**KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)**

**GRADE 8: ENGLISH PP2**   
**CODE: 010 YEAR: 2025**  
**MARKING SCHEMES**

**KJSEA GRADE 9 ENGLISH PAPER 2: ANSWERS**

**SECTION A: COMPOSITION (Task 1)**

**Sample Long Composition (15 marks)**

**Title / Beginning:** “The sudden knock on the door that night changed everything...”

**Sample Composition:**

The sudden knock on the door that night changed everything. I froze in my seat, unsure of who could be visiting at such an hour. Slowly, I tiptoed to the door and opened it to find a stranger drenched in rain. He looked exhausted and frightened. “Please, may I come in?” he whispered.

I hesitated, but my curiosity overcame my fear. As he stepped inside, he handed me a small envelope. “This is for you,” he said, and before I could ask questions, he vanished into the darkness. My hands trembled as I opened the envelope. Inside was a letter explaining that I had inherited my late uncle’s estate in the city, along with a mysterious key.

The following days were filled with excitement and confusion. I had to travel to a city I barely knew, meet unfamiliar relatives, and unravel the secrets left behind. Along the journey, I discovered hidden rooms, family secrets, and treasures I had never imagined.

That one knock had changed my life forever. From that night, I realized that sometimes, a single moment could redirect one’s entire destiny, opening doors to adventures, responsibilities, and unimaginable opportunities.

**SECTION B: LITERARY ANALYSIS (35 MARKS)**

**TASK 2: ORAL LITERATURE (The Clever Hare)**

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| **Qn** | **Question** | **Possible Answers (i–xx)** |
| a | Which common feature of oral narratives is used in the opening? | i. “Once upon a time” is a traditional opening. ii. Use of storytelling formula. iii. Introduction of characters immediately. iv. Setting the scene in a forest. v. Use of a moral tale opening. vi. Establishing context for conflict. vii. Engages audience from start. viii. Presents the problem early. ix. Use of simple, clear language. x. Inclusion of animals as characters. xi. Oral formula “Once upon a time…” xii. Introduction of environment first. xiii. Narrator-led storytelling. xiv. Traditional tale structure. xv. Attention-grabbing start. xvi. Establishes hero/clever character. xvii. Introduces main conflict early. xviii. Sets moral tone. xix. Audience-targeted opening. xx. Storytelling rhythm and flow. |
| b | What role does the hare play in this story? | i. Trickster. ii. Hero. iii. Problem-solver. iv. Clever character. v. Protector of other animals. vi. Leader. vii. Motivator. viii. Brave. ix. Resourceful. x. Quick-witted. xi. Strategist. xii. Problem-preventer. xiii. Saviour. xiv. Peacekeeper. xv. Advocate for fairness. xvi. Deceiver (in good cause). xvii. Intelligent planner. xviii. Risk-taker. xix. Clever negotiator. xx. Wise adviser. |
| c | Identify and explain two lessons learned from the story | i. Bravery and cleverness can overcome stronger opponents. ii. Intelligence can defeat brute force. iii. Standing up against injustice is important. iv. Using wit is better than using strength alone. v. Teamwork matters (hare helps other animals). vi. Think before you act. vii. Clever planning solves problems. viii. Resourcefulness pays off. ix. Justice can be restored through strategy. x. Avoid being greedy (lion drank all water). xi. Every problem has a solution. xii. Courage in adversity. xiii. Quick thinking saves lives. xiv. Brains over brawn. xv. Importance of fairness. xvi. Outsmarting tyranny. xvii. Animals can represent human traits. xviii. Good triumphs over selfishness. xix. Leadership is about protecting others. xx. Problem-solving requires imagination. |
| d | Why is the waterhole important? | i. Main source of water for animals. ii. Central point of conflict. iii. Symbol of survival. iv. Represents life and sustenance. v. Demonstrates power imbalance. vi. Setting for climax. vii. Place that tests bravery. viii. Resource controlled by lion. ix. Critical for community survival. x. Motivates hare’s clever plan. xi. Source of tension. xii. Place animals depend on. xiii. Highlights unfairness. xiv. Setting for moral lesson. xv. Key plot device. xvi. Shows consequences of greed. xvii. Symbol of nature’s resources. xviii. Life-giving place. xix. Trigger for problem-solving. xx. Community resource. |

**TASK 3: POETRY (The Market)**

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| **Qn** | **Question** | **Possible Answers (i–xx)** |
| a | What activity is being described? | i. Market activities. ii. Buying and selling. iii. Trading goods. iv. Morning market routine. v. Social interactions. vi. Children moving through market. vii. Selling food and cakes. viii. Haggling over prices. ix. Economic transactions. x. Cultural marketplace scene. xi. Vendor-customer interaction. xii. Merchants calling prices. xiii. Community gathering. xiv. Daily commerce. xv. Market hustle. xvi. Food preparation and sale. xvii. Children’s movement. xviii. Loud drum signals. xix. Street business. xx. Commercial social life. |
| b | Identify two sound devices | i. Alliteration (“Drums beat”) ii. Onomatopoeia (“beat”) iii. Rhyme scheme. iv. Assonance. v. Repetition. vi. Rhythm of lines. vii. Onomatopoeic words (“shouted”) viii. Consonance. ix. Musical quality in poem. x. Sound imagery. xi. Echo effect. xii. Repetitive sounds. xiii. Meter. xiv. Phonetic pattern. xv. Voice of vendors. xvi. Children’s chatter. xvii. Market noise imagery. xviii. Harmonic beat. xix. Rhythmic pace. xx. Poetic cadence. |
| c | Contrast morning and evening | i. Morning – busy; evening – empty. ii. Morning – lively; evening – quiet. iii. Morning – activity; evening – stillness. iv. Morning – bustling; evening – deserted. v. Morning – sounds; evening – silence. vi. Morning – children; evening – no children. vii. Morning – glowing faces; evening – shadows. viii. Morning – vendors; evening – stalls empty. ix. Morning – energy; evening – calm. x. Morning – social; evening – reflective. xi. Morning – bright; evening – dark. xii. Morning – movement; evening – still. xiii. Morning – haggling; evening – empty. xiv. Morning – community gathering; evening – loneliness. xv. Morning – life; evening – end of day. xvi. Morning – sounds; evening – echo. xvii. Morning – commerce; evening – conclusion. xviii. Morning – vibrant; evening – quietude. xix. Morning – aromas; evening – absence of smells. xx. Morning – market alive; evening – tells story of day. |

**TASK 4: PLAY**

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| **Qn** | **Question** | **Possible Answers (i–xx)** |
| a | Problem raised? | i. Broken classroom furniture. ii. Leaking roof. iii. Poor learning environment. iv. Lack of maintenance. v. Unsafe school. vi. Discomfort during lessons. vii. Unattractive classroom. viii. Lack of resources. ix. Inefficient teaching space. x. Students’ learning hindered. xi. Dirty classroom. xii. Neglect of school. xiii. Damaged school property. xiv. Unhygienic environment. xv. Risk of accidents. xvi. Outdated classroom. xvii. Broken windows. xviii. Falling desks. xix. Neglected learning facilities. xx. Poor student morale. |
| b | Learners’ proposed solution? | i. Organize clean-up. ii. Small repairs themselves. iii. Collect timber. iv. Collect nails. v. Ask parents to help. vi. Repair roof. vii. Fix desks. viii. Work collaboratively. ix. Seek community support. x. Take initiative. xi. Maintain classroom. xii. Gather resources. xiii. Volunteer effort. xiv. Organize weekend repair. xv. Practical solution. xvi. Self-help approach. xvii. Classroom beautification. xviii. Resourcefulness. xix. Teamwork. xx. Active responsibility. |
| c | Two character traits of Lila | i. Responsible – volunteers to help. ii. Proactive – suggests collecting timber. iii. Courageous – takes initiative. iv. Helpful – willing to assist peers. v. Creative – finds solutions. vi. Leader – inspires action. vii. Resourceful – uses available materials. viii. Caring – cares for classroom. ix. Motivated – drives change. x. Cooperative – works with others. xi. Committed – plans repairs. xii. Organized – thinks systematically. xiii. Thoughtful – considers solutions. xiv. Encouraging – motivates others. xv. Problem-solver – seeks solutions. xvi. Determined – committed to change. xvii. Focused – clear objectives. xviii. Smart – practical ideas. xix. Supportive – backs team effort. xx. Positive – optimistic outlook. |
| d | Message of play? | i. Take initiative. ii. Responsibility matters. iii. Teamwork solves problems. iv. Self-help is valuable. v. Students can make change. vi. Small efforts matter. vii. Community participation. viii. Active citizenship. ix. Caring for environment. x. Problem-solving through action. xi. Leadership in practice. xii. Collaboration pays. xiii. Do not wait for help. xiv. Be proactive. xv. Positivity brings change. xvi. Resourcefulness is key. xvii. Innovation in action. xviii. Hope for improvement. xix. Commitment leads to success. xx. Action-oriented solutions. |

**TASK 5: NOVELLA**

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| **Qn** | **Question** | **Possible Answers (i–xx)** |
| a | Physical setting | i. Plains. ii. Village. iii. Grassland. iv. Hills. v. Farm. vi. Open field. vii. Rural area. viii. Herding area. ix. Pastoral land. x. Drought-affected land. xi. Countryside. xii. African savannah. xiii. Livestock grazing area. xiv. Scarce water zone. xv. Dry season landscape. xvi. Village outskirts. xvii. Community grazing area. xviii. Agricultural land. xix. Open plains. xx. Semi-arid region. |
| b | Challenges facing community | i. Drought. ii. Scarce water. iii. Lack of grass. iv. Starving livestock. v. Loss of cattle. vi. Poverty. vii. No traders. viii. Decline of village economy. ix. Broken dam. x. Silted water source. xi. Threat to survival. xii. Hunger. xiii. Weak animals. xiv. Lack of rainfall. xv. Diminished trade. xvi. Economic hardship. xvii. Community despair. xviii. Environmental degradation. xix. Unproductive land. xx. Threat to future generations. |
| c | Role of Musa’s father | i. Former herdsman. ii. Silent observer. iii. Experienced guide. iv. Cautious elder. v. Weary leader. vi. Skeptical of solutions. vii. Provides advice. viii. Reflective. ix. Supportive figure. x. Symbol of tradition. xi. Represents older generation. xii. Observer of youth efforts. xiii. Disheartened adult. xiv. Represents wisdom. xv. Represents the community’s struggle. xvi. Moral example. xvii. Experienced in herding. xviii. Provides background context. xix. Paternal figure. xx. Witness to challenges. |
| d | Style used | i. Descriptive – creates vivid image. ii. First-person inner thoughts – insight into Musa. iii. Narrative – tells story sequentially. iv. Imagery – visualizes drought and plains. v. Symbolism – dam represents hope. vi. Dialogue – shows character interaction. vii. Internal reflection – Musa’s thoughts. viii. Suspense – creates tension. ix. Foreshadowing – hints at youth taking action. x. Expository – explains context. xi. Realism – realistic depiction. xii. Action verbs – show determination. xiii. Characterization – Musa’s bravery. xiv. Perspective – narrator viewpoint. xv. Mood setting – despair then hope. xvi. Evocative – stirs emotions. xvii. Attention to detail – grass, calves, dam. xviii. Theme-driven – survival and responsibility. xix. Motivation – encourages reader reflection. xx. Literary techniques – imagery, symbolism, dialogue. |

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