

# TARGETER WINGS

## KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

### GRADE 9 - 2026

### MARKING SCHEME



#### MATHS SECTION A

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

#### SECTION B

21.a) Votes for the second candidate

- Total cast votes = Candidate A's votes + Candidate B's votes + Spoiled votes
  - Registered voters = 6,907,054
  - Candidate A = 5,709,894
  - Spoiled = 90,390
  - So, Candidate B = Registered voters - Candidate A - Spoiled
  - Answer in words:** One million, one hundred six thousand, seven hundred seventy.
- b) Candidate A's votes to the nearest million
- Candidate A = 5,709,894
  - Nearest million → 6,000,000
- c) Total value of digit 6 in registered voters
- Registered voters = 6,907,054
  - The digit 6 is in the millions place.
  - Value = Value = 6 times
  - 1,000,000 = 6,000,000

22. Volume of the Cylinder

a)  $V = \pi \times r^2 \times h$

Take  $\pi = \frac{22}{7}$ ,  $r = 1.4$  m,  $h = 2.1$  m

$r^2 = 1.4 \times 1.4 = 1.96$   
 $1.96 \times 2.1 = 4.116$

$(\frac{22}{7}) \times 4.116 = 12.936$

Volume of cylinder = 12.936 m<sup>3</sup> (2marks)

- b) Height of the Cuboid  
 $h = V \div (l \times w) = 12.936 \div 6 = 2.156$   
 Height of cuboid = 2.16 m (to 2 decimal places) (2marks)

23. Step 1: Initial numbers of animals

Ratio of goats : sheep : cows = 5 : 3 : 2  
 Total parts = 5 + 3 + 2 = 10  
 Each part = 50 ÷ 10 = 5  
 Goats = 5 × 5 = 25  
 Sheep = 3 × 5 = 15  
 Cows = 2 × 5 = 10

So initially: 25 goats, 15 sheep, 10 cows

Step 2: After selling  
 Remaining animals = 36  
 Ratio of goats : sheep : cows = 2 : 1 : 1

Total parts = 2 + 1 + 1 = 4  
 Each part = 36 ÷ 4 = 9  
 Goats = 2 × 9 = 18  
 Sheep = 1 × 9 = 9  
 Cows = 1 × 9 = 9

So after selling: 18 goats, 9 sheep, 9 cows

Step 3: Find what was sold  
 Sheep sold = 15 - 9 = 6 sheep  
 Cows remaining = 9 cows

#### Final Answers

- a) Sheep sold = 6 (3marks)  
 b) Cows remaining = 9 (2marks)

24. Work = People × Days  
 8 people × 10 days = 80 work units  
 → makes 40 sweaters.  
 So, 1 sweater = 80 ÷ 40 = 2 work units.  
 40 sweaters = 40 × 2 = 80 work units.  
 For 5 people:  
 Days = 80 ÷ 5 = 16 days.  
 Extra days = 16 - 10 = 6 days.  
**Answer: 6 more days (4marks)**

25. Vegetables =  $\frac{7}{24}$  of plot = 280 m<sup>2</sup>

Total plot = 280 ÷  $\frac{7}{24}$  = 960 m<sup>2</sup>

Step 2: Find flowers area

Flowers =  $\frac{1}{3} \times 960 = 320$  m<sup>2</sup> (4marks)

26. Equations:  $m = s + 30$ ,  $m + s = 70$

Solve:  $s + 30 + s = 70 \rightarrow 2s = 40 \rightarrow s = 20 \rightarrow m = 50$

Check with the third condition  
 In 2 years:  $(m + 2) + 2(s + 2) = 50 + 2 + 40 + 4 = 96 \checkmark$

Answer:  
 Man = 50 years, Son = 20 years.

27. Area of triangle =

$\frac{1}{2} \times \text{base} \times \text{height}$

$40 = \frac{1}{2} \times (4x + 6) \times 5$

$40 = \frac{5}{2} (4x + 6)$

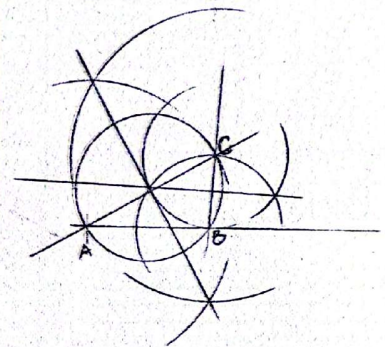
Step 2: Solve for x

$40 \div \frac{5}{2} = 4x + 6$

$40 \times \frac{2}{5} = 16$

So,  $16 = 4x + 6$   
 $4x = 10 \rightarrow x = 2.5$   
 Base =  $4x + 6 = 4(2.5) + 6 = 10 + 6 = 16$  cm (2marks)

28. Construction of a circle touching vertices (3marks)



b. Radius = 3cm (1mark)  
 (The construction is not drawn to scale)

29. Total surface area = perimeter of cross section x length + (base x Height)  
 $= (5\text{cm} + 12\text{cm} + 13\text{cm}) + (5\text{cm} \times 12\text{cm}) = 30\text{cm} + 60\text{cm} = 90\text{cm}$  (5marks)

30. Volume of a cylinder:

$V = \pi r^2 h$   
 $550 = \pi \times r^2 \times 7$   
 $r^2 = 25$   
 $r = 5$

$D = 10\text{cm}$  (4marks)

31. a) Ladder<sup>2</sup> = 9<sup>2</sup> + 12<sup>2</sup> = 81 + 144 = 225

Ladder =  $\sqrt{225} = 15$  m

b) Height<sup>2</sup> = 15<sup>2</sup> - 9<sup>2</sup> = 225 - 81 = 144

Height =  $\sqrt{144} = 12$  m

32. (a) Interest for the 1<sup>st</sup> year:

Principal = 800,000

Rate = 10%

Interest = 800,000 × 10% = 80,000

Answer: Sh 80,000

(b) Total amount after 2 years (yearly calculation):

End of Year 1:

Principal + Interest = 800,000 + 80,000 = 880,000

End of Year 2:

Interest = 880,000 × 10% = 88,000

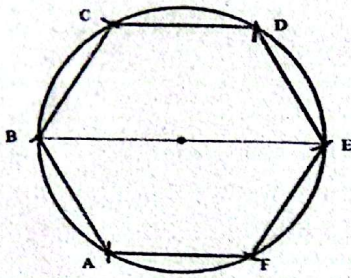
Principal + Interest = 880,000 + 88,000 = 968,000

Answer: Sh 968,000

Marking scheme **N.B:** Teachers are requested to scrutinize this marking scheme before use. It is worth.

33. 250g – sh.15.00  
 5kg 400g – sh. 62.00  
 3.5kg – sh.45.00  
 Total = sh.122

34. Construction of hexagon



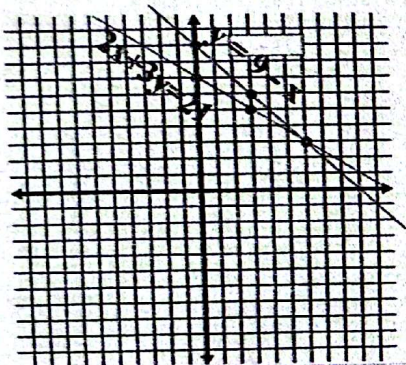
(The teacher to check learners construction and award accordingly)

b) line BE = 8cm

35.  $y = 9 - x$        $2x + 3y = 21$

x	0	3	6
y	9	6	3

x	0	3	6
y	7	5	3



$x = 6, y = 3$

36. 6cm represents 150m  
 = 1cm represents 150m ÷ 6  
 = 1cm represents 25m x 100  
 = 1cm represents 2500cm  
 = 1 : 2500 (2marks)

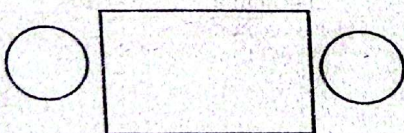
37. a) volume =  $2.5m \times 1.5m \times 2m$   
 =  $7.5m^3$

Capacity =  $7.5m^3 \times 1000$   
 = 7500L (3marks)

b) volume of water used;  
 =  $0.4m \times 1.5m \times 2m$   
 =  $1.2m^3$

Capacity of water used =  
 $1.2m^3 \times 1000$   
 = 1200L (2marks)

38. a) Net of a closed cylinder (2marks)



b) Total surface area =  $2\pi r^2 + \pi Dh$   
 =  $(2 \times 3.142 \times 3.5cm \times 3.5cm) +$   
 $3.142 \times 7cm \times 8cm$   
 =  $252.93cm^2$  (3marks)

39. Area of a sector =  $\frac{\theta}{360} \pi r^2$

=  $\frac{330}{360} \times 3.142 \times 14cm \times 14cm$   
 =  $564.51cm^2$  (4marks)

40. a) median

$161, 175, 179, 184, 196, 209, 211$   
 = 184 (2marks)

b) mean =  $(161 + 175 + 179 + 184 +$   
 $196 + 209 + 211) \div 7$   
 = 187.86 (2marks)

### ENGLISH SECTION A

#### Paper 1

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

#### Paper 2

#### 2: ORAL NARRATIVE

- a. Identify two character traits of Tortoise. (2mks)  
 Wise (he remembers the legendary well and encourages hope).  
 Persistent/steadfast (he travels at his own pace despite being slow and arrives intact).
- b. What would a narrator add to the story to make it more interesting? (2mks)  
 The narrator could add songs/ chants during the journey, vivid descriptions of obstacles (e.g., wild animals or rough terrain), or dialogue between other forest animals to build suspense and engagement.
- c. What shows that the water at the Endless Well of Hope was magical? (2mks)  
 It sparkled like diamonds. After Hare drank it, a surge of energy filled him, making his legs lighter and lifting his heart (reviving his strength and hope instantly).
- d. Mention any two features of style used in the narrative. (2mks)

Dialogue (e.g., conversations between Hare and Tortoise).

Personification (animals speak, think, and act like humans).

- e. What is the moral of the story? (2mks)  
 Hope springs eternal/perseverance and friendship (teamwork) can overcome challenges; slow and steady persistence combined with speed achieves great things.

### POETRY

- a. Who is the speaker in the poem? (1mk)

A child (the poet/speaker addressing their mother).

- b. Identify and illustrate a common feature of style used in the poem. (2mks)

Metaphor: e.g., "Your smile is sunlight" (compares smile to sunlight); "Your voice is a river of cares" (compares voice to a flowing river); "Your eyes are shining stars" (compares eyes to stars).

- c. What is the message in the poem? (2mks)

The poem celebrates a mother's unconditional love, care, protection, and comfort, portraying her as a source of warmth, healing and hope for the child.

### The Play

- a. Describe the setting of the play. (2mks)

Place: Bora Market (later moves to a field close to the market).

Time: Noon on "Mazingira Day".

- b. Why had Kaloki gone to the market? (2mks)  
 To buy groceries using the money his mother had given him.
- c. Describe Kaloki's character in your own words. (2mks)  
 Kaloki is responsible yet generous and environmentally conscious; he is willing to sacrifice personal obligations to support a worthy community cause.
- d. What is the conflict in the play? (2mks)

Internal conflict: Kaloki is torn between using the money for groceries (as instructed by his mother) and contributing to the tree-planting exercise for environmental conservation.

- e. What can you say about Kaloki's mother? (2mks)  
 She is understanding, supportive, and environmentally aware; she prioritizes a worthy cause like conservation over immediate needs.

### NOVELLA

- a. What is happening in this extract? (2mks)

A group of children are playing on a rock pile above a dumpsite, using a

catapult to aim pebbles at passing cars, counting cars, and arguing about changing games.

- b. Name the characters in the story. (2mks)

Kiyingu, Willy, Omido, the narrator (a girl), and mentions of Willy's cousin and the narrator's sister.

- c. Identify any two features of style used in the story. (2mks)

First-person narration (use of "I" by the girl narrator).

Dialogue (direct speech showing arguments, e.g., about games being for boys or girls).

- d. Where do you think the children in the extract live? (2mks)

In a slum or low-income urban area (evident from the dumpsite, rubbish description, and viewing blocks of houses from the rock pile).

- e. What does the writer strive to bring out through the dialogue in the extract?

Gender stereotypes and inequality (boys claim certain games like tapo are for girls and sling for boys, excluding the girl narrator despite her participation).

#### KISWAHILI

#### KARATASI YA KWANZA

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

#### KARATASI YA PILI

#### INSHA

1. Mwalimu asahihishe insha za wanafunzi kwa kuzingatia vipengele muhimu k.v
- Hijai
  - Sarufi
  - Kiswahili mufti
  - Mtiririko mwema wa matukio
  - Hati nzuri inayosomoka vyema (Mwalimu aweze kuhakiki vipengele vingine zaidi)

#### FASIHI SIMULIZI

- Kisasili
- Hueleza chimbuko la jamii fulani

- Husimulia matokeo ya mwanzoni
  - Huhusisha miungu na malaika
- Kilimo
  - Biashara
  - Mlima Kenya
  - Chini ya mti wa mgumo
  - Wahusika wa eneo la mlima Kenya
  - Ujumbe unaohusu asili ya jamii ya Agikuyu

#### 3. NOVELA

- i) Nyumbani, kwa kina Herina Juma moja / Asubuhi
- i) Elimu - Herina anatarajiwa kujiunga na shule ya upili ya Kileleni  
ii) Upweke - Herina anatembelewa na marafiki zake walipoona hatangamani nao
- i) Tashbihi - mithili ya Kobe  
ii) Nahau - Ugeni ulimwita kiwewe  
iii) Tashhisi - Mshale wa huruma ulimvuma
- Mwenye huruma - Alimhurumia Herina  
- Mwenye kujali - Anamsaidia mwanawe kufanya kazi za masomo yake ya kiwango cha chini.
- Anahakikisha mtoto wake anasoma.

#### 4. TAMTHILIA

- i) Nidaa - Mishi! Mishi! Abee!  
ii) Tashbihi - kama kibogoyo aliyepota jino  
iii) Methali - Wema hauozi
- Ajira/ kazi - Mishi ana jembe mkononi ishara kuwa anafanya ukulima  
- Mabula anapokea barua mbili za kumtaka aripoti kazini baada ya kupigwa kalamu awali
- i) Nyumbani kwake Mabula  
ii) Wakati - Jioni
- Mwenye furaha kama kibogoyo aliyepota jino  
- Mwenye mizaha

#### 5. USHAIRI

- Muundo ni tarbia  
- Beti ni nne  
- Mishororo minne katika kila ubeti  
- Lina kibwagizo
- Tunastahili kuthamini kila kitu au kile kinachoonekana hakina dhamani
- Kila mtumizi wa chumvi

#### INTEGRATED SCIENCE

#### SECTION A

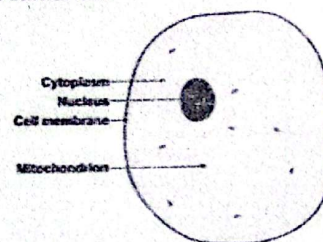
- D
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- C
- D
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- D
- A
- A
- A
- D

#### Section B

31. Classify the following changes:
- Heating candle wax - Temporary physical change
  - Heating copper (II) sulphate crystals - Temporary chemical change
  - Heating ice cubes in a beaker - Temporary physical change
  - Heating potassium manganate (VII) - Permanent chemical change
32. Rusting experiment
- Test tubes where rusting did not take place:
    - B
    - D
  - Boiled water + oil: Boiled water has no dissolved oxygen, oil prevents air (oxygen) from entering. Anhydrous calcium chloride: Absorbs all moisture, so no water is present. Rusting requires both oxygen and water.
  - Rusting took place first in: Tube C with clean nail + tap water + air (normal conditions)
  - Reason: Both oxygen (from air) and water were fully available with no barriers.

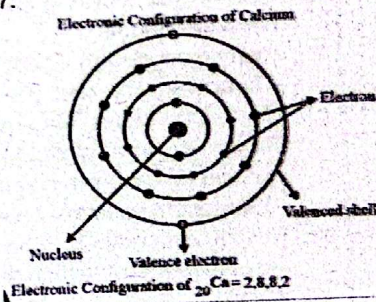
#### 33. Animal cell



- A - Kidney  
B - Ureter  
C - Bladder  
D - Urethra
  - Two waste products:
    - Urine / Urea
    - Excess salts
    - Excess water
  - Two ways to keep urinary system healthy:
    - Drink plenty of water
    - Eat a balanced diet
    - Avoid too much salt
35. Definitions
- Atomic number - The number of protons in the nucleus of an atom
  - Mass number - The total number of protons and neutrons in the nucleus

36. Hard water softening (distillation setup)
- X - Condenser  
P - Distillate (pure water)
  - Method: Distillation
  - Reason for inlet/outlet position:  
Cold water enters at the bottom and exits at the top so that the condenser remains cold throughout, allowing maximum condensation of steam.
  - Two other mixtures separated by distillation:
    - Ethanol and water
    - Crude oil (*fractional distillation accepted*)

37.



38. Advantages and disadvantages of hard water
- Advantages:
    - Contains calcium and magnesium ions needed for strong bones and teeth
    - Tastes better than soft water
  - Disadvantages:
    - Forms scum with soap (wastes soap)
    - Causes fur/blockages in pipes and kettles

**SOCIAL STUDIES**  
**SECTION A: (20 MARKS)**

- C
- B
- D
- B
- A
- D
- C
- C
- C
- D
- C
- B
- D
- B
- A
- B
- C
- C
- A
- C

**SECTION B: (30 MARKS)**

- North East.
  - Clustered.
  - Trading.
    - Lumbering.
    - Fishing.
    - Farming.
    - Transportation.

- Hot and wet.
  - Search for raw materials for their industries.
  - Search for market for their industrial products.
  - Search for land to settle the freed slaves.
  - Military superiority, European countries wanted to prove that they were powerful. Militarism by conquering more colonies outside their continent.
  - Promote christianity by protecting the Christian missionaries in Africa.

- Through observation.
  - Through questionnaire.
  - Through interview.
  - Photo taking and video taking.
  - Sampling.
  - Notes taking.

- Enables one to discover one's passion and interests.
  - Enables one to focus on specific subjects and development of knowledge and skills.
  - Enables one to prepare for higher education and careers.
  - Enables one to understand the requirements and expectations of different pathways.
  - Enables one to make informed decisions based on academic and career goals.

- Makes one to fear trying since, they doubt their abilities and avoid challenges.
  - Can make one to hate oneself and engage in self harm.
  - Can lead to suicidal thoughts.
  - Can lead to relationship problem due to anger issues and hatred towards people.
  - Can lead to poor performance in school or place of work due to lack of confidence.
  - Can lead to stress and depression or emotional instability.

- Increase in brain capacity.
  - Discovery of fire by the Homo Habilis used for roasting meat and warming themselves.
  - Man started walking on two legs but at a bending posture.
  - Improved the tools used in hunting and gathering.
  - Developed the art of drawing the animals they hunted on the caves they used as shelter.

- Africans were captured by force which created fear and anxiety among the Africans.
  - The captured slaves were maltreated in inhumane circumstances like being wiped, chained, denied food and water and walking long distances without resting.
  - The slaves lived in overcrowded and unsanitary environments with access to basic needs.
  - Lead to break up of families and loss of identities.
  - Lead to forced marriages and

- female defilements.
- Mental and psychological trauma. Many people suffered emotional and psychological trauma.

- Cedar.
  - Oak.
  - Pine.
  - Olive.
  - Trans-Saharan slave trade.
  - Salt.
  - Porcelain.
  - Spices.
  - X - Ancient Egypt.
  - Y - Kingdom of Kongo.
  - Z - Great Zimbabwe.
  - Egypt.
  - Mauritania.
  - Mali.
  - Algeria.
  - Libya.

- Identifying the problems or gap in the community.
  - Designing a solution to the identified problem.
  - Planning to implement the designed solution to the problem.
  - Implementing the planned solution.
  - Analysing and reporting on the carried out project.

- Judiciary.
  - Interpret the laws and the constitution.
  - Punishes law breakers.
  - Administers justice.

- Growth of civilisation. The Nile valley agriculture led to people settling in permanent living place. This led to growth of civilisation in areas they settled.
  - Increase of knowledge: Planning farming seasons led to learning in different areas like Mathematics, astronomy, calendars and writing.
  - Development of towns and urban areas. Many towns and urban areas grew as a result of agriculture in the Nile valley.
  - Food security: The methods used to produce crops spread to the rest of the World and were used to increase crop productions. This led to food security in the world.

- Preservation of identity
  - Source of education and learning activities.
  - Source of income and revenue
  - Cultural exchange.
  - Conservation of heritage.
  - Community gathering centres.

- Education - Many of the Africans migrated to the diaspora to seek for further education and later settled there.
  - Colonisation - Some of the European countries encouraged their subjects to adopt the European lifestyle and access their privileges. This was called the policy of assimilation. One

of the privileges was to live in Europe and many Africans met this requirements.

- iii) Slave trade - Many of the Africans were sold to different parts of the world during the slave trade era. Many of them intermarried and settled in different parts of the world.
- iv) Trade - Many of the African have moved to different parts of the World to take part in trade.

**C.R.E.**

**SECTION A: (20 MARKS)**

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

**SECTION B: (30 MARKS)**

21.a)

- Deforestation - cutting down trees and not planting new ones.
- Pollution of the environment.
- Overgrazing - keeping many animals that eat all the vegetation.
- Burning vegetation and other materials in the environment.
- Poaching of wild animals denies our country foreign exchange.

b)

- Soil is used for agricultural activities.
  - Sunlight provide us with warmth.
  - Wildlife attract tourists who bring foreign exchange.
  - Forests attract rainfall and clean the air we breathe.
  - Minerals provide raw materials used in industries.
22. - Responsibility.
  - Tolerance.
  - Honesty.
  - Cooperation.
  - Diligence.
  23. - Helping the needy people.
  - Preaching the good news about the love of God.
  - Taking care of the environment.
  - Teaching good morals to other people.
  - Sharing what we have with others.

24. - Abraham was promised many descendants.
- God would bless Abraham.
- Abraham's name would be famous.
- Abraham's and his descendants would be given land.
- God would protect Abraham.
25. - She was brave.
- Deborah used wisdom to rule the Israelites.
- She was an empowering leader.
- She was compassionate.
26. - He built the temple for God.
- He was a wise king.
- He established trade ties between Israel and other neighbouring nations.
- He brought peace in Israel.
- He developed diplomatic relations with other foreign countries.
27. - Encouraging the Israelites not to afraid of the Egyptians.
- Guiding the Israelites to cross the Red sea.
- Praying to God to help the Israelites.
- Responding to the needs of the Israelites.
- Teaching the Israelites to obey God.
28. Jesus went to the town of Nain with his disciples. While approaching the town gate, he met a funeral for a widow's only son. When Jesus saw the widow, he felt sorry for her and told her not to cry. He touched the cotton and told the young man to get up. The dead man came back to life.
29. - Dropping out of school
- Early pregnancies
- Contraction of sexually transmitted diseases.
- Depression.
- Rejection by parents and guardians.
30. - Idleness.
- Frustration.
- Having too much money.
- Negative peer influence.
- Social media influence.
31. - Facebook.
- You Tube.
- Twitter.
- WhatsApp.
- Instagram.
32. - Avoid lonely and dark places.
- Say 'NO' when you feel threatened or when being forced into sexual activities.
- Do not accept gifts from strangers.
- Avoid drugs and substance abuse.
- Avoid watching pornographic videos.
33. - Financial problems.
- Alcohol, drug and substance use.
- Stress among family members
- Rebellions children.
- Negative influence from peers.
34. - Bad company

- Poverty.
- Lack of proper guidance and parental care.
- Alcohol, drug and substance use.
- Lack of correct information about sexuality.
- 35. a) Human life is valuable and deserves respect.
- b)
- Murder.
- Abortion.
- Suicide.
- Loss of life during war.
- Mob justice.
- Extrajudicial killings.

**I.R.E.**

**SECTION A: (20 MARKS)**

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

**SECTION B (80MARKS)**

21. (a)

- i. Each surah has a title.
- ii. Several rhetoric questions. are posed for the purpose of persuading.
- iii. The language of the Qur'an uses similes and metaphors to bring clarity.
- iv. All surahs begin with Bismillah except surah At-Tawbah.
- v. The surahs in the Qur'an vary in length.

(b)

- i. Believers should avoid making hasty decisions but instead refer to the Qur'an and sunnah of the prophet.
- ii. Muslims should respect the privacy of their leaders.
- iii. Muslims should avoid shouting names of other believers from outside their places of abode.
- iv. Muslims should speak in low tones while in the places of worship.
- v. All believers are brothers hence they should strive to foster unity.

22. (a)

- i. It is a symbol/sign of the Qur'an.
- ii. It guides Muslims on how to worship.
- iii. It is a source of Divine

- iv. knowledge.  
It narrates the stories of the previous prophets.
- v. It is an eternal miracle.
- (b)
- Sahih Bukhari.
  - Sahih Muslim.
  - Sunan Ibn Majah.
  - Sunan An-Nasai.
  - Sunan Abu Daud.
  - Jamii At-Tirmidhi.
23. (a)
- It has a continuous chain of transmitters.
  - All its narrators are upright in character.
  - The narrators are trustworthy and reliable.
  - It has no irregularities and inconsistencies.
  - The narrator is precise and accurate.
- (b)
- To ensure the authenticity of Hadith.
  - To preserve the teachings of the prophet (S.A.W).
  - To develop and enhance the second source of Islamic shariah.
  - To group the Hadith according to its accuracy and reliability.
  - To prevent the use of fabricated Hadith.
24. i. Jibril: in charge of Revelation.  
ii. Mikail: In charge of rain.  
iii. Malik: In charge of hell.  
iv. Izrail: In charge of death.  
v. Israfil: In charge of blowing the trumpet on the day of Judgement.
25. i. Zabur: Daud (A.S).  
ii. Taurat: Musa (A.S).  
iii. Qur'an: Muhammad (A.S).  
iv. Suhuf: Ibrahim (A.S).  
v. Injil: Issa (A.S).
26. (a)
- Shahada.
  - Swalah.
  - Zakat.
  - Saum.
  - Hajj.
- (b)
- Bidding farewell to friends, relatives and neighbours.
  - Being a Muslim.
  - Being mature.
  - Paying all debts.
  - Leaving behind enough financial provisions for the family and dependants.
27. i. It is a form of worship.  
ii. One who refrains from anger will be admitted to paradise  
iii. It is rewarded by Allah.  
iv. It promotes peaceful co-existence.  
v. It makes people to love you.
28. i. Rape: Unconsented sex/forceful sexual intercourse.  
ii. Incest: Sexual intercourse between close relatives.  
iii. Prostitution: Sexual intercourse for financial favours/other favours.  
iv. Bestiality: Sexual intercourse

- v. **Homosexuality:** Sex with the member of the opposite sex.
29. (a)
- To be obeyed by the wife.
  - To be respected by the wife.
  - His property to be taken care of by the wife.
  - The wife should not reveal his network.
  - Right to conjugal rights.
- (b)
- Spending on the poor.
  - Spending on orphans.
  - Helping widows.
  - Construction of mosques and madrassas.
  - Giving out zakat.
30. (a)
- Muslims got a city to organize themselves.
  - Yathrib was changed to Madina.
  - There was peace in Madina that enhanced trade.
  - Hijrah was the starting point of Islamic calendar.
  - The prophet was well received and accepted as a leader of all people.
- (b)
- Muslims learn to be ready to defend Islam.
  - It cleared hypocrisy within the Muslims.
  - It taught the Muslims the importance of obedience, patience and perseverance.
  - Muslims were taught the importance of consultation.
  - It teaches us to accept the opinion of the majority and the prophet (S.A.W).

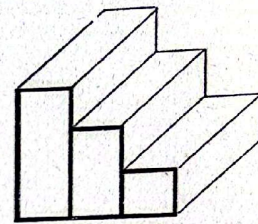
**PRE-TECHNICAL STUDIES**  
**SECTION A**

- D
- A
- C
- C
- C
- B
- C
- D
- C
- C
- A
- C
- B
- A
- B
- C
- C
- B
- D
- A
- B
- C
- C
- D
- A
- B
- C
- C
- B

29. B  
30. B

**SECTION B**

31. Stair cases drawn in cabinet projection

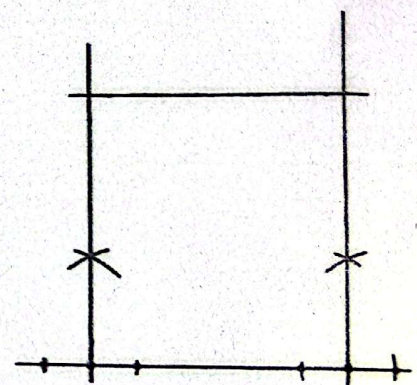


32. **Ladder** - used for climbing vertical walls  
**Work bench** - surface for working on materials in carpentry and repairs  
**Trestle** - frames that support planks or boards and used for painting or maintenance
33. a) Concrete Bricks  
b) **Concrete** - used by builders and engineers in construction  
**Bricks** - used by masons in building walls and structures

34.

Fire fighting technique	Meaning
Smothering	Blocks oxygen from reaching the fire helping to put it out
Starving	Removes the fuel or burning materials feeding the fire
Interrupting	Special chemicals that interfere with the fire process and stop the flames

35.



36. a) **Hard** - they resist scratching and wear.  
b) **Brittle** - they break easily when hit or bent.
37. i. **Trips and falls** - caused by obstacles on the floor such as loose cables or slippery surfaces.  
ii. **Electric shocks** - caused by touching bare wires or faulty electrical equipment.  
iii. **Fire outbreaks** - caused by

careless handling of flammable materials or faulty electrical connections.

38. i) DRG – Drawing  
ii) Diameter



39. Copper, iron, Aluminium and Steel  
40. Roles of entrepreneurs in a community (3 marks)
- Create jobs for people.
  - Provide goods and services.
  - Improve living standards through innovation.
41. Important terms in bookkeeping (3 marks)
- Assets.
  - Liabilities.
  - Capital.
42. Statement of Financial Position (3 marks)

**Small Business – Statement of Financial Position (June)**

Assets	Amount (Kshs)
Cash at hand	10 000
Furniture	20 000
Total Assets	30 000
Liabilities	Amount (Kshs)
Loan	5000
Owner's Equity	Amount (Kshs)
Capital (Assets –Liabilities)	25 000

43. Unethical practices in budgeting (2 marks)
- Inflating costs to misuse funds.
  - Hiding or misreporting expenses for personal gain.
44. Factors to consider when setting financial goals (2 marks)
- Needs vs wants (essential items first).
  - Duration of the school term (money should last).
45. Application software examples (2 marks)
- Microsoft Word.
  - Spreadsheet.
46. a) Barcode reader  
b) to scan details and price of items and enter the data into a computer system
47. Printer, monitor, projector
48. Email, whatsapp
49. Scratch, Microsoft make code, sprite box
50. a) Android  
b) Windows

**AGRICULTURE**

**Section A**

- 1.D                      2.B  
3.C                      4.A  
5.B                      6.C  
7.B                      8.D  
9.C                      10.B

- 11.A                      12.B  
13.C                      14.B  
15.A                      16.C  
17.D                      18.B  
19.A                      20.D  
21.C                      22.B  
23.D                      24.A  
25.D                      26.C  
27.A                      28.C  
29.A                      30.D

**Section B**

31. a) i) Stacking,  
ii) Standing,  
iii) Baled hay  
b) - Napier grass  
- Lucerne  
- Desmodium  
- Rhodes grass  
- Sweet potato vines  
c) - Ensures animals have feed during dry seasons when pasture is scarce.  
- Helps maintain livestock health and production, such as milk and meat.  
- Reduces feeding costs because farmers do not buy expensive feeds during drought.  
- Prevents overgrazing by providing stored feed, which protects the environment.
32. a) Leftover food is any cooked food that remains after a meal and is stored for use later.  
b) i) Reheating the leftovers properly before eating.  
ii) Preparing a new recipe  
c) i) Reduces food wastage at home.  
ii) Saves money that would be used to buy more food.  
iii) Provides quick meals, reducing preparation time.  
iv) Improves household food security by ensuring food is available.
- d) i) Onions                      ii) Tomatoes  
iii) Cooking oil              iv) Salt  
v) Vegetables or spices
33. a) Water retention ditches, Earth basin  
b) i) Provides water for irrigation during dry periods.  
ii) Reduces soil erosion by slowing down the flow of water.  
iii) Improves soil moisture, which supports crop growth.  
iv) Helps recharge groundwater sources such as wells and boreholes.
34. a) A poultry fold is a movable structure used to confine poultry while allowing them to feed on fresh grass and insects in different areas of the farm.

- b) i) Wooden poles or timber  
ii) Wire mesh  
iii) Nails  
iv) Iron sheets or thatch for roofing  
v) Hinges or locks for the door  
c) i) Protects poultry from predators such as dogs and hawks.  
ii) Allows controlled grazing, helping poultry access fresh grass and insects.  
iii) Reduces spread of diseases by keeping birds clean and well-managed.  
iv) Prevents crop damage by restricting poultry to specific areas.
35. i) Increases the market value of the produce, earning farmers more income.  
ii) Prolongs shelf-life, reducing post-harvest losses.  
iii) Creates employment opportunities in processing and packaging.  
iv) Improves food quality and safety for consumers.  
v) Expands market opportunities, including access to distant or export markets.
36. i) Ensures poultry have a constant supply of clean drinking water, which promotes good health.  
ii) Reduces water wastage by controlling how water is released to the birds.  
iii) Saves costs since farmers use locally available materials instead of buying expensive equipment.  
iv) Prevents contamination of water hence reducing the spread of diseases among the poultry.

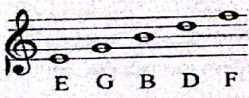
**CREATIVE ARTS**

**SECTION A: (20 MARKS)**

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

26. B
27. C
28. D
29. C
30. D
31. B
32. B
33. C
34. C
35. C
36. B
37. C
38. C
39. B
40. C

### SECTION B (80MARKS)

41. \*Varied answers, mark relevant.  
Each bar must have notes adding up to four beats.
42. Instrumentalist.  
Soloist.  
Chorus.
43. Theme.  
Plot.  
Confidence of the performer.  
Use of choice.  
Use of body.  
Use of costumes and props.  
Audience involvement.  
Time management.
44. Enhance performance.  
Reflect the mood of the folk dance.  
Help advance the story through visual cues.  
Help to capture the attention of audience.  
Reflect community and culture from where the folk dance originates.
45.   
E G B D F
46. A written work of literature in for of dialogue that is meant to be performed on stage through acting.
47. This is the last part of a play that provides the conclusion whereby the conflict in the play is resolved and the characters are finally at peace with each other.

### PART II: SPORTS

Answer questions 48, 49, and 50. For questions 51 and 52, only choose one and answer it.

48. i. Stand with the feet shoulder-width apart and the knees slightly bent.
  - ii. Place both hands above the fore head forming a triangle shape using the index fingers and the thumbs.
  - iii. Bend the arms with the elbows pointed to the sides.
  - iv. As the ball approaches bend the knees and slightly lean backward.
  - v. Contact the ball using the fingertips; push the ball upwards while extending the hands and legs.
  - vi. Follow through.
49. Starting.

- Posture.  
Foot strike.  
Arm swing.  
Breathing.  
Pacing.  
Finishing.
50. Keeps fluids levels in the body balanced.  
Regulates body temperatures.  
Promotes maximum performance.  
Reduces risk of muscle cramps.  
Improves recovery afterwards.
  51. a) Supine position.  
Prone position.  
Flutter kicks.  
Breathing.  
Arm action.
  52. a) \*Varied answers. Award marks if learner describes any rope skipping techniques.  
b) Help in strengthening muscles.  
Helps in improving immune system.  
reduces chances of getting lifestyle diseases such as obesity.  
Promotes teamwork.  
Helps improve endurance.  
Building flexibility.

### PART III: VISUAL ARTS

53. Smudging.  
Stippling.  
Crosshatching.
54. a) These are colours that lie next to each other on the colour when and are used to create uniformity and harmony in painting.  
b) Red, red-purple and purple.  
Red, red-orange and orange.  
Blue, blue-green and green.  
\*Mark any other correct response.
55. Varied answers. Learner must indicate if it is a seascape or a landscape to receive a mark.
56. Stencil printing.
57. Baskets.  
Fruit trays.  
Sun-hats.  
Table mats.  
Floor rugs.

### FRENCH

#### Grammaire 1.

Répondez les questions.(20mks)

1. je vais très bien merci.
2. mon ami s'appelle\*\*\*
3. j' aime \*\*
4. je préfère\*\*\*
5. Je suis \*\*
6. Je préfère\*\*\*
7. Ma maison est \*
8. Je suis dans \*
9. je préfère\*\*
10. je travaille à\*\*
11. Dans ma maison, nous sommes\*\*
12. Je préfère manger\*\*
13. quand , je visite le restaurant, je préfère boire\*\*
14. J' ai mal à\*\*
15. Je préfère\*\*

16. Je préfère\*\*
17. Mon meilleur ami c'est\*\*
18. J'aime jouer\*\*
19. Dans l' école je \*\*
20. Mon professeur français s'appelle\*\*

#### Grammaire 2.

Choisir la correct response.(10mks)

1. ou'
2. t'appelles.
3. elle
4. moi
5. l'
6. parlons
7. habitent
8. regardons
9. il/ elle
10. êtes

#### Grammaire 3.

Le dictée.(10mks)

Écrivez les phrases en français avec les mots suivants.

Par exemple.

1. Mon meilleur ami c'est beau.
2. le professeur est devant la classe
3. Il est beau.
4. Elle est élégante.
5. Elle est une étudiante.
6. Mon père est beau.
7. J'aime danser
8. ce sont des livres
9. mes loisirs sont faire la randonnée, voyager, cuisiner, et cuire.
10. j'ai un cahier.

#### Grammaire 4.

La traduction.(10mks)

Le dictée.

Le dialogue

Ali: how are you Emmanuel?

Emmanuel: how are you Ali.

Ali: have you seen an elephant when you visit the Tsavo I wish to see the elephant.

Emmanuel: yes, its a big animal, it has a trunk, a long nose, big ears, and a big massive body they are the biggest earth mammals.

Ali: yes, my father said, the elephant is an remarkable animal with a very good memory it's also a social animal with sensible emotions

Emmanuel: it's true, for me I would like to see the lion because it is an energetic ferocious and courageous animal.

Ali: do you know different wild animals one can find in the forest?

Emmanuel: yes, I know the giraffe, she is a big animal, there's is the hippos, the crocodiles, the Rhinos also

Ali: Here in Kenya , we have a lot of museums and the national parks, have you already visited a few.

Emmanuel: of course! yes I love to see wild animals I have visited the orphanages and also the Tsavo too.

Ali: oh! lalala that's so interesting.