KJSEA MODEL PAPERS

Sample 1

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

What the learner should produce

- Research notes and design sketches placed in the portfolio.
- A carved wooden model javelin.
- A straight, well-balanced model with the required shape, length and thickness.
- A smooth surface showing good craftsmanship.
- Appropriate finishing using sanding, texturing or smoking.
- Neat African-inspired decoration.
- A completed javelin displayed during the class exhibition.

Assessment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Research and sketches	Thorough research with detailed notes and well-developed sketches	Relevant research, notes and sketches are provided	Limited research, notes or sketches	Little or no evidence of research or sketches
Shape and proportions	Shape, length and thickness are highly accurate	Shape and proportions are appropriate	Some inaccuracies are evident	Shape and proportions are inappropriate
Craftsmanship	Very smooth, straight and well-balanced with excellent craftsmanship	Smooth, straight and reasonably balanced	Some weaknesses in smoothness, straightness or balance	Poorly constructed, rough or unbalanced

Finishing	Finishing is excellent and decoration is creative and very neat	Appropriate finishing and neat decoration are evident	Finishing or decoration is partly satisfactory	Little or no appropriate finishing or decoration
Presentation	Exceptionally neat and well presented	Neat and appropriately presented	Presentation needs improvement	Poorly presented or incomplete

Task 2: Music and Dance

What the learner should produce

- A 4-bar rhythmic composition in the given time signature.
- Correct note values and rests.
- At least one dotted note or tie where applicable.
- Correct number of beats in every bar.
- Neatly written standard music notation.
- A performance through clapping, tapping or a percussion instrument.
- A steady beat throughout the performance.
- An explanation of how the correct rhythm was maintained.

Assessment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Composition	Accurate, creative and well-structured 4-bar rhythm	Correct 4-bar rhythmic pattern	Some errors in the rhythmic pattern	Incomplete or largely incorrect pattern
Notation	Very accurate and neatly presented	Correct and clear notation	Some notation errors	Notation is largely incorrect or unclear
Beat and rhythm	Maintains beats and rhythm consistently and confidently	Maintains correct beats and rhythm	Occasionally loses the beat or makes errors	Frequently loses the beat or rhythm

Performance	Confident, accurate and expressive performance	Accurate performance with a steady beat	Performance has some errors	Performance is largely inaccurate
Explanation	Gives a clear and detailed explanation	Clearly explains how rhythm was maintained	Gives a partly clear explanation	Cannot adequately explain the process

Task 3: Theatre

What the learner should produce

- A short story based on a relevant moral theme.
- A storyboard containing at least six scenes.
- Scenes arranged in a logical sequence.
- A presentation explaining the contribution of each scene.

Assessment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Theme	Highly relevant and thoughtfully developed	Relevant and clearly presented	Relevant but weakly developed	Unclear or inappropriate
Story	Creative, coherent and well developed	Clear and logically sequenced	Some parts lack development or continuity	Incomplete or unclear
Storyboard	Six or more detailed, creative and well-sequenced scenes	At least six clear and logical scenes	Six scenes attempted but some lack clarity	Fewer than six meaningful scenes
Moral lesson	Very clear and effectively communicated	Clearly communicated	Partly clear	Unclear or absent

Presentation	Confident and gives excellent explanation of each scene	Clearly presents and explains the scenes	Explanation is partly clear	Unable to adequately explain the storyboard

Task 4: Sports

What the learner should produce/demonstrate

- Investigation of javelin rules, equipment, safety precautions and techniques.
- A safe improvised practice javelin.
- Correct grip.
- Correct run-up.
- Correct throwing technique.
- Correct recovery technique.
- Recorded throwing distances.
- Comparison of group members' distances.
- A reflection on safety and proper technique.

Assessment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Investigation	Detailed and accurate investigation	Accurate information is provided	Some relevant information provided	Limited or inaccurate information
Improvised javelin	Safe, suitable and creatively made	Safe and suitable for practice	Usable but has some weaknesses	Unsafe or unsuitable
Technique	Grip, run-up, throw and recovery are accurate and confident	Techniques are correctly demonstrated	Some techniques need improvement	Techniques are incorrect or unsafe

Recording and comparison	Distances accurately recorded, compared and interpreted	Distances accurately recorded and compared	Recording or comparison is incomplete	Distances are not properly recorded or compared
Safety	Consistently demonstrates excellent safety awareness	Follows appropriate safety precautions	Shows some safety awareness	Demonstrates unsafe practices
Reflection	Gives thoughtful and detailed reflection	Clearly explains importance of safety and technique	Gives a limited reflection	Gives little or no meaningful reflection
Teamwork	Excellent cooperation and participation	Works well with group members	Participates inconsistently	Shows little cooperation or participation

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Part I: Performing Arts	Part II: Sports	Part III: Visual Arts
1. A 2. B 3. A 4. A 5. A 6. A 7. A 8. A 9. A 10. D 11. A 12. A 13. A 14. A 15. A 16. A	17. A 18. A 19. A 20. A 21. A 22. A 23. A 24. A 25. A 26. A 27. A 28. A	29. A 30. A 31. A 32. A 33. A 34. A 35. A 36. A 37. A 38. A 39. A 40. A

SECTION B: Structured and analysis questions

Part I: Performing Arts

41.

- Taa – crotchet
- Ta-te – two quavers
- Ta-te – two quavers
- Taa – crotchet
- Taa – crotchet

Note: The prompt says “each of the four beats” but gives **five** French rhythm names. The five corresponding note values above match the sequence provided.

42.

The sequence as written has a grouping problem. Assuming the intended time signature is 3/4, the notes can be grouped as:

| crotchet – quaver – quaver – crotchet | minim – crotchet | quaver – quaver |

However, the final bar contains only one beat, so the question appears to be missing a note or contains an error in the given sequence. It should not be marked as a complete 3/4-bar grouping without correcting the question.

43. (a) Roles of costumes

i. Identify the cultural community represented in the folksong.
ii. Show the cultural identity and traditions of the performers.
iii. Enhance the visual appeal of the performance.
iv. Help distinguish different roles or characters among performers.
v. Create the appropriate mood and atmosphere for the performance.

43. (b) Roles of instruments

i. Accompany the singers.
ii. Maintain or emphasise the rhythm and beat.
iii. Introduce or support the melody.
iv. Create appropriate mood and atmosphere.
v. Enhance the entertainment value and overall quality of the performance.

44. (a) Ways parents could have responded

i. Applauding the performers.
ii. Praising or congratulating the learners.

44. (b) Aspects that could influence the choice of theme

i. The social issues affecting the learners or community.
ii. The intended message or purpose of the verse.

44. (c) Areas of improvement

i. Voice projection and clarity of speech.
ii. Coordination and synchronisation of movement and delivery.

Part II: Sports

45.

a) To ensure that runners cover an equal distance and compensate for the extra distance on the outer lanes around the curved track.

b)

i. On your marks.
ii. Set.

46.

i. Accepting the referee's decisions without arguing.
ii. Following the referee's instructions and signals.
iii. Addressing the referee politely and respectfully.

iv. Avoiding insults, abusive language or threatening behaviour towards the referee.

47. OPTIONAL — Swimming

a) A water entry activity is a controlled method of entering the water safely from the poolside or another suitable starting point.

b)

i. **Sitting entry:** The learner sits on the pool edge, turns towards the water and enters feet first in a controlled manner.
ii. **Stride entry:** The learner steps into the water with one leg forward and the other behind, keeping the body upright and entering the water feet first.

c) Backstroke is performed as follows:

i. The swimmer lies on the back with the body kept as horizontal and streamlined as possible.
ii. The legs perform an alternating flutter kick from the hips.
iii. The arms move alternately in a continuous backward-overhead recovery and underwater pulling action.
iv. The swimmer breathes normally while maintaining a steady rhythm and uses the lane markings or flags to judge position in the pool.

48. OPTIONAL — Tagging Games

a) A tagging game is a chasing game in which one or more players attempt to touch or “tag” other players according to agreed rules.

b) In a community tagging game:

i. One or more players are selected as the taggers.
ii. The other players run within a defined playing area to avoid being tagged.
iii. The tagger chases and touches another player to tag them.
iv. According to the rules of the particular game, the tagged player may become the next tagger, join the taggers or be temporarily out.

c) The winner is determined according to the rules of the particular tagging game, such as being the last player to be tagged or gaining the most points through successful tags.

d)

i. To improve physical fitness, speed and agility.
ii. To develop cooperation, enjoyment and social interaction.

Part III: Visual Arts

49.

1. Clean and prepare the painting and the mounting surface.
2. Place the painting centrally on a suitable backing board or mount.
3. Secure the painting firmly using appropriate mounting materials without damaging it.
4. Use a border/mount area around the painting to separate it visually from the display surface and provide a neat, balanced presentation.
5. Frame or position the mounted painting at an appropriate height and in suitable lighting to enhance visibility and visual impact.

Border/mount area: It is the space surrounding the artwork between the artwork and the outer edge/frame. It provides visual breathing space, separates the artwork from its surroundings, improves presentation and helps draw attention to the artwork.

50.

1. Arrange artworks at appropriate heights and spacing so that visitors can view them comfortably without overcrowding.
2. Use suitable lighting, clear labels and an attractive arrangement to guide attention and create visual interest.

51.

1. Select a suitable picture or design to be etched.
2. Apply layers of different coloured crayons to a drawing surface.
3. Cover the crayon layers with a dark-coloured crayon or ink.
4. Scratch or etch the surface with a pointed tool to reveal the underlying colours and create the desired image.

52.

Possible title: *Walk Home Under the Breadfruit Tree*

Subject matter:
The subject matter is a scene from everyday community life. The two boys walking towards the homestead, the girl standing at the doorway, the breadfruit tree and the homestead form the main elements of the scene. The artwork may communicate ideas such as family, community life, childhood, homecoming or rural life.

Use of space:

- The boys, girl and homestead occupy the positive space and form the main focus of the composition.
- The area around and between these subjects provides negative space, preventing the composition from appearing overcrowded.
- The breadfruit tree provides a strong vertical element and helps frame the scene.
- The arrangement of the boys walking towards the homestead creates a sense of movement and direction.
- The positioning of the figures and homestead can create depth, with objects placed at different distances from the viewer.
- The doorway provides a visual point of interest where the girl is positioned, while the tree and figures help balance the composition.
- The use of foreground, middle ground and background can make the two-dimensional painting appear to have greater spatial depth.

Sample 2

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Has research notes and preliminary sketches showing the development of the mosaic idea in the assessment portfolio.
- Produces a completed mosaic pictorial composition depicting a recognisable athletic event.
- Uses one type of mosaic material (mono media) consistently.
- Arranges the mosaic materials with appropriate and controlled spacing.
- Uses suitable colour contrast between the mosaic materials and the support.
- Attaches the mosaic materials securely using an appropriate adhesive.
- Demonstrates creativity and good craftsmanship in the composition.
- Produces a neat, complete and appropriately finished artwork.
- Displays the completed mosaic appropriately during the class exhibition.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Research, notes and sketches	Produces thorough, relevant research notes and well-developed sketches that clearly communicate the concept and guide the final composition.	Produces relevant research notes and appropriate sketches that communicate and guide the intended composition.	Produces limited research notes and basic sketches with some connection to the final composition.	Provides little or no relevant research, notes or sketches to guide the composition.
Athletic theme	Creates a highly clear, well-composed and expressive representation of an athletic event.	Creates a clear and recognisable representation of an athletic event.	Represents an athletic event, but some elements are unclear or poorly developed.	The athletic theme is unclear, inappropriate or absent.
Use of mono media	Uses one type of mosaic material skilfully and consistently, creating a strong and effective visual effect.	Uses one appropriate type of mosaic material consistently.	Uses one type of material but with some inconsistency or inappropriate application.	Does not appropriately use one type of mosaic material as required.
Spacing and arrangement	Controls spacing exceptionally well, creating a balanced and visually effective composition.	Uses appropriate and reasonably consistent spacing and arrangement.	Spacing is inconsistent, with some areas overcrowded or excessively open.	Shows poor control of spacing and arrangement, affecting the overall composition.
Colour contrast	Uses colour contrast very effectively to create a clear, attractive and visually striking composition.	Uses suitable colour contrast between the mosaic materials and the support.	Uses some colour contrast, but it does not consistently enhance the composition.	Uses little or no suitable colour contrast.

Attachment and technique	Attaches all materials securely and demonstrates excellent control of the appropriate adhesive and mosaic techniques.	Attaches materials securely using an appropriate adhesive and technique.	Some materials are insecure or the adhesive/technique is inconsistently applied.	Materials are poorly attached or inappropriate techniques are used.
Creativity and craftsmanship	Demonstrates highly original ideas, excellent control of materials and refined craftsmanship throughout the artwork.	Demonstrates creativity and good craftsmanship.	Demonstrates some creativity, but craftsmanship is inconsistent.	Shows limited creativity and poor craftsmanship.
Finishing and exhibition	Produces an exceptionally neat, complete and well-finished artwork and presents it confidently during the exhibition.	Produces a neat, complete and appropriately finished artwork and displays it appropriately.	Artwork is partially complete or has inconsistent finishing and presentation.	Artwork is incomplete, poorly finished or not appropriately presented.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Studies and interprets the short rhythmic exercise provided by the teacher.
- Performs the given rhythm accurately through clapping or playing a percussion instrument.
- Maintains a steady beat while performing the rhythm.
- Listens attentively to the second rhythm played by the teacher.

- Correctly identifies and reproduces the heard rhythm through standard music notation.
- Uses the correct note values and rests in the notation.
- Uses appropriate bar lines to organise the rhythm.
- Correctly identifies the time signature.
- Explains how the time signature influenced the organisation and performance of the rhythm.
- Demonstrates appropriate rhythmic accuracy, concentration and musical confidence.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Interpretation of the given rhythm	Interprets the rhythmic exercise accurately and independently, demonstrating a strong understanding of its rhythmic structure.	Interprets the rhythmic exercise accurately and demonstrates understanding of its rhythmic structure.	Interprets most of the exercise correctly but shows some uncertainty with rhythmic patterns.	Has difficulty interpreting the exercise and requires substantial assistance.
Rhythmic performance	Performs the rhythm accurately and consistently while maintaining a steady beat throughout.	Performs the rhythm accurately while maintaining a steady beat.	Performs some patterns correctly but occasionally loses the beat or makes several errors.	Is unable to maintain the rhythm or steady beat despite guidance.
Use of percussion instrument/clapping	Demonstrates excellent control and accuracy when clapping or playing the rhythmic pattern.	Accurately claps or plays the rhythmic pattern.	Performs the pattern with some inaccuracies or inconsistent control.	Has significant difficulty reproducing the rhythmic pattern.

Listening and identification	Listens attentively and accurately identifies the rhythmic patterns in the second exercise.	Listens attentively and identifies the main rhythmic patterns correctly.	Identifies some rhythmic patterns but makes several errors.	Has difficulty identifying the rhythmic patterns.
Rhythmic notation	Accurately notates the heard rhythm using correct note values, rests and bar lines with a high degree of precision.	Correctly notates the rhythm using appropriate note values, rests and bar lines.	Notates most of the rhythm correctly but makes some errors in note values, rests or bar lines.	Produces notation with significant errors or does not correctly represent the rhythm.
Time signature	Correctly identifies the time signature and clearly explains its effect on beat organisation and performance.	Correctly identifies the time signature and explains how it influenced the performance.	Identifies the time signature but gives a limited or partly correct explanation.	Cannot correctly identify the time signature or explain its influence.
Musical concentration and confidence	Demonstrates excellent concentration, confidence and independence throughout the activity.	Demonstrates appropriate concentration, confidence and active participation.	Participates but shows hesitation and requires occasional guidance.	Demonstrates limited participation and requires considerable support.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner/group:

- Identifies a relevant community issue affecting young people.
- Demonstrates understanding of the identified issue.

- Develops an original and coherent story based on the issue.
- Clearly highlights the identified problem within the story.
- Incorporates realistic and appropriate possible solutions.
- Converts the story into a short animation script.
- Includes appropriate dialogue for the characters.
- Includes clear scene descriptions suitable for animation.
- Organises the scenes logically to develop the story.
- Presents the script to the class.
- Clearly explains how the script could be transformed into an animation.
- Demonstrates creativity originality and effective group participation.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identification of community issue	Identifies a significant and relevant issue affecting young people and demonstrates a comprehensive understanding of its causes and effects.	Identifies a relevant issue affecting young people and demonstrates a clear understanding of it.	Identifies an issue but demonstrates limited understanding of its relevance or effects.	Identifies an unclear, inappropriate or unrelated issue.
Story development	Develops a highly original, engaging and coherent story with well-connected events and a strong resolution.	Develops an original and coherent story with logically connected events and a clear resolution.	Develops a basic story with some gaps or inconsistencies in sequence and development.	Produces a poorly developed or incoherent story.
Solutions to the issue	Integrates realistic, creative and convincing solutions naturally into the story.	Includes appropriate solutions that clearly address the identified issue.	Suggests some solutions, but their relevance or connection to the story is limited.	Provides little or no appropriate solution to the identified issue.

Animation script development	Converts the story into a highly effective animation script with clearly structured scenes, purposeful dialogue and detailed descriptions.	Converts the story into a clear animation script with appropriate dialogue and scene descriptions.	Produces a basic script, but some dialogue or scene descriptions are incomplete or unclear.	Fails to effectively convert the story into an animation script.
Dialogue and characterisation	Creates purposeful, engaging dialogue that strongly develops characters and advances the story.	Uses appropriate dialogue that develops characters and contributes to the story.	Uses simple dialogue with limited contribution to character or story development.	Uses little, inappropriate or ineffective dialogue.
Scene descriptions and sequencing	Creates detailed, well-sequenced and visually clear scenes that can readily be transformed into animation.	Creates clearly sequenced scenes with descriptions suitable for animation.	Creates scenes with some sequencing or description difficulties.	Scenes are poorly sequenced or lack descriptions suitable for animation.
Presentation and explanation	Presents confidently and gives a detailed, convincing explanation of how the script could be transformed into animation.	Presents clearly and explains how the script could be transformed into animation.	Presents the script but gives a limited explanation of the animation process.	Has difficulty presenting or explaining how the script could become an animation.

Creativity and collaboration	Demonstrates exceptional originality, imagination and highly effective collaboration throughout the project.	Demonstrates creativity originality and effective group participation.	Demonstrates some creative ideas and participates in the group with occasional guidance.	Shows limited creativity or participation in the group task.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner/group:

- Produces research showing the characteristics of middle-distance races.
- Identifies relevant aspects such as race distance, pacing, endurance and running techniques.
- Develops a simple, appropriate and safe warm-up routine for a middle-distance runner.
- Develops a suitable training routine targeting middle-distance performance.
- Organises a middle-distance race appropriately.
- Participates actively and safely in the race.
- Demonstrates appropriate running technique and pacing.
- Records the race results accurately.
- Compares the results of participants.
- Identifies factors that influenced performance, such as pacing, endurance, fitness, technique or environmental conditions.
- Reflects on the importance of pacing, endurance and teamwork during training.
- Demonstrates cooperation and responsible participation throughout the group activity.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Research on middle-distance races	Conducts thorough research and accurately explains the characteristics, demands and techniques associated with middle-distance races.	Conducts relevant research and correctly identifies the main characteristics of middle-distance races.	Conducts limited research and identifies some characteristics but with gaps or minor inaccuracies.	Provides little or inaccurate information about middle-distance races.
Warm-up routine	Develops a well-structured, progressive and safe warm-up that appropriately prepares a middle-distance runner for activity.	Develops a suitable and safe warm-up routine for a middle-distance runner.	Develops a basic warm-up with some appropriate activities but lacks structure or completeness.	Develops an inappropriate or unsafe warm-up routine.
Training routine	Develops a purposeful and well-organised training routine that effectively addresses endurance, pacing and other demands of middle-distance running.	Develops an appropriate training routine addressing the main demands of middle-distance running.	Develops a basic training routine with limited connection to middle-distance performance.	Develops an inappropriate or unsuitable training routine.
Race organisation and participation	Organises the race efficiently and participates actively while consistently demonstrating safe and appropriate procedures.	Organises and participates in the race appropriately and safely.	Participates in the race but requires some guidance in organisation or procedures.	Shows limited participation or fails to follow appropriate procedures.

Running technique and pacing	Demonstrates effective running technique and excellent control of pace throughout the race.	Demonstrates appropriate running technique and pacing.	Demonstrates inconsistent technique or pacing and requires guidance.	Demonstrates limited understanding or application of appropriate technique and pacing.
Recording and comparison of results	Accurately records results and makes clear, meaningful comparisons between participants' performances.	Accurately records and compares race results.	Records some results but comparisons are incomplete or contain errors.	Fails to accurately record or compare race results.
Identification of performance factors	Analyses several relevant factors and clearly explains how they affected individual and group performance.	Identifies relevant factors that influenced performance and explains their effects.	Identifies some factors but gives limited explanation of their effects.	Has difficulty identifying factors that influenced performance.
Pacing and endurance	Demonstrates a strong understanding and effective application of pacing and endurance during training and competition.	Demonstrates appropriate pacing and endurance during training and competition.	Demonstrates inconsistent pacing or endurance and requires guidance.	Shows limited understanding or application of pacing and endurance.
Teamwork and reflection	Works exceptionally well with others and provides a thoughtful reflection linking pacing, endurance, teamwork and performance.	Works cooperatively with others and reflects appropriately on pacing, endurance and teamwork.	Participates in the group but demonstrates inconsistent cooperation or provides a limited reflection.	Shows limited cooperation and provides little or no meaningful reflection.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Part I: Performing Arts	Part II: Sports	Part III: Visual Arts
1. B 2. B 3. A 4. A 5. A 6. A 7. A 8. C 9. A 10. A 11. A 12. A 13. A 14. A 15. A 16. A	17. A 18. A 19. A 20. A 21. A 22. A 23. A 24. A 25. A 26. A 27. A 28. A	29. A 30. A 31. A 32. A 33. A 34. A 35. A 36. A 37. A 38. A 39. A 40. A

SECTION B: Structured and analysis questions

Part I: Performing Arts

41. Crotchet; two quavers; four semiquavers; crotchet.
42. | Crotchet – Quaver – Quaver – Minim | Crotchet – Crotchet – Quaver – Quaver – Crotchet |
43.

a)

- Shows cultural identity and community heritage.
- Indicates social status or position.
- Symbolises cultural beliefs and values.
- Identifies a particular community or ethnic group.
- Enhances the visual appeal and meaning of the performance.

b)

- Maintains the beat and pulse.
- Provides rhythmic accompaniment.
- Marks changes between sections.
- Supports dancers and other performers in maintaining timing.
- Creates emphasis and dramatic effects.

44.

a)

- Listen attentively to the adjudicator's feedback and identify areas for improvement.
- Apply the recommendations during rehearsals and future performances.

b)

- Environmental conservation.
- Drug and substance abuse.

c)

- Poor breath control.
- Insufficient or excessive voice projection.

Part II: Sports

45.

a) Inner lanes have a shorter running distance around the bend. Staggers compensate for the difference in lane distances and ensure equal racing distances.

b) On your marks; Set; Go.

46.

- Accept officials' decisions without arguing or insulting them.
- Follow the rules and regulations of the game.
- Respect opponents and avoid abusive or provocative behaviour.
- Shake hands and demonstrate good sportsmanship before or after the match.

47.

a) The ability to feel safe, relaxed and comfortable in water while performing basic movements and breathing activities.

b)

- Enter by sitting on the pool edge, turning and lowering the body into the water carefully.
- Use the steps or ladder while holding the handrail securely.

c) Inhale during the recovery phase as the arms move outward and the head rises above the water. Exhale underwater as the arms pull inward and the face returns into the water. The arms sweep outward, backward and inward, then extend forward while the legs perform a simultaneous breaststroke kick.

48.

a) To evade opponents while protecting one's territory or reaching a designated safe area without being tagged.

b) Safe zones provide temporary protection from being tagged. Players may enter them to avoid opponents, but they may be restricted from remaining there for too long or may have to leave after a specified period.

c) The team that eliminates all opposing players or has the greatest number of surviving players when the game ends, wins.

d)

- Increased cardiovascular endurance.
- Improved heart and lung efficiency.

Part III: Visual Arts

49.

- Measure and cut the mat board to the required size.
- Mark and cut a centred window slightly smaller than the painting.
- Create a wider bottom margin than the other margins for visual balance.
- Mount the watercolour securely behind the window using suitable archival hinges or tape.
- Attach the backing board and secure the complete mount in the frame.

50.

- Arrange artworks at different heights and use varied groupings to create visual interest.
- Create a clear viewing path using focal displays, appropriate spacing and effective lighting.

51.

- Apply a layer of light-coloured crayons to the drawing surface.
- Cover the first layer completely with a dark crayon or ink.

- Scratch or etch the surface using a sharp tool to reveal the lighter colours underneath.
- Refine the lines and details to create the finished high-contrast image.

52.

Title: Moonlit Bridge

The old stone bridge, flowing river, bamboo and rising moon create a peaceful and reflective natural scene. The bridge suggests stability and continuity, while the fast-flowing river introduces movement and contrast.

Atmospheric perspective is created by making distant objects lighter, softer and less detailed, giving the painting a sense of depth. The silhouetted bamboo in the foreground appears darker and more defined, while the distant landscape fades into lighter tones.

The tonal contrast between the dark bridge and bamboo and the pale moonlit sky and water creates a strong focal effect. The cool, subdued colours and soft transitions between light and dark establish a calm, mysterious and contemplative twilight mood.

Sample 3

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Produces research notes and preliminary sketches showing the development of the still-life composition and places them in the assessment portfolio.
- Produces a completed still-life painting of a set of forms.
- Arranges the forms effectively with a clear focal point.
- Applies the wash painting technique correctly and consistently.
- Uses complementary colours appropriately.
- Creates visual dominance through effective use of colour, tone and composition.
- Demonstrates good observation, proportion and arrangement of the forms.
- Demonstrates creativity and good craftsmanship.
- Produces a neat and appropriately finished painting.
- Displays the completed artwork appropriately during the class exhibition.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Research, notes and sketches	Produces thorough research, detailed notes and well-developed sketches that clearly guide the final still-life composition.	Produces relevant research, notes and appropriate sketches that guide the intended composition.	Produces limited research and basic sketches with some connection to the final composition.	Provides little or no relevant research, notes or sketches to guide the composition.
Arrangement and focal point	Creates a highly balanced and visually engaging arrangement with a very clear and effectively emphasised focal point.	Creates a well-arranged still life with a clear focal point.	Arranges the forms recognisably but the focal point or overall arrangement is inconsistent.	Produces a poorly arranged composition with no clear focal point.
Application of wash technique	Applies the wash technique with excellent control, producing effective transparency, tonal variation and smooth transitions.	Applies the wash technique correctly to create appropriate transparent and tonal effects.	Applies the wash technique with some control but shows inconsistencies in transparency, tone or application.	Shows limited understanding or incorrect application of the wash technique.
Use of complementary colours	Uses complementary colours skilfully and purposefully to create strong visual interest and enhance the composition.	Uses appropriate complementary colours effectively in the composition.	Uses some complementary colours but with limited control or effect.	Uses complementary colours incorrectly or shows little evidence of their use.

Visual dominance	Creates strong and deliberate dominance through sophisticated use of colour, tone and composition.	Creates visual dominance through appropriate use of colour, tone and composition.	Attempts to create dominance but the focal emphasis is inconsistent or weak.	Shows little or no evidence of creating visual dominance.
Observation, proportion and arrangement of forms	Demonstrates highly accurate observation, convincing proportions and excellent spatial arrangement of forms.	Demonstrates good observation, generally accurate proportions and appropriate arrangement of forms.	Shows some observational ability but with noticeable errors in proportion or arrangement.	Shows limited observation with significant errors in proportion and arrangement.
Creativity and craftsmanship	Demonstrates exceptional creativity originality and highly refined craftsmanship.	Demonstrates creativity and good craftsmanship.	Demonstrates some creativity but craftsmanship is inconsistent.	Shows limited creativity and poor craftsmanship.
Finishing and presentation	Produces an exceptionally neat, complete and carefully finished painting and presents it confidently at the exhibition.	Produces a neat, complete and appropriately finished painting and displays it appropriately.	Painting is partially finished or has inconsistencies in neatness and presentation.	Painting is incomplete, poorly finished or not appropriately presented.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Produces a 4-bar melody in the key specified by the teacher.
- Begins and ends the melody with suitable notes of the specified key.

- Uses mostly stepwise melodic movement and includes at least one leap.
- Maintains the correct number of beats in each bar according to the given time signature.
- Writes the melody accurately using standard staff notation.
- Uses appropriate pitch and rhythmic values in the notation.
- Sings or plays the melody accurately.
- Maintains the identified key while performing the melody.
- Explains how the key and time signature guided the composition.
- Demonstrates creativity and musical understanding in the composition.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Melody composition	Composes a highly coherent, creative and musically effective 4-bar melody that fulfils all the given requirements.	Composes a coherent 4-bar melody that fulfils the given requirements.	Composes a recognisable 4-bar melody but some requirements are inconsistently applied.	Produces an incomplete or poorly structured melody that does not meet the main requirements.
Key and melodic ending	Begins and ends with highly appropriate notes of the specified key, creating a strong sense of tonality and resolution.	Begins and ends with suitable notes of the specified key.	Uses some appropriate notes of the key but beginning or ending is less suitable.	Fails to demonstrate appropriate use of the specified key at the beginning or ending.
Melodic movement	Uses stepwise movement effectively and incorporates a well-placed leap that enhances the melody.	Uses mostly stepwise movement and includes at least one appropriate leap.	Uses some stepwise movement and a leap but with inconsistent melodic control.	Shows little evidence of appropriate stepwise movement or the required leap.

Time signature and rhythm	Maintains the correct beat structure throughout and uses rhythm creatively while fully respecting the given time signature.	Correctly matches the melody to the given time signature.	Makes some rhythmic or bar-related errors but the overall time signature is recognisable.	Frequently fails to maintain the required beats or time signature.
Staff notation	Accurately and neatly notates pitches, rhythms, bar lines and other required notation with excellent control.	Correctly writes the melody using appropriate staff notation.	Uses staff notation with some errors in pitch, rhythm, bar lines or other notation.	Shows significant errors or limited understanding of staff notation.
Performance	Sings or plays the melody confidently, accurately and expressively while maintaining the correct key and rhythm.	Sings or plays the melody accurately with appropriate pitch and rhythm.	Performs the melody with some pitch or rhythmic errors.	Has significant difficulty performing the melody accurately.
Explanation of composition	Clearly and insightfully explains how the key and time signature influenced the melodic choices and structure.	Clearly explains how the key and time signature guided the composition.	Gives a basic explanation with some understanding of the key and time signature.	Gives little or no accurate explanation of how the key and time signature guided the composition.
Creativity and musical expression	Demonstrates exceptional originality, musical imagination and effective expression.	Demonstrates creativity and appropriate musical expression.	Demonstrates some creative ideas but limited musical development or expression.	Shows little evidence of creativity or musical expression.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner:

- Selects and demonstrates understanding of a traditional Kenyan folktale.
- Adapts the folktale to a modern setting while preserving its original moral lesson.
- Produces an adapted story with a clear and logical sequence of events.
- Uses appropriate voice projection during the storytelling performance.
- Uses suitable gestures and facial expressions to communicate meaning and emotions.
- Uses appropriate body movements to enhance the storytelling.
- Performs the adapted story confidently before peers.
- Maintains the moral lesson of the original folktale.
- Demonstrates creativity in adapting the traditional story to the modern context.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Understanding of the folktale	Demonstrates deep understanding of the folktale, its characters, events and moral lesson.	Demonstrates clear understanding of the folktale and its moral lesson.	Demonstrates partial understanding but omits or changes some important elements.	Demonstrates limited understanding of the folktale or its moral lesson.
Adaptation to modern setting	Transforms the folktale creatively into a highly convincing modern setting while preserving its essential moral lesson.	Successfully adapts the folktale to a modern setting while maintaining its moral lesson.	Makes some changes to modernise the story but the adaptation is inconsistent or the moral lesson is weakened.	Makes little meaningful adaptation or fails to preserve the moral lesson.
Story structure and sequencing	Presents a highly coherent and engaging story with well-developed events and a clear resolution.	Presents a coherent story with logically sequenced events and a clear resolution.	Presents a generally understandable story but with some gaps or inconsistencies in sequence.	Presents a poorly structured or difficult-to-follow story.

Voice projection	Uses excellent voice projection, clarity, pace and variation to engage the audience throughout.	Uses clear and appropriate voice projection that can be heard by the audience.	Voice is sometimes unclear, too soft or lacks appropriate variation.	Voice is frequently inaudible or unclear.
Gestures and facial expressions	Uses highly effective and purposeful gestures and facial expressions that strongly communicate characters, emotions and events.	Uses appropriate gestures and facial expressions to support the story.	Uses some gestures and facial expressions but with limited consistency or effectiveness.	Uses few or inappropriate gestures and facial expressions.
Body movement	Uses controlled and purposeful body movements that greatly enhance characterisation and storytelling.	Uses appropriate body movements to enhance the storytelling.	Uses some body movements but they are inconsistent or have limited effect.	Shows little or no appropriate use of body movement.
Performance and audience engagement	Performs confidently and expressively, maintaining strong audience engagement throughout.	Performs confidently and appropriately before peers.	Performs with some hesitation and requires occasional support.	Shows limited confidence or is unable to sustain the performance.

Creativity and cultural appreciation	Demonstrates exceptional creativity while respectfully preserving and reinterpreting the cultural and moral elements of the folktale.	Demonstrates creativity while appropriately maintaining the cultural and moral elements of the folktale.	Demonstrates some creativity but gives limited attention to cultural or moral elements.	Shows little creativity or inappropriate treatment of the folktale's cultural or moral elements.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner/group:

- Identifies a range of track and field athletics events.
- Correctly distinguishes between relevant track and field events.
- Selects one athletics event for detailed investigation and demonstration.
- Explains the basic rules of the selected event.
- Identifies and explains the basic skills and techniques required.
- Demonstrates the selected event using appropriate techniques.
- Observes relevant safety measures before, during and after participation.
- Evaluates individual and group performance using agreed assessment criteria.
- Records relevant observations or performance findings.
- Presents findings on the physical, social and other benefits of participating in athletics.
- Works cooperatively and responsibly within the group.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identification of athletics events	Accurately identifies and clearly classifies a wide range of track and field events.	Correctly identifies different track and field events.	Identifies some track and field events but makes occasional classification or identification errors.	Identifies few events or demonstrates significant confusion between track and field events.

Selection and understanding of event	Selects an appropriate event and demonstrates comprehensive understanding of its rules, skills and techniques.	Selects an appropriate event and explains its basic rules and skills correctly.	Selects an event but demonstrates partial understanding of its rules or skills.	Shows limited understanding of the selected event and its requirements.
Demonstration of skills	Demonstrates the selected event with excellent technique, control, confidence and consistency.	Demonstrates the selected event using appropriate basic techniques.	Demonstrates some appropriate techniques but with inconsistencies or errors.	Demonstrates limited ability to apply the required techniques.
Safety measures	Consistently applies safety measures and actively promotes safe participation among group members.	Observes appropriate safety measures during the activity.	Observes some safety measures but requires reminders or guidance.	Fails to observe important safety measures or participates unsafely.
Performance evaluation	Uses agreed criteria systematically to make detailed and insightful evaluations of individual and group performance.	Uses agreed criteria appropriately to evaluate individual and group performance.	Uses some agreed criteria but evaluation is incomplete or lacks clear evidence.	Shows little ability to use agreed criteria to evaluate performance.
Presentation of findings	Presents well-organised, accurate and detailed findings and communicates them confidently and effectively.	Presents clear and relevant findings appropriately.	Presents some relevant findings but organisation or clarity is inconsistent.	Presents limited, inaccurate or poorly organised findings.

Benefits of athletics	Clearly explains a wide range of physical, social and other benefits, linking them effectively to participation in athletics.	Identifies and explains relevant benefits of participating in athletics.	Identifies some benefits but provides limited explanation.	Identifies few or no relevant benefits.
Teamwork and participation	Demonstrates exceptional cooperation, leadership, responsibility and active participation throughout the group activity.	Works cooperatively and participates actively in the group.	Participates but demonstrates inconsistent cooperation or requires guidance.	Shows limited participation or cooperation with group members.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Part I: Performing Arts	Part II: Sports	Part III: Visual Arts
1. B 2. B 3. B 4. B 5. C 6. A 7. A 8. A 9. A 10. A 11. A 12. B 13. C 14. A 15. B 16. B	17. B 18. A 19. B 20. A 21. A 22. B 23. A 24. A 25. A 26. B 27. A 28. B	29. A 30. A 31. A 32. A 33. A 34. A 35. A 36. A 37. A 38. A 39. A 40. A

SECTION B: Structured and analysis questions

Part I: Performing Arts

41.

a. Minim
b. Crotchet
c. Crotchet
d. Minim

42.

| Crotchet + Quaver + Quaver | Crotchet + Minim | Crotchet + Quaver + Quaver |

Equivalent notation:

| ♩ ♪♪ | ♩ 𝅗𝅥 | ♩ ♪♪ |

Each bar contains four crotchet beats. The French rhythm pattern uses **Taa** for a crotchet, **Ta-te** for two quavers and **Taa-a** for a minim.yonkerspublicschools+1

43(a). Functions of costumes

i. Identify the character's role, age, gender, occupation, social status or cultural group.
ii. Establish the cultural and historical setting of the performance.
iii. Enhance the beauty, colour and visual appeal of the presentation.
iv. Support movement and help communicate actions, mood and personality.
v. Distinguish one group, character or performer from another.

43(b). Structural roles of traditional instruments

i. Provide the basic beat or rhythmic pulse.
ii. Produce rhythmic patterns that support dancing and movement.
iii. Provide melodic phrases or responses to the singers.
iv. Establish changes in tempo, mood and dynamics.
v. Introduce, accompany, connect or conclude sections of the performance.

44(a). Audience engagement

i. Clapping, singing along, ululating or responding to appropriate audience cues.
ii. Maintaining eye contact and attentive posture, nodding, smiling or showing suitable facial expressions.

44(b). Influences on thematic choice

i. Cultural beliefs, traditions, customs and community practices.
ii. Social experiences and contemporary issues such as unity, conflict, education, poverty or environmental conservation.

44(c). Technical areas for improvement

i. Clear diction, pronunciation, articulation and projection.
ii. Accurate rhythm, pitch, timing, coordination and expressive delivery.

Part II: Sports

45(a).

A staggered start compensates for the different distances covered by runners in the outside and inside lanes around a curved track. It ensures that each athlete runs the same total distance to the finish line.

45(b).

For an 800-metre or other race longer than 400 metres:

i. “On your marks.”
ii. Starting pistol or other starting signal.

The command **“Set”** is not normally used for races longer than 400 metres.worldathletics+1

46.

i. Accepting the referee’s or umpire’s decisions without arguing or insulting the official.
ii. Addressing the official politely and using respectful language.
iii. Following the official’s instructions promptly.
iv. Avoiding deliberate fouls, dissent, intimidation or unsporting gestures.
v. Reporting concerns through the team captain or coach in the proper manner.
vi. Shaking hands or acknowledging the official respectfully before or after the match.

Part III: Visual Arts

49. Mounting with a window mat

1. Select a clean, rigid backing board and a mat board large enough to leave an even border around the painting.
2. Measure and mark the position of the image on the mat, then cut a rectangular or suitable “window” through the mat board.
3. Position the painting behind the opening, ensuring that it is centred, straight and fully visible.
4. Attach the painting to the backing board with suitable archival hinges or tape, avoiding adhesives that may damage the artwork.
5. Place the window mat over the artwork, secure the mat and backing together and check that the surface is clean and ready for framing or display.

The surrounding border is the **mat or mount**. It creates visual separation between the artwork and its frame or surroundings, focuses attention on the image, improves presentation and protects the artwork from direct contact with the glazing or frame.

50. Exhibition display techniques

- Use varied heights and levels by placing some works on walls, others on easels, plinths, shelves or raised platforms. This creates rhythm, movement and visual interest.
- Group related artworks according to theme, colour, medium or size, while leaving adequate space between them. Effective lighting and a clear visitor pathway can further emphasize important works.

51. Crayon etching process

1. Cover the paper with strong layers of differently coloured crayons, ensuring that the surface is thoroughly filled.
2. Apply a thick, even layer of black crayon or another dark covering colour over the coloured base.
3. Plan the design and lightly draw or transfer the intended image onto the coated surface.
4. Scratch away selected areas of the dark surface with a stylus, toothpick or blunt tool to reveal the coloured layers beneath and complete the image.

52. Title and critical analysis

Suggested title: “Dawn at the Community Water Kiosk”

The subject matter is a busy community water kiosk at the beginning of the day. The overlapping figures suggest many people arriving, waiting, carrying containers or interacting with one another. This presents the kiosk as an important social and practical centre where members of the community meet, share experiences and obtain an essential resource. The warm dawn light creates an atmosphere of hope, activity and renewal.

The composition may be organized into three main spatial planes. In the foreground, larger and more strongly coloured figures, water containers or architectural features attract immediate attention. Their size, clearer outlines and overlapping arrangement create emphasis and give the viewer a sense of physical closeness. In the middle ground, the kiosk structure and the main group of people establish the central action. Overlapping forms prevent the figures from appearing isolated and create the impression of a crowded, active environment.

The background may contain receding buildings, distant figures or the rising sky. These elements should be smaller, less detailed and softer in colour so that they appear farther away. Architectural perspective lines, such as the edges of the kiosk, roof, pavement or surrounding walls, guide the eye towards a vanishing point and create depth. Linear perspective therefore changes a flat arrangement into a believable spatial environment.

Warm oranges, yellows and reds in the dawn light can be contrasted with cooler shadows to separate planes and strengthen the mood. The expressionist style may deliberately exaggerate colour, shape, gesture and movement rather than reproduce the scene realistically. Vigorous brushwork and mixed-media textures can communicate the energy of the crowd, while the directional lines and overlapping forms unify the composition.

Overall, the artwork achieves its subject matter through recognizable figures, containers, kiosk architecture and community interaction. It achieves spatial depth through relative scale, overlapping forms, atmospheric colour, placement and perspective lines. The result is both a

record of everyday community life and an expressive interpretation of collective activity at dawn.

Sample 4

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Has research notes and preliminary sketches showing the development of the photographic storyboard concept, placed in the assessment portfolio.
- Produces a completed photographic storyboard using collected pictures of Creative Arts and Sports activities.
- Includes pictures that clearly communicate the roles of Creative Arts and Sports in society.
- Applies the splattering wash painting technique effectively to create an attractive and relevant background.
- Uses pictures, colours, shapes and background effects creatively and purposefully.
- Arranges the pictures and background to achieve balance, harmony and visual clarity.
- Demonstrates originality and creativity in communicating ideas.
- Demonstrates neat finishing and good craftsmanship.
- Presents a complete and appropriately finished storyboard.
- Displays the completed storyboard appropriately during the class exhibition.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Research, notes and sketches	Conducts thorough research and produces detailed notes and well-developed sketches that clearly guide the storyboard concept.	Conducts relevant research and produces appropriate notes and sketches that guide the storyboard.	Conducts limited research and produces basic sketches with some connection to the final storyboard.	Provides little or no relevant research, notes or sketches to guide the work.

Communication of societal roles	Uses highly relevant and carefully selected pictures to communicate a wide range of roles of Creative Arts and Sports in society with strong clarity.	Uses appropriate pictures to clearly communicate the roles of Creative Arts and Sports in society.	Uses some relevant pictures, but their connection to the roles of Creative Arts and Sports is not always clear.	Uses inappropriate, insufficient or unrelated pictures that do not communicate the required roles.
Splattering wash technique	Applies the splattering wash technique with excellent control and creativity, producing an attractive background that strongly enhances the message.	Applies the splattering wash technique appropriately to create an attractive background.	Applies the technique with some control but shows inconsistencies in coverage or effect.	Shows little understanding or inappropriate application of the splattering wash technique.
Creative use of visual elements	Combines pictures, colours, shapes and background effects in a highly creative and purposeful manner to strengthen visual communication.	Uses pictures, colours, shapes and background effects appropriately and creatively.	Uses some visual elements creatively, but their application is inconsistent or limited.	Shows little creativity or inappropriate use of visual elements.
Arrangement and balance	Creates an exceptionally well-balanced and harmonious arrangement with excellent interaction between pictures and background.	Arranges pictures and background effectively with appropriate balance.	Shows some balance, but parts of the composition are overcrowded, uneven or poorly organised.	Shows poor arrangement and balance, making the storyboard difficult to understand or view.

Originality and creativity	Presents ideas with exceptional originality, imagination and a distinctive personal approach.	Demonstrates originality and creativity in presenting ideas.	Demonstrates some original ideas but relies on familiar or limited approaches.	Shows little evidence of originality or creative thinking.
Craftsmanship and finishing	Produces a highly neat, refined and carefully finished storyboard demonstrating excellent craftsmanship.	Produces a neat, complete and appropriately finished storyboard with good craftsmanship.	Produces a partially finished work with some inconsistencies in neatness and craftsmanship.	Produces an incomplete, poorly finished work with limited craftsmanship.
Presentation and exhibition	Presents and displays the completed storyboard confidently and effectively, enhancing its visual and communicative impact.	Presents and displays the completed storyboard appropriately.	Displays the storyboard but with some shortcomings in presentation or preparation.	Fails to appropriately present or display the completed storyboard.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Accurately studies and interprets the two-bar melodic phrase provided by the teacher.
- Composes an additional two bars that connect appropriately with the given phrase.
- Produces a complete four-bar musical idea.
- Creates an ending that provides an appropriate sense of musical completion or resolution.
- Maintains appropriate melodic and rhythmic continuity with the given phrase.
- Performs the completed melody accurately.
- Identifies and explains the use of repetition, sequence or contrast in the composition.
- Demonstrates creativity and understanding of basic melodic development.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Understanding of given melodic phrase	Interprets the given phrase accurately and uses its melodic features skilfully as a basis for further development.	Accurately understands and uses the given phrase as the basis for completing the melody.	Shows partial understanding of the given phrase, with some inconsistencies in continuation.	Demonstrates limited understanding of the given melodic phrase.
Melodic continuation	Composes two highly coherent and creative bars that connect naturally and effectively with the given phrase.	Composes two bars that connect appropriately with the given phrase.	Composes two bars but the connection to the original phrase is inconsistent or weak.	Produces an incomplete or unsuitable continuation.
Complete musical ending	Creates a highly convincing ending that gives the complete melody a strong sense of resolution and musical completeness.	Creates an appropriate ending that gives the melody a clear sense of completion.	Provides an ending but the sense of completion or resolution is weak.	Provides no clear or appropriate musical ending.
Use of repetition, sequence or contrast	Uses repetition, sequence or contrast purposefully and creatively to develop a strong and interesting melody.	Uses at least one appropriate device—repetition, sequence or contrast—to develop the melody.	Uses one device but with limited effectiveness or understanding.	Shows little or no evidence of using repetition, sequence or contrast.

Performance	Performs the completed melody confidently and accurately with secure pitch, rhythm and musical expression.	Performs the completed melody accurately with appropriate pitch and rhythm.	Performs the melody with some pitch, rhythmic or continuity errors.	Has significant difficulty performing the completed melody.
Explanation of composition	Clearly and insightfully explains how repetition, sequence or contrast contributed to the development of the melody.	Clearly describes how repetition, sequence or contrast was used.	Gives a basic or partly accurate description of the compositional device used.	Cannot adequately describe how repetition, sequence or contrast was used.
Creativity and musical understanding	Demonstrates exceptional creativity and strong understanding of melodic development.	Demonstrates creativity and appropriate understanding of melodic development.	Demonstrates some creative ideas but limited melodic development.	Shows little evidence of creativity or understanding of melodic development.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner:

- Selects a topic that promotes positive values in society.
- Composes an original verse of at least three stanzas.
- Develops ideas that are relevant to the selected topic and positive social values.
- Uses an appropriate rhythmic pattern in the verse.
- Uses suitable rhyme where appropriate.
- Uses expressive and meaningful language.
- Demonstrates appropriate structure and coherence across the stanzas.
- Recites the verse confidently before an audience.
- Uses suitable voice modulation, including changes in volume, pitch, pace or tone.
- Uses appropriate facial expressions to communicate meaning and emotion.

- Demonstrates creativity and effective audience engagement.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Choice and development of topic	Selects a highly relevant topic and develops it insightfully to communicate strong positive values in society.	Selects a relevant topic that clearly promotes positive values in society.	Selects a generally appropriate topic but develops the positive value message only partially.	Selects an inappropriate or unclear topic that does not effectively promote positive values.
Original verse composition	Creates a highly original, engaging and coherent verse with well-developed ideas across at least three stanzas.	Creates an original and coherent verse of at least three stanzas.	Creates a verse of at least three stanzas but ideas are basic, repetitive or inconsistently developed.	Produces an incomplete verse or fewer than three adequately developed stanzas.
Rhythm	Uses rhythm skilfully and consistently to enhance meaning, flow and performance.	Uses an appropriate rhythmic pattern that supports the verse.	Uses rhythm inconsistently, with some disruptions to the flow.	Shows little evidence of an appropriate rhythmic structure.
Rhyme	Uses rhyme creatively and effectively to enhance the musical quality and meaning of the verse.	Uses appropriate rhyme that supports the verse.	Uses some rhyme but with inconsistencies or limited effectiveness.	Uses little or inappropriate rhyme where rhyme is intended.

Expressive language	Uses highly vivid, imaginative and purposeful language to create strong meaning and emotional impact.	Uses appropriate expressive language to communicate the intended message.	Uses some expressive language but with limited variety or impact.	Uses limited or inappropriate language that does not effectively communicate the message.
Voice modulation	Uses voice modulation skilfully, varying pitch, volume, pace and tone to create strong meaning and audience engagement.	Uses appropriate voice modulation to support the performance.	Uses some variation in voice but with limited control or consistency.	Uses little or no appropriate voice modulation.
Facial expression and performance	Uses highly effective facial expressions, confidence and stage presence to communicate emotions and engage the audience.	Uses appropriate facial expressions and performs confidently before the audience.	Uses some facial expressions but demonstrates hesitation or limited audience engagement.	Shows limited confidence and ineffective use of facial expression.
Overall presentation	Delivers a highly polished, expressive and memorable performance with excellent control and audience engagement.	Delivers a clear and confident performance that communicates the verse effectively.	Delivers an understandable performance but with noticeable weaknesses in confidence, expression or delivery.	Delivers an incomplete or unclear performance and requires significant support.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner/group:

- Identifies and explains the basic rules of handball.
- Identifies and explains the skills used in handball.
- Identifies the different playing positions and their roles.
- Improvises or prepares appropriate handball equipment where necessary.
- Demonstrates appropriate handball skills during practice and play.
- Organises and participates in a mini handball match.
- Demonstrates teamwork during the match.
- Demonstrates fair play and respects opponents.
- Demonstrates respect for officials and decisions.
- Reflects on individual contribution to the team.
- Evaluates overall team performance and identifies areas for improvement.
- Observes appropriate safety measures throughout the activity.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Rules of handball	Demonstrates comprehensive understanding of the rules and applies them consistently during play.	Correctly explains and applies the basic rules of handball.	Demonstrates partial understanding of the rules and requires occasional guidance.	Demonstrates limited understanding and frequently fails to apply the rules.
Skills and techniques	Demonstrates a wide range of handball skills accurately, confidently and effectively during play.	Demonstrates the basic handball skills appropriately during play.	Demonstrates some skills but with inconsistent technique or control.	Demonstrates limited ability to perform the required skills.
Playing positions	Clearly explains the roles of different positions and applies positional responsibilities effectively during play.	Identifies the main positions and performs the appropriate positional roles.	Identifies some positions but demonstrates inconsistent understanding of their roles.	Shows limited understanding of positions and their responsibilities.

Improvised equipment	Creates safe, functional and innovative improvised equipment that effectively supports the activity.	Produces or uses suitable and safe improvised equipment where necessary.	Produces equipment that is partially suitable or requires modification.	Produces unsafe, unsuitable or unusable equipment.
Match organisation and participation	Organises the mini match efficiently and participates actively and responsibly throughout the activity.	Organises and participates appropriately in the mini handball match.	Participates but requires some guidance in organisation or game procedures.	Shows limited participation or difficulty following the game procedures.
Teamwork	Demonstrates exceptional cooperation, communication, support and shared responsibility throughout play.	Works cooperatively and communicates effectively with team members.	Cooperates inconsistently and requires occasional guidance to work effectively with others.	Shows limited cooperation or frequently disrupts team activities.
Fair play and respect for officials	Consistently demonstrates exemplary fair play, respect for opponents and officials and encourages others to do the same.	Demonstrates fair play and respects opponents and officials.	Generally demonstrates fair play but occasionally needs reminders about respect or conduct.	Frequently demonstrates unsporting behaviour or fails to respect opponents or officials.
Reflection and evaluation	Provides a thoughtful and detailed reflection on individual contribution and team performance, identifying realistic areas for improvement.	Reflects appropriately on individual contribution and team performance and identifies areas for improvement.	Provides a basic reflection with limited identification of strengths or areas for improvement.	Provides little or no meaningful reflection on individual or team performance.

Safety	Consistently applies and promotes appropriate safety measures throughout preparation, practice and play.	Observes appropriate safety measures during the activity.	Observes some safety measures but requires reminders.	Fails to observe important safety measures and participates unsafely.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Part I: Performing Arts	**Part II: Sports**	**Part III: Visual Arts**
1. C 2. A 3. B 4. B 5. C 6. C 7. B 8. B 9. B 10. A 11. A 12. C 13. C 14. B 15. B 16. A	17. A 18. A 19. A 20. B 21. B 22. A 23. A 24. A 25. A 26. B 27. A 28. A	29. A 30. A 31. A 32. A 33. A 34. A 35. A 36. A 37. A 38. A 39. A 40. A

SECTION B: Structured and analysis questions

Part I: Performing Arts

41.

- Ta-te – two quavers
- Taa – crotchet

- Taa – crotchet
- Ta-te – two quavers
- Ta-te – two quavers
- Taa – crotchet

42.

- **Bar 1:** Crotchet, two quavers, crotchet rest, crotchet
- **Bar 2:** Minim, two quavers

43. a)

- Identifies the cultural identity and community of the performers.
- Shows the social status, age, gender or role of performers.
- Enhances the visual appeal of the performance.
- Communicates cultural beliefs, traditions and values.
- Supports characterisation and helps create the appropriate mood.

43. b)

- Provides the melody.
- Establishes and maintains the rhythm.
- Provides a steady beat or pulse.
- Supports and complements the singers' voices.
- Creates musical effects and variations during the performance.

44. a)

- Giving specific comments on strengths and areas that need improvement.
- Providing practical suggestions or demonstrations for improving the performance.

44. b)

- Current social issues affecting the community.
- Cultural traditions, historical events or community experiences.

44. c)

- Poor breath control.
- Incorrect pitch or poor intonation.

Part II: Sports

45. a)

- Outer lanes cover a greater distance around a curved track than the inner lanes.

- Staggering compensates for the difference in lane circumference so that all runners cover an equal distance.

45. b)

- “On your marks.”
- “Set” followed by the starting gun.

46.

- Accepting referees' decisions without arguing or insulting them.
- Following the rules of the game.
- Addressing officials politely and respectfully.
- Avoiding deliberate fouls, cheating and unsporting behaviour.

47. a)

- A safe water entry involves checking the water depth and surrounding area before entering and using an appropriate entry technique under supervision.

47. b)

- **Step-in entry:** Enter the water carefully by stepping forward from the pool edge while maintaining balance.
- **Seated entry:** Sit on the pool edge, turn towards the water and lower the body into the pool safely.

47. c)

- The arms alternate, with one arm recovering over the water while the other pulls through the water.
- The recovering arm enters the water in front of the shoulder and extends forward.
- The legs perform an alternating flutter kick from the hips.
- The legs remain relatively straight, with relaxed ankles and small continuous kicks.

48. a)

- To evade or avoid being tagged by opponents while attempting to tag other players or reach a safe area.

48. b)

- Players are tagged by opponents according to agreed rules, while designated safe zones provide temporary protection from being tagged.
- Players must remain within the agreed playing area and follow the established boundaries and tagging rules.

48. c)

- The winner is the player or team that remains untagged or successfully eliminates all opposing players, according to the agreed rules.

48. d)

- Improves cardiovascular endurance.
- Develops agility, speed and coordination.

Part III: Visual Arts

49.

- Clean and prepare the pastel artwork carefully, avoiding contact with the pastel surface.
- Select acid-free, archival-quality mounting and matting materials.
- Place a suitable window mat around the artwork without allowing the glass to touch the pastel.
- Secure the artwork appropriately using archival mounting methods.
- Place the matted artwork in a suitable frame with glazing and ensure it is securely sealed and ready for display.

50.

- Arrange artworks at different heights and use varied display levels to create visual interest.
- Create themed or chronological sections with clear pathways, allowing viewers to move comfortably around the exhibition.

51.

- Apply a thick layer of brightly coloured crayons to the drawing surface.
- Cover the coloured crayon layer completely with a dark crayon or black wax layer.
- Scratch or etch the desired lines and patterns through the dark surface to reveal the colours underneath.
- Refine the design, add details and clean the surface to complete the artwork.

52.

Title: *Mist over the Fishing Harbour*

The subject matter of the fishing harbour creates a calm and reflective atmosphere by presenting an everyday coastal environment during the early morning. The wooden docks and weathered

fishing nets suggest the working life of the fishermen and give the painting a sense of authenticity and human activity.

The heavy impasto technique makes the wooden docks appear rough and worn, while the thick application of paint on the nets and other foreground objects creates strong tactile qualities. This texture draws the viewer's attention to the foreground and makes the objects appear more tangible.

Spatial depth is created by placing the detailed docks and nets in the foreground, the calm water in the middle ground and the mist-covered coastal scenery in the background. The gradual reduction of detail and softer appearance of objects in the distance creates a convincing sense of atmospheric perspective.

The cool colours and morning mist contribute to a peaceful, quiet and slightly mysterious mood. The contrast between the heavily textured foreground and the smooth, misty water and background strengthens the sense of depth while guiding the viewer's eye through the harbour.

Sample 5

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Produces research notes and preliminary sketches showing the development of the logo concept and places them in the assessment portfolio.
- Produces a completed basketball team logo using appropriate drawing or digital design techniques.
- Includes a suitable and relevant basketball team name.
- Uses a creative combination of letters or initials.
- Uses appropriate shapes, symbols and colours to communicate team identity.
- Creates a balanced and visually appealing layout.
- Demonstrates originality and creativity in the design.
- Demonstrates neat finishing and good craftsmanship.
- Produces a complete and appropriately finished logo.
- Displays the logo during the class exhibition or around the basketball court.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Research, notes and sketches	Conducts thorough research and produces detailed, well-developed sketches that clearly show the development and refinement of the logo concept.	Conducts relevant research and produces appropriate sketches that guide the logo design.	Conducts limited research and produces basic sketches with some connection to the final logo.	Provides little or no relevant research, notes or sketches to guide the design.
Team name	Creates a highly appropriate, memorable and original basketball team name that strongly communicates team identity.	Uses a suitable basketball team name that communicates team identity.	Uses a team name that is generally appropriate but has limited connection to team identity.	Uses an unsuitable, unclear or unrelated team name.
Letter combination or initials	Combines letters or initials in a highly creative and visually effective way that strengthens the identity of the logo.	Uses a creative and appropriate combination of letters or initials.	Uses letters or initials but with limited creativity or visual integration.	Fails to use an appropriate letter or initial combination.
Shapes, symbols and colours	Uses shapes, symbols and colours exceptionally well to create a distinctive logo that strongly communicates basketball and team identity.	Uses appropriate shapes, symbols and colours to communicate team identity.	Uses some relevant visual elements but their meaning or combination is inconsistent.	Uses inappropriate or unrelated shapes, symbols or colours.

Layout and visual balance	Creates a highly balanced, harmonious and visually appealing layout with excellent control of space.	Creates a balanced and visually appealing layout.	Shows some balance but has areas that are overcrowded, uneven or poorly organised.	Produces an unbalanced or poorly organised layout.
Originality and creativity	Demonstrates exceptional originality, imagination and a distinctive personal approach to the logo design.	Demonstrates originality and creativity in the design.	Demonstrates some creative ideas but relies on familiar or limited approaches.	Shows little evidence of originality or creative thinking.
Craftsmanship and finishing	Produces an exceptionally neat, refined and professionally finished logo using excellent drawing or digital design skills.	Produces a neat, complete and appropriately finished logo with good craftsmanship.	Produces a partially finished logo with some inconsistencies in neatness or craftsmanship.	Produces an incomplete, poorly finished logo with limited craftsmanship.
Presentation	Presents and displays the logo confidently and effectively in a way that enhances its visibility and team identity.	Displays the completed logo appropriately during the exhibition or around the basketball court.	Displays the logo but with some shortcomings in preparation or presentation.	Fails to appropriately present or display the completed logo.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Prepares and performs a 1–2 minute solo piece on the descant recorder.
- Demonstrates correct posture throughout the performance.
- Maintains the correct hand position and fingering technique.
- Demonstrates appropriate breathing and breath control.

- Uses correct tonguing and slurring techniques.
- Observes all indicated dynamic markings.
- Observes the required tempo markings.
- Correctly follows repeat signs and D.C. al Fine, where applicable.
- Performs the melody with appropriate pitch, rhythm, fluency and expression.
- Evaluates the performance by identifying one strength and one area for improvement.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Posture	Maintains consistently correct and relaxed posture that supports excellent tone production and technical control.	Maintains correct posture throughout most of the performance.	Shows generally appropriate posture but with occasional inconsistencies that affect performance.	Frequently demonstrates incorrect posture that interferes with playing.
Hand position and fingering	Maintains excellent hand position and accurate fingering with smooth and confident movement between notes.	Uses correct hand position and generally accurate fingering.	Demonstrates some correct fingering but makes noticeable errors or hesitates during transitions.	Shows limited control of hand position and fingering.
Breathing and breath control	Uses well-controlled breathing to produce a steady, clear tone and support phrasing throughout the performance.	Uses appropriate breathing and breath control during the performance.	Demonstrates inconsistent breath control that occasionally interrupts the performance.	Shows limited understanding or application of appropriate breathing techniques.
Tonguing and slurring	Uses tonguing and slurring accurately and expressively, clearly reflecting the musical requirements of the piece.	Applies appropriate tonguing and slurring techniques correctly.	Applies some tonguing and slurring correctly but with inconsistencies.	Shows little evidence of correct tonguing or slurring.

Dynamics and tempo	Accurately observes and interprets all dynamic and tempo markings, using them expressively to enhance the performance.	Correctly observes the indicated dynamics and tempo.	Observes some markings but misses or inconsistently applies others.	Frequently ignores or incorrectly applies dynamic and tempo markings.
Repeat signs and D.C. al Fine	Follows all repeat signs and D.C. al Fine instructions accurately and independently.	Correctly follows repeat signs and D.C. al Fine where applicable.	Follows some performance directions but requires occasional guidance.	Frequently fails to follow the required performance directions.
Overall musical performance	Performs confidently, fluently and expressively with highly accurate pitch, rhythm and tone throughout.	Performs the piece accurately with appropriate pitch, rhythm and tone.	Performs the piece with several pitch, rhythmic or technical errors.	Has significant difficulty sustaining an accurate and coherent performance.
Self-evaluation	Gives a thoughtful and specific evaluation, clearly identifying a strength and an area for improvement and explaining how improvement can be achieved.	Correctly identifies one strength and one area for improvement.	Identifies a strength and area for improvement but gives limited explanation.	Has difficulty identifying meaningful strengths or areas for improvement.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner:

- Produces an original spoken word poem based on the theme “My Responsibility in Society.”
- Develops ideas that are relevant to personal and social responsibility.
- Organises the poem into a coherent sequence of ideas.
- Uses appropriate and expressive language.
- Rehearses the poem with attention to pronunciation, pace and expression.

- Presents the spoken word performance confidently before classmates.
- Uses appropriate voice control and expression to communicate the intended message.
- Demonstrates effective audience engagement.
- Reflects on how the performance communicated the intended message.
- Identifies strengths and possible areas for improvement in the performance.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Theme and message	Develops a powerful and insightful message about personal and social responsibility with strong relevance to society.	Clearly communicates ideas about responsibility in society that are relevant to the theme.	Communicates some relevant ideas but the message is basic or inconsistently developed.	Provides little or no relevant connection to the theme.
Originality and creativity	Demonstrates exceptional originality, imagination and a distinctive spoken word style.	Demonstrates originality and creativity in the poem.	Demonstrates some creative ideas but uses familiar or predictable approaches.	Shows little evidence of originality or creativity.
Language and poetic expression	Uses highly expressive, vivid and purposeful language, including effective poetic devices that create strong emotional impact.	Uses appropriate expressive language to communicate the intended message.	Uses some expressive language but with limited variety or impact.	Uses limited or inappropriate language that does not effectively communicate the message.

Pronunciation and clarity	Pronounces words exceptionally clearly and accurately, making the message highly accessible to the audience.	Pronounces words clearly and appropriately throughout most of the performance.	Makes some pronunciation errors that occasionally affect clarity.	Frequently mispronounces words or speaks unclearly, making the message difficult to understand.
Pace and fluency	Controls pace skilfully, using deliberate changes to create emphasis, suspense and emotional impact.	Maintains an appropriate and generally consistent pace.	Pace is sometimes too fast, too slow or inconsistent, affecting the performance.	Uses an inappropriate pace that significantly affects communication.
Voice and expression	Uses exceptional voice modulation, tone, volume and expression to create a powerful and engaging performance.	Uses appropriate voice modulation and expression to communicate the poem effectively.	Uses some vocal variation but with limited control or consistency.	Uses little or no appropriate vocal expression.
Performance and audience engagement	Performs with outstanding confidence, stage presence and audience engagement throughout.	Performs confidently and engages the audience appropriately.	Performs with some hesitation and limited audience engagement.	Shows limited confidence and struggles to sustain the performance.

Reflection	Provides a thoughtful and specific reflection that clearly evaluates how effectively the performance communicated the intended message and identifies meaningful improvements.	Clearly reflects on how the performance communicated the intended message.	Provides a basic reflection with limited evaluation of communication.	Provides little or no meaningful reflection on the performance.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner/group:

- Investigates and explains the basic rules of netball.
- Identifies the main player positions and their responsibilities.
- Practices and demonstrates passing skills.
- Practises and demonstrates shooting skills.
- Practises and demonstrates defending skills.
- Organises and participates appropriately in a mini netball game.
- Applies the rules during play.
- Demonstrates effective communication and cooperation with teammates.
- Demonstrates appropriate sportsmanship and fair play.
- Identifies relevant careers related to netball.
- Reflects on communication, cooperation and sportsmanship demonstrated during play.
- Observes appropriate safety measures during practice and competition.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Rules of netball	Demonstrates comprehensive understanding of the rules and applies them consistently and independently during play.	Correctly explains and applies the basic rules of netball.	Demonstrates partial understanding of the rules and requires occasional guidance.	Demonstrates limited understanding and frequently fails to apply the rules.
Player positions	Accurately identifies all relevant positions and explains their roles and positional restrictions in detail.	Correctly identifies the main positions and explains their basic roles.	Identifies some positions but demonstrates incomplete understanding of their roles.	Shows limited understanding of player positions and responsibilities.
Passing skills	Demonstrates accurate, controlled and purposeful passing and selects appropriate passes effectively during play.	Demonstrates appropriate passing skills with reasonable accuracy and control.	Demonstrates some passing skills but with inconsistent accuracy or control.	Shows limited ability to perform appropriate passing skills.
Shooting skills	Demonstrates excellent shooting technique, control and accuracy during practice and play.	Demonstrates appropriate shooting technique and reasonable accuracy.	Demonstrates basic shooting ability but with inconsistent technique or accuracy.	Shows limited ability to perform the shooting skill correctly.

Defending skills	Demonstrates excellent defensive positioning, movement and anticipation while consistently applying appropriate techniques.	Demonstrates appropriate basic defending skills during play.	Demonstrates some defensive skills but with inconsistent positioning or technique.	Shows limited understanding or application of defending skills.
Game participation	Participates actively and confidently, applying skills and rules effectively throughout the mini game.	Participates actively and applies appropriate skills and rules during the game.	Participates but demonstrates inconsistent application of skills or rules.	Shows limited participation or difficulty applying the required skills and rules.
Communication and cooperation	Communicates exceptionally well, supports teammates and contributes positively to coordinated team play.	Communicates and cooperates effectively with teammates.	Demonstrates some communication and cooperation but requires occasional guidance.	Shows limited communication or cooperation with teammates.
Sportsmanship and fair play	Consistently demonstrates exemplary sportsmanship, fairness, respect for opponents and responsible conduct.	Demonstrates fair play, respect and appropriate sportsmanship.	Generally demonstrates sportsmanship but occasionally requires reminders.	Frequently demonstrates poor sportsmanship or disrespectful behaviour.

Careers related to netball	Identifies a wide range of relevant netball careers and clearly explains their roles and contribution to the sport.	Identifies relevant careers related to netball and gives appropriate descriptions.	Identifies some careers but gives limited or partly inaccurate descriptions.	Identifies few or no relevant careers.
Reflection	Provides a thoughtful and detailed reflection that clearly evaluates communication, cooperation and sportsmanship and identifies realistic areas for improvement.	Reflects appropriately on communication, cooperation and sportsmanship during play.	Provides a basic reflection with limited evaluation of the three areas.	Provides little or no meaningful reflection on the activity.
Safety	Consistently applies and promotes appropriate safety measures throughout practice and play.	Observes appropriate safety measures during the activity.	Observes some safety measures but requires reminders.	Fails to observe important safety measures and participates unsafely.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Part I: Performing Arts	Part II: Sports	Part III: Visual Arts
1. A 2. C 3. A 4. A 5. A 6. A 7. A 8. A 9. A 10. A 11. A 12. A 13. A 14. A 15. A 16. A	17. A or B 18. A 19. A 20. A 21. A 22. A 23. A 24. A 25. A 26. A 27. A 28. A	29. A 30. A 31. A 32. A 33. A 34. A 35. A 36. A 37. A 38. A 39. A 40. A

SECTION B: Structured and analysis questions

Part I: Performing Arts

41.

- **Taa** – crotchet
- **Ta-te** – two quavers
- **Taa** – crotchet
- **Ta-te** – two quavers

42.

- **Bar 1:** Minim, quaver, quaver
- **Bar 2:** Crotchet, crotchet, crotchet

43. a)

- Help to show the setting and place where the story occurs.

- Represent objects mentioned in the story.
- Help performers to portray characters.
- Make the performance more realistic and interesting.
- Support actions and help the audience understand the story.

43. b)

- Provide rhythmic accompaniment to the storytelling.
- Establish and maintain the pulse.
- Create mood and atmosphere.
- Emphasise important events or actions in the story.
- Add variety and audience interest to the performance.

44. a)

- Expressing appreciation or praise for aspects they enjoyed.
- Giving comments or suggestions about areas that could be improved.

44. b)

- The personalities, ages and roles required by the story.
- The learners' abilities, talents, appearance or suitability for particular roles.

44. c)

- Improve voice projection, pronunciation and clarity.
- Improve acting, movement and use of gestures.

Part II: Sports

45. a)

- To compensate for the different distances covered by runners in the curved outer lanes.
- This ensures that all runners cover an equal race distance.

45. b)

- “On your marks.”
- “Set.”

46.

- Accepting the umpire's decisions without arguing.
- Speaking politely and respectfully to the umpire.
- Avoiding insulting, threatening or abusive behaviour.
- Following the umpire's instructions and decisions during play.

47. Optional

47. a)

- A sitting water entry is entering the water from a seated position at the pool edge, lowering the body safely into the water.

47. b)

- **Sitting entry:** Sit on the pool edge, turn towards the water and lower the body carefully into the pool.
- **Step-in entry:** Stand at the edge, step carefully into the water while maintaining balance and control.

47. c)

- Start with the body streamlined and the legs extended.
- Bend the knees and draw the heels towards the buttocks.
- Turn the feet outward and kick the legs outward and backward in a circular motion.
- Bring the legs together and glide while the arms pull outward, then inward towards the chest before extending forward again.

48. Optional

48. a)

- A singing circle game is a traditional group game in which participants form a circle, sing songs and perform coordinated movements or actions.

48. b)

- Learners form a circle and sing the agreed song or chant.
- Participants perform actions or movements that correspond with the words of the song.
- Players follow the rhythm and instructions of the leader or the song.
- The game continues with participants taking turns or performing different actions according to the agreed rules.

48. c)

- The winner is determined according to the rules of the particular game, usually by successfully completing the required actions or remaining in the game until the end.

48. d)

- Develops physical fitness, coordination and agility.
- Promotes teamwork, social interaction and enjoyment.

Part III: Visual Arts

49.

- Select a strong, rigid base panel, such as plywood, hardboard or another suitable flat board, to support the mosaic.
- Ensure the base panel is clean, dry and slightly larger than or suitably sized for the mosaic.
- Apply an appropriate adhesive to the panel and carefully position the mosaic so that it is firmly supported.
- Allow the adhesive to dry and apply grout to fill spaces between the mosaic pieces where appropriate.
- Clean the surface, finish the edges neatly and securely mount the completed mosaic at a suitable viewing height.
- The base panel provides strength, stability and support, prevents the mosaic from bending or breaking and makes it easier to frame and display.

50.

- Arrange the pathway in a curved or zigzag route so that visitors move through different sections and discover artworks gradually.
- Use themed or sequential sections with clear movement from one display to another, while varying the spacing and positioning of artworks to maintain visual interest.

51.

- Prepare the surface and place the artwork or paint colours needed for the composition.
- Load a brush, toothbrush, sponge or similar tool with paint.
- Hold or tap the tool over the surface to spatter or splash paint onto the paper in the desired areas.
- Allow the paint to dry, then add details and clean up the artwork to complete the composition.

52.

Possible title: *An Evening Meal Together*

The subject matter shows a family sharing a meal outside their home, presenting a familiar social and domestic experience. The family setting suggests togetherness, love, unity and community, while the evening setting can create a peaceful and warm atmosphere.

The family members form the main focal point of the artwork and the placement of the people around the meal helps direct the viewer's attention towards their interaction. The home provides a recognisable background and establishes the setting.

Space can be organised into foreground, middle ground and background. The family and meal may occupy the foreground or middle ground, while the home, surrounding vegetation or evening sky may occupy the background. Differences in size and detail can be used to create depth, with objects farther away appearing smaller and less detailed.

The use of open space around the family can also prevent the composition from appearing overcrowded and emphasise the importance of the family gathering. Overall, the subject matter and spatial arrangement work together to create a warm, peaceful and communal mood.

Sample 6

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Produces research notes and preliminary sketches showing the development of the collage concept and places them in the assessment portfolio.
- Produces a completed collage artwork showing Creative Arts and Sports activities.
- Presents a clear and relevant theme relating to Creative Arts and Sports.
- Selects and creatively arranges appropriate pictures and other collage materials.
- Uses colour, shape, texture and balance effectively to communicate ideas.
- Demonstrates appropriate collage-making techniques, including cutting, overlapping and pasting.
- Demonstrates originality and creativity in presenting the theme.
- Demonstrates neat finishing and good craftsmanship.
- Produces a complete and appropriately finished collage.
- Displays the completed collage appropriately during the class exhibition.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Research, notes and sketches	Conducts thorough research and produces detailed, well-developed sketches that clearly guide the development of the collage concept.	Conducts relevant research and produces appropriate notes and sketches that guide the collage design.	Conducts limited research and produces basic sketches with some connection to the final collage.	Provides little or no relevant research, notes or sketches to guide the collage.
Theme and communication of ideas	Communicates a highly clear and engaging theme showing Creative Arts and Sports activities, with ideas conveyed effectively and creatively.	Clearly communicates a theme showing Creative Arts and Sports activities.	Communicates a generally recognisable theme, but some ideas are unclear or insufficiently developed.	The theme is unclear, inappropriate or does not adequately show Creative Arts and Sports activities.
Selection and arrangement of materials	Selects highly relevant materials and arranges them in an exceptionally creative, balanced and purposeful composition.	Selects appropriate materials and arranges them creatively and appropriately.	Selects some suitable materials but their arrangement is inconsistent or lacks clear purpose.	Selects inappropriate or insufficient materials and arranges them poorly.
Use of colour, shape, texture and balance	Combines colour, shape, texture and balance skilfully to create a highly effective and visually engaging composition.	Uses colour, shape, texture and balance appropriately to communicate ideas.	Uses some of these elements effectively but with inconsistencies in their application or balance.	Shows little evidence of effective use of colour, shape, texture or balance.

Collage techniques	Applies cutting, overlapping, pasting and other appropriate techniques with excellent control and purposeful visual effect.	Applies appropriate cutting, overlapping and pasting techniques correctly.	Applies some collage techniques correctly but with inconsistent control or application.	Shows limited understanding or inappropriate application of collage techniques.
Originality and creativity	Demonstrates exceptional originality, imagination and a distinctive personal approach to presenting the theme.	Demonstrates originality and creativity in presenting the theme.	Demonstrates some creative ideas but uses familiar or limited approaches.	Shows little evidence of originality or creative thinking.
Craftsmanship and finishing	Produces an exceptionally neat, refined and carefully finished collage demonstrating excellent craftsmanship.	Produces a neat, complete and appropriately finished collage with good craftsmanship.	Produces a partially finished collage with some inconsistencies in neatness or craftsmanship.	Produces an incomplete or poorly finished collage with limited craftsmanship.
Presentation and exhibition	Presents and displays the collage confidently and effectively, enhancing its visual communication during the exhibition.	Displays the completed collage appropriately during the class exhibition.	Displays the collage but with some shortcomings in preparation or presentation.	Fails to appropriately present or display the completed collage.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Accurately studies the short melody provided by the teacher.
- Correctly identifies the key of the melody.
- Correctly identifies the time signature.
- Identifies the indicated tempo markings.
- Identifies the indicated dynamic markings.
- Practises the melody within the allocated time.
- Performs the melody accurately on the descant recorder.
- Demonstrates appropriate posture, hand position, fingering, breathing and articulation during performance.
- Observes the indicated tempo and dynamics during the performance.
- Explains the challenges experienced during practice and performance.
- Describes appropriate strategies used to overcome the challenges.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Identification of key	Correctly identifies the key and demonstrates clear understanding of how it influences the notes used in the melody.	Correctly identifies the key of the melody.	Attempts to identify the key but gives an incorrect or uncertain response.	Cannot identify the key.
Identification of time signature	Correctly identifies the time signature and clearly demonstrates understanding of its effect on the organisation of beats.	Correctly identifies the time signature.	Attempts to identify the time signature but demonstrates partial understanding.	Cannot identify the time signature.
Tempo markings	Correctly identifies the tempo marking and applies it consistently and appropriately during performance.	Correctly identifies and observes the indicated tempo.	Identifies or observes the tempo inconsistently.	Shows little understanding or application of the tempo marking.

Dynamic markings	Correctly identifies and interprets dynamic markings expressively, enhancing the musical performance.	Correctly identifies and observes the indicated dynamic markings.	Observes some dynamic markings but misses or inconsistently applies others.	Shows little or no understanding of the indicated dynamics.
Practice and preparation	Uses practice time exceptionally well, independently identifying and correcting technical or musical difficulties.	Uses the allocated practice time appropriately to prepare the melody.	Uses practice time with some focus but requires guidance to address difficulties.	Makes limited use of practice time and remains inadequately prepared.
Recorder technique	Demonstrates excellent posture, hand position, fingering, breathing and articulation with consistent technical control.	Demonstrates appropriate basic descant recorder techniques during performance.	Demonstrates some correct techniques but with noticeable inconsistencies.	Shows limited control of basic recorder techniques.
Performance accuracy	Performs the melody fluently and confidently with highly accurate pitch, rhythm, tone, tempo and dynamics.	Performs the melody accurately with appropriate pitch, rhythm, tempo and dynamics.	Performs the melody with several pitch, rhythmic or technical errors.	Has significant difficulty performing the melody accurately.
Challenges and solutions	Clearly analyses the challenges experienced and explains effective strategies used to overcome them.	Identifies challenges and explains how they were overcome.	Identifies some challenges but gives limited explanation of how they were addressed.	Has difficulty identifying challenges or explaining how they were overcome.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner:

- Selects a well-known Kenyan poem or verse.
- Demonstrates understanding of the poem/verse and its context.
- Identifies and explains its main message.
- Identifies relevant poetic devices used in the poem/verse.
- Presents the verse through either choral speaking or solo recitation.
- Uses appropriate voice projection, modulation, pace and tone.
- Uses suitable movement and gestures to enhance meaning.
- Uses appropriate facial expressions and emotional expression.
- Evaluates how voice, movement and expression contributed to the performance.
- Demonstrates confidence and effective audience engagement.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Understanding of the poem/verse	Demonstrates deep understanding of the poem/verse, its ideas, context and intended message.	Demonstrates clear understanding of the poem/verse and its main message.	Demonstrates partial understanding but misses or misinterprets some important ideas.	Demonstrates limited understanding of the poem/verse or its message.
Analysis of message	Provides an insightful and well-supported interpretation of the message and its relevance.	Correctly identifies and explains the main message of the poem/verse.	Identifies the message but provides limited or partly accurate explanation.	Cannot clearly identify or explain the main message.

Poetic devices	Accurately identifies a range of poetic devices and clearly explains their contribution to meaning and effect.	Identifies relevant poetic devices used in the poem/verse.	Identifies some poetic devices but makes omissions or gives limited explanations.	Identifies few or no relevant poetic devices.
Voice and vocal expression	Uses exceptional voice projection, modulation, pace, tone and emphasis to communicate meaning and engage the audience.	Uses appropriate voice projection and modulation to communicate the poem effectively.	Uses some vocal variation but with limited control or consistency.	Uses little or no appropriate vocal expression.
Movement and gestures	Uses highly purposeful and well-controlled movement and gestures that significantly enhance meaning and performance.	Uses appropriate movement and gestures to support the performance.	Uses some movement and gestures but with limited effectiveness or consistency.	Uses little or inappropriate movement and gesture.
Facial expression and emotion	Uses highly effective facial expressions and emotional interpretation to strengthen the meaning and impact of the performance.	Uses appropriate facial expressions and emotional expression.	Uses some facial expression but with limited consistency or effect.	Shows little or no appropriate facial expression or emotional expression.

Performance	Delivers a highly confident, expressive and engaging performance with excellent control and audience awareness.	Delivers a clear and confident performance that communicates the verse effectively.	Delivers an understandable performance but demonstrates some hesitation or weaknesses in expression.	Delivers an unclear or incomplete performance and requires substantial support.
Evaluation of performance	Provides a thoughtful and specific evaluation of how voice, movement and expression enhanced the performance, identifying meaningful improvements.	Clearly evaluates how voice, movement and expression enhanced the performance.	Gives a basic evaluation with limited explanation of their effects.	Provides little or no meaningful evaluation of the performance.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner/group:

- Identifies and explains the basic rules of rugby.
- Identifies and explains appropriate safety precautions.
- Demonstrates fundamental passing skills accurately.
- Demonstrates appropriate catching skills.
- Demonstrates appropriate evasion skills.
- Applies the skills appropriately during a modified rugby game.
- Participates actively and safely in the modified game.
- Demonstrates understanding and application of discipline during training and play.
- Demonstrates effective teamwork and cooperation.
- Observes fair play and respects teammates, opponents and officials.
- Explains the importance of discipline and teamwork in rugby.
- Reflects meaningfully on lessons learned during the activity.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Rules of rugby	Demonstrates comprehensive understanding of the basic rules and applies them consistently and independently during play.	Correctly explains and applies the basic rules of rugby.	Demonstrates partial understanding of the rules and requires occasional guidance.	Demonstrates limited understanding and frequently fails to apply the rules.
Safety precautions	Consistently applies and promotes appropriate safety precautions before, during and after participation.	Observes appropriate safety precautions during the activity.	Observes some safety precautions but requires reminders or guidance.	Fails to observe important safety precautions and participates unsafely.
Passing skills	Demonstrates accurate, controlled and purposeful passing, selecting appropriate techniques effectively during play.	Demonstrates appropriate passing technique with reasonable accuracy and control.	Demonstrates basic passing ability but with inconsistent accuracy or technique.	Shows limited ability to perform the passing skill correctly.
Catching skills	Demonstrates excellent anticipation, positioning and control when catching the ball during practice and play.	Demonstrates appropriate catching technique and reasonable control.	Demonstrates some catching ability but with inconsistent control or positioning.	Shows limited ability to catch and control the ball.

Evasion skills	Demonstrates excellent agility, timing and decision-making when using evasion techniques during play.	Demonstrates appropriate evasion techniques during play.	Demonstrates some evasion skills but with inconsistent timing or control.	Shows limited understanding or application of evasion skills.
Application in modified game	Applies skills, rules and decision-making confidently and effectively throughout the modified game.	Applies the basic skills and rules appropriately during the modified game.	Applies some skills and rules but with noticeable inconsistencies.	Has difficulty applying the skills or rules during the game.
Discipline and sportsmanship	Consistently demonstrates exemplary discipline, fair play, respect and responsible behaviour and encourages others to do the same.	Demonstrates discipline, fair play and respect for others.	Generally demonstrates appropriate behaviour but requires occasional reminders.	Frequently demonstrates indiscipline, poor sportsmanship or disrespectful behaviour.
Teamwork and cooperation	Demonstrates exceptional cooperation, communication, support and shared responsibility throughout the activity.	Works cooperatively and communicates effectively with teammates.	Demonstrates some cooperation but requires guidance to work effectively with others.	Shows limited cooperation or disrupts team activities.

Understanding of teamwork and discipline	Clearly and insightfully explains how discipline and teamwork contribute to effective rugby performance and team success.	Explains the importance of discipline and teamwork in rugby.	Gives a basic explanation with limited understanding of their importance.	Has difficulty explaining the importance of discipline and teamwork.
Reflection on learning	Provides a thoughtful and detailed reflection that clearly identifies lessons learnt, strengths, challenges and realistic areas for improvement.	Reflects appropriately on the lessons learnt during the activity.	Provides a basic reflection with limited detail or evaluation.	Provides little or no meaningful reflection on the activity.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Part I: Performing Arts	Part II: Sports	Part III: Visual Arts
1. A 2. A 3. A 4. A 5. A 6. A 7. A 8. A 9. A 10. A 11. A 12. A 13. A 14. A 15. A 16. A	17. **C** 18. A 19. A 20. A 21. A 22. A 23. A 24. A 25. A 26. A 27. A 28. A	29. A 30. A 31. A 32. A 33. A 34. A 35. A 36. A 37. A 38. A 39. A 40. A

SECTION B: Structured and analysis questions

Part I: Performing Arts

41. **Ta-te** – quavers; **Taa** – minim; **Ta-te** – quavers.
42. **Crotchet, minim, crotchet, crotchet, minim, crotchet, quaver, quaver.**
43.

a)

- Identifies the performers or characters.
- Shows the cultural identity of the community.
- Enhances the beauty and visual appeal of the performance.
- Helps create the appropriate mood and atmosphere.
- Distinguishes different roles or characters.

b)

- Help performers carry out actions in the dance or song.
- Represent objects associated with the cultural ceremony.
- Enhance the visual appeal of the performance.
- Help communicate the theme or meaning of the performance.
- Create authenticity and cultural identity.

44.

a)

- Applauding the performers.
- Nodding or showing approval.

b)

- The roles required by the narrative.
- The learners' abilities and suitability for the roles.

c)

- Improve voice projection and clarity.
- Improve movement, coordination and stage use.

Part II: Sports

45.

a) To ensure that all runners cover an equal distance around the curved track and prevent an advantage to runners in the outside lanes.

b)

- “On your marks.”
- “Set.”

46.

- Greet the umpire respectfully before and after the match.
- Accept the umpire's decisions without arguing.
- Address the umpire politely.
- Follow the umpire's instructions and rules.

47. **Floating skills**

a) Floating is the ability to remain supported on the surface of the water without sinking.

b)

- **Front float:** The learner lies horizontally on the stomach with the face in the water, arms extended forward and legs stretched backwards.
- **Back float:** The learner lies on the back with the body extended, face above the water, arms and legs spread or extended for balance.

c) The swimmer starts in a streamlined position, pulls the arms out and backwards while bending the elbows, brings the hands towards the chest, then pushes them forward again. The legs bend at the knees, turn outward and make a simultaneous whip-like kick before coming together. The swimmer breathes during the arm pull and repeats the arm and leg movements rhythmically.

48. **Traditional strength game**

a) A strength-testing traditional game is a traditional physical activity in which participants use physical strength to compete against one another.

b) In a rope-pulling game, two teams hold opposite ends of a strong rope. They position themselves behind a marked line and pull the rope towards their side when the signal is given. Each team attempts to move the opposing team beyond the designated line.

c) The team that successfully pulls the opposing team beyond the agreed winning line is declared the winner.

d)

- Develops physical strength and fitness.
- Promotes teamwork and cooperation.

Part III: Visual Arts

49.
- Place the fragile beaded artwork carefully in a strong, clean display case.
- Use suitable supports or padding to prevent movement and breakage.
- Ensure the case is dust-free and protects the artwork from excessive handling.
- Keep the artwork away from direct sunlight, moisture and excessive heat.
- Use a secure transparent glass or acrylic display case so that visitors can view the artwork without touching it.
- The display case protects the artwork from dust, accidental damage, theft and unnecessary handling.

50.
- Arrange walkways in a curved or winding pattern to create movement and encourage visitors to explore the exhibition.
- Arrange walkways in a zigzag or alternating pattern to create variety and guide visitors from one artwork to another.

51.
- Prepare or select the design to be printed.

- Cut out the design to create the stencil.
- Place and secure the stencil on the printing surface.
- Apply paint or ink over the stencil and carefully lift it to reveal the printed design.

52.

Possible title: *The Evening Journey*

Subject matter: The painting depicts a mother carrying firewood while walking along a footpath at dusk. It may communicate themes such as motherhood, hard work, responsibility, rural life and the daily challenges faced by families.

Contrast: Contrast may be created between the darker figure and firewood and the lighter evening sky or background. The difference between light and dark areas draws attention to the mother and makes her stand out as the main subject of the painting.

Sample 7

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Produces research notes and preliminary sketches showing the development of the collage and storyboard concepts and places them in the assessment portfolio.
- Produces a completed collage depicting a Creative Arts and Sports activity in the school or community.
- Selects and arranges pictures and other materials creatively and appropriately.
- Clearly communicates the selected activity through the collage.
- Converts an activity shown in the collage into a simple storyboard.
- Produces at least six sequential storyboard scenes.
- Includes clear captions or brief descriptions under each scene.
- Demonstrates logical sequencing and a clear flow of ideas from the collage to the storyboard.
- Applies suitable collage and storyboard-making techniques.
- Demonstrates originality, creativity, neat finishing and good craftsmanship.
- Produces complete and appropriately finished work.
- Displays the completed collage and storyboard during the **class exhibition**.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Research, notes and sketches	Conducts thorough research and produces detailed, well-developed notes and sketches that clearly show the development and refinement of both the collage and storyboard ideas.	Conducts relevant research and produces appropriate notes and sketches that guide the collage and storyboard.	Conducts limited research and produces basic sketches with some connection to the final work.	Provides little or no relevant research, notes or sketches to guide the work.
Collage theme and communication	Creates a highly clear, engaging and well-developed collage theme that communicates the selected Creative Arts or Sports activity effectively.	Creates a clear collage depicting a relevant Creative Arts or Sports activity.	Creates a recognisable theme, but the activity or message is not consistently clear.	Creates an unclear, incomplete or unrelated collage theme.
Selection and arrangement of materials	Selects highly relevant materials and arranges them exceptionally creatively, purposefully and harmoniously.	Selects appropriate pictures and materials and arranges them creatively and appropriately.	Selects some suitable materials but their arrangement is inconsistent or lacks clear purpose.	Selects inappropriate or insufficient materials and arranges them poorly.
Storyboard development	Creates a highly effective storyboard with six or more well-developed sequential scenes that clearly transform the collage activity into a complete process.	Creates a storyboard with at least six relevant sequential scenes derived from the collage theme.	Creates fewer than six fully developed scenes or shows inconsistencies in connection to the collage theme.	Produces an incomplete storyboard with few or unrelated scenes.

Captions and descriptions	Provides concise, informative and highly effective captions that clearly explain each scene and enhance understanding of the process.	Provides clear captions or brief descriptions for each storyboard scene.	Provides captions for some scenes, but they are incomplete, unclear or repetitive.	Provides few or no meaningful captions or descriptions.
Sequencing and flow	Demonstrates an exceptionally logical and smooth progression from the collage to the storyboard, with clear beginning, development and conclusion.	Demonstrates logical sequencing and clear flow of ideas between the collage and storyboard.	Shows some logical sequencing but has gaps or inconsistencies in the progression.	Shows poor sequencing, making the process difficult to follow.
Creativity and originality	Demonstrates exceptional originality, imagination and a distinctive approach to communicating the activity.	Demonstrates creativity and originality in presenting the activity.	Demonstrates some creative ideas but uses familiar or limited approaches.	Shows little evidence of creativity or originality.
Craftsmanship and finishing	Produces exceptionally neat, refined and carefully finished work demonstrating excellent craftsmanship.	Produces neat, complete and appropriately finished collage and storyboard work.	Produces work with some weaknesses in neatness, completeness or craftsmanship.	Produces incomplete, poorly finished work with limited craftsmanship.

Presentation and exhibition	Presents and displays the completed work confidently and effectively, enhancing its visual communication during the exhibition.	Displays the completed collage and storyboard appropriately during the class exhibition.	Displays the work but with some shortcomings in preparation or presentation.	Fails to appropriately present or display the completed work.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Produces a 4-bar rhythmic ostinato in the time signature provided by the teacher.
- Uses at least three different note values.
- Includes at least one rest.
- Maintains the correct number of beats in each bar.
- Creates a pattern that can be repeated consistently as an ostinato.
- Writes the ostinato accurately and neatly using standard music notation.
- Performs the ostinato steadily on a percussion instrument.
- Maintains the ostinato while a partner claps or performs a contrasting/simple rhythm.
- Maintains a steady beat and appropriate rhythmic accuracy.
- Explains how the ostinato supported the overall performance.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Composition of ostinato	Creates a highly coherent, interesting and musically effective 4-bar ostinato that fulfils all requirements.	Creates an appropriate 4-bar ostinato that fulfils the given requirements.	Creates a recognisable ostinato but some requirements are inconsistently applied.	Produces an incomplete or unsuitable rhythmic pattern.

Use of note values	Uses three or more note values creatively and purposefully to create an interesting rhythmic pattern.	Uses at least three different note values correctly.	Uses three note values but with some errors or limited rhythmic variety.	Uses fewer than three different note values or uses them incorrectly.
Use of rest	Uses the rest purposefully to create an effective rhythmic contrast within the ostinato.	Includes at least one correctly placed rest.	Includes a rest but demonstrates some difficulty with its placement or duration.	Does not include an appropriate rest.
Time signature and beat structure	Maintains the correct number of beats in every bar with excellent rhythmic control.	Correctly maintains the required number of beats in each bar.	Makes some errors in beat grouping or bar structure.	Frequently fails to maintain the correct beats in the bars.
Repetition and ostinato quality	Repeats the pattern consistently and confidently, creating a strong and effective ostinato accompaniment.	Repeats the pattern consistently to function as an ostinato.	Attempts repetition but shows some inconsistencies in the pattern.	Fails to maintain a recognisable repeated pattern.
Standard music notation	Notates the ostinato exceptionally accurately and neatly, including appropriate note values, rests and bar lines.	Writes the ostinato correctly using standard music notation.	Uses standard notation but makes some errors in notes, rests or bar lines.	Shows significant difficulty using standard music notation.

Performance and steady beat	Performs the ostinato confidently, accurately and steadily while maintaining excellent coordination with the partner.	Performs the ostinato accurately while maintaining a steady beat with the partner.	Performs the ostinato with some rhythmic errors or difficulty maintaining the steady beat.	Has significant difficulty maintaining the ostinato or steady beat.
Explanation of accompaniment	Clearly and insightfully explains how the ostinato established, supported and enhanced the overall performance.	Clearly explains how the ostinato supported the overall performance.	Gives a basic explanation with limited understanding of the ostinato's role.	Gives little or no accurate explanation of how the ostinato supported the performance.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner:

- Selects a Kenyan folk song from a clearly identified community.
- Learns and performs the lyrics and melody accurately.
- Demonstrates understanding of the song's accompanying actions or movements.
- Prepares a short dramatised performance of the song.
- Incorporates appropriate movement and gestures.
- Uses suitable simple costume and/or props to enhance the performance.
- Performs the song confidently before the class.
- Demonstrates appropriate voice projection, expression and coordination.
- Explains the cultural significance of the song.
- Identifies an occasion or context in which the song is traditionally sung.
- Demonstrates respect for the cultural context of the selected folk song.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Selection and understanding of folk song	Selects a highly appropriate Kenyan folk song and demonstrates deep understanding of its lyrics, melody, cultural context and purpose.	Selects an appropriate Kenyan folk song and demonstrates understanding of its lyrics and melody.	Selects an appropriate song but demonstrates partial understanding of its content or context.	Selects an inappropriate song or demonstrates limited understanding of the selected folk song.
Lyrics and melody	Performs the lyrics and melody accurately, confidently and expressively throughout.	Performs the lyrics and melody accurately with appropriate confidence.	Performs the song with some errors in lyrics, pitch or melody.	Has significant difficulty recalling or performing the lyrics and melody.
Movement and gestures	Uses highly coordinated, purposeful and culturally appropriate movements and gestures that greatly enhance the performance.	Uses appropriate movements and gestures to support the song.	Uses some movements and gestures but with limited coordination or effectiveness.	Uses little or inappropriate movement and gesture.
Dramatisation	Creates a highly engaging and coherent dramatised performance with excellent use of action, characterisation and expression.	Presents a clear and appropriate dramatised performance of the song.	Presents a basic dramatisation with limited development or expression.	Presents an incomplete or poorly developed dramatisation.

Costume and props	Uses simple costume and props creatively and purposefully to strengthen the cultural and dramatic presentation.	Uses suitable simple costume or props appropriately.	Uses limited costume or props with some connection to the performance.	Uses inappropriate, distracting or no suitable costume or props where they are needed.
Performance skills	Performs with exceptional confidence, voice projection, expression, timing and audience engagement.	Performs confidently with appropriate projection and expression.	Performs with some hesitation or inconsistencies in projection and expression.	Shows limited confidence and difficulty communicating the performance effectively.
Cultural significance	Provides an insightful explanation of the song's cultural significance and its role within the community and traditional occasions.	Clearly explains the cultural significance and occasion on which the song is traditionally sung.	Gives a basic explanation but provides limited detail about cultural significance or occasion.	Cannot adequately explain the cultural significance or traditional occasion.
Cultural appreciation and respect	Demonstrates exceptional respect for and appreciation of the cultural context throughout the preparation and performance.	Demonstrates appropriate respect and appreciation for the cultural context.	Demonstrates some appreciation but requires guidance in presenting cultural elements appropriately.	Shows limited respect or understanding of the cultural context.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner/group:

- Identifies and explains the basic rules of volleyball.
- Identifies and explains the court dimensions and layout.
- Identifies and explains the basic skills required in volleyball.
- Improvises a safe and functional volleyball net and ball using locally available materials, where necessary.
- Demonstrates appropriate serving technique.
- Demonstrates appropriate setting technique.
- Demonstrates appropriate spiking technique.
- Organises and participates actively in a modified volleyball match.
- Applies relevant rules and skills during play.
- Demonstrates effective communication and teamwork.
- Reflects on communication and teamwork demonstrated during the activity.
- Observes appropriate safety measures throughout preparation, practice and play.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Rules of volleyball	Demonstrates comprehensive understanding of the rules and applies them consistently and independently during play.	Correctly explains and applies the basic rules of volleyball.	Demonstrates partial understanding of the rules and requires occasional guidance.	Demonstrates limited understanding and frequently fails to apply the rules.
Court dimensions and layout	Accurately identifies the court dimensions, major markings and layout and explains their relevance to play.	Correctly identifies the basic court dimensions and layout.	Identifies some court features but demonstrates partial understanding of the dimensions or layout.	Shows limited or incorrect understanding of the volleyball court dimensions and layout.

Improvised equipment	Creates safe, functional and innovative improvised equipment that effectively supports volleyball activities.	Produces or uses suitable and safe improvised equipment where necessary.	Produces equipment that is partially suitable or requires modification.	Produces unsafe, unsuitable or unusable equipment.
Serving skills	Demonstrates excellent serving technique, accuracy, control and consistency during practice and play.	Demonstrates appropriate serving technique with reasonable accuracy and control.	Demonstrates basic serving ability but with inconsistent technique or accuracy.	Shows limited ability to perform the serving skill.
Setting skills	Demonstrates excellent hand position, control, accuracy and decision-making when setting the ball.	Demonstrates appropriate setting technique with reasonable control and accuracy.	Demonstrates some setting ability but with inconsistent technique or control.	Shows limited understanding or application of the setting technique.
Spiking skills	Demonstrates excellent timing, coordination, technique and control when performing a spike.	Demonstrates appropriate basic spiking technique.	Demonstrates some spiking ability but with inconsistent timing or technique.	Shows limited ability to perform the spiking technique.

Modified match participation	Participates confidently and applies rules and skills effectively throughout the modified match while contributing positively to team success.	Participates actively and applies appropriate skills and rules during the modified match.	Participates but applies skills or rules inconsistently.	Shows limited participation or difficulty applying the required skills and rules.
Communication and teamwork	Communicates exceptionally well, supports teammates and demonstrates excellent cooperation throughout play.	Communicates and cooperates effectively with teammates.	Demonstrates some communication and cooperation but requires occasional guidance.	Shows limited communication or cooperation with teammates.
Reflection	Provides a thoughtful and detailed reflection that clearly evaluates communication and teamwork, identifying strengths and realistic areas for improvement.	Reflects appropriately on communication and teamwork demonstrated during play.	Provides a basic reflection with limited evaluation of communication or teamwork.	Provides little or no meaningful reflection on the activity.
Safety	Consistently applies and promotes appropriate safety measures during equipment preparation, practice and play.	Observes appropriate safety measures throughout the activity.	Observes some safety measures but requires reminders.	Fails to observe important safety measures and participates unsafely.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Q#	Answer	Q#	Answer	Q#	Answer	Q#	Answer
1	**A**	11	**C**	21	**A**	31	**D**
2	**B**	12	**A**	22	**A**	32	**A**
3	**A**	13	**D**	23	**B**	33	**C**
4	**A**	14	**A**	24	**A**	34	**B**
5	**B**	15	**B**	25	**D**	35	**A**
6	**B**	16	**A**	26	**A**	36	**B**
7	**A**	17	**C**	27	**C**	37	**A**
8	**B**	18	**A**	28	**A**	38	**D**
9	**A**	19	**D**	29	**C**	39	**A**
10	**D**	20	**A**	30	**A**	40	**A**

SECTION B: Structured and analysis questions

Part I: Performing Arts

41
Beat 1: Crotchet (Taa); Beat 2: Two quavers (Ta-te); Beat 3: Crotchet (Taa); Beat 4: Crotchet (Taa).

42 Bar 1: crotchet, quaver-quaver, crotchet (1+0.5+0.5+1=3 beats); Bar 2: minim, crotchet, quaver-quaver adjusted to total 3 beats each. Award 1 mark for each bar correctly totalling 3 beats and 2 marks for correct bar-line placement showing understanding of grouping. Accept any valid regrouping that sums correctly to 3 beats per bar with a bar line correctly placed.

43.

a) Any five of: identify characters/roles; show the cultural setting/community; enhance visual appeal of the performance; support movement and dance; create the mood/atmosphere of the piece; help the audience follow the story; show the occasion being depicted.
b) Any five of: provide accompaniment/rhythm to the song; set the tempo and mood; signal changes in the performance (cues); enhance audience engagement; showcase cultural identity; support the dancers' movements; fill instrumental interludes between verses.

44.

a) Any two of: applauding/clapping; cheering; standing ovation; giving positive verbal feedback; ululating.
b) Any two of: current community/national issues; school values; cultural practices; learners' personal experiences; festival theme guidelines.
c) Any two of: voice projection; diction/articulation; timing and pacing; use of space/movement; audience engagement; memorisation of lines.

Part II: Sports

45.

a) To ensure all runners cover the same/equal distance around the bend of the track, since outer lanes are longer.
b) Any two of: "On your marks"; "Set"; "Go" / starting gun signal.

46.

Any four of: accepting the referee's decisions without arguing; not using abusive language towards the referee; listening attentively to instructions; not surrounding/crowding the referee to protest; shaking hands with the referee after the game; reporting concerns calmly through the team captain.

47 — OPTIONAL

i) A water entry activity is a controlled way/technique of getting into the water safely before swimming.
ii) Any two of: Step-in entry (stepping feet-first from the poolside into the water); Sit-and-slide entry (sitting on the poolside and sliding into the water); Dive entry (diving head-first into the water, used by advanced swimmers).
iii) Backstroke: swimmer lies on their back; performs an alternating flutter kick with the legs; arms perform an alternating windmill/backward circular motion pulling through the water; the body rotates slightly from side to side; breathing is continuous since the face is above water.

48 — OPTIONAL

a) A tagging game is an indigenous game in which one or more players try to touch (tag) other players who try to avoid being caught.
b) Marking of playing boundaries; selection of the tagger/"it"; rules for tagging and being "safe"; rotation of the tagger role.
c) The game ends when all players have been tagged or the last player remaining untagged within a set time is declared the winner.
d) Any two of: promotes physical fitness; develops agility and speed; builds teamwork and social skills; preserves indigenous culture; provides enjoyment/recreation.

Part III: Visual Arts

49.

Leaving an even border of mount board/card around the artwork; using a neutral colour (e.g. white, cream, grey) that does not compete with the artwork; ensuring the mount is proportionate to the artwork's size; the mount frames and protects the edges of the work; the mount draws the viewer's eye to the artwork itself.

50.
Any two of: varying the height at which works are hung/placed; grouping artworks by theme or colour; using good lighting to highlight pieces; leaving adequate spacing between works; adding descriptive labels/captions; using a clear pathway for visitors to follow.

51

a) Cover a sheet of paper/card with several bright colours using wax crayons.
b) Cover the coloured layer completely with a dark wax crayon (e.g. black).
c) Use a pointed/sharp tool to scratch a design into the dark top layer, revealing the bright colours beneath.
d) Clean up loose wax and, if desired, spray or fix the artwork.

52
Award up to 10 marks distributed as: Title (2 marks) — a relevant, descriptive title reflecting a scene of daily life in a rural homestead. Subject matter (4 marks) — identification and discussion of the people/objects/activity depicted and their relationship to each other and to daily life. Use of space (4 marks) — discussion of foreground/middle-ground/background arrangement, positive and negative space and how depth/perspective is created. Marks awarded for depth of analysis and use of correct art vocabulary.

Sample 8

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Produces research notes, thumbnail sketches and a tonal-scale practice exercise and places them in the assessment portfolio.
- Produces a progressive pencil drawing of a still-life arrangement.
- Shows development of the drawing from an initial outline through progressive tonal rendering to a completed study.
- Demonstrates accurate outline and proportion of the still-life objects.
- Establishes a clear light source and places cast and form shadows appropriately.
- Builds tone progressively from light to dark using hatching, cross-hatching and/or blending.
- Demonstrates good observation of form, texture and space.
- Uses pencil with control, consistency and appropriate pressure.
- Demonstrates originality and creativity in the composition.
- Produces a neat and appropriately finished drawing.
- Displays the completed drawing during the class exhibition.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Research, thumbnail sketches and tonal-scale exercise	Produces thorough research, well-developed thumbnail sketches and an accurate tonal scale that clearly demonstrate planning and preparation for the final drawing.	Produces relevant research, appropriate thumbnail sketches and a suitable tonal-scale exercise.	Produces limited research, basic sketches or an incomplete tonal-scale exercise.	Provides little or no relevant research, sketches or tonal-scale practice.
Outline and proportion	Draws highly accurate outlines and proportions, showing excellent observation of the size, shape and relationships between objects.	Draws generally accurate outlines and proportions of the still-life objects.	Shows some understanding of proportion but with noticeable errors in size, shape or relationships.	Shows significant errors in outline and proportion that make the objects difficult to recognise accurately.
Light source and shadows	Establishes a highly convincing light source and renders form and cast shadows with excellent consistency and realism.	Shows a clear light source with appropriately placed form and cast shadows.	Shows an identifiable light source but shadows are inconsistent, misplaced or weak.	Shows little or no understanding of light source and shadow.
Progressive tonal development	Builds tone exceptionally well from light to dark, using hatching, cross-hatching or blending with excellent control and smooth transitions.	Builds tone progressively from light to dark using appropriate pencil techniques.	Attempts tonal development but shows uneven transitions, limited range or inconsistent technique.	Shows little tonal development or limited understanding of light and shade.

Observation of form, texture and space	Demonstrates excellent observation, convincingly communicating three-dimensional form, surface texture and spatial relationships.	Demonstrates good observation of form, texture and space.	Shows some observation of form, texture and space but with inconsistencies.	Shows limited observation and little evidence of understanding form, texture or space.
Pencil control and craftsmanship	Demonstrates exceptional pencil control, precision, consistency and refined craftsmanship throughout the drawing.	Demonstrates neat and controlled pencil work with good craftsmanship.	Pencil work shows some control but has inconsistencies in pressure, marks or neatness.	Pencil work is poorly controlled, untidy or lacks appropriate craftsmanship.
Originality and composition	Creates a highly original and visually engaging composition with excellent use of space and a distinctive creative approach.	Demonstrates originality and creativity in the composition.	Demonstrates some creativity but uses a basic or predictable composition.	Shows little evidence of originality or creative thinking in the composition.
Finishing and presentation	Produces an exceptionally neat, complete and carefully finished drawing and presents it confidently during the exhibition.	Produces a neat, complete and appropriately finished drawing and displays it appropriately.	Drawing is partially finished or has inconsistencies in presentation and neatness.	Drawing is incomplete, poorly finished or not appropriately presented.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Composes an 8-bar melody in the key specified by the teacher.
- Organises the melody into a 4-bar question phrase and a 4-bar answer phrase.
- Begins and ends on suitable notes of the specified key.
- Creates a clear question-and-answer relationship between the two phrases.
- Uses mostly stepwise melodic movement and includes at least one leap.
- Maintains appropriate rhythmic structure and the required number of beats in each bar.
- Writes the melody accurately using standard staff notation.
- Sings or plays the completed melody accurately.
- Demonstrates appropriate pitch, rhythm and expression during performance.
- Explains how the question and answer phrases combine to create a complete musical idea.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Melody composition and structure	Creates a highly coherent, creative and musically effective 8-bar melody with clearly balanced 4-bar question and answer phrases.	Creates an appropriate 8-bar melody consisting of a 4-bar question and 4-bar answer phrase.	Produces an 8-bar melody but the phrase structure or development is inconsistent.	Produces an incomplete or poorly structured melody that does not clearly form two phrases.
Key and melodic beginning/end	Uses highly appropriate opening and ending notes that establish and strongly confirm the specified key.	Begins and ends on suitable notes of the specified key.	Uses some suitable notes but the beginning or ending does not clearly establish the key.	Fails to demonstrate appropriate use of the specified key.
Question-and-answer relationship	Creates a highly convincing musical dialogue in which the answer phrase responds meaningfully to and develops the question phrase.	Creates a clear question-and-answer relationship between the two phrases.	Shows some relationship between the phrases but the musical response is weak or unclear.	Shows little or no evidence of a question-and-answer relationship.

Melodic movement	Uses stepwise movement skilfully and incorporates well-placed leaps that enhance the musical character of the melody.	Uses mostly stepwise movement and includes at least one leap.	Uses some stepwise movement and a leap but with inconsistent melodic control.	Shows little evidence of appropriate stepwise movement or the required leap.
Rhythm and bar structure	Maintains the correct beat structure throughout while using rhythm creatively and effectively.	Maintains the correct number of beats in each bar.	Makes some rhythmic or bar-structure errors but the overall melody remains recognisable.	Frequently fails to maintain the required beats or rhythmic structure.
Staff notation	Notates pitches, rhythms, bar lines and other required notation exceptionally accurately and neatly.	Correctly writes the melody using standard staff notation.	Uses staff notation with some errors in pitch, rhythm or bar lines.	Shows significant errors or limited understanding of staff notation.
Performance	Sings or plays the melody confidently, fluently and expressively with excellent pitch and rhythmic accuracy.	Sings or plays the melody accurately with appropriate pitch and rhythm.	Performs the melody with some pitch, rhythmic or continuity errors.	Has significant difficulty performing the melody accurately.
Explanation of musical completeness	Clearly and insightfully explains how the question and answer phrases interact to create a strong and complete musical idea.	Clearly explains how the question and answer phrases created a complete musical idea.	Gives a basic explanation with partial understanding of the relationship between the phrases.	Gives little or no accurate explanation of how the phrases create a complete musical idea.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner/group:

- Selects a traditional dance from a Kenyan community.
- Identifies and learns the basic dance steps and movements.
- Demonstrates appropriate formations and spatial arrangements.
- Identifies and appropriately incorporates accompanying instruments and/or songs.
- Rehearses the dance as a small group.
- Demonstrates coordination and synchronisation with other performers.
- Maintains appropriate timing and rhythm throughout the performance.
- Uses appropriate expression and energy.
- Performs the dance confidently before the class.
- Explains the cultural purpose of the dance.
- Identifies the traditional occasion or context in which the dance is performed.
- Demonstrates respect and appreciation for the cultural context of the selected dance.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Understanding of traditional dance	Demonstrates deep understanding of the selected dance, including its community, purpose, movements and cultural context.	Demonstrates clear understanding of the selected traditional dance and its cultural context.	Demonstrates partial understanding but omits or misinterprets some important aspects.	Demonstrates limited understanding of the selected dance and its cultural context.

Dance steps and movements	Performs the basic steps and movements with exceptional accuracy, control, confidence and appropriate cultural expression.	Performs the basic dance steps and movements correctly.	Performs some steps correctly but with noticeable errors or hesitation.	Shows limited ability to perform the required steps and movements.
Formations and coordination	Maintains formations exceptionally well and demonstrates excellent coordination and synchronisation with the group.	Maintains appropriate formations and coordinates movements with group members.	Maintains formations inconsistently and shows some difficulty coordinating with others.	Shows limited understanding of formations or difficulty coordinating with the group.
Timing and rhythm	Maintains excellent timing and rhythmic accuracy throughout and responds confidently to the accompanying music or instruments.	Maintains appropriate timing and rhythm during the performance.	Demonstrates some rhythmic or timing inconsistencies.	Frequently loses rhythm or timing during the performance.
Accompaniment	Integrates accompanying instruments and/or songs exceptionally well, demonstrating strong coordination between movement and accompaniment.	Appropriately incorporates the accompanying instruments or songs.	Incorporates some accompaniment but with inconsistent coordination.	Shows little or no appropriate use of the required accompaniment.

Expression and performance	Performs with exceptional energy, confidence, expression and audience engagement.	Performs confidently with appropriate expression and energy.	Performs with some hesitation or limited expression and energy.	Shows limited confidence, expression or engagement.
Cultural purpose and occasion	Provides an insightful explanation of the dance's cultural purpose and traditional occasion, demonstrating strong cultural understanding.	Clearly explains the cultural purpose and occasion on which the dance is performed.	Gives a basic explanation but provides limited detail about its purpose or occasion.	Cannot adequately explain the cultural purpose or traditional occasion.
Cultural appreciation and teamwork	Demonstrates exceptional respect for the cultural context and works cooperatively and supportively with all group members.	Demonstrates cultural respect and works cooperatively with group members.	Shows some cultural appreciation and cooperation but requires occasional guidance.	Shows limited cultural respect or cooperation with group members.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner/group:

- Identifies and explains the basic rules of handball.
- Identifies and explains the court layout and relevant dimensions.
- Identifies the main player positions and their responsibilities.
- Improvises safe and functional handball equipment where necessary.
- Practises and demonstrates passing techniques.
- Practises and demonstrates dribbling techniques.
- Practises and demonstrates shooting techniques.
- Organises and participates actively in a mini handball match.
- Applies relevant rules and skills appropriately during play.
- Demonstrates teamwork, cooperation and fair play.

- Respects teammates, opponents and officials.
- Reflects on teamwork and fair play demonstrated during the game.
- Observes appropriate safety measures throughout the activity.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Rules of handball	Demonstrates comprehensive understanding of the rules and applies them consistently and independently during play.	Correctly explains and applies the basic rules of handball.	Demonstrates partial understanding of the rules and requires occasional guidance.	Demonstrates limited understanding and frequently fails to apply the rules.
Court and positions	Accurately explains the court layout, relevant dimensions and player positions and applies positional responsibilities effectively.	Correctly identifies the basic court features and player positions and explains their roles.	Identifies some court features or positions but demonstrates partial understanding.	Shows limited or incorrect understanding of the court or player positions.
Improvised equipment	Creates safe, functional and innovative improvised equipment that effectively supports handball activities.	Produces or uses suitable and safe improvised equipment where necessary.	Produces equipment that is partially suitable or requires modification.	Produces unsafe, unsuitable or unusable equipment.
Passing skills	Demonstrates accurate, controlled and purposeful passing and selects appropriate passes effectively during play.	Demonstrates appropriate passing skills with reasonable accuracy and control.	Demonstrates some passing ability but with inconsistent accuracy or technique.	Shows limited ability to perform passing skills.

Dribbling skills	Demonstrates excellent ball control, coordination and confidence while dribbling in different situations.	Demonstrates appropriate dribbling technique and reasonable ball control.	Demonstrates basic dribbling ability but loses control or shows inconsistent technique.	Shows limited ability to dribble and control the ball.
Shooting skills	Demonstrates excellent shooting technique, accuracy, timing and decision-making during practice and play.	Demonstrates appropriate shooting technique with reasonable accuracy.	Demonstrates basic shooting ability but with inconsistent technique or accuracy.	Shows limited ability to perform the shooting skill.
Mini-match participation	Participates confidently and applies skills, rules and decision-making effectively throughout the match while contributing strongly to team performance.	Participates actively and applies appropriate skills and rules during the match.	Participates but applies skills or rules inconsistently.	Shows limited participation or difficulty applying the required skills and rules.
Teamwork and cooperation	Demonstrates exceptional communication, cooperation, support and shared responsibility throughout the game.	Works cooperatively and communicates effectively with teammates.	Demonstrates some cooperation but requires occasional guidance.	Shows limited cooperation or disrupts team activities.
Fair play and respect	Consistently demonstrates exemplary fair play, respect for opponents and officials and positive sporting behaviour.	Demonstrates fair play and respect for teammates, opponents and officials.	Generally demonstrates fair play but occasionally requires reminders.	Frequently demonstrates poor sportsmanship or disrespectful behaviour.

Reflection	Provides a thoughtful and detailed reflection that evaluates teamwork and fair play, identifying strengths and realistic areas for improvement.	Reflects appropriately on teamwork and fair play demonstrated during the game.	Provides a basic reflection with limited evaluation of teamwork or fair play.	Provides little or no meaningful reflection on the activity.
Safety	Consistently applies and promotes appropriate safety measures during preparation, practice and play.	Observes appropriate safety measures throughout the activity.	Observes some safety measures but requires reminders.	Fails to observe important safety measures and participates unsafely.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Q#	Answer	Q#	Answer	Q#	Answer	Q#	Answer
1	**C**	11	**B**	21	**B**	31	**B**
2	**B**	12	**C**	22	**A**	32	**B**
3	**B**	13	**C**	23	**B**	33	**C**
4	**D**	14	**C**	24	**A**	34	**B**
5	**A**	15	**B**	25	**B**	35	**A**
6	**C**	16	**B**	26	**A**	36	**B**
7	**B**	17	**A**	27	**C**	37	**D**
8	**A**	18	**B**	28	**B**	38	**A**
9	**B**	19	**D**	29	**A**	39	**B**
10	**A**	20	**B**	30	**B**	40	**B**

SECTION B: Structured and analysis questions

Part I: Performing Arts

41. Beat 1: Crotchet (Taa); Beat 2: Two quavers (Ta-te); Beat 3: Crotchet (Taa); Beat 4: Crotchet (Taa).

42. Bar 1: crotchet, quaver-quaver, crotchet (1+0.5+0.5+1=3 beats); Bar 2: minim, crotchet, quaver-quaver adjusted to total 3 beats each. Accept any valid regrouping that sums correctly to 3 beats per bar with a bar line correctly placed.
43.

a) Any five of: identify characters/roles; show the cultural setting/community; enhance visual appeal of the performance; support movement and dance; create the mood/atmosphere of the piece; help the audience follow the story; show the occasion being depicted.
b) Any five of: provide accompaniment/rhythm to the song; set the tempo and mood; signal changes in the performance (cues); enhance audience engagement; showcase cultural identity; support the dancers' movements; fill instrumental interludes between verses..

44

a) Any two of: applauding/clapping; cheering; standing ovation; giving positive verbal feedback; ululating.
b) Any two of: current community/national issues; school values; cultural practices; learners' personal experiences; festival theme guidelines.
c) Any two of: voice projection; diction/articulation; timing and pacing; use of space/movement; audience engagement; memorisation of lines.

Part II: Sports

45

a) To ensure all runners cover the same/equal distance around the bend of the track, since outer lanes are longer. 2 marks for a complete, correct explanation.
b) Any two of: "On your marks"; "Set"; "Go" / starting gun signal.

46

Any four of: accepting the referee's decisions without arguing; not using abusive language towards the referee; listening attentively to instructions; not surrounding/crowding the referee to protest; shaking hands with the referee after the game; reporting concerns calmly through the team captain.

47 — OPTIONAL

a) A water entry activity is a controlled way/technique of getting into the water safely before swimming.
b) Any two of: Step-in entry (stepping feet-first from the poolside into the water); Sit-and-slide entry (sitting on the poolside and sliding into the water); Dive entry (diving head-first into the water, used by advanced swimmers).
c) Backstroke: swimmer lies on their back; performs an alternating flutter kick with the legs; arms perform an alternating windmill/backward circular motion pulling through the water; the body rotates slightly from side to side; breathing is continuous since the face is above water.

48 — OPTIONAL

a) A tagging game is an indigenous game in which one or more players try to touch (tag) other players who try to avoid being caught.
b) Marking of playing boundaries; selection of the tagger/"it"; rules for tagging and being "safe"; rotation of the tagger role.
c) The game ends when all players have been tagged or the last player remaining untagged within a set time is declared the winner.
d) Any two of: promotes physical fitness; develops agility and speed; builds teamwork and social skills; preserves indigenous culture; provides enjoyment/recreation.

Part III: Visual Arts

49 Leaving an even border of mount board/card around the artwork; using a neutral colour (e.g. white, cream, grey) that does not compete with the artwork; ensuring the mount is proportionate to the artwork's size; the mount frames and protects the edges of the work; the mount draws the viewer's eye to the artwork itself.

50 Any two of: varying the height at which works are hung/placed; grouping artworks by theme or colour; using good lighting to highlight pieces; leaving adequate spacing between works; adding descriptive labels/captions; using a clear pathway for visitors to follow.

51

a) Cover a sheet of paper/card with several bright colours using wax crayons.
b) Cover the coloured layer completely with a dark wax crayon (e.g. black).
c) Use a pointed/sharp tool to scratch a design into the dark top layer, revealing the bright colours beneath.
d) Clean up loose wax and, if desired, spray or fix the artwork.

52

Award up to 10 marks distributed as: Title (2 marks) - a relevant, descriptive title reflecting a moment of quiet work by the lakeside. Subject matter (4 marks) - identification and discussion of the people/objects/activity depicted and their relationship to each other and to daily life. Use of space (4 marks) - discussion of foreground/middle-ground/background arrangement, positive and negative space and how depth/perspective is created. Marks awarded for depth of analysis and use of correct art vocabulary.

Sample 9

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Conducts research on the traditional Kenyan kiondo and its construction.
- Makes relevant research notes on materials, weaving techniques, patterns and uses.
- Produces preliminary sketches showing different ideas for the basket design.
- Develops a clear and appropriate final basket design from the sketches.
- Selects suitable locally available fibre materials.
- Uses an appropriate indigenous weaving technique such as coiling or plaiting.
- Produces a basket with a correct and functional shape and appropriate size.
- Uses natural or dyed fibres to create pattern and colour contrast.
- Demonstrates originality and creativity in the pattern and design.
- Produces a sturdy basket with secure and well-constructed joins.
- Demonstrates neat and consistent weaving throughout the basket.
- Completes the basket with neat and appropriate finishing.
- Presents the completed basket during the class exhibition.
- Demonstrates appropriate craftsmanship, creativity and care throughout the activity.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Research and conceptualisation	Conducts detailed and relevant research and produces well-developed notes and sketches that clearly inform an original basket design.	Conducts relevant research and produces clear notes and sketches that inform the basket design.	Provides limited research and sketches with some connection to the basket design.	Provides little or no relevant research or preparatory sketches.
Selection and preparation of materials	Selects highly suitable locally available fibres and prepares them appropriately for weaving.	Selects suitable fibres and prepares them appropriately for weaving.	Selects generally suitable materials but requires some guidance in their preparation.	Selects unsuitable materials or requires substantial assistance in selecting and preparing them.
Application of indigenous weaving technique	Applies the selected indigenous weaving technique skilfully, accurately and consistently throughout the basket.	Applies the selected indigenous weaving technique correctly throughout the basket.	Applies the technique with some inconsistencies and requires occasional guidance.	Has significant difficulty applying the weaving technique even with guidance.
Basket shape and functionality	Produces a well-proportioned, stable and fully functional basket with an appropriate shape and size.	Produces a correctly shaped, stable and functional basket of appropriate size.	Produces a recognisable basket but the shape, size or stability has some weaknesses.	Produces a poorly formed or unstable basket that is not functional.

Pattern and colour contrast	Uses fibres, colours and patterns creatively and effectively to produce a striking and well-balanced design.	Uses appropriate fibres, colours and patterns to create clear contrast and an attractive design.	Uses some colour or pattern contrast but with limited consistency or effectiveness.	Makes little or no effective use of pattern or colour contrast.
Creativity and originality	Demonstrates exceptional originality and develops a distinctive design inspired by the kiondo while showing a strong personal interpretation.	Demonstrates originality and creates a design appropriately inspired by the kiondo.	Shows some creative ideas but relies considerably on familiar or copied designs.	Shows little evidence of originality or creative decision-making.
Construction and craftsmanship	Produces a very sturdy, secure and carefully constructed basket with excellent control and craftsmanship.	Produces a sturdy and securely constructed basket with good craftsmanship.	Produces a generally stable basket but some joins or sections are weak or uneven.	Produces a weak or poorly constructed basket with insecure joins.
Finishing and presentation	Completes the basket to a very high standard with exceptionally neat finishing and presents it confidently during the exhibition.	Completes the basket neatly and appropriately and presents it during the exhibition.	Completes most of the basket but finishing is uneven or incomplete and presentation requires guidance.	Leaves the basket incomplete, poorly finished or inadequately presented.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Learns and performs the 8-bar tune provided by the teacher with a partner.
- Performs the assigned part accurately on the descant recorder.
- Maintains correct posture throughout the performance.
- Demonstrates correct hand position and fingering technique.
- Uses appropriate breathing and breath control.
- Demonstrates proper tonguing technique.
- Maintains accurate rhythm and pitch.
- Coordinates their part effectively with the partner.
- Maintains a balanced sound with the second part.
- Observes all indicated dynamic and tempo markings.
- Correctly follows repeat signs where applicable.
- Demonstrates concentration and confidence during the performance.
- Evaluates how effectively their part blended with their partner's part.
- Identifies strengths and areas for improvement in the duet performance.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Accuracy of notes and rhythm	Performs all or almost all notes and rhythms accurately and consistently throughout the tune.	Performs the notes and rhythms accurately with only minor errors.	Performs some notes and rhythms correctly but makes several errors.	Has significant difficulty producing the correct notes and rhythms.
Posture and hand position	Maintains excellent posture and correct hand position consistently, demonstrating confident recorder technique.	Maintains correct posture and hand position throughout most of the performance.	Shows some correct posture and hand position but requires occasional correction.	Frequently uses incorrect posture or hand position despite guidance.

Breathing and breath control	Uses well-controlled breathing that supports a smooth, sustained and confident performance.	Uses appropriate breathing and adequate breath control.	Uses generally appropriate breathing but occasionally loses breath control.	Has difficulty controlling breathing and sustaining the performance.
Tonguing and articulation	Demonstrates clear, accurate and consistent tonguing and articulation throughout the tune.	Demonstrates appropriate tonguing and articulation.	Demonstrates inconsistent tonguing or articulation in some sections.	Has significant difficulty applying appropriate tonguing technique.
Coordination and balance with partner	Coordinates exceptionally well with the partner and maintains an excellent balance between the two musical parts.	Coordinates well with the partner and maintains a suitable balance.	Shows some coordination but occasionally loses timing or balance with the partner.	Has difficulty coordinating with the partner and maintaining the assigned part.
Dynamics and tempo	Observes all dynamic and tempo markings accurately and uses them expressively to enhance the performance.	Observes the indicated dynamics and tempo appropriately.	Observes some markings but misses or inconsistently applies others.	Does not consistently observe the indicated dynamics or tempo.
Repeat signs and musical directions	Follows all repeat signs and musical directions accurately and independently.	Correctly follows the repeat signs and most musical directions.	Follows some musical directions but requires occasional prompting.	Frequently misses repeat signs and requires substantial assistance.

Performance confidence and concentration	Performs confidently, with excellent concentration, control and musical expression.	Performs with confidence, concentration and appropriate control.	Shows some confidence but occasionally loses concentration or control.	Shows limited confidence and concentration and requires substantial support.
Evaluation and reflection	Gives a clear and insightful evaluation of the duet, identifying specific strengths, challenges and ways to improve blending.	Gives a clear evaluation of the performance and identifies strengths and areas for improvement.	Gives a simple evaluation with limited explanation of strengths or areas for improvement.	Has difficulty evaluating the performance or identifying areas for improvement.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner:

- Selects an appropriate real-life or fictional narrative.
- Identifies the main characters, events and message of the narrative.
- Adapts the narrative into a short wordless mime or shadow-play performance.
- Develops a clear sequence of events for the performance.
- Uses body movement effectively to communicate actions and events.
- Uses facial expressions to communicate emotions and meaning.
- Uses appropriate space and positioning during the performance.
- Uses simple props or shadow-play techniques where appropriate.
- Rehearses the performance adequately.
- Performs the piece confidently before the class.
- Communicates the storyline clearly without dialogue.
- Uses appropriate timing, coordination and transitions.
- Explains the storytelling techniques used to communicate meaning without words.
- Demonstrates creativity and originality in the adaptation and performance.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Selection and adaptation of narrative	Selects an appropriate narrative and transforms it creatively into a clear and engaging wordless performance.	Selects an appropriate narrative and successfully adapts it into a wordless performance.	Selects a suitable narrative but the adaptation is only partly developed or clear.	Has difficulty selecting or adapting a narrative for performance.
Communication through body movement	Uses highly expressive and controlled body movements that communicate actions, characters and events clearly without dialogue.	Uses appropriate body movements to communicate the main actions and events.	Uses some effective movements but meaning is occasionally unclear.	Uses limited or unclear body movements and relies on guidance.
Facial expression and emotional expression	Uses highly effective facial expressions and physical expression to communicate a wide range of emotions.	Uses appropriate facial expressions to communicate emotions and meaning.	Uses some facial expressions but emotional meaning is inconsistent.	Shows limited facial or emotional expression.
Use of space and positioning	Uses performance space creatively and purposefully to strengthen the storytelling.	Uses space appropriately and maintains suitable positioning during the performance.	Uses space with some effectiveness but positioning is occasionally unclear.	Makes ineffective use of space and frequently requires direction.

Use of props or shadow techniques	Uses props or shadow techniques creatively and effectively to enhance the story.	Uses appropriate props or shadow techniques to support the performance.	Uses props or shadow techniques with limited effectiveness.	Uses inappropriate or ineffective props/techniques or does not use them when required.
Clarity of wordless communication	Communicates the storyline, emotions and message exceptionally clearly without using dialogue.	Communicates the main storyline clearly without dialogue.	Communicates some aspects of the storyline but parts are difficult to understand.	The storyline is difficult to understand without dialogue.
Creativity and originality	Demonstrates exceptional creativity and originality in the interpretation, movements and presentation of the narrative.	Demonstrates creativity and originality in the performance.	Demonstrates some creative ideas but the performance is largely conventional.	Shows little evidence of creative or original interpretation.
Rehearsal and performance skills	Performs confidently with excellent timing, coordination, transitions and control, showing evidence of thorough rehearsal.	Performs confidently with appropriate timing, coordination and control.	Shows some preparation but has weaknesses in timing, coordination or transitions.	Shows inadequate preparation and has significant difficulty completing the performance.
Explanation of storytelling techniques	Clearly and confidently explains several techniques and how they communicate meaning without words.	Explains appropriate storytelling techniques and how they communicate meaning.	Identifies some techniques but provides limited explanation.	Has difficulty identifying or explaining the techniques used.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner:

- Investigates basic swimming strokes, including their key features and techniques.
- Makes notes on appropriate pool rules and water-safety requirements.
- Identifies safe behaviour required before, during and after swimming.
- Practises a basic swimming stroke such as freestyle or breaststroke under teacher supervision.
- Demonstrates appropriate body position and movement for the selected stroke.
- Demonstrates appropriate arm and leg coordination.
- Demonstrates suitable breathing technique for the selected stroke.
- Demonstrates basic water-safety procedures.
- Demonstrates basic rescue procedures as taught by the teacher.
- Participates actively and safely in a short swim gala or relay.
- Demonstrates teamwork, discipline and respect for instructions and other participants.
- Reflects on the importance of swimming safety and discipline.
- Explains the fitness benefits of swimming.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Knowledge of swimming strokes	Demonstrates detailed understanding of basic swimming strokes and clearly explains their key techniques and differences.	Demonstrates good understanding of basic swimming strokes and their key techniques.	Demonstrates partial understanding but has difficulty explaining some techniques.	Demonstrates limited understanding of basic swimming strokes.
Knowledge of pool rules and water safety	Demonstrates comprehensive knowledge of pool rules and consistently applies safe practices.	Demonstrates good knowledge of pool rules and applies appropriate safety practices.	Identifies some rules and safety practices but requires occasional reminders.	Demonstrates limited knowledge of pool rules and frequently ignores safety guidance.

Body position and stroke technique	Demonstrates excellent body position and highly coordinated technique throughout the selected stroke.	Demonstrates correct body position and generally correct stroke technique.	Demonstrates some correct techniques but has weaknesses in body position or coordination.	Has significant difficulty maintaining correct body position and stroke technique.
Arm, leg and breathing coordination	Coordinates arm movements, leg movements and breathing smoothly and efficiently throughout the stroke.	Coordinates the main arm, leg and breathing movements appropriately.	Demonstrates some coordination but movements or breathing are inconsistent.	Has significant difficulty coordinating the required movements and breathing.
Water-safety demonstration	Demonstrates water-safety procedures confidently, accurately and consistently, showing strong awareness of potential risks.	Demonstrates appropriate water-safety procedures correctly.	Demonstrates some safety procedures but requires reminders or guidance.	Has difficulty demonstrating safe practices even with guidance.
Basic rescue procedures	Demonstrates the taught basic rescue procedure accurately, safely and confidently under supervision.	Demonstrates the taught rescue procedure correctly and safely under supervision.	Demonstrates parts of the procedure but requires guidance to complete it safely.	Cannot demonstrate the taught procedure safely without substantial assistance.
Participation in swim gala/relay	Participates enthusiastically and safely, showing excellent teamwork, coordination and commitment throughout the activity.	Participates actively and safely while cooperating with group members.	Participates but shows inconsistent effort, cooperation or adherence to instructions.	Participates minimally or demonstrates unsafe or disruptive behaviour.

Discipline and teamwork	Consistently demonstrates exceptional discipline, cooperation, respect and responsibility throughout the activity.	Demonstrates appropriate discipline, cooperation and respect for others.	Demonstrates these values inconsistently and requires occasional reminders.	Frequently demonstrates poor discipline, cooperation or respect for others.
Reflection and fitness benefits	Provides a thoughtful and detailed reflection linking swimming safety, discipline and fitness to personal wellbeing and performance.	Clearly explains the importance of safety, discipline and the fitness benefits of swimming.	Gives a simple reflection with limited explanation of the benefits or importance of safety.	Provides little or no meaningful reflection on safety, discipline or fitness benefits.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Q#	Answer	Q#	Answer	Q#	Answer	Q#	Answer
1	**C**	11	**A**	21	**C**	31	**D**
2	**A**	12	**C**	22	**C**	32	**C**
3	**D**	13	**C**	23	**D**	33	**B**
4	**C**	14	**D**	24	**C**	34	**C**
5	**B**	15	**C**	25	**A**	35	**C**
6	**C**	16	**A**	26	**C**	36	**C**
7	**A**	17	**C**	27	**C**	37	**A**
8	**C**	18	**B**	28	**C**	38	**C**
9	**C**	19	**B**	29	**B**	39	**C**
10	**B**	20	**C**	30	**B**	40	**C**

SECTION B: Structured and analysis questions

Part I: Performing Arts

41
Beat 1: Crotchet (Taa); Beat 2: Two quavers (Ta-te); Beat 3: Crotchet (Taa); Beat 4: Crotchet (Taa).

42
Bar 1: crotchet, quaver-quaver, crotchet (1+0.5+0.5+1=3 beats); Bar 2: minim, crotchet, quaver-quaver adjusted to total 3 beats each. Accept any valid regrouping that sums correctly to 3 beats per bar with a bar line correctly placed.

43

a) Any five of: identify characters/roles; show the cultural setting/community; enhance visual appeal of the performance; support movement and dance; create the mood/atmosphere of the piece; help the audience follow the story; show the occasion being depicted.
b) Any five of:
    - provide accompaniment/rhythm to the song;
    - set the tempo and mood; signal changes in the performance (cues);
    - enhance audience engagement; showcase cultural identity;
    - support the dancers' movements;
    - fill instrumental interludes between verses.

44

a) Any two of: applauding/clapping; cheering; standing ovation; giving positive verbal feedback; ululating.
b) Any two of: current community/national issues; school values; cultural practices; learners' personal experiences; festival theme guidelines.
c) Any two of: voice projection; diction/articulation; timing and pacing; use of space/movement; audience engagement; memorisation of lines.
d)

Part II: Sports

45

a) To ensure all runners cover the same/equal distance around the bend of the track, since outer lanes are longer.
b) Any two of:
    - "On your marks"
    - "Set"; "Go" / starting gun signal.

46 Any four of:

a) accepting the referee's decisions without arguing;
b) not using abusive language towards the referee;
c) listening attentively to instructions;
d) not surrounding/crowding the referee to protest;
e) shaking hands with the referee after the game;
f) reporting concerns calmly through the team captain.

47 — OPTIONAL

a) A water entry activity is a controlled way/technique of getting into the water safely before swimming.
b) Any two of: Step-in entry (stepping feet-first from the poolside into the water); Sit-and-slide entry (sitting on the poolside and sliding into the water); Dive entry (diving head-first into the water, used by advanced swimmers).
c) Backstroke: The swimmer lies on their back; performs an alternating flutter kick with the legs; arms perform an alternating windmill/backward circular motion pulling through the water; the body rotates slightly from side to side; breathing is continuous since the face is above water.

48 — OPTIONAL

a) A tagging game is an indigenous game in which one or more players try to touch (tag) other players who try to avoid being caught.

b) Marking of playing boundaries; selection of the tagger/"it"; rules for tagging and being "safe"; rotation of the tagger role.
The game ends when all players have been tagged or the last player remaining untagged within a set time is declared the winner.
Any two of: promotes physical fitness; develops agility and speed; builds teamwork and social skills; preserves indigenous culture; provides enjoyment/recreation.

Part III: Visual Arts

49

a) using a neutral colour (e.g. white, cream, grey) that does not compete with the artwork;
b) ensuring the mount is proportionate to the artwork's size;
c) the mount frames and protects the edges of the work;
d) the mount draws the viewer's eye to the artwork itself.

50 Any two of:

a) varying the height at which works are hung/placed;
b) grouping artworks by theme or colour;
c) using good lighting to highlight pieces;
d) leaving adequate spacing between works;
e) adding descriptive labels/captions;
f) using a clear pathway for visitors to follow.

51

a) Cover a sheet of paper/card with several bright colours using wax crayons.
b) Cover the coloured layer completely with a dark wax crayon (e.g. black).
c) Use a pointed/sharp tool to scratch a design into the dark top layer, revealing the bright colours beneath.
d) Clean up loose wax and, if desired, spray or fix the artwork.

52

Award up to 10 marks distributed as: Title (2 marks) — a relevant, descriptive title reflecting the beauty of a terraced landscape. Subject matter — identification and discussion of the people/objects/activity depicted and their relationship to each other and to daily life. Use of space — discussion of foreground/middle-ground/background arrangement, positive and negative space and how depth/perspective is created. Marks awarded for depth of analysis and use of correct art vocabulary.

Sample 10

KJSEA PAPER 1 (PROJECT)

Task 1: Visual Arts

Assessment Evidence

The assessor should confirm that the learner:

- Conducts research and makes relevant notes on football emblems.
- Produces sketches showing ideas for the emblem design.
- Creates a football club emblem for an imaginary school team.
- Includes a suitable football club name.
- Uses symbols or imagery that communicate team identity and unity.
- Uses appropriate shapes, colours and lettering.
- Arranges the elements in a balanced and visually appealing way.
- Demonstrates originality and creativity.
- Produces a neat and well-finished emblem.
- Presents the completed emblem during the class exhibition.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Research and sketches	Produces relevant research and clear, creative sketches that strongly inform the final design.	Produces relevant research and clear sketches for the design.	Produces limited research or sketches with some connection to the design.	Provides little or no relevant research or sketches.
Symbols and team identity	Uses highly creative symbols and imagery that clearly communicate team identity and unity.	Uses appropriate symbols and imagery that communicate team identity.	Uses symbols with limited connection to team identity.	Uses inappropriate or unclear symbols.
Shapes, colours and lettering	Combines shapes, colours and lettering exceptionally well to create a strong visual identity.	Uses suitable shapes, colours and lettering effectively.	Uses some suitable elements but with inconsistencies.	Uses shapes, colours or lettering ineffectively.
Layout and creativity	Produces a highly balanced original and visually appealing design.	Produces a balanced and creative design.	Design shows some creativity but has weaknesses in balance or arrangement.	Design is poorly arranged and shows little creativity.

Finishing and craftsmanship	Produces an exceptionally neat, carefully finished emblem with excellent craftsmanship.	Produces a neat and appropriately finished emblem.	Finishing is uneven or partly incomplete.	Emblem is poorly finished or incomplete.

Task 2: Music and Dance

Assessment Evidence

The assessor should confirm that the learner:

- Prepares and performs a two-part round (canon) with a partner or group.
- Maintains correct posture and fingering.
- Demonstrates appropriate breath control and tonguing.
- Maintains a steady tempo while the parts overlap.
- Observes the indicated dynamic markings.
- Coordinates effectively with the other performers.
- Evaluates how well the different parts blend together.
- Performs with appropriate concentration and confidence.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Recorder technique	Demonstrates excellent posture, fingering, breathing and tonguing throughout.	Demonstrates correct posture, fingering, breathing and tonguing.	Demonstrates most techniques correctly but needs occasional correction.	Has significant difficulty applying the required techniques.
Accuracy and tempo	Performs the part accurately while maintaining a very steady tempo throughout the overlapping sections.	Performs the part accurately and maintains a steady tempo.	Makes some errors or occasionally loses the tempo.	Frequently loses the tempo or cannot maintain the assigned part.

Dynamics and expression	Observes all dynamic markings accurately and performs with confident musical expression.	Observes the indicated dynamics appropriately.	Observes some dynamics but inconsistently.	Rarely observes the indicated dynamics.
Coordination and blending	Coordinates exceptionally well and produces a well-balanced blend with the other part.	Coordinates well and blends appropriately with the other part.	Shows some coordination but occasionally disrupts the blend.	Has difficulty coordinating or blending with the other performers.
Evaluation	Gives a clear and specific evaluation of the blend, identifying strengths and areas for improvement.	Clearly evaluates how well the parts blended.	Gives a simple evaluation with limited detail.	Has difficulty evaluating the performance.

Task 3: Theatre

Assessment Evidence

The assessor should confirm that the learner:

- Selects an appropriate short story or folktale.
- Adapts the story into a play script with **at least three characters**.
- Includes suitable dialogue and a clear sequence of events.
- Rehearses a readers'-theatre style performance.
- Uses minimal movement appropriately.
- Uses clear and expressive vocal delivery.
- Varies vocal tone to communicate character and emotion.
- Performs confidently before the class.
- Discusses how vocal tone communicates character and emotion.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations

Script adaptation	Creates a well-developed and creative script with clear characters, dialogue and sequence of events.	Creates a clear script with at least three characters and appropriate dialogue.	Script has characters and dialogue but lacks some development or clarity.	Script is incomplete or does not meet the required character/dialogue requirements.
Vocal expression	Uses excellent variation in tone, pitch, pace and volume to communicate character and emotion.	Uses appropriate vocal expression to communicate character and emotion.	Uses some vocal variation but expression is inconsistent.	Uses limited vocal expression and meaning is often unclear.
Readers'-theatre performance	Performs confidently with excellent coordination, concentration and effective use of minimal movement.	Performs confidently using appropriate minimal movement and concentration.	Shows some preparation but has weaknesses in delivery or coordination.	Shows inadequate preparation and difficulty sustaining the performance.
Characterisation	Creates highly convincing characters through voice and expression.	Communicates character effectively through voice and expression.	Communicates characters with some effectiveness.	Has difficulty communicating character.
Discussion and reflection	Clearly explains how specific vocal techniques communicate character and emotion.	Explains how vocal tone communicates character and emotion.	Gives a basic explanation with limited examples.	Has difficulty explaining the role of vocal tone.

Task 4: Sports

Assessment Evidence

The assessor should confirm that the learner:

- Identifies and researches a Kenyan indigenous game such as bao, ajua or tug of war.
- Records the rules and procedures of the selected game.
- Helps establish or adapt appropriate rules where necessary.
- Improvises or identifies suitable equipment.
- Participates actively and safely in the game.
- Demonstrates relevant skills and teamwork.
- Compares the game's skills and values with those of modern sports.
- Reflects on the importance of preserving Kenyan indigenous games.

CBE Assessment Rubric

Assessment Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Research and knowledge of the game	Demonstrates detailed understanding of the game's origin, rules, procedures and cultural significance.	Demonstrates good understanding of the game's rules and procedures.	Demonstrates partial understanding and requires some guidance.	Demonstrates limited understanding of the game.
Rules and equipment	Effectively establishes/adapts clear rules and creatively prepares suitable equipment.	Establishes/adapts appropriate rules and identifies suitable equipment.	Develops some rules or equipment but requires guidance.	Has difficulty establishing rules or preparing suitable equipment.
Participation and skills	Participates actively and demonstrates excellent skills, teamwork and discipline.	Participates actively and demonstrates appropriate skills and teamwork.	Participates but demonstrates inconsistent skills or teamwork.	Participates minimally or demonstrates poor teamwork and discipline.

Comparison with modern sports	Makes clear and insightful comparisons of skills and values between the indigenous game and modern sports.	Clearly compares relevant skills and values with modern sports.	Makes a basic comparison with limited detail.	Has difficulty making relevant comparisons.
Preservation and reflection	Gives a thoughtful explanation of the cultural importance of preserving indigenous games and suggests practical ways to promote them.	Explains the importance of preserving Kenyan indigenous games.	Gives a simple explanation with limited detail.	Shows limited understanding of the importance of preservation.

KJSEA PAPER 2 (THEORY)

SECTION A: Multiple-choice questions

Q#	Answer	Q#	Answer	Q#	Answer	Q#	Answer
1	**A**	11	**C**	21	**C**	31	**C**
2	**C**	12	**C**	22	**C**	32	**A**
3	**C**	13	**A**	23	**B**	33	**C**
4	**D**	14	**C**	24	**C**	34	**B**
5	**C**	15	**C**	25	**A**	35	**C**
6	**C**	16	**B**	26	**C**	36	**D**
7	**B**	17	**C**	27	**D**	37	**C**
8	**C**	18	**C**	28	**C**	38	**A**
9	**C**	19	**D**	29	**C**	39	**C**
10	**B**	20	**C**	30	**B**	40	**C**

SECTION B: Structured and analysis questions

Part I: Performing Arts

41

Beat 1: Crotchet (Taa); Beat 2: Two quavers (Ta-te); Beat 3: Crotchet (Taa); Beat 4: Crotchet (Taa).

42

Bar 1: crotchet, quaver-quaver, crotchet (1+0.5+0.5+1=3 beats); Bar 2: minim, crotchet, quaver-quaver adjusted to total 3 beats each.

1 mark for each bar correctly totalling 3 beats and 2 marks for correct bar-line placement showing understanding of grouping. Accept any valid regrouping that sums correctly to 3 beats per bar with a bar line correctly placed.

43

a) Any five of the following:
- identify characters/roles;
- show the cultural setting/community;
- enhance visual appeal of the performance;
- support movement and dance;
- create the mood/atmosphere of the piece;
- help the audience follow the story;
- show the occasion being depicted.

b) Any five of:
- provide accompaniment/rhythm to the song;
- set the tempo and mood;
- signal changes in the performance (cues);
- enhance audience engagement;
- showcase cultural identity;
- support the dancers' movements;
- fill instrumental interludes between verses.

44

a) Any two of: applauding/clapping; cheering; standing ovation; giving positive verbal feedback; ululating.
b) Any two of: current community/national issues; school values; cultural practices; learners' personal experiences; festival theme guidelines.
c) Any two of: voice projection; diction/articulation; timing and pacing; use of space/movement; audience engagement; memorisation of lines.

Part II: Sports

45

a) To ensure all runners cover the same/equal distance around the bend of the track, since outer lanes are longer.
b) Any two of: "On your marks"; "Set"; "Go" / starting gun signal.

46

Any four of:
a) accepting the referee's decisions without arguing;
b) not using abusive language towards the referee;
c) listening attentively to instructions;
d) not surrounding/crowding the referee to protest;
e) shaking hands with the referee after the game;
f) reporting concerns calmly through the team captain.

47 - OPTIONAL

i) A water entry activity is a controlled way/technique of getting into the water safely before swimming.
ii) Any two of: Step-in entry (stepping feet-first from the poolside into the water); Sit-and-slide entry (sitting on the poolside and sliding into the water); Dive entry (diving head-first into the water, used by advanced swimmers).
iii) Backstroke: The swimmer lies on their back; performs an alternating flutter kick with the legs; arms perform an alternating windmill/backward circular motion pulling through the water; the body rotates slightly from side to side; breathing is continuous since the face is above water.

48 - OPTIONAL

a) A tagging game is an indigenous game in which one or more players try to touch (tag) other players who try to avoid being caught.
b) Award up to 4 marks for a clear description including: marking of playing boundaries; selection of the tagger/"it"; rules for tagging and being "safe"; rotation of the tagger role.
c) The game ends when all players have been tagged or the last player remaining untagged within a set time is declared the winner.
d) Any two of: promotes physical fitness; develops agility and speed; builds teamwork and social skills; preserves indigenous culture; provides enjoyment/recreation.

Part III: Visual Arts

49

Award up to 5 marks for coverage of: leaving an even border of mount board/card around the artwork; using a neutral colour (e.g. white, cream, grey) that does not compete with the artwork; ensuring the mount is proportionate to the artwork's size; the mount frames and protects the edges of the work; the mount draws the viewer's eye to the artwork itself. 1 mark per valid point, max 5.

50

Any two of: varying the height at which works are hung/placed; grouping artworks by theme or colour; using good lighting to highlight pieces; leaving adequate spacing between works; adding descriptive labels/captions; using a clear pathway for visitors to follow. 2 marks per well-described method, max 4.

51

a) Cover a sheet of paper/card with several bright colours using wax crayons.
b) Cover the coloured layer completely with a dark wax crayon (e.g. black).
c) Use a pointed/sharp tool to scratch a design into the dark top layer, revealing the bright colours beneath.
d) Clean up loose wax and, if desired, spray or fix the artwork.

52

Award up to 10 marks distributed as: Title (2 marks) - a relevant, descriptive title reflecting the bustle of a local market. Subject matter - identification and discussion of the people/objects/activity depicted and their relationship to each other and to daily life. Use of space - discussion of foreground/middle-ground/background arrangement, positive and negative space and how depth/perspective is created. Marks awarded for depth of analysis and use of correct art vocabulary.