



# TARGETER WINGS JUNIOR SCHOOL ASSESSMENT GRADE 8 - 2026 MARKING SCHEME



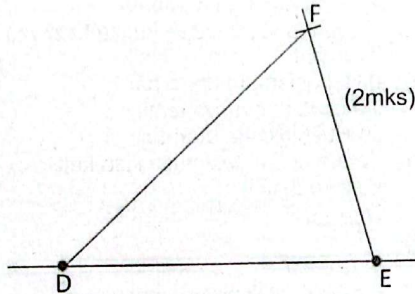
## MATHS SECTION A

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

## SECTION B (30 MARKS)

21. Population  
a. 39,505,406 → Thirty-nine million, five hundred and five thousand, four hundred and six (1 mark)
- b. Nearest million → 39,505,406 ≈ 40,000,000 (1 mark)
22. Cube  
a) Volume of cube = 2.4m x 2.4m x 2.4m = 13.824m<sup>3</sup>  
b) Number of smaller cubes = volume of cube/volume of smaller cube = (13.824m<sup>3</sup> x 1000000)cm<sup>3</sup> ÷ (40cm x 40cm x 40cm) = 216 smaller cubes (2marks)
23. Speed  
a) Speed in Km/h = distance/time = 5km/1/2 hr = 10km/h (2marks)  
b) Speed in m/s = 10km/h x  $\frac{5}{18}$  = 2.78m/s or  $2\frac{7}{9}$ m/s (1mark)
24. Temperature  
Initial = 26°C, Final = 10°C  
Change = 16oc  
In Kelvin 16 + 273 = 289K (2 marks)
25. Algebraic Expression  
**Step 1:** Define the consecutive numbers  
• Smaller number = r  
• Greater number = r + 1  
**Step 2:** Apply the condition  
• Greater number doubled → 2(r + 1) = 2r + 2  
• Added to the smaller number → 2r + 2 + r = 3r + 2 (3marks)
26. Cylinder  
a) Volume =  $\pi r^2 x h = \frac{22}{7} \times 49cm \times 49cm \times 200cm = 1509200cm^3$  (3marks)  
b) Capacity – 1000cm<sup>3</sup> = 1litre = 1509200 ÷ 1000 = 1509.2 litres
27. Parallelogram  
Area = base x height = (2 marks) = 18cm x 8cm = 144cm<sup>2</sup>

28. Triangle Construction (not drawn to scale)



- a) Angle EFD = 62° ± 1° (1mark)  
b) Line DF = 6.5cm ± 1° (1mark)
29. Divisibility by 11  
Test: 45054 → (Sum odd positions – sum even positions) = (4+0+4) – (5+5) = 8 – 10 = –2  
To be divisible by 11, add 2 (2 marks)
30. Pie Chart  
Total angle = 360°, Total passengers = 720°  
Value per degree = passengers per degree  
a. Kitui: 80° → 1600(1 mark)  
b. Nakuru: 120° → 2400(1 mark)  
c. Kisumu: 40° → 800 (1 mark)

## ENGLISH Paper 1

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

## Paper 2 ORAL NARRATIVE

- a. Who are the main characters in the story? (1mk)  
Dog and Leopard.
- b. With illustrations, describe three character traits of Dog. (6mks)  
Lazy: Dog stopped hunting altogether and grew fat on the game brought in by Leopard, relying entirely on his friend.  
Cunning/Deceitful: Dog invented stories about animals he had almost caught, followed Leopard secretly,

scared him away by pretending villagers were chasing him, and then took the goat for himself.

- c. Identify the simile used in the story. (1mk)  
"As cunning as a fox."
- d. What kind of oral narrative is this? Explain. (2mks)  
Trickster tale. It explains how Dog, the weaker but cunning character, outwits the stronger Leopard through deception to gain food, typical of trickster stories where intelligence triumphs over strength.
- e. Which 2 performance techniques would you use to make this story captivating? (2mks)  
Use of voice variation: Changing voice to imitate Dog shouting in disguise ("Catch him!") and Leopard's panic.  
Gestures and body movements: Mimicking Leopard leaping over the fence, Dog beating the ground with a stick, or dragging the goat home.

## POETRY

- a. Who is the speaker in the poem? (2mks)  
The speaker is a person deeply in love or infatuated, expressing romantic wishes to a beloved partner.
- b. Describe the form of the poem. (2mks)  
It is a free verse lyric poem divided into four stanzas, each beginning with "I wish" and expressing a romantic desire.
- c. Give two reasons why the poet uses repetition in the above poem. (2mks)  
To emphasize the intensity and longing of the speaker's wishes. To create rhythm and musicality, making the poem more emotional and memorable.
- d. What is the relationship between the speaker and the person being addressed in the poem? (2mks)  
The speaker is in a romantic relationship (or desires one) with the addressee, whom they admire and wish to spend their life with as a lover/partner.
- e. Give three words that the speaker uses to show admiration. (3mks)  
"Beautiful" and "comforting".
- Novella**  
a. Where do the events of this story happen? Explain. (2mks)  
The events happen in an African

country (likely Kenya, given the context of rhinos and poaching). This is shown by references to rhinos being native and endangered there, Chung Ling being drawn to Africa for the horns and the guide's local knowledge.

b. How many characters are mentioned in the extract? (1mk)  
Two (Chung Ling and the guide; Mugeni is mentioned but not present).

c. Identify and illustrate any three features of style used in the story. (6mks)

Description: Detailed physical description of Chung Ling, e.g. "his crooked teeth... stained probably due to prolonged exposure to tobacco" and "small, slanting eyes narrowed with ecstasy".

Dialogue: Conversation between Chung Ling and the guide reveals plot and character, e.g., "'Look at those horns! This is what drew me to Africa,' he concluded."

d. What is Chung Ling's opinion of rhinos? (2mks)

He views rhinos as a valuable commodity and source of wealth ("a prized jewel", "a walking gold mine"), prized mainly for their horns which can be sold for profit.

e. Which word in the extract means suppressed laughter? (1mk)  
Chuckled.

#### KISWAHILI

##### KARATASI YA KWANZA

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

##### KARATASI YA PILI

1. Insha

Mwalimu asahihishe insha za wanafunzi kwa kuzingatia vipengele muhimu k.v

- Hijai
- Sarufi
- Kiswahili mufti
- Mtiririko mwema wa matukio
- Hati nzuri inayosomeka vyema

(Mwalimu aweze kuhakiki vipengele vingine zaidi)

2. Fasihi simulizi

- Kuwahimiza wananchi kuzidisha shughuli za kilimo
- Kushauri wananchi kulia vyakula vya kujenga mwili

- Huimbwa kwa sauti ya juu na huweza kuhusisha ala/vifaa vya kilimo
- Vyakula vilivyotajwa ni vyakula bora vya kujenga mwili
- Huu ni wimbo wa kazi

- 3.a) i) Husaidia kuufuata mtiririko wa kisa  
ii) Husaidia kuyakumbuka masimulizi  
iii) Hutusaidia kuelewa mandhari  
iv) Ploti hujenga masuala yanashughulikiwa katika kazi ya fasihi

- i) Huhusisha hadhira hai  
ii) Huwa ni mali ya jamii  
iii) Hushirikisha utendaji
- Fafani ni anayesimulia kisa katika kazi ya fasihi

#### Novela

- i) Mjini  
ii) Dukani
- i) Mtiifu - alitii alivyoambiwa na shangazi yake  
ii) Makini - alimtaazama shangazi yake na muuzaji akang'amua kuwa wanajuana
- Kufika mjini, kuingia jumbani (Tumaini mall), kuingia dukani (Designer wear), kumwamkua muuzaji, Herina na mama yake kuketi kwenye viti vya kisasa na shangazi kusemezana na muuzaji.

- i) Kuchanganya ndimi - 'Mall' na 'designer'  
ii) Uradidi - Kimyakimya
- i) Biashara - uuzaji wa nguo  
ii) Uhusiano wa kifamilia (Mama Herina na shangazi)

#### 5. Ushairi

- Mshairi anawapatia wasomoji matumaini ya kuishi bila kujitia yaliyokwisha kutendeka kwa sababu hawawezi kubadilisha chochote bali wajikaze kutafuta mazuri yajayo.
- Tathlitha - lina mishororo mitatu
- Methali - yaliyopita si ndwele..... gange yajayo  
Tashhisi- Jana itakutukuza
- Ukwapi, utao
- Matumaini  
Changamoto za maisha

#### INTEGRATED SCIENCE

##### SECTION A

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

##### SECTION B

- 21.a.i. A - Objective lens  
ii. B - Stage  
iii. C - Diaphragm
- 21.b. i. Supports the slide or the specimen

- ii. Brings the image into focus
- iii. Allows light to pass through the specimen

- 22.a. Fractional Distillation  
b. Different boiling points  
c. Ethanol  
d. Water and ink solution
- 23.a. E - Sweat gland  
D - Hair follicle  
B - Sebaceous gland
- 23.b. i. Urea  
ii. Excess water  
iii. Excess salts
- 24.a.i. Electric iron  
ii. Electric kettle
- 24.b. i. Do not operate appliances with wet hands  
ii. Do not overload sockets
- 24.c. Battery / Cell
- 25.a. Atom - The smallest particle that takes part in chemical reactions
- 25.b. Element - A pure substance made of one type of atom
- 25.c. Compound - A substance formed when elements chemically combine
- 25.d. Molecule - Two or more atoms bonded together
26. a. Gold - Au  
b. Copper - Cu
27. i. Water ii. Urea
28. Hydrogen + Oxygen → Water

#### SOCIAL STUDIES

##### SECTION A (20MARKS)

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

##### SECTION B (30MARKS)

21. a) North East.  
b) Clustered.  
c) Black cotton soil or clay soil.  
d) Trading.
22. i) Written form. The information is written in books, journals, newspapers, magazines, diaries and biographics.  
ii) Use of digital devices. This is where information is recorded in electronic digital devices such as computers, laptops, smartphones, video recorders and ipads.  
iii) Human memory. This is where the information is simply kept through memorizing and can be narrated orally by the person concerned.
23. i) Availability of slaves in the interior of East Africa.  
ii) Demand for slaves in the outside World.  
iii) Presence of wealthy merchants at the Coast who were willing to finance the trade.

- iv) Presence of good natural harbour.
- v) Presence of long distance traders who helped to transport the trading items and slaves.
- 24. i) Identifying the problem or the gap.
- ii) Designing the solution to the identified problem.
- iii) Planning to implement the solution to the identified problem.
- iv) Implementing the designed plan to the solution.
- v) Reporting on the concluded project.
- 25. i) Looking for raw materials for their industries.
- ii) Looking for market for their industrial products.
- iii) Looking for land to settle the freed slaves.
- iv) Looking for prestige and pride.
- 26. i) Free from floods.
- ii) Away from tall buildings and trees.
- iii) Should be easy to access.
- 27. a) Crust.
- b) Mantle.
- c) Core.

**C.R.E.**

**SECTION A (20 MARKS)**

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

**SECTION B (30MARKS)**

- 21. - The snake was cursed and punished to crawl on its belly and eat dust.
- The woman would experience trouble in pregnancy.
- The ground was cursed and it started producing weeds and thorns.
- Adam and Eve were sent out of the garden of Eden.
- 22. - Job.
- Psalms.
- Proverbs.
- Ecclesiastes.
- Song of songs.
- 23. - People use soil, sunlight and water to grow crops.
- Natural resources such as stones, sand and used to build houses.
- Lakes, rivers and oceans provide fish which people use as a source of food.
- Wildlife, forests and beautiful landscapes attract tourists.
- Water, wind and the sun provide electricity.
- 24. - He led the Israelites out of slavery in Egypt.

- He was a God's messenger
- He performed miracles.
- He received the Ten commandments from God.
- Moses talked to God on behalf of the Israelites and prayed for them when they sinned.
- 25. - Sports.
- Preaching.
- Music and dance.
- Community service.
- Nature walks, hiking.
- 26. - Poor health.
- Poor academic performance.
- Crime.
- Addiction.
- Broken relationships.

**I.R.E.**

**SECTION A (20 MARKS)**

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

**SECTION B (30MARKS)**

- 21. i. The earlier scriptures were intended for specific people and Nations.
- ii. The earlier prophets had foretold the coming of the Qur'an.
- iii. Man needed guidance from Allah (S.W.T).
- 22. i. To allow room for spiritual development.
- ii. It was a difficult experience to the prophet considering his human nature.
- iii. To gradually implement the laws of Allah (S.W.T).
- 23. i. He was found an orphan and given shelter.
- ii. He was found unaware and given guidance.
- iii. He was found poor and made rich.
- 24. i. Qaul: What the prophet said.
- ii. Fiil: Practices of the prophet.
- iii. Iqar: Silent approval of the prophet.
- 25. i. Choosing friends wisely.
- ii. Having friends who remind you to worship Allah (S.W.T).
- iii. Avoiding bad friends.
- 26. i. Jibril: In charge of revelation.
- ii. Mikail: In charge of rain.
- iii. Izrail: In charge of death.
- 27. i. Shirk al-Akbar: Major shirk.
- ii. Shirk al-Asghar: Minor shirk.
- iii. Shirk al-Khafii: Inconspicuous shirk.
- 28. i. Shahada.
- ii. Swalah.
- iii. Zakat.
- 29. i. Facing Qiblah.
- ii. Knowing the time.
- iii. Being clean.
- 30. i. Selling in a shop.
- ii. Teaching in a school.
- iii. Working in a bank.

**PRE-TECHNICAL STUDIES**

**SECTION A (20 Marks)**

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

**SECTION B. (30 Marks)**

- 21. Roles of Pre-technical studies in junior school (3 marks)
- Helps learners acquire practical skills for everyday life
- Prepares learners for future careers in technical fields
- Promotes creativity and innovation through hands-on activities
- 22. Common physical threats in a work environment (3 marks)
- Fire outbreaks
- Slippery floors leading to falls
- Poor lighting causing accidents
- 23. Matching lines in technical drawing (4 marks)
- Centre line → A thin chain line that shows the middle or symmetry of an object.
- Hidden line → A dashed-line that shows parts of an object that cannot be seen.
- Leader line → A thin line that points to a part of a drawing.
- Break line → A zig-zag line used to show that part of an object has been cut off or shortened.
- 24. Differences between artistic and technical drawing (2 marks)
- Artistic drawing is freehand and focuses on creativity, while technical drawing is precise and uses instruments
- Artistic drawing shows personal expression, while technical drawing follows fixed rules and accuracy.
- 25. Differences between metallic and non-metallic materials (2 marks)
- Metallic materials are good conductors of heat and electricity.
- Non-metallic are poor conductors
- Metallic materials can bend or stretch without breaking, while non-metallic materials break easily.
- 26. Measuring tool shown (1 mark)
- Vernier caliper
- 27. Sources of generating ideas for a salon (2 marks)
- From magazines, internet, or media
- By looking at what other salons are doing in the area.
- 28. Factors determining size of a production unit (3 marks)
- Availability of capital
- Availability of raw materials
- Market demand for products
- 29. Ways to protect against online threats (2 marks)
- Use strong passwords and update them regularly
- Install and update antivirus/firewall software

30. Components of computer hardware (3 marks)
- Input devices (e.g. keyboard, mouse)
  - Output devices (e.g. monitor, printer)
  - Storage devices (e.g. hard disk, flash drive)

**AGRICULTURE**

**Section A**

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

**Section B**

21. a) Earth basin
- b) - To make water available for irrigating crops during dry season
- To prevent it from destroying properties
  - To prevent it from causing soil erosion
  - To save on the cost of buying water during scarcity
22. a) It is the introduction of harmful substances in the soil that contaminates it.
- b) - Poor disposal of used chemical containers
- Poor disposal of plastic waste
  - Excessive use of artificial fertilisers
  - Poor disposal of industrial waste
23. Size, Cleanness, Condition of the shell, Weight
24. a) It is the physical condition of the soil and its ability to grow crops.
- b) Fine tilth, Medium tilth, Rough tilth.
25. i) Helps save space, especially in areas with limited land.
- ii) Reduces soil-borne pests and diseases because plants are raised above the ground.
- iii) Improves drainage, preventing waterlogging and root rot.
- iv) Makes gardening easier to manage, water and harvest.
- v) Increases food production for the household, improving nutrition and food security.
26. a) Value addition is the process of improving the appearance, quality, or usefulness of crop produce to increase its market value.
- b. Increases the market value and profitability of the produce.

- ii) Extends the shelf life and reduces post-harvest losses.
- iii) Improves the appearance, quality and consumer appeal of the produce.
- iv) Creates employment opportunities in processing and marketing.
- v) Makes the produce safer and more convenient for consumers.
27. i) Avoiding overcooking the cabbage to prevent nutrient loss.
- ii) Using minimal water or steaming instead of boiling.
- iii) Covering the cooking pot to reduce nutrient loss through evaporation.
- iv) Washing the cabbage before cutting to avoid washing away nutrients.
- v) Cutting the cabbage into large pieces to reduce nutrient loss during cooking.

**CREATIVE ARTS**

**SECTION A (20 MARKS)**

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

**SECTION B (30MARKS)**

**PART I PERFORMING ARTS**

21. \*Varied answers. Learners should include the following components of a folk song:
- Media of performance.
  - Style of performance.
  - Community of origin.
  - Participants.
  - Singing.
  - Messages.
  - Role of props.
  - Body movements.
  - Purpose.
  - Costumes.
  - Mood.
- \*Must be in table form.
22. \*Varied answers: sample- each bar is awarded 1mark



23. a. taa  
b. taa-aa-aa-aa

**PART II: SPORTS**

24. 11
25. High dribbling.  
Low dribbling.

**Optional section: attempt either question 26 or 27**

26. a. Pencil dive.  
Crouch dive.  
\*mark any other relevant

- b. The swimmer lies flat on the back with the body kept horizontal and streamlined. The head is relaxed, with eyes looking upward. The hips stay close to the surface, the chest is slightly lifted.
27. a. Indigenous rope games are traditional games played using a rope, created from locally available materials such as sisal or tree barks.
- b. Skipping.  
Pulling.  
Swinging the ropes.  
Singing traditional chants.

**PART III: VISUAL ARTS**

28. Varied answers  
\*Must be still-life if not award zero marks. If no overlapping award 2 marks
29. Symmetrical balance.  
Asymmetrical balance.  
Radial balance.

**FRENCH**

**Grammaire 1.**

**La compréhension écrite ( 30mks)**

1. Cleophas
  2. Kenyan
  3. avril, août, décembre
  4. repose la maison, regarde la télévision, écoute la musique, fais le ménage j'arrange ma chambre. (2mks)
  5. L'après-midi
  6. au soir.
  7. du lait, la fourine, le riz, les légumes, les haricots, de la viande, du poulet. (3mks)
  8. Les pommes, les bananes
  9. aider, le dîner
  10. compléter les cours, faire la révision, visiter les amis. (2mks)
  11. Visiter au parc, la randonnée, la natation, pique-nique, visiter le forêt karura, jouer les différents jeux, visiter ma grand mère, (retourne pour préparer l'école (4mks)
  12. visiter sa grand-mère. (2mks)
- Vrai/faux( 10mks)**
- |         |           |
|---------|-----------|
| 1. Vrai | 2. faux   |
| 3. vrai | 4. faux   |
| 5. vrai | 6. vrai   |
| 7. faux | 8. vrai   |
| 9. vrai | 10. faux. |

**Grammaire 2.**

**Le dictée ( 5mks)**

Correct any grammatically correct written sentence

**Grammaire 3.**

**( Les adjectifs possessives)(5mks)**

- |        |        |
|--------|--------|
| 1. Mon | 2. ma  |
| 3. mon | 4. mon |

**Grammaire 4.**

**Le poème ( ma mère)( 10mks)**

- a. regarder, faire, sourire( 1mk)
2. elegante, belle, magnifique, merveilleuse, amicable, sympa, chic, intelligente (8mks)
3. I love my mother a lot(1mk)