was his correct answer? (1 mark)
.....
- (d) There are two types of roads in Polo area. Identify them. (2 marks)
.....

32. During a Social Studies lesson, Grade 9 learners were learning about pre-career support system.
- (a) List two challenges faced by pre-existing career systems in adapting to modern job market demands. (2 marks)
.....
.....
 - (b) State two solutions to these arising challenges from pre-career systems. (2 marks)
.....
.....

33. In the recent years, there have been a rise in population densities.
- (a) State two causes of population growth. (2 marks)
.....
.....
 - (b) Identify two effects of high population to a country. (2 marks)
.....
.....

34. In Kenya, we have a constitution that guides out social wellbeing. (2 marks)

(a) State two importance of constitution of Kenya.

.....
.....

(b) Outline two reasons why we should uphold the constitution as Kenyans. (2 marks)

.....
.....

35. Grade 9 learners were learning about socio- economics practices of early humans. (2 marks)

(a) Identify the uses of the following tools.



.....

(b) Highlight two ways in which social economic practices of early humans impact the modern world. (2 marks)

.....
.....

36. Grade 9 learners were to carry out a community service learning project.

(a) State the first two stages of carrying out a community service-learning project. (2 marks)

.....
.....

(b) Outline two ways on how they will identify a problem in the community. (2 marks)

.....
.....

37. Gacheru was studying about development of medium of trade in Africa. Help Gacheru answer the following questions.



(a) Identify the above form of trade. (1 mark)

(b) List two factors that lead to the introduction of money in Africa. (2 marks)

.....
.....

(c) State and explain two ways in which money has transformed trade in Africa. (4 marks)

.....
.....
.....
.....

38. Scientific theory is one of the theories that explains the origin of humans.

(a) Highlight two changes that took place in humans as a result of evolution. (2 marks)

.....
.....

(c) State and explain one reason why Africa is regarded as a cradle of humanity.

(2 marks)

.....
.....

39. Grade 8 learners were learning on how to apply life skills on their daily lives.

(a) List two daily habits that they learnt that can help one become a better version of himself or herself.

(2 marks)

.....
.....

(b) State two ways in which setting personal goals can contribute to self-improvement.

(2 marks)

.....
.....

40. Grade 7 learners were sketching the map of Africa.

(a) Name two characteristics of a good sketch map their maps should have.

(2 marks)

.....
.....

(b) Outline three uses of maps.

(3 marks)

.....
.....
.....

41. Many African countries face the issue of poverty.

(a) State two causes of poverty in Africa.

(2 marks)

.....
.....

(b) Highlight two solutions that can be adapted to reduce poverty levels in Africa.

(2 marks)

.....
.....

42. Kumar was researching about the type of indigenous knowledge in African societies.

(a) Name four types of indigenous knowledge systems in Kenyan societies.

(4 marks)

.....
.....
.....
.....

(b) State two ways in which indigenous knowledge was used to sustain life.

(2 marks)

.....
.....

43. Human rights have been categorized into three categories. Classify the following human rights according to their correct categories. (4 marks)

Human rights	Categories
Right to life.	
Right to vote.	
Right to education.	
Right to own property.	

44. Kalunda described a certain climatic region as follows;
- (i) Warm temperatures throughout the year.
 - (ii) Heavy, frequent rains throughout the year with no distinct dry season.
 - (iii) Moist conditions that support dense, lush vegetation.
- Which type of climate was Kalunda describing? (1 mark)

45. Mustafa was listing two secondary sources of historical information. List two examples of secondary source of historical information that Mustafa likely stated. (2 marks)
-
-

46. There are a number of historic built environment in Africa. State two importance of historic built environment. (2 marks)
-
-

47. Khaddar wants to improve his personal abilities and interests. Outline two ways in which he can do to improve his personal abilities and interests. (2 marks)
-
-

48. The local time in town A , 60°E is 4:00 pm. What is the local time in town B , 45° W given that every 15° of longitude represents 1 hour difference? (2 marks)
-
-

49. Mention two ways of sustaining healthy relationships in the community. (2 marks)
-
-

50. Early agriculture was first practiced in some regions in Africa. State two areas where agriculture was practiced in Africa. (2 marks)
-
-

JUNIOR SCHOOL ASSESSMENT — GRADE 9 RELIGIOUS EDUCATION —

TIME: 1 hr 30 min
Learner's name: **Grade:**

School Name: **Assessment No:**

Signature/Initial: **Date:**

INSTRUCTIONS FOR LEARNERS

1. Write down your name, name of your school, assessment no and grade in the spaces provided above.
2. Sign and write the date of the assessment in the spaces provided.
3. This question paper consists of TWO sections: Section A and Section B
4. Answer ALL the questions in the spaces provided in this question paper.
5. For each of the questions 1 – 30 in Section A, four answers are given. The answers are lettered A, B, C and D. In each case, ONLY ONE of the four answers is correct.
6. For each question, draw a dark line inside the box of the letter you have chosen.

Example

In the Question Booklet:

10. Which of the following is a common principle emphasised in both Christianity and Islam regarding how people should treat others?
 - [A] Love your neighbors as you love yourself
 - [B] Seek revenge for wrongdoings
 - [C] Ignore the suffering of others
 - [D] Give priority to self-interest

7. This paper consists of 12 printed pages with 50 questions.
8. Ensure you check the question paper to ascertain that all the pages are printed and that no questions are missing.

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SCORE GRID

Section	Maximum Score	Learner's Score	Performance Level
Section A	30		
Section B	70		
	100		

Assessment Rubrics	Performance	E.E (4)	M.E(3)	A.E (2)	B.E (1)

SECTION A:(30 MARKS.)

1. According to **Genesis 2:1-3**, what do Christians learn about work and rest by following the example of God himself?
 - A. We should be responsible and work hard instead of depending on others.
 - B. A lazy person should not be given food to eat.
 - C. We should work hard and get time to rest in order not to tire our bodies.
 - D. We are co-workers and co-creators with God.
2. During a seminar in their school, grade 8 learners were asked not to engage in sex before marriage. Why is it important to avoid sex before marriage?
 - A. It is a sin therefore we should avoid it.
 - B. It will increase the chances of one getting married.
 - C. It reduces the risks of getting sexually transmitted infection.
 - D. It encourages one to put more effort in things that matter in life.
3. The Bible is considered as the word of God since the authors of the book were inspired by God. Which of the following is not a use of the Bible in Kenya today?
 - A. To instruct people to know God better.
 - B. To cast out demons in churches.
 - C. To make judgements in courts by judges.
 - D. To help prevent teachers from giving punishments in schools.
4. Why did Jesus Christ cleanse the temple in Jerusalem?
 - A. To collect offerings from the people.
 - B. To chase away the Roman soldiers.
 - C. Because the temple had come a marketplace.
 - D. To build a new temple for worship.
5. The picture below demonstrates the act of faith that Abraham performed.



From the picture above, how did Abraham demonstrate his faith in God?

- A. He moved from Haran to Canaan even though he did not know the place.
- B. He was willing to get circumcised even though he was old.
- C. He was willing to offer his only son as burnt sacrifice.
- D. He built two alters for God; one in Bethel other in Shechem.

6. Judge Deborah was a remarkable leader. Which of the following best describes her role?
 - A. She was the first female priest in Israel and led worship in the tabernacle.
 - B. She was a prophetess and the only female judge who governed Israel, settling disputes under a palm tree.
 - C. She was the wife of Barak and accompanied him into battles as a warrior.
 - D. She wrote the book of Judges in the Old Testament.
7. In the parable of the friend at midnight, why did the man finally get up and give his friend bread?
 - A. He wanted to eat too.
 - B. He feared being punished.
 - C. Because of his friend's persistence.
 - D. He was not sleeping.
8. Before Samuel chose the first king of Israel, the people were led by prophets and judges. The following are some reasons why the people of Israel wanted a king **except**
 - A. they wanted a king who would lead them to war against their enemies
 - B. Samuel was too old and could not perform his duties well
 - C. they wished to abolish all the judges court
 - D. they wanted to be like other nations who had kings.
9. What did Jesus tell Nicodemus was necessary for someone to see the Kingdom of God?
 - A. Giving alms to the poor.
 - B. Obeying the Ten Commandments.
 - C. Being born again.
 - D. Attending synagogue regularly.
10. Identify the action that explains ways in which Christians can model the value of compassion that Jesus Christ showed when healing the sick and raising the dead.
 - A. Criticizing the needy and those suffering.
 - B. Reporting those we don't like so they get arrested and jailed.
 - C. Taking care of our families and making sure they don't lack anything.
 - D. Praying for those who are going through trials and temptations.

11. The following are importance of work in the society. Which one is not?
- A. To earn a living and provide basic commodities for our families.
 - B. Work is a consequence of the original sin.
 - C. To improve our social status and improve our living standards.
 - D. To fulfill God's commands.

12. Leisure time is the free time where we get to do our own activities or to rest. Which one of the following is a way youth misuse leisure today?
- A. Worshipping God by singing and preaching the gospel of Jesus Christ.
 - B. Visiting and spending time with our friends.
 - C. Participating in sporting activities.
 - D. Meeting and talking about other people's reports.

13. God chose Moses to lead the children of Israel from captivity. Moses carried out all the roles below during the exodus. Which one of the following is **not** one of the roles he carried out?
- A. He prayed to God when the Israelites complained.
 - B. He guided the Israelites to cross the Red Sea and the desert.
 - C. He fought of the Egyptians and led the people of Israel out of Egypt.
 - D. He prepared Joshua to succeed him as the leader of the people.

14. The following is a description of a certain king of Israel.
- (i) *He was the second king of Israel.*
 - (ii) *He was anointed by Samuel when he was a little boy.*
 - (iii) *He was a skilled musician who played the harp.*
 - (iv) *He composed and sang the psalms which are still used today.*
- The king described above is likely to be king
- A. Saul
 - B. Solomon
 - C. David
 - D. Samuel

15. Which one of the following is the significance of the bronze serpent lifted up to be Israelites to the mission of Jesus Christ?
- A. It showed God's power to punish sinners.
 - B. It symbolized Jesus being lifted up to save humanity.
 - C. It reminded the Israelites of their suffering.
 - D. It was to chase away wild animals.

16. King Solomon was a great king who ruled for many years. His reign was very prosperous as he conquered all the enemies of Israel. The following are some of the achievements of King Solomon. Which one is **not**?
- A. He built a temple for God as promised to king David.
 - B. He made treaties with other nations despite that it was forbidden.
 - C. He brought the Ark of the covenant to the Temple of Jerusalem.
 - D. He constructed the cities that had been destroyed like Ghaza and Hazor.

17. After Jesus was born, an angel of God appeared to the shepherds who lived in the fields. He gave them signs so as to identify the baby. All the following are some of the signs which they were given **except**
- A. they will find the child wrapped in clothes
 - B. the child will be lying in a manger
 - C. the child was in the town of Bethlehem
 - D. the child's name was Emmanuel.

18. Deborah was a judge of Israel. She went with Barak and his army to war against Sisera and the oppressors of Israel. Which lesson do we learn about this leadership qualities of Deborah?
- A. We should be obedient and honour God.
 - B. We should always put our trust in God.
 - C. We should be brave and courageous.
 - D. We should embrace all the people despite of their gender and limitations.

19. Tony has been asked to identify the statement which shows positive attitude towards work. Which of the following responses will he give?
- A. Learners waiting until they are forced to wash and sweep their class.
 - B. Amina giving all her chores to her little siblings since her parents are not at home.
 - C. David waiting for others to finish their work so that he can copy their work.
 - D. Faith helping her mother without being asked to and not complaining while doing it.

20. According to **Genesis 20:13**, we should not commit murder. What are the legal consequences one can get if we violate the right to life by killing another human being?
- A. Once found guilty one can be imprisoned for many years.
 - B. One may be killed by other people in mob justice.
 - C. One may be hated in the community and this creates stigma.
 - D. It may lead to enmity between different families that may lead to revenge.

SECTION B: (80 MARKS)

(1 mark)

21. (a) Define the term human sexuality.

.....
.....

(b) Explain two examples of forbidden sexual practices that Christians should not practice. (2 marks)

.....
.....

(c) Give two moral values that are needed to guide the character and the behaviours of youths today. (2 marks)

.....
.....

(d) Write down two ways in which Christians can live morally upright as guided by the Bible (2 marks)

.....
.....

22. (a) Describe the healing of blind Bartimaeus according to **Mark 10:46-52**. (4 marks)

.....
.....
.....

(b) Give three examples of challenges that people face in their day to day lives. (3 marks)

.....
.....
.....

23. Daisy, a grade 9 learner came across the table below during her end term exams.

(a) What are some of the outcomes we expect to see in her paper on the differences between the first and the second accounts of creation? (2 marks)

First account of creation	Second account of creation.

(b) List down two consequences of sins that man faced after they failed in the garden of Eden. (2 marks)

.....
.....

(c) How did God show his mercy to the human race after they had failed and were chased out of the garden? (2 marks)

.....
.....

24. Carefully read the questions below and answer them correctly in the space provided.

(a) Sam was asked to mention two ways in which King Solomon failed as the king of Israel. What are some of the responses that he gave? (2 marks)

.....
.....

(b) A grade 9 learner was asked to share with the class two lessons he learnt from the leadership of King David. What are some of the points that he gave? (2 marks)

.....

(c) Deborah was a very great judge in Israel and she performed a lot of good deeds during her time. Identify two times that Deborah demonstrated good leadership qualities. (2 marks)

.....

25. Peris, a grade 7 learner came across the picture below while doing her revision. Use it to answer the questions that follow.



(a) Identify the skill that the learner in the picture below has displayed. (1mark)

.....

(b) Write down two lessons that you learnt from the parable of the talents. (2 marks)

.....

(c) Identify two ways in which Christians can use their talents and abilities to help other people in the community. (2 marks)

.....

26. Winny, a grade 9 learner was asked to describe the healing of the widow's son in Nain. (4 marks)

(a) Make a summary describing the story according to the book of Luke 7:11-16. (4 marks)

.....

(b) What are some of the acts of compassion we can do as a way of emulating Jesus Christ? (2 marks)

.....

27. A grade 8 learner was asked to carry out a research on healthy and unhealthy relationships. (2 marks)

(a) What are some of the differences between healthy and unhealthy relationships? (2 marks)

Healthy relationships	Unhealthy relationships.

(b) What are the two main life skills that one needs in order to maintain healthy relationships in school and home? (2 marks)

.....

28. Study the picture below and use it to answer the questions that follow:



(a) How have the learners in the picture above taken care of the plants?

(1 mark)

.....

(b) Mention three reasons why it is important to take care of God's creation.

(3 marks)

.....

.....

29. During a career choice fair, Peter chose the career that he loved and truly believe in it. What are some of the things Peter should do ensure that he achieves his dream?

(2 marks)

.....

.....

30. Who was Nicodemus, and what important teaching did Jesus share with him during their conversation?

(2 marks)

.....

.....

31. Pius, a grade 8 learner was asked to identify the requirements that Jesus' parents had to take to the temple during his dedication. What are some of the outcomes that she gave?

(2 marks)

.....

.....

32. Faith's brother has been a victim of gambling and now he is trying to quit.

(a) Name three ways that can help him avoid gambling.

(3 marks)

.....

.....

.....

(b) What are some of the negative effects of gambling to the family?

(3 marks)

.....

.....

.....

33. Gael, a grade 9 learner accompanies his parents to church every single day.

(a) Name some of the forms of worship that are used to praise God today.

(2 marks)

.....

.....

(b) Why is it important for Christians to pray and fast every time?

(2 marks)

.....

.....

(c) Briefly describe how a person should behave when he or she is fasting.

(2 marks)

.....

.....

34. Everyday different people make covenants amongst themselves or between a state. (1 mark)
 (a) What is a covenant?

 (b) Briefly explain two elements of a covenant. (2 marks)

 (c) Give two examples of covenants that takes place today. (2 marks)

35. Highlight three ways of showing gratitude to God in day-to-day life. (3 marks)

36. A grade 8 learner was asked to write down two contributions of the church towards education and health. What are some of the responses he gave? (2 marks)

37. After watching a video about Jesus riding into Jerusalem. A grade 7 teacher showed it to his learners and asked them to describe the events that took place during Jesus' triumphant entry into Jerusalem. What response did they give? (4 marks)

- (b) During a Bible quiz, Janet was asked why the Jewish leaders approved Jesus. Give three reasons for their approval mentioned by Janet. (3 marks)

ISLAMIC RELIGIOUS EDUCATION

SECTION 1 (20 marks)

- The revelation of the Qur'an occurred over a period of
 A. a few weeks
 B. several centuries
 C. 23 years
 D. 1000 years.
- Aisha is feeling anxious about an upcoming exam. Her mother advises her to read a Surah that speaks about patience and reliance on Allah, reminding her that "*Indeed, with hardship comes ease.*" Which Surah is she referring to?
 A. Surah Al-Fil
 B. Surah Al-Ikhlās
 C. Surah Ash-Sharh
 D. Surah Al-Ma'un.

- Omar's teacher tells him that a Hadith reported by a large number of narrators, making it impossible to be fabricated, is the most authentic category of Hadith. What is this type called?
 A. Da'if
 B. Mutawatir
 C. Hasan
 D. Mursal.
- Fatima visits a distant relative who tells her that making an offering at a saint's grave will bring her success in life. What type of Shirk does this represent?
 A. Shirk Akbar (Major Shirk)
 B. Shirk Asghar (Minor Shirk)
 C. Shirk Khafi (Hidden Shirk)
 D. Shirk Ibadah.

5. Yusuf works at a bank where he is required to process interest-based loans. He feels uneasy about it because he knows Islam has strict rules against interest. What is the Islamic ruling on interest (Riba)?
- It is encouraged for business growth.
 - It is Makruh (disliked but allowed).
 - It is Haram (strictly forbidden).
 - It is only haram when excessive.
6. In pre-Islamic Arabia, women had no right to inherit property. How did Islam reform this practice?
- Women were allowed to inherit but had to share equally with men.
 - Women were given a defined share of inheritance.
 - Women were still not allowed to inherit, but could manage property.
 - Women were only allowed to inherit if they had no brothers.
7. A Quran teacher advised Ahmed to complete reading the Qur'an in a month by dividing it into equal sections. How many parts (Juz) should he read daily to complete it in 30 days?
- 5 parts
 - 3 parts
 - 1 part
 - 10 parts.
8. A Muslim scholar explains that some Hadith have weak chains of narration and cannot be relied upon. What is the term for such Hadith?
- Sahih
 - Mutawatir
 - Da'if
 - Hasan.
9. Bilal is discussing religious books with his Christian friend. His friend asks him which scriptures Muslims believe in. Which of the following is **not** among the books revealed by Allah?
- Zabur
 - Torah
 - Gospel (Injil)
 - Bhagavad Gita.
10. A young learner was discussing with her friends and discovered that some prophets had great patience and endured many hardships while spreading Islam. How many prophets are classified as Ulul-Azm?
- Five
 - Ten
 - Seven
 - Four
11. What is the major difference between Hajj and Umrah?
- Hajj is compulsory for every Muslim once in a lifetime, but Umrah is not.
 - Umrah requires standing at Arafat, while Hajj does not.
 - Hajj takes only one day, while Umrah takes multiple days.
 - Only Hajj involves performing Tawaf around the Kaaba.
12. At school, Amira sees her classmates bullying another student. She remembers a verse from the Qur'an that encourages stopping evil. Which verse supports her decision to intervene?
- "Indeed, with hardship comes ease" (Surah Ash-Sharh)
 - "And enjoin what is right and forbid what is wrong" (Surah Al-Imran 3:104)
 - "Verily, man is in loss" (Surah Al-Asr)
 - "We have created you in pairs" (Surah An-Naba)
13. Hamid and his wife have been struggling in their marriage, and he rashly says "Talaq" three times in one sitting. Later, he regrets his decision. What is the ruling on his divorce?
- It is final, and they cannot remarry unless she marries someone else first.
 - He can take her back without any conditions.
 - He must say "Talaq" seven times for it to count.
 - They must go to a judge to decide.
14. ~~All wants to learn about the second Caliph of Islam, who was known for justice and discipline. Who was this Caliph?~~
- Abu Bakr As-Siddiq
 - Umar ibn Al-Khattab
 - Uthman ibn Affan
 - Ali ibn Abi Talib.
15. A businessman offers loans to people but demands that they return extra money as interest. His friend tells him that Riba (interest) is haram. What is the reason for this prohibition?
- It helps the rich get richer and exploits the poor.
 - It is only haram when it is high.
 - Islam does not allow any form of borrowing money.
 - It makes business easier.

16. Which of the following is a condition of Tawbah for it to be accepted by Allah (S.W.T.)?
A. Praying more Sunnah prayers.
B. Feeling sincere remorse for the sin.
C. Seeking forgiveness from other people.
D. Giving sadaqah immediately after sinning.

17. One significance of Tawbah in the life of a Muslim is that it
A. guarantees a long life
B. cleanses the soul and brings one closer to Allah (S.W.T.)
C. prevents one from performing Salah
D. allows one to repeat the sin intentionally.

18. Which of the following is an Islamic teaching on modesty?
A. Boasting about one's wealth.
B. Spying on others.
C. Showing off good deeds.
D. Lowering the gaze and dressing decently.

19. Which of these is a way a Muslim can practise trustworthiness?
A. Ignoring promises.
B. Spreading secrets.
C. Fulfilling entrusted duties and returning items.
D. Delaying prayer without reason.

20. Why is Zina (fornication and adultery) prohibited in Islam?
A. It leads to social decay and breakdown of family values.
B. It brings economic gain.
C. It is encouraged in modern culture.
D. It promotes fairness in relationships.

SECTION B (80 marks)

Answer ALL the questions from this section in the spaces provided.

21. Name the four forms of Hadith. (4 marks)

.....
.....
.....
.....

22. List down some of the rights of women in Islam. (3 marks)

.....
.....
.....

23. (a) Amina and her classmates were discussing how the Qur'an was preserved during different periods. Mention two periods during which the Qur'an was preserved. (2 marks)

.....
.....

(b) State two teachings from verses 12-19 of Surah Al-Luqman that Ali can apply in his daily life as a student. (2 marks)

.....
.....

24. (a) Salim is teaching his younger brother how Hadith developed. List two reasons why the companions of the Prophet (S.A.W.) were important in preserving Hadith. (2 marks)

.....
.....

(b) Outline two ways the Hadith on accountability can help Fatima build her character in school and at home. (2 marks)

.....
.....

25. Ahmed usually prays alone at home, but his father reminds him of the rewards of praying in congregation.

(a) What extra reward is given for praying in congregation compared to praying alone? (1 mark)

.....

(b) How does congregational prayer strengthen the bonds of the Muslim community? (1 mark)

.....

(c) In what other ways might attending the mosque regularly benefit Ahmed's spiritual growth? (1 mark)

.....

(d) How does participating in congregational prayers foster a sense of unity among Muslims? (1 mark)

.....

26. Sara is pressured by friends to spread gossip about a classmate.

(a) What does Islam teach about backbiting? (1 mark)

.....

(b) What negative impacts can backbiting have on personal relationships and society? (1 mark)

.....

(c) How can Sara resist the temptation to engage in gossip and promote positive behavior instead? (1 mark)

.....

(d) What are the spiritual consequences of engaging in backbiting according to Islamic teachings? (1 mark)

.....

27. Jamal and his fiancée are planning their wedding according to Islamic guidelines.

(a) What are the two essential conditions for an Islamic marriage to be valid? (1 mark)

.....

(b) How do these conditions ensure fairness and stability in the marriage? (1 mark)

.....

28. (a) Yusuf is preparing for an interfaith discussion. Give two reasons why belief in revealed scriptures is important in Islam. (2 marks)

.....

.....

(b) Mention two qualities of the Ulul-Azm prophets that one can emulate to improve their patience and leadership. (2 marks)

.....
.....

29. (a) After watching a documentary on drought in Kenya, Imran and his mosque group decided to perform Swalatul Istisqaa. Mention two steps involved in this prayer. (2 marks)

.....
.....

(b) During a Hajj lesson, Layla asked about the significance of Tawaf al-Wida. State two reasons why Muslims perform the Farewell Tawaf. (2 marks)

.....
.....

30. Hassan lost his temper during a class debate. His teacher reminded him of anger management in Islam. Mention two positive coping mechanisms he can use to control his anger. (2 marks)

.....
.....

31. Mr. and Mrs. Kareem have been experiencing disagreements in their marriage. Mention two Islamic mechanisms they can use to resolve conflicts peacefully. (2 marks)

.....
.....

32. Ali is learning about the importance of repentance in Islam.

(a) State five conditions of Tawbah as a basis for forgiveness from Allah (S.W.T.). (5 marks)

.....
.....
.....
.....
.....

(b) Outline five ways in which Tawbah is significant in the life of a Muslim. (5 marks)

.....
.....
.....
.....
.....

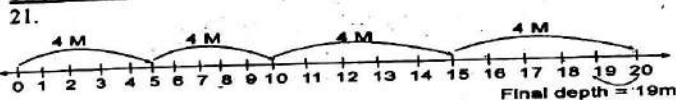
33. Zahra wants to strengthen her character as part of her Islamic faith. Explain four Islamic teachings on observing modesty, contentment, and trustworthiness in fulfilment of Allah (S.W.T.)'s commandments. (8 marks)

.....
.....
.....
.....

GRADE 9 MARKING SCHEME

MATHEMATICS		SECTION A			
1. B	2. A	3. C	4. B	5. A	6. D
8. B	9. A	10. B (rectify A, B, C, D in the QP)			
11. C	12. C	13. B	14. C	15. A	16. C
17. A	18. C	19. D	20. B		

SECTION B



22. (a) 102.6 acres (b) 103 acres

23.

$$L = \sqrt{48.44} \rightarrow \frac{29}{6.9599}$$

Length = 6.9599 m

24. Boys = $\frac{3}{5} \times 600 = 360$ Boys in athletics = $\frac{1}{3} \times 360 = 72$
 Girls = $\frac{2}{5} \times 600 = 240$ Girls in athletics = $\frac{1}{4} \times 240 = 60$

Total = 72 + 60 = 132 pupils

25. Lcm of 6 and 4 = 2 | 6 | 4
 2 | 3 | 2
 3 | 3 | 1
 1 | 1

$2 \times 2 \times 3 = 12$ days

26. $\log_{10} 10000 = n \rightarrow 10^n = 10000 \rightarrow n = 4$

27. Numerator		Denominator	
$\frac{17}{8} + \frac{1}{4} \left(\frac{11}{8} - \frac{7}{8} \right)$	$3 \frac{1}{8} \times \left(\frac{3}{4} \times \frac{8}{3} \right)$	Num = $\frac{9}{4} + \frac{25}{4}$	Den = $\frac{9}{4} + \frac{25}{4}$
$\frac{18}{7} + \frac{1}{4} \left(\frac{4}{8} \right)$	$3 \frac{1}{8} \times \frac{2}{1}$	$= \frac{9}{4} \times \frac{4}{25}$	
$\frac{17}{8} + \frac{1}{4} = \frac{18}{8} = \frac{9}{4}$	$\frac{25}{8} \times \frac{2}{1} = \frac{25}{4}$	$= \frac{9}{25}$	

28. (a) Julia picks $\frac{1}{4}x$ and Bridget picks $\frac{1}{3}x$

(b) $\frac{1}{4}x + \frac{1}{3}x = \frac{7}{12}x$

(c) If $x = 3$ Bridget = $\frac{1}{3} \times 12 = 4$ oranges

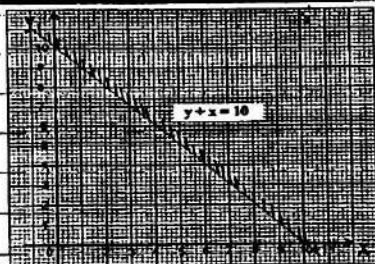
29. (-2, 1) (6, 3) $m = \frac{3-1}{6-(-2)} = \frac{2}{8} = \frac{1}{4}$	(-2, 1) (x, y) $\frac{y-1}{x+2} = \frac{1}{4}$	$4y - 4 = x + 2$ $4y = x + 6$ $y = \frac{x+6}{4}$	Y-intercept is the value of c. Hence y-intercept $\frac{3}{2}$ or $(0, \frac{3}{2})$
---	--	---	---

30. (a) $8x - 5x > 4 + 2$
 $3x > 6$
 $x > 2$

(b) (i) $y + x > 10$
 (ii)

x	2	3	4	5	6
y	8	7	6	5	4

■ Award first mark for a table of values
 ■ Award second mark for correct graph.
 (dotted line labelled)



31. (a) Let a bag of cement be X
 Bucket of sand be Y

(b) $3x + 4y = 3100$ (i)
 $2x + 6y = 2900$ (ii)

Multiply the equation (i) by 6 and equation (ii) by 4.

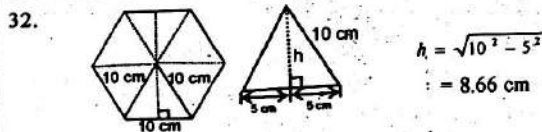
$$\begin{array}{r} 18x + 24y = 18600 \\ 8x + 24y = 11600 \quad (\text{subtract the two equations}) \\ \hline 10x = 7000 \\ 10 = 700 \end{array}$$

(simplify)
 $x = 700$

$$\begin{array}{r} 3x + 4y = 3100 \\ 3(700) + 4y = 3100 \\ 2100 + 4y = 3100 \\ 4y = 1000 \\ 4 = 250 \end{array}$$

(simplify)
 $y = 250$

$x = 700$ and $y = 250$.
 The cost of one bag of cement is Sh. 700 and the cost of one bucket of sand is Sh 250.



Area of 1 triangle = $\frac{1}{2} \times 8.66 \text{ cm} \times 10 \text{ cm} = 43.3 \text{ cm}^2$
 Area of 6 triangles = $43.3 \times 6 = 259.8 \text{ cm}^2$

33. $\frac{72 \text{ km}}{1 \text{ h}} = \left(\frac{72 \times 1000}{60 \times 60} \right) \text{ m/s} = 20 \text{ m/s}$

34. Volume = $\pi r^2 h$
 $= \frac{27}{8} \times 10.5 \times 10.5 \times 25$
 $= 8662.5 \text{ cm}^3$

But $1000 \text{ cm}^3 = 1 \text{ litre}$
 $= \frac{8662.5}{1000} \text{ cm}^3 = 8.6625 \text{ litres}$

35. (a) $\frac{\theta}{360} 2\pi r = \text{arc length}$

$$\frac{125}{360} \times 2 \times \frac{22}{7} \times x = 20$$

$$\frac{2.18254x}{2.18254} = \frac{20}{2.18254}$$

$$x = 9.16364$$

9.16 cm. (2 d.p)

(b) $P = 9.16 + 9.16 + 20 = 38.32 \text{ cm}$

36. S.A = $(L \times W)1 + 2(L \times H) + 2(H \times W)$
 $= (4 \times 3)1 + 2(4 \times 0.5) + 2(0.5 \times 3)$
 $= 19 \text{ m}^2$

37. Value after 1 year = $(100\% - 20\%) \times \text{sh.}80000$

$$\frac{80}{100} \times \text{sh.}800000 = \text{sh.}640000$$

38. (a) $\left(\frac{n-2}{n} \right) \times 180 = 135$

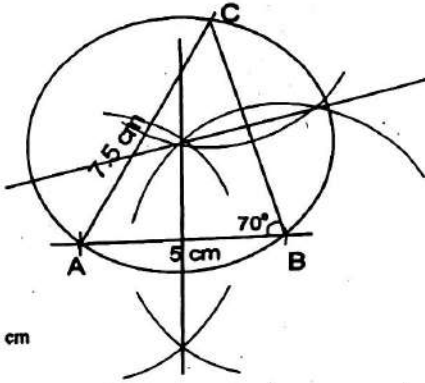
$$(n-2)180 = 135n$$

$$180n - 360 = 135n$$

$$45n = 360$$

45 45
(simplify)
 $n = 8$
8 sides.

(b) (i)



(ii) Radius = 4 cm

39. (a)

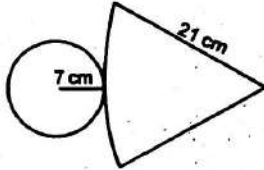
(i) $\frac{\text{actual length}}{\text{drawing length}} = \frac{24}{12} = 2$ km. therefore 1 cm is 2 km in actual.

Hence, 1 cm represents 2 km.

(ii) 1 cm = 2 km
? = 30 km (cross multiply)
= $\frac{30 \text{ km} \times 1 \text{ cm}}{2 \text{ km}} = 15$ (simplify)

The scale length of the distance between two points is 15 cm.

(b) (i) The sketch should be like the one in the figure below.



(ii) $S.A = \pi r^2 + \pi rs$

$$\pi rs = \frac{22}{7} \times 7 \times 21 = 462$$

The area of a circle; $A = \pi r^2; \frac{22}{7} \times 7^2 = 154$.

Total = 462 + 154
= 616 cm²

40. (a) Walking

(b) $9 - 4 = 5$

(c) Other means

(d) $4 + 6 + 9 + 5 + 1 = 25$

41. (a) $\frac{6}{20} \rightarrow \frac{3}{10}$

(b) $\frac{2}{20} \rightarrow \frac{1}{10}$

ENGLISH

PAPER 1

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

PAPER 2

TASK 1: COMPOSITION

The write up to be marked as per the normal marking procedure by checking:

- Length
 - Grammar
 - Tenses
 - Creativity
 - Originality
 - And any other write up aspect.
- It should be a speech.

TASK 2: ORAL NARRATIVE

- Because the chameleon was too slow.
- He set a trap with a pile of bananas.
- A. Boastful and Overconfident – The monkey constantly brags about his speed and cleverness, believing that quickness is the most important trait. He even mocks the chameleon for being slow, showing that he is overly confident in his abilities.
B. Reckless and Impulsive – Instead of being cautious, the monkey rushes towards the bananas without thinking, falling right into the hunter's trap. His impulsiveness puts him in danger, proving that he lacks patience and foresight. However, by the end of the story, he learns the value of wisdom and patience.
- He cut the net with his claws.
- Wisdom and patience are just as important as speed.
- Every creature has strengths and must know when to use them.

TASK 3: POEM

- A Song of Beauty and Life: She "whispers in the rustling leaves" and sings "upon the breeze," symbolising the gentle harmony of nature.
A Warning: She cautions that "storms may rage when balance dies," meaning that if humans disrupt nature's harmony, destruction will follow.
- Bright hues
- Four
- Burn and turn / deep and sleep / grace and embrace

TASK 4: PLAY

- Mwende has worked with computers in the city, but she feels that things are different in the rural area and is unsure if her skills will be applicable.
- They are building an app to teach people about planting trees.
- Ms. Akoth reassures Mwende that technology is adaptable and that her experience will be invaluable. She suggests that Mwende join Lobawoi and Wambui's team, where her coding skills will be useful.
- She gives the suggestion of using coordinates, similar to how GPS features are used in city delivery apps.
- It is excited and collaborative as the students enthusiastically discuss their project while Ms. Akoth offers guidance and encouragement.

TASK 5: NOVELLA

1. She saw guests hugging, squeezing, and dancing very closely, which made her wonder if it was still appropriate for a Christian gathering.
2. A. Bold and Confident – She is not afraid to express herself through dance, even in a setting where others might be more reserved. This suggests that she is confident in her actions.
B. Energetic and Enthusiastic – She dances with maximum enjoyment, trying out funky moves, showing that she is full of energy and loves having fun.
C. Carefree and Uninhibited – Despite being in a pastor's home, she dances without restraint, as if she were in a nightclub, indicating that she does not easily conform to expected behavior in formal settings.
3. A. Lively and Excited – The atmosphere is energetic, with Adebi and other guests dancing enthusiastically to Christian music. The mention of funky moves and hugging suggests a vibrant and celebratory mood.
B. Questionable and Suspicious – Sylene starts to notice things that make her uncomfortable, such as intimate dancing and possibly intoxicated guests. Her doubts about whether the dancing is still Christian and her observation of a young man staggering add an element of concern and unease.
4. This scene is set at the pastor's home, likely in the compound where a gathering or celebration is taking place.

KISWAHILI

KARATASI YA 1

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

SEHEMU YAA: KUANDIKA

1. Utangulizi
2. Mwali
3. Hitimisho

SEHEMU B: FASIHI SIMULIZI

1. Mamba alivua samaki na kumpa rafiki yake kisha nyani alimpelekea mamba matunda na nafaka mbalimbali.
2. Mamba alimposea mwanawe binti kutoka kwa nyani
3. Nyani alipokosa kumsaidia mamba wakati alipatwa na janga la njaa, mamba alipotaka roho ya nyani iwe chakula chake pamoja na familia yake.
4. Ujanja na udanganyifu - Nyani anagundua mamba anataka kumwanganiza hivyo anatumia hila ili kumtoroka, Usaliti - mamba anamsaliti rafiki yake nyani kwa kudai kuwa alihitaji moyo wake.
5. La, walisaliti urafiki wao. Mamba alitaka kumla nyani naye nyani hakumsaidia mamba alipokabiliwa na njaa

SEHEMU C: NOVELA

1. Kifo - kuna kifo cha mamake msimulizi
Ukosefu wa Amani – msimulizi anatamani angezaliwa Tereka ama Gendua kuliko na amani. Vijana katika sehemu ile walikuwa wakicheza na kufurahia maisha.
Malezi - baba yake msimulizi alikuwa nduli aliyewatoroka. Anatamani kukutana na yeye ana kwa ana.
2. Methali - damu ni nzito kuliko maji
msemo - kuwa nduli, rafiki wa chanda na pete
3. - Kufiwa
- Kukataliwa na marafiki wa chanda na pete
- Kukimbiwa na kudharauliwa

4. Changamoto ambazo watoto wanapitia hasa wanapokosa malezi bora baada ya mzazi mmoja kufariki na mwingine kukosa kuwajibikia ulezi.
5. - Mwenye huzuni - alifiwa na mama yake
- Mwenye tamaa - anatamani angezaliwa kwenye sehemu iliyokuwa na amani, anatamani kumuona babake angalau ana kwa ana, anatamani maisha ya vijana waliokuwa katika sehemu iliyokuwa na amani.
- Mwenye matumaini - kitabu chake cha Mshale wa Matumaini anachokisoma kinampa matumaini katika maisha.

SEHEMU D: TAMTHILIA

1. Kuonyesha jinsi ulevi unaweza kuikandamiza familia. Mabula anashindwa na malezi wanakosa pesa za kununua maji na chakula.
2. Methali - Panapo wazee hapaharibiki neno Tashbihi – andama kama kivuli
3. Ni mlevi - anaingia nyumbani akionyesha dalili za kulewa. Anakosa kuwajibikia malezi - hii inapelekea familia yake kukosa chakula na maji.
4. Ulevi - Mabula anarudi kutoka kikao cha wazee akiwa mlevi Uwajibikaji – Mabula anakosa kuwajibikia malezi hadi familia inakosa maji na chakula
Adha za ndoa - Mabula anadai kuwa kelele za mkewe zilimfanya kutoroka nyumbani mapema
5. Anatumika kuonyesha wanawake ambao wanaendelea kuwajibikia ndoa na familia zao licha ya pandashuka za maisha.

SEHEMU E: USHAIRI

1. Anadhamiria kupitisha ujumbe kuhusu jinsi ya kudumisha usafi shuleni, hospitalini nk
2. Kukata nyasi ndefu na vichaka na kuvichoma, weka jaa la takataka kila mahali
3. Huua viumbe vya majini hivyo kuleta hasara
4. Usafi, udumishaji wa usafi.

INTEGRATED SCIENCE

SECTION A:

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

SECTION B

31. (a) Region 3
(b) It is hotter, produces less soot, and ensures efficient combustion.
32. (a) Ovary. (b) Fertilization.
33. (a) Kinetic energy → Potential energy → Kinetic energy.
(b) Chemical energy → Electrical energy → Light energy.
(c) Chemical energy; the body converts it into kinetic and thermal energy.
34. (a) An atom consists of a nucleus (protons and neutrons) surrounded by electrons.
(b) atomic number = number of protons; Mass number = protons + neutrons.
(c) 2.8.2.
(d) Electron arrangement determines reactivity and bonding behavior.
35. (a) A. Malleability B. Ductility.
(b) Metals are malleable, ductile, and good conductors; non-metals are brittle, dull, and insulators.
(c) Oxygen – respiration; Sulphur – fertilizers; Carbon- used in the form of graphite to make pencils
36. (a) Plant. (b) Photosynthesis (contains chlorophyll).
37. (a) Heterotrophic mode of nutrition
(b) (i) Diastema
(ii) It allows for manipulation and movement of food while chewing and provides space for the tongue during mastication.

(c) **Calcium phosphate** – This mineral is the key substance that hardens and strengthens teeth.

38. (a) Rusting is the reaction of iron with oxygen and water to form iron (iii) oxide (brown coating).
(b) Alloys are stronger, more durable, and resistant to rust.
39. (a) Acids are sour, bases are slippery.
(b) (i) Acids – Used in cleaning agents.
(ii) Bases – Used in soap making.
(iii) Indicators – Used in pH testing.
40. (a) Water hardness is the measure of the amount of minerals, mainly dissolved calcium and magnesium in water
(b) Boiling and adding washing soda.
41. (a) An alloy is a mixture of metals to enhance properties.
Examples: Steel, Brass.
(b) Duralumin is lightweight, strong, and corrosion-resistant.
42. (a) High heels have a smaller surface area, increasing pressure.
(b) Pressure is applied to the liquid, forcing it out through a small opening.
(c) Hydraulic principle; applies force through brake fluid to stop the car.

AGRICULTURE

PAPER 1

SECTION A

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

SECTION B

31. (a) granary
(b) - dusting - Cleaning to remove debris
- Removing rodents - Repairing
(c) - checking moisture content - Ventilation
- Controlling rodents
32. Mechanical weeding - Organic farming
33. (a) baled hay (b) stacking - standing forages
(c) - ensure steady supply of feed
- Promotes soil health
- Reduces cost of buying supplements
34. - Saves time - Reduces wastage of food - Saves money
35. - Reduces environment pollution - Minimizes wastage of water
- Helps to reduce risk of crop failure
36. - Wick garden - Multi-storey garden
37. - Decreases production cost
- Minimizes dependency on agrochemicals
- There is access to nutrient rich food
38. - Open seam - Closed seam
39. (a) sun drying
(b) - Boiling - Salting
40. Feeding - Watering - Sanitation
41. - Type of flour - Technique to use on the product
42. Good ventilation helps to keep the storage area dry. It prevents moisture build-up, which can cause mould and spoil the lentils.
43. (a) chicken fold - Wire mesh
- Wood - Nails
- Hammer
44. It is adding contaminants to the soil
45. She left the dough to rest so that it could rise and become soft.
This helps the mandazi to cook well and be light and fluffy.
46. (a) scaling (b) scaling tool or knife
(c) - gutting - salting - frying

PRE - TECHNICAL STUDIES

PAPER 1

SECTION A

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

SECTION B:

31. (a) - Ensure the platform is stable- Use safety rails
- Wear personal protective equipment (PPE)
- Inspect platform regularly
(b) Use fall protection systems.
- Ensure workers are trained on safety measures.
32. (a) Marking gauge.
(b) - Leads to inaccurate measurements.
- Misalignment of materials. - Poor- quality workpieces.
33. (a) - Exploiting talents - Manipulating others.
- Using skills for harmful or illegal activities.
(b) - Contribute positively to communities.
- Seek mentorship.
- Make ethical decisions in personal and professional settings.
34. - Plastic wastes - Glass wastes - Organic wastes
35. (a) Density and hardness (b) Colour and appearance
(c) Durability and decay assistance
(d) Grain pattern and texture
36. (a) Intermediaries move products from manufacturers to consumers.
- Make products available in the market.
- Add efficiency to the distribution process.
(b) - Reduce direct handling by manufacturers and retailers.
- Streamline logistics - Help manage inventory
37. (a) - Phishing - Hacking - Cyberbullying - Identity theft
(b) - Use strong passwords. - Enable two-factor authentication.
- Be cautious about unknown emails.
- Keep security software updated.
38. - Ladders. - Trestles. - Mobile raised platforms.
39. (a) Recycling – Reusing materials like plastic, glass, and paper to reduce waste.
(b) Composting – Converting kitchen and garden waste into manure for use in gardening.
- Parallel dimensioning.
40. - Wear appropriate personal protective equipment (PPE) like gloves and goggles.
- Always read and follow labels and safety data sheets (SDS).
- Store chemicals in clearly labeled, safe containers.
41. - Proper care maintains tool sharpness and efficiency.
- Well - maintained tools are safer to use, reducing the risk of accidents.
42. - Helps control and manage spending.
- Ensures savings for future needs or emergencies.
43. - Look for warning labels or hazard symbols.
- Identify chemicals stored improperly or exposed to extreme conditions.
(b) Alert others and report the hazardous substances to the authorities.
- Follow safety protocols, such as evacuation or containment procedures.
44. - Input - Processing
- Output - Effects

CREATIVE ARTS AND SPORTS

PAPER 1

SECTION 1

Task 1: Performing Arts

1. D 2. C 3. C 4. A 5. D 6. B 7. D 8. C 9. D 10. C

Task 2: Sports

11. C 12. C 13. C 14. B 15. C 16. B 17. A 18. B 19. D 20. A

Task 3: Visual Arts

21. B 22. C 23. D 24. D 25. C 26. A 27. D 28. A 29. C 30. A

SECTION 2

Task 1: Performing Arts



32. Note C

33. - Professional Composer or Songwriter - Creating original music for artists, films, or advertisements.

- Concert Pianist or Performer - Playing in orchestras, bands, or as a solo musician.

- Music Educator - Teaching piano, songwriting, or music theory in schools or privately.

34. - Folk song: A traditional song passed down through generations, often reflecting the culture and history of a community.

- Folk dance: A traditional dance performed to accompany folk songs, representing the cultural practices of a community.

35. - Preserves cultural heritage and traditions.

- Educates the community by passing down moral lessons and history.

- Promotes social bonding during communal activities.

36. - Slur: A curved line connecting two or more notes of different pitches, indicating they should be played smoothly (legato).

- Tie: A curved line connecting two notes of the same pitch, combining their duration.

37. Mark if the quaver rest is drawn correctly with a single hook.



38. - Each bar contains four beats.

- A variety of rhythmic notes (e.g. crotchets, quavers, minims) are used.

- The rhythmic pattern flows consistently across the bars.

Task 2: Sports

39. (a) Low dribbling. (b) When the player is closely guarded

40. Use proper marking technique.

- Awareness of the surrounding

41. (a) Rugby (b) Pop pass

42. (a) jump serve. (b) - Overarm serve - Underarm serve

43. - Down sweep - upsweep

44. (a) Single landing (b) Pivoting

Task 3: Visual Arts

45. (a) It's a symbol made up of text and images that defines a business or organization.

(b) It communicates the unique character of an organization making it highly marketable.

46. (a) Sculpture

(b) (i) Weight of materials (ii) The size of the desired form

47. (a) Montage is a technique for creating a new image by combining multiple images, while photomontage is a type of montage that uses photographs.

48. Tie and dye techniques.

49. (a) Scenic features. (b) Use of worm's eye view

(c) In the morning and in the evening

SOCIAL STUDIES

SECTION A

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

SECTION B

31. (a) North East (b) Trading, Industrial activities, Farming.
(c) Clustered (d) Tarmac and Murrumbidgee roads.

32. (a) Limited use of modern technology, resulting in outdated information.

(b) Inadequate understanding of emerging job market trends.

33. (a) - High birthrate. - Improved Health care

(b) Increased demand for resources such as water food and housing.

- Overburdened public services such as healthcare education and transportation.

34. (a) - Protects the rights and freedoms of citizens.

- Establishes the framework for governance and rule of law.

(b) - Ensures accountability and transparency in government.

- Promotes equality and social justice for all citizens.

35. (a) Used in hunting and gathering.

(b) - Carve wood to create tools.

- Process hides for clothing shelter.

- Cut meat from hunted animals.

36. (a) - Problem identification. - Planning.

(b) Observing community challenges such as poor sanitation or lack of education facilities.

- Conducting surveys or interviews to gather opinions from community members.

37. (a) Barter trade.

(b) - Development of complex societies.

- Expansion of trade networks.

(c) Money replaced the barter system so people no longer had to exchange goods directly. This made buying and selling faster and easier.

- Money allowed for easier trade over long distances. This helped local markets grow and connected different regions through trade.

38. (a) - Bipedalism, Humans evolved to walk upright on two legs.

- Increased brain capacity, human developed larger brain thinking capacity.

(b) Many early human fossils have been discovered in Africa.

- African populations exhibit the greatest genetic variation, supporting early human origins.

- The oldest known stone tools have been found in Africa.

- Varied habitats provided ideal conditions for early human evolution.

39. (a) Practicing self-reflection

- Regularly assessing actions and thoughts helps improve decision-making and personal growth.

- Engaging in routine exercise

(b) Provides clear direction and focus.

- Increases motivation and accountability.

40. (a) Should have a scale, key, frame, compass direction.

- Should be neat and clear.

- Should be simple and have clarity.

(b) They help find directions and locations

- They are used to study physical features

- They help in planning and development

41. (a) Lack of access to quality education and employment opportunities

- Political instability and corruption.

(b) Invest in education and vocational training to improve skills and job opportunities.

- Strengthen governance and promote transparency to ensure fair resource allocation

42. (a) - Traditional Medicine - Agricultural Practices
- Environmental Management - Cultural Traditions
(b) - Through traditional agricultural methods that optimized crop production and resource management.
- By using indigenous medicinal practices and natural remedies to treat illnesses and maintain community health.
43. Right to life – Civil right
Right to vote – Political right
Right to education – Social right
Right to own property – Economic right
44. Equatorial climate.
45. - History textbooks - Documentaries
46. (i) They help preserve our history and culture.
(ii) They attract tourists and boost the local economy.
(iii) They educate us about past ways of life and architecture.
(iv) They build community pride and strengthen local identity.
47. -He can join classes or workshops to learn new skills.
-He can set clear goals and practice regularly.
48. $60^\circ \text{ East} + 45^\circ \text{ West} = 105^\circ$
 $105^\circ + 15^\circ/\text{hour} = 7 \text{ hours}$
Since 60° East is ahead, the city at 45° West is 7 hours behind.
 $4:00 \text{ pm} - 7 \text{ hrs} = 9:00 \text{ Am}$
49. - Effective communication - Assertiveness - Empathy
50. - The Great Rift valley - Nubia. - Ancient Egypt.

CHRISTIAN RELIGIOUS EDUCATION

SECTION A.

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

21. (a) Human sexuality refers to the way people experience and express themselves sexually, including sexual orientation, desires, behaviors and roles.
(b) Adultery: Engaging in sexual relations with someone who is not your spouse.
- Engaging in sexual relations with someone of the same sex (as it is considered sinful in some Christian teachings).
(c) Respect: Treating others with dignity and honour.
- Integrity: Being honest and having strong moral principles.
22. (a) Blind Bartimaeus was sitting by the roadside he heard that Jesus was passing by and cried out for mercy. Despite being rebuked by the crowd, he continued shouting. Jesus called him over and asked what he wanted. Bartimaeus asked to regain his sight. Jesus told him that his faith had healed him and immediately, Bartimaeus received his sight and followed Jesus.
(b) Financial difficulties. - Health problems.
23. (a)

First creation account	Second creation account.
- In the first account (Genesis 1), creation is described as taking six days with humans created last in the of image of God.	- In the second account (Genesis 2), humans are created first and the focus is in the creation of Adam and Eve.
- There is no planting of the garden of Eden.	- The Garden of Eden was planted.

(b) Separation from God: They were banished from the Garden of Eden.
- Suffering and death: They were cursed with hard labour and the eventual death of humans.
(c) God provided clothing for Adam and Eve.

- He promised redemption through a Savior (Jesus Christ).
24. (a) He allowed idol worship, leading the Israelites into sin.
- He married foreign women who influenced him to turn to idolatry.
(b) Faith in God: David trusted in God's guidance and strength.
- Humility: David repented when he sinned and sought God's forgiveness.
(c) Deborah led Israel into battle and achieved victory over the Canaanites.
- She offered wise counsel and judgment to the people of Israel.
25. (a) Playing football.
(b) Use your talents and abilities wisely to serve others and honor God.
- Those who are faithful with small things will be trusted with greater responsibilities.
(c) Volunteering to help those in need.
- Using talents like teaching, singing, or counseling to serve others in church or the community.
26. - As Jesus entered the town of Nain, He encountered a funeral procession for a widow's only son. Moved with compassion, Jesus told the woman not to weep. He then touched the coffin, and the young man was brought back to life. The people were filled with joy and they praised God.
27. (a) Healthy relationships involve mutual respect and trust, while unhealthy relationships involve manipulation and control.
- Healthy relationships promote personal growth and happiness, while unhealthy relationships cause stress and emotional harm.
(b) Communication skills. - Conflict resolution skills.
28. (a) Weeding crops.
(b) It honors God as the Creator and steward of the earth.
- It ensures that future generations can enjoy the beauty and resources of the planet.
29. - Set clear goals and work hard towards them.
- Gain relevant education and experience in the chosen field.
30. Nicodemus was a Pharisee and a Jewish leader. Jesus taught him about being born again to enter the Kingdom of God.
31. A pair of doves or two young pigeons and a lamb
32. (a) Engage in positive hobbies and activities like sports, reading, or art to stay busy and focused.
- Avoid friends or places that promote gambling, such as betting shops or casinos.
- Seek guidance from a trusted adult or counselor when feeling tempted to gamble.
- Set personal goals and save money for important needs instead of risking it through gambling.
- (b) - **Financial problems** – Gambling can lead to loss of money, debts and poverty.
- **Broken relationships** – It can cause conflict and mistrust among family and friends.
- **Addiction** – Gambling can become a habit that is hard to stop, affecting daily life.
- **Poor academic or job performance** – Time spent gambling can reduce focus and effort in school or work.
33. (a) - Singing hymns and praise songs.
- Prayer and meditation.
(b) Prayer and fasting help strengthen the connection with God and deepen spiritual growth.
- It shows humility and dependence on God.
(c) A person should maintain a humble attitude and focus on prayer.

- Avoid boasting or drawing attention to their fast and stay spiritually focused
34. (a) A covenant is a formal agreement or promise between two or more parties often involving commitments or responsibilities.
- (b) Terms and conditions: The specific agreements or responsibilities of each party.
- Blessings or curses: The rewards for keeping the covenant or consequences for breaking it.
- (c) - Marriage covenant.
- Business contracts.
 - Legal agreements like land contract.
35. - Praying and thanking God regularly
- Helping others and showing kindness
 - Singing songs of praise and worship
36. Education: The church establishes and supports schools, promoting access to learning for all.
- Health: The church runs hospitals and clinics, providing healthcare services to communities.
37. (a) Jesus sent two of His disciples to a village to fetch a colt that had never been ridden.
- The disciples brought the colt, placed their cloaks on it and Jesus rode on it into Jerusalem.
 - As He entered the city, crowds of people spread their cloaks and palm branches on the road.
 - The people shouted, "Hosanna! Blessed is He who comes in the name of the Lord!" celebrating Jesus as a king.
- (b) - The Jewish leader were jealous of Jesus' growing popularity among the people.
- They feared losing their authority and influence over the people.
 - Jesus exposed their hypocrisy and challenged their teachings and practices, which made them angry.

ISLAMIC RELIGIOUS EDUCATION

SECTION A

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

SECTION B

21. - **Sahih**: A sound Hadith with a continuous chain of trustworthy narrators and no defects.
- **Hasan**: A Hadith slightly lower in reliability than Sahih, but still acceptable and authentic.
 - **Da'if**: A weak Hadith that has interruptions or unreliable narrators.
 - **Mawdu**: A fabricated Hadith with no basis in authenticity, often invented.
 - **Mutawatir**: Narrated by a large number of people at each level, making fabrication impossible.
 - **Qudsi**
 - **Hasan**
22. - **Right to education**: Islam emphasizes education for both men and women as a fundamental right.
- **Right to own property**: A woman can buy, sell, and manage her wealth independently.
 - **Right to work and earn**: Women are allowed to work and earn within Islamic guidelines.
 - **Right to inheritance**: Women are entitled to a specific share of inheritance, as per Qur'anic guidelines.
 - **Right to consent in marriage**: No marriage is valid without the

- woman's free and willing consent.
 - **Right to dignity and protection**: Women must be treated with honour and safeguarded from harm.
23. (a) **During the Prophet's lifetime**: Companions memorized and wrote Hadith as they heard them.
- **Caliphate of Abu Bakr**: Hadith were collected to preserve Islamic teachings after Prophet's death.
 - **Caliphate of Uthman**: Uthman standardized and compiled Qur'an and supported Hadith preservation.
- (b) **Being grateful to Allah**: Recognizing His countless blessings with thankfulness.
- **Respecting and obeying parents**: Treating them kindly, especially in old age.
 - **Speaking truthfully**: Avoiding lies and slander in speech.
 - **Praying regularly**: Performing salah consistently reflects good character.
 - **Humility**: Not boasting or acting arrogantly towards others.
24. (a) **They witnessed the Prophet's actions and words firsthand**, providing accurate reports.
- **They memorized Hadith carefully** and often wrote them down to preserve them.
 - **They lived according to Hadith**, giving them practical understanding.
 - **They taught Hadith to the next generation** (Tabi'un), ensuring authentic transmission.
- (b) **Teaches self-awareness** and fear of Allah even in private.
- **Promotes sincerity and truthfulness** in speech and actions.
 - **Discourages arrogance and bad behavior** by encouraging reflection on one's faults.
 - **Leads to purification of the soul**, an aim of Islamic morality.
25. **Multiplies reward significantly**—salah in congregation has 27 times more reward.
- **Fosters community spirit and brotherhood** among Muslims.
 - **Helps in maintaining prayer discipline**, as one is less likely to miss group prayer.
 - **Develops a sense of unity**, as all stand together equally before Allah.
 - **Offers spiritual motivation**, as praying in a group strengthens faith.
26. (a) **Backbiting is condemned** in the Qur'an and Hadith as a serious sin.
- **It destroys trust and damages relationships** in the community.
 - **It leads to social division and disunity** among Muslims.
 - **It erodes good deeds**, as the speaker may have to compensate the victim in the Hereafter.
 - **It creates a toxic environment**, where people fear speaking freely.
- (b) **Avoid gatherings where backbiting occurs**, or speak up against it.
- **Change the topic** when others begin to backbite.
 - **Remember that Allah is always watching**, and stay conscious of Him.
 - **Make dua and seek forgiveness** if you fall into it.
 - **Surround yourself with good company** who uphold Islamic morals.
27. **Free consent of both parties** must be given without force or pressure.
- **Presence of two Muslim male witnesses**, or one man and two women.

- The bride's guardian (wali) must approve, particularly in first-time marriages.
 - A marriage contract (nikah) must be agreed upon, often with a written document.
 - The mahr (dowry) must be given by the groom to the bride.
 - The marriage must be announced publicly to prevent secret marriages.
28. **Belief in Allah's oneness and rejection of all partners with Him.**
- Acceptance of all messengers, including Prophet Muhammad as the final one.
 - Belief in all revealed books, including the Qur'an as the final revelation.
 - Respect for all angels, who carry out Allah's commands.
 - Belief in the Day of Judgement, motivating ethical living.
 - Belief in Qadr (Divine Decree), whether good or bad, trusting in Allah's wisdom.
29. **It is a two-Rak'ah prayer, similar to Eid, usually performed in a large congregation.**
- It includes a khutbah (sermon) after the prayer, encouraging spiritual reflection.
 - It is performed outdoors in open areas, following the Prophet's practice.
 - It symbolizes farewell and humility before setting off for Hajj.
 - It reminds one of the sacredness of the journey and intention purification.
30. (a) **Recite the Ta'awwudh ("A'udhu billahi min ash-shaytan ir-rajim").**
- Make wudhu, as ablution helps to calm the mind.
 - Change posture—sit, lie down or move to a different space.
 - Engage in dhikr (remembrance) of Allah to divert attention.
 - Leave the place where the anger started, if possible.
- (b) **Protects a person from immoral behavior, including lying, stealing, and violence.**
- Trains the soul in patience and restraint, especially during fasting.
 - Builds consistency and discipline, particularly in prayer and charity.
 - Increases taqwa (God-consciousness), which leads to better decision-making.
 - Brings spiritual peace by avoiding worldly temptations.

ASSESSMENT CRITERIA FOR PRACTICALS / PROJECTS

INTEGRATED SCIENCE PAPER 2

SECTION A

TASK 1: Demonstrating the Flow of Electric Current in Series and Parallel Circuits

Part A: Series Circuit Setup

Proper connection of components in correct sequence (*Award 3 marks*)

Part B: Series Circuit Setup

Proper connection of components in correct sequence (*Award 3 marks*)

Observations Table (*Award 1 mark each × 4 = 4 marks*)

Circuit Type	Brightness of Bulbs (Bright, Dim, Off)	What Happens When One Bulb is Removed?
Series Circuit	Dim ✓	All the bulbs go off ✓
Parallel Circuit	Bright ✓	Other bulbs continue lighting ✓

Answers to the Questions (*Award 1 mark each × 5 = 5 marks*)

1. Parallel circuit bulbs were brighter because each bulb receives full voltage.
2. Series circuit bulbs went off when one was removed because the circuit was broken.
3. Parallel circuit bulbs remained on when one was removed because each bulb has an independent circuit.
4. Current in a series circuit flows through one path, while in a parallel circuit, it has multiple paths.
5. Parallel circuits are used in household wiring because if one appliance fails, others continue working.

SECTION B

TASK 2: Comparing the Lathering Abilities of Various Water Samples

Correct and safe handling of samples, equal measurement and shaking technique

(*Award 5 marks*)

Observations Table:

Water Sample	Amount of Lather Formed (High, Medium, Low, None)
Tap Water	Medium lather ✓
River Water	Low lather ✓
Borehole Water	No lather ✓
Rainwater	High lather ✓
Distilled Water	High lather ✓

Answers to the Questions (*Award 1 mark each × 5 = 5 marks*)

1. Distilled water
2. Borehole water
3. Hard water forms less lather, soft water forms more lather.
4. Calcium and magnesium ions prevent soap from lathering easily.
5. Boiling removes temporary hardness, allowing water to lather more easily.

AGRICULTURE PAPER 2**TASK 1: Model of Organic Gardening (15 Marks)****A. Practical Task (10 Marks)**

Criteria	Marks
Basic sketch of garden layout on paper before building	1
Effective use of base (cardboard/plywood) and proper garden layout	1
Representation of organic features (compost pit, mulch, crop layout)	2
Correct use of recyclable and natural materials	1
Accurate and neat labeling of garden elements (compost, mulch, crops)	2
Creativity and realistic presentation of garden (e.g., fencing, layout)	1
Neatness and overall organization of model	1
Safe handling of tools and cleanliness of work area	1
Total	10

B. Questions (5 Marks)

Question	Marking Guide	Marks
1. Materials used for composting and mulching	At least one accurate item for each (e.g., leaves, bottle)	1
2. Explanation of at least two organic gardening practices	e.g., Composting reduces waste; Mulching preserves moisture	1
3. Importance of labeling parts of the model	Clear reason: for clarity, identification, communication	1
4. How the model promotes environmental sustainability	E.g., Uses natural waste, no chemicals, recycles materials	1
5. Challenge and how it was solved (e.g., weak fence – reinforced with glue)	Clear and reflective response	1
Total		5

TASK 2: Preparing Pancake Batter (15 Marks)**A. Practical Task (10 Marks)**

Criteria	Marks
Wore apron, head cover, washed hands	1
Measured ingredients accurately (flour, sugar, salt, baking powder)	2
Correctly added egg (optional) and mixed gradually with liquid	2
Achieved smooth, lump-free, pourable batter	2

PRE-TECHNICAL STUDIES PAPER 2

MARKING CRITERIA FOR WOODWORKING PROJECT: MAKING A WOODEN MALLET

Total: 30 Marks

Criteria	Performance Indicators	Marks
1. Design and Shape of the Mallet	Description of appropriate shape and size of head and handle	2
2. Collection of Materials & Tools	Correct identification and collection of all required materials and tools	2
3. Planning and Marking Out	Accurate measurements and layout using ruler and try square; clean, visible markings	3
4. Cutting the Mallet Head and Handle	Neat and correct cuts; dimensions within tolerance; handle properly tapered	5
5. Cutting the Mortise in the Head	Accurate mortise size; clean chiseling; proper depth and smooth interior finish	5
6. Assembly	Proper fit; handle inserted tightly; glue/clamp used if needed; firm alignment	3
7. Finishing	Surfaces smoothed; edges rounded; optional application of varnish or oil	3
8. Final Inspection and Functionality Test	Tool performs effectively; comfortable grip; strong and secure fit	3
9. Videos/Photos of Project Process	Visual documentation of process stages (min. 3 photos or 1 video)	2
10. Electronic Portfolio Creation	Named portfolio shared digitally with group name and photo/video evidence	2
TOTAL		30

Additional Marking Tips

1. Marks should be awarded based on the quality, accuracy, and safety shown in both the product and process.
2. **Tolerances:** Acceptable dimension variation: $\pm 2\text{mm}$.
3. **Safety and cleanliness** observed throughout earns implicit credit in overall performance.
4. Encourage group collaboration but assess **individual contributions** where applicable (e.g., video/photo presence, portfolio input).

CREATIVE ARTS AND SPORTS PAPER 2

Task 1 – Visual Arts (Total: 10 marks)

Criteria	Max Marks	Description
Sketch planning and composition	2	Chose appropriate subject (sea or landscape); accurate and imaginative sketch.
Background wash technique	2	Demonstrated control of brush strokes and even wash technique.
Use of texture and color harmony	3	Applied a variety of textures and demonstrated color unity.
Presentation in portfolio	1	Neatness, proper labelling, and organized storage/display.
Critique and reflection	2	Gave meaningful comments on own and peers' work. Demonstrated learning from critiques.

Task 2 – Music and Dance (Total: 10 marks)

Criteria	Max Marks	Description
Engagement with tutorials and note-taking	2	Watched or attended tutorials attentively and took informative notes.
Understanding and explanation of techniques	2	Explained pinching technique and performance dynamics clearly.
Melody performance in F major (4/4 time)	3	Accurate notes, steady rhythm, good tone and dynamics.
Observance of dynamic markings	2	Demonstrated crescendo and diminuendo correctly in the performance.
Recording and organization	1	Performance recorded clearly and saved for reference.

Task 3 – Sports (Total: 10 marks)

Criteria	Max Marks	Description
Research and observation of montage samples	2	Identified key characteristics of montage effectively.
Picture selection and preparation	2	Selected a variety of relevant, high-quality images.

Criteria	Max Marks	Description
Creativity and layout of montage	3	Originality, balanced composition, good use of space and overlapping.
Presentation and neatness	1	Neat work displayed effectively and creatively.
Peer and self-critique	2	Provided constructive feedback and demonstrate reflection.