English Revision Book

Grade 9

Answers

Kenya Junior School Education Assessment Models Answers

Kenya Junior School Education Assessment Model 1 *(Revision Book pages 147-153)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION (15 Marks)

1. Assessment rubric for marking narrative composition.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Introduction (*2 marks*)	Starts the story in a very interesting way that grabs attention. The introduction clearly introduces the setting, characters or situation. (*2 marks*)	Starts the story well and gives some information about the characters or setting. (*1.5 marks*)	The introduction is simple and not interesting. Details about setting, characters and situation are not clear. (*1 mark*)	It is difficult to identify the introduction as it is unclear or missing most of the required details. (*0.5 marks*)
Body (development of the story) (*2 marks*)	The story is developed fully with clear events, details and ideas. The story is exciting and easy to follow. (*2 marks*)	The story is developed well with clear events, but a few of the events lack sufficient details. (*1.5 marks*)	The story has some events, but they are neither well developed nor clear. (*1 mark*)	The story is difficult to follow. The events are not developed and the story is confusing. (*0.5 marks*)
Conclusion (*2 marks*)	The story ends in a clear and satisfying way. The ending connects well with the story. (*2 marks*)	The story has a clear ending, but it is simple and not captivating. (*1.5 marks*)	The ending is unclear. One struggles to identify it. (*1 mark*)	The story has no ending. (*0.5 marks*)
Paragraphing (*2 marks*)	Organises work into clear paragraphs (introduction, body and conclusion). Each paragraph has one main idea. (*2 marks*)	Uses paragraphs, but some may not be well organised. (*1.5 marks*)	Uses few paragraphs or organise them poorly. (*1 mark*)	Does not use paragraphs correctly or at all. (*0.5 marks*)

Cohesion (flow of ideas) (*2 marks*)	The ideas flow very smoothly. A variety of linking words are used correctly to create a smooth flow. (*2 marks*)	Ideas mostly flow smoothly. Uses a few linking words well. (*1.5 marks*)	Some ideas flow, but connections are weak or repeated. (*1 mark*)	Ideas do not flow well and are difficult to follow. (*0.5 marks*)
Language use (vocabulary and grammar) (*3 marks*)	Uses a wide range of vocabulary and correct sentence structures. The language is vivid and interesting. No mistakes. (*3 marks*)	Uses appropriate vocabulary and mostly correct sentences. The language is mostly plain but communicates clearly. (*2 marks*)	Vocabulary is basic with some words misused. Some sentences have errors. (*1.5 marks*)	Vocabulary is very limited and most of the sentences are incorrect or incomplete. (*1 mark*)
Spelling, punctuation, capitalisation (*2 marks*)	Very few mistakes that are slips. Spelling, punctuation and capitalisation are correct. (*2 marks*)	A few mistakes, but they do not affect clarity and understanding. (*1.5 marks*)	Several mistakes that affect clarity in some parts of the composition. (*1 mark*)	The mistakes are so many that the story is difficult to follow. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) Opening formula of the story: 'One day, …' (*2 marks*)
   (b) Trickster narrative (*1 mark*)
   Reason: Hen tricks Jackal that a pack of dogs is coming, making the Jackal take off hurriedly. (*1 mark*)
   (c) Cunning: To carry out his plan to eat Hen, Jackal cheats her that it is the International Peace Day, so no animal can hurt another. Hen tells Jackal that a pack of dogs is coming, making the Jackal take off hurriedly. (*3 marks*)
   (d) They are farmers. (*1 mark*)
   Explanation: There is the mention of wheat. (*1 mark*)
   (e) Idiophone (*1 mark*)

TASK 3: POETRY (5 marks)

3. (a) The poem is being addressed to society, humanity or people. (*1 mark*)
   (b) (i) Personification: 'The river cries, the forest sighs, hungry axes.' (*1 mark*)
   (ii) Simile: 'Bright and clear like a mirror.' (*1 mark*)
   (*Accept any correctly identified and illustrated stylistic device used in the poem.*)
   (c) Killing animals that live in the river, water pollution, climatic change. (*2 marks*)

TASK 4: PLAY *(10 Marks)*

4. (a) The events are taking place at Zuri Market at 8.00 a.m.
   Award:
   1 mark: Identifies the place as Zuri Market.
   1 mark: Gives the time as 8.00 a.m.
   (b) (i) Caring or loving (*2 marks*)
   Mama Amina is a caring mother because immediately after buying vegetables, she starts looking for her daughter.
   Evidence: 'Amina! Amina! ... Where is she?' This shows that she is concerned about her child's safety.
   (ii) Worried or anxious (*2 marks*)
   Mama Amina becomes very worried when she cannot find Amina.

Evidence: She begins panicking.
'(*Panicking.*) Please help me.'
(*Accept other correct character traits such as responsible or protective, if supported with evidence.*)

(c) The traders respond with concern and kindness by helping Mama Amina search for her daughter.
Examples:
(i) Trader 2 advises Mama Amina to check the nearby stalls.
(ii) Trader 1 volunteers to search where the children are playing.
(iii) Other traders join the search and call out Amina's name.
Award:
1 mark: States that the traders offer help.
1 mark: Gives a relevant example from the play.

(d) Any **one** of the following:
Child safety, community cooperation or unity, parental responsibility, love and care for children.
Best answer:
Child safety: Amina goes missing in the market, causing panic and prompting everyone to search for her.
Award:
1 mark: Identifies the issue.
1 mark: Gives a brief explanation.

TASK 5: NOVELLA *(10 Marks)*

5. (a) The story takes place:
(i) In a school where Wama and Mzee are supervising teaching practice.
(ii) At a nearby town called Iten, specifically at a butcher's shop.
Award 2 marks: Gives any one of the above settings.

(b) (i) Caring or considerate (*2 marks*)
Wama is caring because he reassures his tired and hungry friend and orders food for both of them. He had already ordered beef and ugali for them.
(ii) Humorous or jovial (2 marks)
Wama jokes about his appetite.
"There was enough space and even more to accommodate more than two kilograms."
(*Accept confident, optimistic or thoughtful answer if supported with evidence.*)

(c) Any **two** characters in the story:
(i) Mzee
(ii) The butcher man
Award 1 mark each: Identifies any correct character in the story.

(d) (i) Reason 1 (*1 mark*)
The butcher man received urgent news that cattle rustlers had stolen all his cattle, forcing him to leave immediately.
(ii) Reason 2 (*1 mark*)
He left the meat cooking unattended for four hours. As a result, it got burnt into black charcoal-like pieces, making it impossible to eat.

Kenya Junior School Education Assessment Model 2 *(Revision Book pages 154-161)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION (*15 Marks*)

1. Assessment rubric for marking the friendly letter.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Format (*4 marks*)	All parts are correctly included and well organised: sender's address, date, salutation, body, closing, signature/name. Proper spacing and alignment throughout. (*4 marks*)	All parts are included and correctly arranged. Minor errors in spacing or organisation. (*3 marks*)	Some key parts are missing or wrongly placed. Layout shows some inconsistency. (*2 marks*)	Most parts are missing. Poor or mixed format; letter is not recognisable as a friendly letter. (*1 mark*)
Content (*4 marks*)	Content is clear, engaging and fully developed. All expected points are impressively developed, clear and elegantly organised. (*4 marks*)	Content is relevant and understandable. All expected points are fairly developed and well organised. (*3 marks*)	Content is partly relevant. All expected points are included, but they lack necessary details. (*2 marks*)	Content is unclear, very limited or irrelevant. The points are not identifiable. Organisation is chaotic. (*1 mark*)
Language use (word choice and grammar) (*4 marks*)	Uses a wide range of appropriate vocabulary. Grammar, spelling, punctuation and capitalisation are excellent. (*4 marks*)	Uses suitable vocabulary. Grammar spelling, punctuation and capitalisation are mostly correct. Very few errors. Meaning remains clear. (*3 marks*)	Limited vocabulary. Frequent grammar, spelling, punctuation and capitalisation errors that affect clarity in some parts. (*2 marks*)	Very limited vocabulary. Very frequent grammar, spelling, punctuation and capitalisation errors that make the content difficult to understand. (*1 mark*)
Style (tone, formality informality) (*3 marks*)	Tone is friendly, warm and natural throughout. Clear sense of audience. Informal language used effectively. (*3 marks*)	Generally, the tone is appropriate. Shows friendliness though not natural throughout. (*2 marks*)	Mixed tone; sometimes too formal. (*1 mark*)	Tone is unclear. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) It is a lullaby song. (*1 mark*)
   Explanation: It is meant to sooth a child to sleep. (*1 mark*)
   (b) (i) Farming: Mother went to the farm.
   (ii) Hunting: Father went to hunt.
   Award:
   1 mark: Identifies the economic activity.
   1 mark: Gives a relevant illustration.
   (c) (i) Slowly and softly, to lull the child to sleep.
   (ii) Repeatedly, until the intended purpose is achieved.
   (iii) With a rocking gesture that mimics a gentle sway.
   Award 2 marks: Gives any **two** correct points on how the song should be performed to achieve its intended purpose.
   (d) To create a repetitive rhythm that enhances the calming effect. (*2 marks*)

TASK 3: POETRY *(5 marks)*

3. (a) The speaker is a Kenyan. (*1 mark*)
   Explanation: 'Visit Kenya ... This is our pride, our inheritance and heritage.' (*1 mark*)
   (b) '… crowned in pure white', 'dressed in kingly pink', 'dare the heights', 'The magic of the shores.'
   Award 2 marks: Gives two examples of the use of a metaphor in the poem.
   (c) 'With delightful sights of great and small creatures.' (*1 mark*)

TASK 4: PLAY *(10 Marks)*

4. (a) The tense atmosphere is created by Elfi's demand to see his sons' report cards during dinner. The boys become nervous because they know they have not performed well, making the entire family uncomfortable. (*2 marks*)
   (b) Elfi is disappointed because Kevin performed poorly in school and is also indisciplined.
   Award:
   1 mark: States that Kevin failed in his examinations.
   1 mark: States that Kevin is indisciplined or disrespectful.
   (c) (i) Kevin behaves disrespectfully towards his father. (*2 marks*)
   Evidence: He throws his report card on the table instead of handing it over politely.
   He walks away while his father is talking to him.
   (ii) Defensive or discouraged (*2 marks*)
   Kevin tries to defend himself instead of accepting responsibility.
   Evidence: He says, 'I tried my level best.'
   This shows, he believes he made an effort despite the poor results.
   (*Accept any correctly identified behaviour of Kevin from the play, supported by relevant evidence or examples.*)
   (d) Elfi has a strict and demanding relationship with his sons.
   Although he wants them to succeed academically, he rarely praises them and has very high expectations.
   Evidence:
   (i) He scolds Kevin for failing.
   (ii) He tells Brian that barely passing is not enough.
   (iii) He firmly asks Kevin whether he really wants to study.
   Award:
   1 mark: Identifies the relationship as strict or demanding.
   1 mark: Supports the answer with relevant evidence from the play.

TASK 5: NOVELLA *(10 Marks)*

5. (a) The major theme is family responsibility and care for parents.
   Explanation: Teresia travels to the city hoping her son, Levis, will take care of her because she is sick. The story also shows the expectation that children should support their ageing parents.
   Award:
   1 mark: Identifies the theme.
   1 mark: Explains it using evidence.

(b) (i) Concerned or caring (*2 marks*)
Wilbrodah genuinely cares about Teresia's welfare.
Evidence: She advises Teresia to go to the city so that her son can help her receive treatment. 'If it were me who had a son in the city, I would not suffer in the village.'

(ii) Bold (*2 marks*)
Wilbrodah speaks her mind without fear.
Evidence: She openly criticises Levis for neglecting his mother despite having a good job. She is even nicknamed the village 'loudspeaker', showing that she freely expresses her opinions.
(*Accept any character trait of Wilbrodah, provided that it is supported by evidence from the story.*)

(c) Any sensible advice earns full marks.
Suggested answer:
(i) Inform your son before travelling so that he can prepare to receive you.
(ii) Travel with a relative or trusted companion because you are elderly and unwell.
(iii) Carry your son's exact address and phone number.
(iv) Seek medical treatment at the nearest health facility if possible before making a long journey.
Award:
1 mark: Gives appropriate advice.
1 mark: Gives advice that is relevant to the story.

(d) Main moral lesson: Children should care for and support their parents, especially when they are old or sick.
Other acceptable moral lessons:
(i) We should help people in need.
(ii) We should always prepare well before travelling.
(iii) Good neighbours and friends should support one another.
Award:
1 mark: States the lesson.
1 mark: Gives a brief explanation of the lesson.

Kenya Junior School Education Assessment Model 3 *(Revision Book pages 161-168)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION *(15 Marks)*

1. Assessment rubric for marking the descriptive composition.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Introduction (What am I describing?) (*2 marks*)	Introduces the topic clearly and in an interesting way. The reader knows exactly what is being described. (*2 marks*)	Introduces the topic clearly, but it is not very interesting. (*1.5 marks*)	The introduction is not very clear. (*1 mark*)	The introduction is unclear or missing. (*0.5 marks*)

Description (ideas and details) (*2 marks*)	The topic is fully described with clear and interesting details that help the reader imagine it. (*2 marks*)	The topic is described with some good details. (*1.5 marks*)	Gives a few details in some parts of the composition. Give few or repeat ideas. (*1 mark*)	No evident description of the topic. (*0.5 mark*)
Sensory details (using the senses) (*2 marks*)	Uses sensory details covering all the senses (see, hear, smell, feel, taste) creatively to make the description very clear and vivid. (*2 marks*)	Uses sensory details covering most of the senses. Some parts of the description are clear but not vivid. (*1.5 marks*)	Uses very few sensory details. Some are used well but parts are unclear and hard to understand. (*1 mark*)	Sensory details are lacking. (*0.5 mark*)
Organisation (order of ideas) (*2 marks*)	Ideas are well organised in a spatial order that makes them easy to follow. (*2 marks*)	Ideas are mostly organised in a spatial order that makes the description easy to follow. (*1.5 marks*)	Ideas are not well organised in most parts. (*1 mark*)	Ideas are scattered and confusing. (*0.5 mark*)
Cohesion (flow of ideas) (*2 marks*)	Ideas flow very smoothly. A variety of linking words are used correctly to create a smooth flow. (*2 marks*)	Ideas mostly flow smoothly. Uses a few linking words well. (*1.5 marks*)	Some ideas flow, but connections are weak or repeated. (*1 mark*)	Ideas do not flow well and are difficult to follow. (*0.5 marks*)
Language use (vocabulary and grammar) (*3 marks*)	Uses a wide range of vocabulary and correct sentence structures. The language is vivid and interesting. No mistakes. (*3 marks*)	Uses appropriate vocabulary and mostly correct sentences. The language is mostly plain but communicates clearly. (*2 marks*)	Vocabulary is basic with some words misused. Some sentences have errors. (*1.5 marks*)	Vocabulary is very limited and most of the sentences are incorrect or incomplete. (*1 mark*)
Spelling, punctuation, capitalisation (*2 marks*)	Very few mistakes that are slips. Spelling, punctuation and capitalisation are correct. (*2 marks*)	A few mistakes, but they do not affect clarity and understanding. (*1.5 marks*)	Several mistakes that affect clarity in some parts of the composition. (*1 mark*)	The mistakes are so many that the story is difficult to follow. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) (i) Opening formula: 'Long ago, …' (*1 mark*)
   (ii) Closing formula: 'That is the end of my story.' (*1 mark*)
   (b) (i) The ogre is outwitted by a clever protagonist.
   (ii) The ogre is a gigantic, scary and evil creature.
   (iii) The ogre is greedy and cannibalistic (it eats people).
   (iv) The story has a happy ending, with the ogre being punished.
   (v) The story teaches a moral lesson about the dangers of disobedience.
   Award 2 marks: Gives any two correct features of ogre stories. (*1 mark each*)
   (c) (i) Sipoi (*2 marks*)
   - Disobedient: Goes against his mother's advice not to go far into the forest.
   - Clever: Tricks the ogre and escapes from danger.

   (ii) Ogre (*2 marks*)
   - Greedy: Goes to the village to find bigger people to eat.
   - Gullible: It is easily tricked by Sipoi.

   Award:
   1 mark: Correctly identifies a character trait.
   1 mark: Gives a relevant illustration from the story.
   (d) Any **one** of the following lessons: (*2 marks*)
   (i) Obey your elders.
   (ii) Avoid dangerous places.
   (iii) Use intelligence to overcome danger.

TASK 3: POETRY *(5 marks)*

3. (a) It is a one-stanza poem consisting of seven lines. (*1 mark*)
   (b) Education: One should not only obtain education but also use it to serve those in need.
   Award:
   1 mark: Identifies the issue or theme.
   1 mark: Gives a relevant illustration from the poem.
   (c) (i) Wise: The speaker advises the child to seek education.
   (ii) Caring: The speaker would like the child to obtain education and use it to serve those in need.
   Award:
   1 mark: Correctly identifies a character trait.
   1 mark: Gives a relevant illustration from the poem.

TASK 4: PLAY *(10 Marks)*

4. (a) The play is set at Msafirifafa Company Limited, specifically in the boardroom, where the employees have gathered to meet their new Chief Executive Officer (CEO). (*2 marks*)
   (b) (i) The new boss (Mr David)
   - Fair or just: Mr David promises to treat all employees equally and fairly. (*1 mark*)
   - Cooperative, understanding and open-minded: He is willing to listen to employees' opinions and work together with them. (*1 mark*)
   (*Accept any correct character trait, supported by relevant evidence from the play.*)

   (ii) Employees
   - Anxious or worried: The employees are nervous because they do not know what kind of leader the new CEO will be. (*1 mark*)
   - Respectful or cooperative: They welcome the new CEO politely and promise to work with him. (*1 mark*)
   (*Accept any correct character trait, supported by relevant evidence from the play.*)

   (c) The employees are uneasy because:
   (i) They have heard rumours that the new CEO is strict, severe and uncompromising.
   (ii) They are sad that their former boss, Mr Mugaisi, has left because they liked him.
   (iii) They fear the changes that the new management may bring.
   Award:

1 mark: Fear of the new boss because of rumours.
1 mark: They miss and admire the former CEO.

(d) (i) Respect: The value of respect is shown when Mr David tells the employees that respect should exist between employers and employees.

(ii) Teamwork: Mr David encourages the employees to work together for the success of the company.
Award:
1 mark: Identifies a value. (*1 mark*)
1 mark: Explains how the value is portrayed in the play. (*1 mark*)

TASK 5: NOVELLA *(10 Marks)*

5. (a) Any suitable title that reflects the main idea earns full marks.
Examples:
(i) The young agribusiness entrepreneur (best answer)
(ii) From graduate to successful farmer
(iii) The agribusiness success story
(iv) Mark's journey to success
(v) Success through agribusiness
Award 2 marks: Gives an appropriate and relevant title.

(b) (i) Hardworking or industrious (*2 marks*)
Mark works hard to transform a small backyard into a successful agribusiness.
Evidence:
- He grows tomatoes, carrots, kales and keeps rabbits for meat and produces organic fertiliser.
- The business eventually attracts many regular customers.

(ii) Innovative, creative or enterprising (*2 marks*)
He uses the limited space available to start an agribusiness instead of waiting for formal employment.
Evidence:
- He starts tomato farming, rabbit keeping and vegetable farming in the backyard.
- Uses rabbit urine to make natural fertiliser.

(*Accept ambitious, determined or resourceful if supported with evidence from the story.*)

(c) Customers prefer Mark's products because:
(i) They are grown using organic (natural) fertiliser, making them healthier.
(ii) The fruits and vegetables are fresh and of good quality.
Award 1 mark for each correct reason.

(d) Suggested answer:
(i) Yes. Although Mark studied Tourism, his university education equipped him with knowledge, confidence, creativity and problem-solving skills that helped him manage and grow a successful agribusiness. His success shows that education can be applied in different careers.
(ii) Also accept 'no' if well justified. For example, that his success mainly came from hard work, innovation and his father's support rather than the specific Tourism degree.
Award:
1 mark: States a position (yes or no).
1 mark: Gives a logical reason.

Kenya Junior School Education Assessment Model 4 *(Revision Book pages 168-175)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION *(15 Marks)*

1. Assessment rubric for marking the letter of apology.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Format (*4 marks*)	All parts of a formal letter are correctly presented: sender's address, date, recipient's address, salutation (for example, *Dear Sir* or *Dear Madam*), subject (if used), well-organised paragraphs, formal closing (for example, *Yours sincerely* or *Yours faithfully*), name and signature. Neat and well-arranged layout. (*4 marks*)	Most parts of the formal letter are present. Minor omissions (for example, subject line or spacing). Layout is generally correct and readable. (*3 marks*)	Some parts of the formal letter are missing (for example, address or closing). Organisation is weak; layout may be confusing. (*2 marks*)	Very few or no correct parts of a formal letter. Poor layout; not recognisable as a formal letter. (*1 mark*)
Content (*4 marks*)	Clearly states the purpose. Gives a sincere apology. Honestly, explains what happened. Takes responsibility. Expresses regret and shows understanding of consequences. Offers to make amends or promises improvement. Tone is respectful and appropriate throughout. (*4 marks*)	Apology is clear, but may lack some details. Explanation is given, but not fully developed. Responsibility is shown, but not strongly. Tone is generally appropriate. (*3 marks*)	Apology is unclear or weak. Limited explanation. May avoid responsibility. Lacks sincerity or important details. Tone sometimes is inappropriate. (*2 marks*)	No clear apology. Content is off-topic or incomplete. No explanation or responsibility. Tone is inappropriate (for example, blaming others or rude). (*1 mark*)
Language use (word choice and grammar) (*4 marks*)	Uses formal and polite language consistently. Sentences are clear, varied and well-constructed. Uses a wide range of appropriate vocabulary (for example, *I sincerely apologise*, *I regret my actions*). Spelling, punctuation and capitalisation are excellent. (*4 marks*)	Uses formal language. Sentences are mostly correct. There is some variety in sentences. Spelling, punctuation and capitalisation are mostly correct. Very few errors that do not affect meaning. (*3 marks*)	Limited use of formal language. Simple or repetitive sentences. Limited vocabulary used. Frequent grammar, spelling, punctuation and capitalisation errors that affect clarity in some parts. (*2 marks*)	Some informal or inappropriate language used (for example, slang). Very limited vocabulary. Very frequent grammar, spelling, punctuation and capitalisation errors that make the content difficult to understand. (*1 mark*)

Style (polite tone) (*3 marks*)	Tone is polite, respectful and mature. (*3 marks*)	Tone is generally polite. (*2 marks*)	There is informal tone in some parts of the letter. (*1 mark*)	Tone is unclear and careless (informal or even rude) in some parts. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) He always won battles, thereby defending his people. (*2 marks*)
   (b) (i) Lwanda Magere (*2 marks*)
   - Trusting: He was not cautious about telling his truth to his second wife, even after being warned by his first wife.
   - Stubborn: He did not listen to the warning given by his first wife.

   (ii) New wife (*2 marks*)
   - Scheming, unfaithful or disloyal: She got married in order to discover Lwanda Magere's secret. When she learnt what it was, she ran back to her people.

   Award:
   1 mark: Identifies a character trait.
   1 mark: Illustrates the character trait.

   (c) Direct speech: 'This woman may be spying on you,' or 'Cut there.'
   Award:
   1 mark: Identifies the feature of style.
   1 mark: Illustrates the feature of style.

   (d) (i) Even strong people have weaknesses.
   (ii) Trusting the wrong person can lead to danger.
   (iii) Heroes are people who do something great for their community.
   (iv) Heroes are remembered for their courage.
   Award 2 marks: Any one lesson.

TASK 3: POETRY *(5 marks)*

3. (a) To prepare oneself to be of use to others. (*1 mark*)
   (b) It emphasises the need to prepare oneself for life. (*1 mark*)
   (c) Metaphor: 'Fill your cup' or '… cup that the world desires to drink from.' (*2 marks*)
   (d) We should develop ourselves to be useful and valuable to others when they need us. (*1 mark*)

TASK 4: PLAY *(10 Marks)*

4. (a) (i) Place setting: The play is set in a girls' boarding school, particularly inside a dormitory. This is where Fiona, Sarah and Joyce secretly gather to eat and share sweets and biscuits. (*0.5 marks*)
   (ii) Time setting: The events take place at 5.00 p.m., immediately after the final school bell has rung. This is shown in the stage direction: 'It is 5.00 p.m., the final bell has just rung.' (*0.5 marks*)

   (b) Fiona, Sarah and Joyce act secretly because they have smuggled sweets and biscuits into the school, which are prohibited by the school rules. (*2 marks*)
   Evidence from the play includes:
   (i) Fiona tells Sarah, 'Shhh! Be quiet Sarah, they are going to hear us.'
   (ii) Joyce says that they should hurry before someone catches them.
   (iii) Fiona had hidden the snacks 'in a very safe place.'
   (iv) When they hear footsteps, Sarah quickly removes the sweet from her mouth and hides it in her pocket.
   These actions show that they know they are breaking school rules and fear being caught.

   (c) Any **two** well-supported character traits of Sarah earns full marks (*3 marks*)
   (i) Generous: Sarah willingly shares her sweets with Joan. She tells her, 'Here, have some' and later allows her to take a packet of biscuits. This shows that she likes sharing with others.

(ii) Disobedient: Sarah knowingly breaks school rules by sneaking sweets and biscuits into school and distributing them to other learners despite knowing they are prohibited.

(iii) Secretive: Sarah hides the sweets under her suitcase and quickly hides the sweet in her pocket when she hears footsteps. This shows that she keeps her activities hidden from school authorities.

(iv) Friendly: Sarah welcomes Joan into the group after Fiona questions her presence. She reassures her friends by saying, 'It is okay. I know her.' This shows she is welcoming and approachable.

(d) Any **one** of the following themes earns full marks. (*1 mark*)

(i) Disobedience: The girls knowingly break school rules by bringing sweets and biscuits into school despite them being prohibited.

(ii) Peer influence: Joan initially refuses the sweets because she knows they are against the school rules. However, after being persuaded by Sarah and the others, she finally accepts them, showing how friends can influence one's decisions.

(iii) Discipline and punishment: The school matron catches the girls with the prohibited items and orders them to follow her to the deputy head teacher's office. This demonstrates that breaking school rules attracts punishment.

(iv) Dishonesty: The girls hide the sweets and remain silent when questioned by Miss Nancy, showing a lack of honesty.

(v) Temptation: Joan initially resists taking the sweets but later gives in after seeing and tasting them, illustrating how temptation can lead people into wrongdoing.

(e) (i) Learners should obey school rules and regulations. School rules are meant to maintain order and discipline. Fiona, Sarah and Joyce ignore these rules by bringing prohibited items into school. As a result, they are caught and taken to the deputy head teacher's office. This teaches learners that disobedience has consequences. (*1.5 marks*)

(ii) Learners should avoid negative peer influence. Joan initially knows that the sweets are prohibited in school but she allows herself to be persuaded by her friends. She ends up being caught together with them. Learners should stand firm and refuse to be influenced into doing what is wrong. (*1.5 marks*)

Other acceptable lessons include:

- Always tell the truth because dishonesty eventually leads to trouble.
- Choose friends wisely because bad company can lead to poor decisions.
- Think carefully before making decisions, as every choice has consequences.
- Doing the right thing, even when others disagree, helps one to avoid unnecessary problems.

TASK 5: NOVELLA *(10 Marks)*

5. (a) The news that spread through the village of Katundu was the death of Mr Juma. His death filled the whole village with grief and many villagers gathered to mourn him. (*2 marks*)

(b) (i) Kind and generous (*1 mark*)
Mr Juma helped many people through his generosity.
Evidence: His generosity and wise advice had touched many lives.

(ii) Wise and respected (*1 mark*)
He advised people to value unity and kindness.
Evidence: He always talked about the importance of unity and being kind, making him highly respected in Katundu.
(*Accept wealthy if supported with evidence from the story.*)

(c) Before his own death, Mr Juma lost his wife. She had succumbed to a deadly

disease during an outbreak.
Evidence: 'Not long ago, the village had buried Mr Juma's wife, who had succumbed to a deadly disease during an outbreak.'
Award:
1 mark: His wife died.
1 mark: She died from a deadly disease during an outbreak.

(d) The story presents family conflict over inheritance.
Explanation: After Mr Juma's death, his children and grandchildren quarrel over who should inherit the largest share of his land and cattle.
Evidence: 'Everyone wanted to have the largest piece of land.'
This disagreement almost destroyed the unity of the family.
Award:
1 mark: Identifies the conflict.
1 mark: Explains it with evidence.

(e) (i) Main moral lesson: Unity and love are more valuable than material wealth.
Explanation: The family realises that greed almost destroyed their relationship and they eventually agree to share the inheritance peacefully.

(ii) Other acceptable lessons:
- Greed destroys families.
- Families should solve conflicts peacefully.
- We should honour the wishes of our parents.
- Kindness and unity leave a lasting legacy.

Award:
1 mark: States the moral lesson.
1 mark: Gives a brief explanation of the moral lesson.

Kenya Junior School Education Assessment Model 5 *(Revision Book pages 175-182)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION *(15 Marks)*

1. Assessment rubric for marking the narrative composition.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Introduction (*2 marks*)	Starts the story in a very interesting way that grabs attention. The introduction clearly introduces the setting, characters or situation. (*2 marks*)	Starts the story well and gives some information about the characters or setting. (*1.5 marks*)	The introduction is simple and not interesting. Details about setting, characters and situation are not clear. (*1 mark*)	It is difficult to identify the introduction as it is unclear or missing most of the required details. (*0.5 marks*)

Body (development of the story) (*2 marks*)	The story is developed fully with clear events, details and ideas. The story is exciting and easy to follow. (*2 marks*)	The story is developed well with clear events, but a few of the events lack sufficient details. (*1.5 marks*)	The story has some events, but they are neither well developed nor clear. (*1 mark*)	The story is difficult to follow. The events are not developed and the story is confusing. (*0.5 marks*)
Conclusion (*2 marks*)	The story ends in a clear and satisfying way. The ending connects well with the story. (*2 marks*)	The story has a clear ending, but it is simple and not captivating. (*1.5 marks*)	The ending is unclear. One struggles to identify it. (*1 mark*)	The story has no ending. (*0.5 marks*)
Paragraphing (*2 marks*)	Organises work into clear paragraphs (introduction, body and conclusion). Each paragraph has one main idea. (*2 marks*)	Uses paragraphs, but some may not be well organised. (*1.5 marks*)	Uses few paragraphs or organise them poorly. (*1 mark*)	Does not use paragraphs correctly or at all. (*0.5 marks*)
Cohesion (flow of ideas) (*2 marks*)	The ideas flow very smoothly. A variety of linking words are used correctly to create a smooth flow. (*2 marks*)	Ideas mostly flow smoothly. Uses a few linking words well. (*1.5 marks*)	Some ideas flow, but connections are weak or repeated. (*1 mark*)	Ideas do not flow well and are difficult to follow. (*0.5 marks*)
Language use (vocabulary and grammar) (*3 marks*)	Uses a wide range of vocabulary and correct sentence structures. The language is vivid and interesting. No mistakes. (*3 marks*)	Uses appropriate vocabulary and mostly correct sentences. The language is mostly plain but communicates clearly. (*2 marks*)	Vocabulary is basic with some words misused. Some sentences have errors. (*1.5 marks*)	Vocabulary is very limited and most of the sentences are incorrect or incomplete. (*1 marks*)
Spelling, punctuation and capitalisation (*2 marks*)	Very few mistakes that are slips. Spelling, punctuation and capitalisation are correct. (*2 marks*)	A few mistakes, but they do not affect clarity and understanding. (*1.5 marks*)	Several mistakes that affect clarity in some parts of the composition. (*1 mark*)	The mistakes are so many that the story is difficult to follow. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) Any **two** points:
   (i) The story has an opening formula: 'Long ago, …'
   (ii) It has simple direct narration.
   (iii) It has direct speech.
   Award 2 marks: Any two correct identifications.

(b) It is a dilemma narrative. It explains why the elders were left to decide which of Makali's three wives deserved the greatest praise after each contributed differently to saving his life.
Award:
1 mark: Correct identification of the type of oral narrative.
1 mark: Appropriate illustration of the answer.

(c) Any **three** main events:
(i) Makali gets lost.
(ii) Akinyi dreams about his whereabouts.
(iii) Two of his wives go looking for Makali, but they find him lying lifeless.
(iv) The third wife heals him.
(v) Makali asks the elders who among his wives deserves the greatest praise.
Award 1 mark for each correct event. (*Maximum: 3 marks*)

(d) Dialogue: 'I believe Makali is in danger.' 'Then, we must go and find him.'
Award:
1 mark: Identifies a feature of style.
1 mark: Illustrates the feature of style.

(e) Any **one** of the following lessons:
(i) Cooperation or teamwork solves problems better.
(ii) People are gifted differently, so we should value their different skills.
(iii) Unity is strength.
Award 1 mark: Any one well-reasoned answer.

TASK 3: POETRY *(5 marks)*

3. (a) (i) An adolescent needs support or strength: 'Hold my hand and teach me to be strong.'
(ii) An adolescent need self-discovery: '… in my search for identity.'
Award 2 marks for any two correct points.

(b) It reveals the subject of the poem. (*1 mark*)

(c) (i) A metaphor: 'I am a traveller upon the journey of life.' (*1 mark*)
(ii) A simile: 'Like a river, flowing with changing tides or like a bird still in the nest.' (*1 mark*)

TASK 4: PLAY *(10 Marks)*

4. (a) The events take place at Nero and his father's favourite restaurant in Nakuru, where they usually stop to eat whenever their bus makes a stop.
Award:
1 mark: Nakuru
1 mark: Inside a restaurant or eating place where passengers stop for refreshments.

(b) The main style used is dialogue.
Explanation: The story is mainly developed through conversations between Nero, his father and the waiter.
Award:
1 mark: Identifies dialogue.
1 mark: Gives a correct explanation.

(c) (i) Materialistic (*2 marks*)
He wants the expensive Tropical Thunder drink.
(ii) Humorous or cheerful (*2 marks*)
He jokes with his father by saying that all the waiters wear the same uniform, so he cannot tell them apart.
(*Any two well-supported traits score full marks.*)

(d) (i) He refuses to buy Nero the expensive Tropical Thunder drink.
Evidence: He corrects Nero when he says, 'the usual.'
Award:
1 mark: Identifies that the father is strict.
1 mark: Gives one relevant evidence.

TASK 5: NOVELLA *(10 Marks)*

5. (a) The trip was announced by Mrs Wanjiku, the Grade Six class teacher. (*1 mark*)

(b) Any **three** items: Notebook, camera (*if they had one*), comfortable clothes, drinking water, packed lunch.
Award 1 mark each. (*Maximum 3 marks*)

(c) (i) Simile: The learners were as eager as a beaver. (*1 mark*)

(ii) Proverb: The early bird catches the worm. (*1 mark*)

(d) Any **two** of the following:
- (i) They help learners to gain practical knowledge outside the classroom.
- (ii) They enable learners to observe and study things in their natural environment.
- (iii) They make learning enjoyable and memorable.
- (iv) They promote appreciation of wildlife and environmental conservation.
- (v) They improve social interaction and teamwork among learners.

Award 1 mark each. (*Maximum 3 marks*)

(e) Any **one** of the following:
- (i) Remind your parents to pay for the trip.
- (ii) Carry a notebook.
- (iii) Carry a camera if you have one.
- (iv) Wear comfortable clothes.
- (v) Carry drinking water.
- (vi) Carry a packed lunch.

Award 2 marks: Gives a correct instruction and states it correctly.

Kenya Junior School Education Assessment Model 6 *(Revision Book pages 183-190)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION *(15 Marks)*

1. Assessment rubric for marking the letter of application.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Format (*4 marks*)	All parts of a formal letter are correctly presented: sender's address, date, recipient's address, salutation and closing. Well-organised paragraphs, formal closing, name and signature. Clear paragraphing and neat presentation. (*4 marks*)	All parts of the formal letter are present. Layout is generally correct. (*3 marks*)	Some parts of the letter are missing. Organisation is weak. Paragraphing is unclear. Layout incorrect in some parts (for example, missing subject line or spacing). (*2 marks*)	Very few or no correct parts of a formal letter. Poor layout; not recognisable as a formal letter. (*1 mark*)

Content (*4 marks*)	Clearly states the purpose of writing. Includes all required details: personal information, preferred opportunity and strong reasons for applying. Ideas are well developed and relevant. (*4 marks*)	States the purpose clearly and includes most required details. Reasons are given, but not fully explained. (*3 marks*)	Purpose is unclear or incomplete. Some important details are missing. Reasons are weak or not well explained. (*2 marks*)	Purpose is missing or unclear. Very few relevant details provided. No clear reasons for applying. (*1 mark*)
Language use (vocabulary and grammar) (*4 marks*)	Uses formal and polite language consistently. Sentences are clear, varied and well-constructed. Uses a wide range of appropriate vocabulary. Spelling, punctuation and capitalisation are excellent. (*4 marks*)	Uses formal language. Sentences are mostly correct. There is some variety in sentence. Spelling, punctuation and capitalisation are mostly correct. Very few errors that do not affect meaning. (*3 marks*)	Limited use of formal language. Simple or repetitive sentences. Limited vocabulary. Frequent grammar, spelling, punctuation and capitalisation errors that affect clarity in some parts. (*2 marks*)	Some informal or inappropriate language used (for example, slang). Very limited vocabulary. Very frequent grammar, spelling, punctuation and capitalisation errors that make the content difficult to understand. (*1 mark*)
Style (polite tone) (*3 marks*)	Uses a polite, formal and respectful tone throughout. Expressions are appropriate for an application letter. Shows enthusiasm and confidence. (*3 marks*)	Tone is generally polite. An informal expression may appear. Enthusiasm is not expressed successfully throughout. (*2 marks*)	Informal tone in some parts of the letter. Limited expression of interest. (*1 mark*)	Tone is unclear and careless (informal or even rude) in some parts. No sense of seriousness is shown. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) The narrative explains why the Dog lives with the Man and why the Jackal lives in the wild.
Evidence: 'That is why the Jackal still wanders alone while the Dog lives with people.'
Award:
1 mark: Identifies the type of oral narrative.
1 mark: Gives appropriate explanation.

(b) (i) The Dog (*2 marks*)
- Brave or courageous: Goes to the village despite fear of human beings.
- Honest: He admits that he does not want to return to the bush.
- Practical: He goes where his problems can be solved.

Award:
1 mark: Identifies a character trait.
1 mark: Gives appropriate illustration.

(ii) The Man (*2 marks*)

Kind or compassionate: He allows the Dog to warm himself by the fire.

Award:

1 mark: Identifies a character trait.

1 mark: Gives appropriate illustration.

(c) Any **one** of the following lessons:

(i) We learn that taking risks can lead to better opportunities.

(ii) Honesty is rewarded, as the Dog is allowed to stay with the Man.

(iii) Bravery and determination are often rewarded with success.

Award 2 marks: Any one correct point.

(d) (i) An opening formula: 'Long ago, …' (*1 mark*)

(ii) A closing formula: 'That is why the Jackal still wanders alone while the Dog lives with people.' (*1 mark*)

TASK 3: POETRY *(5 marks)*

3. (a) An adult speaking to the young, probably teenagers.

Illustration: 'You call us adults but treat us as children.'

Award:

1 mark: Identifies the two speakers.

1 mark: Gives appropriate illustration for each.

(b) (i) The adults express disappointment that the young are angry, cruel and vicious towards each other. (*1 mark*)

(ii) The young blame their actions on the example they have learnt from adults. (*1 mark*)

(c) Any **one** of the following:

(i) Simile: 'Tear at each other like hungry predators.'

(ii) Metaphor: 'Uproot a seed or preach water and drink wine.'

(iii) Repetition: 'You' emphasises accusation.

Award 1 mark: Gives any one stylistic device.

TASK 4: PLAY *(10 Marks)*

4. (a) (i) Place: The play is set in the bride's home, inside the main house, where the dowry negotiations are taking place. (*1 mark*)

(ii) Time: It is mid-morning during a traditional dowry payment ceremony. (*1 mark*)

(b) (i) Arrogant or boastful (*2 marks*)

- Juma boasts about the many animals they have brought and expects to be treated like royalty.
- He even says they can leave the bride if they are not treated well.

(ii) Humorous, outspoken or bold (*2 marks*)

- He speaks loudly without fear despite Uncle Taabu warning him.
- He openly jokes that Sande can marry two wives because they have brought 13 heads of cows.

Award:

2 marks: Identifies the character traits.

2 marks: Gives an appropriate description for each.

(c) Any **two** characters in the play:

(i) Uncle Taabu

(ii) Aunt Nerima

(iii) Sande

(iv) Owiti

(v) Seline

Award 1 mark for each correct character identified. (*Maximum 2 marks*)

(d) How are modern and traditional culture depicted in the play? (*2 marks*)

(i) Traditional culture: The families meet to negotiate and pay dowry using cattle before the marriage. (*1 mark*)

(ii) Modern culture: Sande insists on marrying only one wife because he is a Christian and Owiti rejects dowry, saying that his daughter is not for sale. (*1 mark*)

TASK 5: NOVELLA *(10 Marks)*

5. (a) (i) Time setting: The events occur during lunch time, dinner time and family prayer time, showing when the conflict happens. (*1 mark*)

(ii) Place setting: The story is set at Mike and Mitchelle's home, mainly in

the dining area where the family is eating. (*1 mark*)

(b) Identify the type of language style used in the story. (*2 marks*)

(i) Dialogue (conversation): The characters speak directly to one another.

(ii) Flashback: Mitchelle remembers how the issue of mobile phones first began.

Award 1 mark for each correct response. (*Maximum 2 marks*)

(c) Any **two** well-explained qualities:

(i) Responsible (*2 marks*)

- She wants her daughters to use mobile phones responsibly.
- She insists they should not use mobile phones during meals, prayers or carry them to school.
- She confiscates the mobile phones when the girls ignore dinner.
- She sets clear rules despite opposition.

(*Accept caring, wise, concerned, protective, principled or strict if well supported with evidence from the story.*)

(ii) Disciplined or firm (*2 marks*)

(d) Mitchelle acted more responsibly.

Examples:

(i) She opposed giving young children mobile phones.

(ii) She ensured family members focused on meals instead of mobile phones.

(iii) She banned mobile phones during family prayer.

(iv) She did not allow the children to carry mobile phones to school.

Award:

1 mark: Identifies Mitchelle as the more responsible parent.

1 mark: Gives a relevant example.

Kenya Junior School Education Assessment Model 7 *(Revision Book pages 191-198)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION *(15 Marks)*

1. Assessment rubric for the marking narrative composition.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Introduction (*2 marks*)	Starts the story in a very interesting way that grabs attention. The introduction clearly introduces the setting, characters or situation. (*2 marks*)	Starts the story well and gives some information about the characters or setting. (*1.5 marks*)	The introduction is simple and not interesting. Details about setting, characters and situation are not clear. (*1 mark*)	It is difficult to identify the introduction as it is unclear or missing most of the required details. (*0.5 marks*)

Body (development of the story) (*2 marks*)	The story is developed fully with clear events, details and ideas. The story is exciting and easy to follow. (*2 marks*)	The story is developed well with clear events, but a few of the events lack sufficient details. (*1.5 marks*)	The story has some events, but they are neither well developed nor clear. (*1 mark*)	The story is difficult to follow. The events are not developed and the story is confusing. (*0.5 marks*)
Conclusion (*2 marks*)	The story ends in a clear and satisfying way. The ending connects well with the story. (*2 marks*)	The story has a clear ending, but it is simple and not captivating. (*1.5 marks*)	The ending is unclear. One struggles to identify it. (*1 mark*)	The story has no ending. (*0.5 marks*)
Paragraphing (*2 marks*)	Organises work into clear paragraphs (introduction, body and conclusion). Each paragraph has one main idea. (*2 marks*)	Uses paragraphs, but some may not be well organised. (*1.5 marks*)	Uses few paragraphs or organise them poorly. (*1 mark*)	Does not use paragraphs correctly or at all. (*0.5 marks*)
Cohesion (flow of ideas) (*2 marks*)	The ideas flow very smoothly. A variety of linking words are used correctly to create a smooth flow. (*2 marks*)	Ideas mostly flow smoothly. Uses a few linking words well. (*1.5 marks*)	Some ideas flow, but connections are weak or repeated. (*1 mark*)	Ideas do not flow well and are difficult to follow. (*0.5 marks*)
Language use (vocabulary and grammar) (*3 marks*)	Uses a wide range of vocabulary and correct sentence structures. The language is vivid and interesting. No mistakes. (*3 marks*)	Uses appropriate vocabulary and mostly correct sentences. The language is mostly plain but communicates clearly. (*2 marks*)	Vocabulary is basic with some words misused. Some sentences have errors. (*1.5 marks*)	Vocabulary is very limited and most of the sentences are incorrect or incomplete. (*1 mark*)
Spelling, punctuation and capitalisation (*2 marks*)	Very few mistakes that are slips. Spelling, punctuation and capitalisation are correct. (*2 marks*)	A few mistakes, but they do not affect clarity and understanding. (*1.5 marks*)	Several mistakes that affect clarity in some parts of the composition. (*1 mark*)	The mistakes are so many that the story is difficult to follow. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) (i) To praise. (*1 mark*)

(ii) A wife praises her husband for his hard work and achievements. (*1 mark*)

Award:
1 mark: Identifies the purpose of the song.
1 mark: Explains the purpose of the song.

(b) Appreciative. The speaker is proud of her husband and praises him for his hard work and achievements. (*2 marks*)
Award:
1 mark: Identifies a character trait of the speaker.
1 mark: Illustrates the character trait of the speaker.

(c) Any **one** of the following:
(i) 'All those who have never seen a house roofed with metal, come and see!' Expresses wonder or pride.
(ii) 'My husband is not someone to play around with!' Emphasises respect or how proud of her husband she is.
(iii) 'Let us eat this cow, let us drink this porridge together!' Emphasises excitement and joy.

Award:
1 mark: Identifies an exclamation from the song.
1 mark: Gives the effect of the exclamation.

(d) (i) She praises him. She says that her husband is not someone to play around with!
(ii) She is proud of his work. She says that he has built a magical house.

Award 1 mark: Gives each correct point. (*Maximum 2 marks*)

(e) Any **one** of the following:
(i) Work is important because it brings income. Since the husband toils, the wife has everything she needs.
(ii) Work improves family life. The wife is happy and lives comfortably as a result of her husband's hard work.

Award 2 marks: Gives any one well-explained lesson.

TASK 3: POETRY *(5 marks)*

3. (a) The speaker is a learner. He or she says, 'We learn, we practise, we pursue what we have learnt,' showing that the speaker is one of the learners being taught values. (*2 marks*)
(i) 1 mark: Identifies the speaker.
(ii) 1 mark: Illustrates the answer using evidence from the poem.

(b) In praise of values (*1 mark*)

(c) (i) Make us different from those who do not have values. (*1 mark*)
(ii) Before acting, consider potential outcomes of actions and choices made. (*1 mark*)

TASK 4: PLAY *(10 Marks)*

4. (a) The main issue discussed in the play is talent development, self-confidence or unity. Amina lacks confidence and fears performing before an audience. However, with Joy's encouragement and support, she gains confidence, performs her poem successfully and receives recognition.
Evidence from the play:
(i) Amina says, 'I am not sure I really want to do this.'
(ii) Joy encourages her by saying, 'I believe in you.'
(iii) Amina later performs her poem and receives loud applause.

Award:
1 mark: Identifies the issue (self-confidence or talent development).
1 mark: Explains it using evidence from the play.

(b) (i) Amina
- Shy or lacks confidence (*1 mark*)
At first, Amina doubts her ability to perform before an audience.
Evidence: She says, 'I am not sure I really want to do this.' She also says, 'What if I go up there and everything falls apart?'
- Determined, brave or courageous (*1 mark*)
Despite her fear, Amina gathers courage, performs her poem and succeeds.
Evidence: She recites 'A Phoenix Reborn' before the audience and receives deafening applause.
(*Accept talented or hardworking if supported with evidence from the play.*)

(ii) Joy
- Supportive or encouraging (*1 mark*)
Joy encourages Amina not to give up.

Evidence: She tells Amina, 'I believe in you.' She also rehearses the poem together with Amina.

- Caring or loyal (*1 mark*)
  Joy stays with Amina throughout the preparation and celebrates her success.
  Evidence: She hugs Amina after the performance and says, 'I told you that you could do it! I am so proud of you.'

(*Accept kind or helpful if supported with evidence from the play.*)

(c) Other characters who performed well are:
(i) John Tado
(ii) Monica Neema
Award 1 mark: Each correct response. (*Maximum 2 marks*)

(d) (i) We should believe in ourselves because confidence helps us achieve success. (*1 mark*)
Evidence: Amina overcomes her fear and performs excellently.
(ii) We should encourage and support others because our encouragement can help them succeed. (*1 mark*)
Evidence: Joy's support gives Amina the courage to perform.
Other acceptable lessons:
- Develop your talents.
- Hard work and practice lead to success.
- True friends encourage one another.

Award 1 mark: Each correct response. (*Maximum 2 marks*)

TASK 5: NOVELLA *(10 Marks)*

5. (a) The narrator had been imprisoned because he committed robbery. He admits that he stole because of greed and the desire for easy money.
Evidence: The narrator says, 'I had been sentenced for three years due to robbery. A mistake that I made because of my greed and want for easy money.'
Award:
1 mark: He committed robbery.
1 mark: It was caused by greed and the desire for easy money.

(b) The narrator served three years in prison. Evidence: The narrator says, 'I had been sentenced for three years.' (*1 mark*)

(c) After leaving prison, the narrator walked to the bus stop carrying only a release certificate and 30 shillings. At the bus stop, people stared at him uncomfortably, making him feel rejected and judged because they viewed him as an ex-convict. This made him fear what his future would be.
Evidence: The narrator says, 'The uncomfortable stares from people had me hoping that Messiah was coming to save us that moment.' 'To them, I was a convict.'
Award:
1 mark: People stared at and judged him.
1 mark: He felt rejected, afraid and hopeless.

(d) The narrator's uncle owned a carpentry business (workshop).
Evidence: The narrator says, 'My uncle, who had a small carpentry business.'
Award:
1 mark: Carpentry business.
1 mark: Gives an illustration from the story.

(e) The narrator believed in second chances because:
(i) His uncle accepted and supported him instead of rejecting him after prison. (*1 mark*)
(ii) He learnt carpentry skills, became creative and improved with practice. (*1 mark*)
(iii) He began receiving orders from many customers and later opened his own furniture shop, 'Second Chance Furniture'. This proved that he could rebuild his life despite his past mistakes. (*1 mark*)
Evidence: The narrator says, 'I received orders from different clients and that is when I believed in second chances.'

Kenya Junior School Education Assessment Model 8 *(Revision Book pages 198-205)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION *(15 Marks)*

1. Assessment rubric for marking the descriptive composition.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Introduction (What am I describing?) (*2 marks*)	Introduces the topic clearly and in an interesting way. The reader knows exactly what is being described. (*2 marks*)	Introduces the topic clearly, but it is not very interesting. (*1.5 marks*)	The introduction is not very clear. (*1 mark*)	The introduction is unclear or missing. (*0.5 marks*)
Description (ideas and details) (*2 marks*)	The topic is fully described with clear and interesting details that help the reader imagine it. (*2 marks*)	The topic is described with some good details. (*1.5 marks*)	Gives a few details in some parts of the composition. Gives few or repeat ideas. (*1 mark*)	No evident description of the topic. (*0.5 mark*)
Sensory details (using the senses) (*2 marks*)	Uses sensory details covering all the senses (see, hear, smell, feel, taste) creatively to make the description very clear and vivid. (*2 marks*)	Uses sensory details covering most of the senses. Some parts of the description are clear but not vivid. (*1.5 marks*)	Uses very few sensory details. Some are used well but parts are unclear and hard to understand. (*1 mark*)	Sensory details are lacking. (*0.5 mark*)
Organisation (order of ideas) (*2 marks*)	Ideas are well organised in a spatial order that makes them easy to follow. (*2 marks*)	Ideas are mostly organised in a spatial order that makes the description easy to follow. (*1.5 marks*)	Ideas are not well organised in most parts. (*1 mark*)	Ideas are scattered and confusing. (*0.5 mark*)

Cohesion (flow of ideas) (*2 marks*)	Ideas flow very smoothly. A variety of linking words are used correctly to create a smooth flow. (*2 marks*)	Ideas mostly flow smoothly. Uses a few linking words well. (*1.5 marks*)	Some ideas flow, but connections are weak or repeated. (*1 mark*)	Ideas do not flow well and are difficult to follow. (*0.5 marks*)
Language use (vocabulary and grammar) (*3 marks*)	Uses a wide range of vocabulary and correct sentence structures. The language is vivid and interesting. No mistakes. (*3 marks*)	Uses appropriate vocabulary and mostly correct sentences. The language is mostly plain but communicates clearly. (*2 marks*)	Vocabulary is basic with some words misused. Some sentences have errors. (*1.5 marks*)	Vocabulary is very limited and most of the sentences are incorrect or incomplete. (*1 mark*)
Spelling, punctuation and capitalisation (*2 marks*)	Very few mistakes that are slips. Spelling, punctuation and capitalisation are correct. (*2 marks*)	A few mistakes, but they do not affect clarity and understanding. (*1.5 marks*)	Several mistakes that affect clarity in some parts of the composition. (*1 mark*)	The mistakes are so many that the story is difficult to follow. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) This is a myth. It explains the origin of death. (*2 marks*)
   Award:
   1 mark: Identifies the type of story.
   1 mark: Explains why it is that type of story.
   (b) (i) Chameleon (*2 marks*)
   Truthful and slow – tells the truth and moves slowly.
   (ii) Weaverbird (*2 marks*)
   Deceitful or dishonest – tells lies and is known for mixing truth with lies.
   Award:
   1 mark: Identifies the character trait.
   1 mark: Describes the character trait.
   (c) Any **one** of the following reasons:
   (i) The Weaverbird arrived first.
   (ii) The people believed the first message they heard.
   Award 2 marks: Gives any one correct reason.
   (d) Any **one** of the following lessons:
   (i) We should always tell the truth because lies can have serious consequences.
   (ii) Before making conclusions, people should examine information or messages they receive to avoid making mistakes.
   Award 2 marks: Gives any one correct lesson.

TASK 3: POETRY *(5 marks)*

3. (a) That the life of a street child is hopeless, difficult or no progress is seeable.
   Award 2 marks: Gives any one correct lesson.
   (b) Abandoned and forsaken. (*1 mark*)
   (c) Any **two** of the following:
   (i) Use a sad facial expression when saying, 'No fatherly love' or 'I am an abandoned property.'
   (ii) Use appropriate gestures, for example:
   • Touch the stomach to show extreme hunger when saying, 'Hunger stays like a stubborn pain.'

- Use gestures that express hopelessness when saying, 'To fight or die is my fate.'

Award 1 mark: Gives an appropriate gesture. (*Maximum 2 marks*)

TASK 4: PLAY *(10 Marks)*

4. (a) The play takes place at Tumaini Hospital, specifically in the hospital corridor, emergency room, laboratory and waiting area. (*1 mark*)

(b) The patient was rushed into the emergency room because she had been seriously injured in an accident and was bleeding heavily, so she needed urgent medical attention. (*1 mark*)

(c) The woman's blood was unsuitable because it did not match her daughter's blood group. Therefore, it could not be used for blood transfusion and another suitable donor had to be found. (*2 marks*)

(d) (i) Kind or compassionate: The young man willingly offered to donate his blood to save the patient's life.

(ii) Selfless or helpful: He expected nothing in return and said that he only did what was right.

Award 1 mark for each correct quality with an appropriate illustration. (*Maximum 2 marks*)

(e) One theme portrayed in the play is selflessness or helping others. The young man willingly donates his blood to a stranger after learning that she urgently needs a blood transfusion. His act of kindness saves the girl's life, showing the importance of helping others in times of need. (*Accept teamwork if well supported with evidence from the play.*)

Award:

1 mark: Identifies a theme in the play.

1 mark: Explains the theme using evidence from the play.

(f) (i) Stabilise: To make a patient's condition steady or no longer getting worse. (*1 mark*)

(ii) Donor: A person who voluntarily gives blood or another body organ to help someone in need. (*1 mark*)

TASK 5: NOVELLA *(10 Marks)*

5. (a) Before the rooster crowed, Pendo went to the area that had once been a big forest but had only a few trees left. (*1 mark*)

(b) Pendo's parents tried to stop her because the seedlings did not produce food or crops within the three-month harvest period. They believed that planting trees was not useful compared to growing crops. (*2 marks*)

(c) Pendo took care of the trees by watering them every week and observed their growth regularly. (*1 mark*)

(d) A few years later:

(i) The village experienced a severe drought.

(ii) The river dried up, there was no rainfall and crops withered, causing great concern among the villagers.

(iii) The areas with trees remained cooler and had small ponds of water.

(iv) When the rains finally returned, the villagers realised the importance of trees and began planting more seedlings, making the village greener.

Award 1 mark for each correct point. (*Maximum 4 marks*)

(e) (i) Trees are important because they help to conserve water by keeping the soil moist and provide shade that cools the environment.

(ii) They also support the growth of grass and other plants, making the environment healthier.

Award 1 mark for each correct point. (*Maximum 2 marks*)

Kenya Junior School Education Assessment Model 9 *(Revision Book pages 205-212)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION *(15 Marks)*

1. Assessment rubric for marking the dialogue.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Format (*3 marks*)	Dialogue is correctly presented throughout: speaker names, correct use of colon, stage directions used well and clearly show actions or emotions. (*3 marks*)	Mostly correct format with minor mistakes in layout or stage directions. (*2 marks*)	Some attempt at format but errors are noticeable (missing colons, inconsistent layout, unclear stage directions). (*1.5 marks*)	Format is mostly incorrect; dialogue does not follow expected structure. (*1 mark*)
Characters (*3 marks*)	Characters are clear, realistic and well-developed; each has a distinct voice and role in the discussion. (*3 marks*)	Characters are clear and mostly realistic; voices are somewhat distinct. (*2 marks*)	Characters are present, but not well developed. (*1.5 marks*)	Characters are unclear, confusing or poorly presented. (*1 mark*)
Content (ways of spending leisure time) (*3 marks*)	Dialogue shows a deep understanding of different ways of spending leisure time. (*3 marks*)	Shows a good understanding of the subject. Ideas are relevant, but not deeply developed. (*2 marks*)	Shows some understanding of the subject. Ideas are basic or partly relevant. (*1.5 marks*)	Ideas are unclear, off-topic or show little understanding of the subject matter. (*1 mark*)
Scene or setting (*3 marks*)	Clear and effective scene; setting is well described through stage directions and supports the discussion. (*3 marks*)	Scene is set, but stage directions are not consistently clear throughout the dialogue. (*2 marks*)	Setting is unclear in some parts. Stage directions are hardly used. (*1.5 marks*)	No clear scene or setting; reader cannot tell where or when the dialogue takes place. (*1 mark*)

Language use (grammar, word choice, spelling, capitalisation and punctuation) (*3 marks*)	Uses correct grammar; vocabulary is varied and appropriate; speech sounds natural and realistic. Excellent spelling, punctuation and neat presentation; work is easy to read. (*3 marks*)	Mostly correct grammar; appropriate vocabulary; generally natural speech. Few spelling or punctuation errors; generally neat. (*2 marks*)	Some grammar mistakes; simple vocabulary; in some parts, speech sounds unnatural. Several errors in spelling or punctuation; presentation needs improvement. (*1.5 marks*)	Many grammar errors; inappropriate or limited vocabulary. Mostly speech is unrealistic. Frequent errors that make work difficult to read. (*1 mark*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) The beginning of the story is signalled by the use of an opening formula: 'Long ago, …' (*1 mark*)

   (b) (i) Hare cheats the crocodiles that their king wants to know how many they are.
   (ii) Moved by the desire to impress their king, they ask what they should do.
   (iii) Hare tells them to line up across the river to be counted.
   (iv) Hare steps on them, thus crosses the river.

   Award 1 mark for each correct point. (*Maximum 4 marks*)

   (c) Accept any reasonable response.
   Award:
   1 mark: Identifies an appropriate response.
   2 marks: Demonstrates appropriate performance aspects.

   (d) Any **one** of the following lessons:
   (i) Intelligence can overcome strength.
   (ii) Intelligence is useful for survival.

   Award 2 marks: Gives any one correct lesson.

TASK 3: POETRY *(5 marks)*

3. (a) The egg rots, does not hatch or the chicks within dies prematurely. (*2 marks*)

   (b) It implies that learners should submit to instruction and all attendant discomforts in order to grow in knowledge and realise their potential. (*2 marks*)

   (c) 'In the same vein' – means, in a similar way. It is a metaphor showing the similarity of incubation with real-life growth and development (*1 mark*)

TASK 4: PLAY *(10 Marks)*

4. (a) The setting of the play is the school hall. (*1 mark*)

   (b) The learners are rehearsing for a choir performance. Some are singing while others are practising their dance moves under the guidance of Mr Roy and Ms Sharon to prepare for a competition. (*1 mark*)

   (c) Melissa discovers that her costume is badly torn just before the performance. This worries her and she even thinks about quitting. (*1 mark*)
   The other learners react positively and supportively. Faith immediately asks what has happened and comforts Melissa. Kevin quickly brings a sewing kit. Brian encourages Melissa not to lose hope and assures her that they will find a solution. Faith and Ms Sharon work together to sew the torn costume, while the rest of the choir remains supportive. (*3 marks*)

   (d) Mr Roy shares with his learners that his laptop crashed just two minutes before an important presentation. Despite this major setback, he did not give up. He persevered through the challenge and eventually became a PhD holder. He uses this experience to encourage the learners never to let obstacles stop them from pursuing their dreams. (*2 marks*)

(e) Any **one** of the following lessons:

(i) Lesson 1: Teamwork and supporting one another help people to overcome challenges.
Illustration: When Melissa's costume tears, the choir members do not abandon her. Kevin brings a sewing kit, while Faith and Ms Sharon repair the costume together.

(ii) Lesson 2: We should never give up because of challenges.
Illustration: Melissa wants to quit after her costume tears, but Mr Roy encourages her not to let obstacles destroy her passion.

Award 2 marks: Gives any one well-explained lesson with an appropriate illustration.

TASK 5: NOVELLA *(10 Marks)*

5. (a) Beautiful, tall and slender
Award 1 mark for each correct adjective.
(*Maximum 2 marks*)

(b) Zawadi was talented in poetry writing. She spent most of her free time writing poems and her teachers praised her creativity, saying that she was very creative. (*2 marks*)

(c) During the Mathematics examination, Zawadi realised that she could not answer the questions because she had neglected her studies and focused only on writing poetry. She stared at the examination paper without knowing what to write, became emotional and almost cried. When the examination ended, she handed in her script knowing she would score very poorly and later her results confirmed this. (*4 marks*)

(d) The sentence means that Zawadi realised that she could not avoid the consequences of failing the examination because she was unprepared and had no way of changing the situation.
(*2 marks*)

Kenya Junior School Education Assessment Model 10 *(Revision Book pages 213-220)*

Paper 1 (901/1)

ENGLISH *(Reading Comprehension, Oral Skills and Grammar)*

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

Paper 2 (901/2)

ENGLISH *(Composition and Literary Analysis)*

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION *(15 Marks)*

1. Assessment rubric for marking the narrative composition.

Criteria	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
Introduction (*2 marks*)	Starts the story in a very interesting way that grabs attention. The introduction clearly introduces the setting, characters or situation. (*2 marks*)	Starts the story well and gives some information about the characters or setting. (*1.5 marks*)	The introduction is simple and not interesting. Details about setting, characters and situation are not clear. (*1 mark*)	It is difficult to identify the introduction as it is unclear or missing most of the required details. (*0.5 marks*)

Body (development of the story) (*2 marks*)	The story is developed fully with clear events, details and ideas. The story is exciting and easy to follow. (*2 marks*)	The story is developed well with clear events, but a few of the events lack sufficient details. (*1.5 marks*)	The story has some events, but they are neither well developed nor clear. (*1 mark*)	The story is difficult to follow. The events are not developed and the story is confusing. (*0.5 marks*)
Conclusion (*2 marks*)	The story ends in a clear and satisfying way. The ending connects well with the story. (*2 marks*)	The story has a clear ending, but it is simple and not captivating. (*1.5 marks*)	The ending is unclear. One struggles to identify it. (*1 mark*)	The story has no ending. (*0.5 marks*)
Paragraphing (*2 marks*)	Organises work into clear paragraphs (introduction, body and conclusion). Each paragraph has one main idea. (*2 marks*)	Uses paragraphs, but some may not be well organised. (*1.5 marks*)	Uses few paragraphs or organise them poorly. (*1 mark*)	Does not use paragraphs correctly or at all. (*0.5 marks*)
Cohesion (flow of ideas) (*2 marks*)	The ideas flow very smoothly. A variety of linking words are used correctly to create a smooth flow. (*2 marks*)	Ideas mostly flow smoothly. Uses a few linking words well. (*1.5 marks*)	Some ideas flow, but connections are weak or repeated. (*1 mark*)	Ideas do not flow well and are difficult to follow. (*0.5 marks*)
Language use (vocabulary and grammar) (*3 marks*)	Uses a wide range of vocabulary and correct sentence structures. The language is vivid and interesting. No mistakes. (*3 marks*)	Uses appropriate vocabulary and mostly correct sentences. The language is mostly plain but communicates clearly. (*2 marks*)	Vocabulary is basic with some words misused. Some sentences have errors. (*1.5 marks*)	Vocabulary is very limited and most of the sentences are incorrect or incomplete. (*1 mark*)
Spelling, punctuation and capitalisation (*2 marks*)	Very few mistakes that are slips. Spelling, punctuation and capitalisation are correct. (*2 marks*)	A few mistakes, but they do not affect clarity and understanding. (*1.5 marks*)	Several mistakes that affect clarity in some parts of the composition. (*1 mark*)	The mistakes are so many that the story is difficult to follow. (*0.5 marks*)

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE *(10 Marks)*

2. (a) (i) To lull the child to sleep, soothe or comfort the child.
   (ii) To reassure the child of the mother's love or security and protection.
   (iii) To educate the child by creating awareness of the environment.
   Award 1 mark for each correct point. (*Maximum 3 marks*)
   (b) (i) Words such as 'mother', 'sleep' or 'child' are repeated. (*1 mark*)
   (ii) Repetition creates rhythm and a calm, soothing and comforting effect which lulls the child to sleep. (*2 marks*)
   (c) Any **one** of the following:
   (i) A mother loves and protects her child.
   (ii) A mother is always there for her child.
   Award 2 marks: Gives any one well-reasoned answer.
   (d) Slowly, softly and repetitively with rocking movements.
   Award 1 mark for each correct performance aspect. (*Maximum 2 marks*)

TASK 3: POETRY (*5 marks*)

3. (a) By comparing ourselves with those who have less than we do and those who face more challenges than we do. (*2 marks*)
   (b) Any **one** of the following lessons:
   (i) We should count our blessings. When we take an inventory, we realise that we have something to be grateful for.
   (ii) We should be grateful because there are others who are worse off than we are.
   (iii) Gratitude is life-giving because it lessens the magnitude of the problems that we have, thereby reducing stress in life.
   (iv) Avoid entitlement. The universe does not owe you life and ease.
   Award 2 marks: Gives any one correct lesson.
   (c) Any **one** of the following:
   (i) Song of gratitude
   (ii) Heartbeat that refuses to give up
   (iii) The heart that is giving out
   (iv) Drain of life's cares
   (v) Journey of life
   Award 1 mark: Gives any one correct metaphor. (*Maximum 1 mark*)

TASK 4: PLAY (10 Marks)

4. (a) Any **one** of the following:
   (i) Monologue: At the beginning of the play, Magero talks to himself about the bullying he has experienced in the dormitory, expressing his fear and frustration.
   (ii) Flashback: Magero recalls his first night in the dormitory when Paskal ordered him to 'bring me a bucket of darkness.'
   (iii) Hyperbole (exaggeration): Paskal asks Magero to bring 'a bucket of darkness,' which is an exaggerated and impossible command used to ridicule him.
   Award 1 mark: Gives any one correct stylistic device and its illustration. (*Maximum 1 mark*)
   (b) Magero is facing bullying and harassment from a senior learner, Paskal. (*1 mark*)
   Evidence: Paskal humiliates him by ordering him to fetch 'a bucket of darkness,' takes his pocket money, wears his uniform and forces him to give up his shoes. (*1 mark*)
   Award:
   1 mark: Identifies the problem.
   1 mark: Gives relevant evidence of the problem from the play.
   (c) (i) Meshack
   Meshack is caring, supportive and responsible. He advises Magero to report the bullying to the boarding

master instead of escaping from school and reminds him that running away is dangerous and against school rules. (*1 mark*)

(ii) Paskal

Paskal is cruel, oppressive, abusive and mean. He bullies Magero by insulting him, taking his belongings and making unreasonable demands to intimidate him. (*1 mark*)

Award 1 mark: Identifies a relevant character trait of each character and supports it with appropriate evidence from the play.

(d) According to Meshack, the problem lies with both the bullies and the school administration, especially the teachers, because they have not paid enough attention to what is happening in the dormitories. Their failure to supervise learners allows bullying to continue and victims later become bullies themselves. (*2 marks*)

Real-life example: In some schools, bullying continues because teachers do not monitor learners closely or fail to act on reported cases. Effective supervision, guidance and counselling and firm disciplinary action can help to end bullying. (*1 mark*)

Award:

2 marks: Explains Meshack's view of the cause of the problem.

1 mark: Gives a relevant real-life example.

(e) Any **one** of the following:

(i) We should speak out against bullying instead of suffering in silence. Meshack encourages Magero to report Paskal to the boarding master instead of running away, showing that reporting problems is the right way to seek help.

(ii) Teachers and school administrators should protect learners from bullying. Meshack points out that teachers need to pay closer attention to what happens in the school because many new learners suffer from bullying.

Award:

1 mark: Gives a moral lesson.

1 mark: Illustrates the moral lesson using evidence from the play.

(*Accept the following if well illustrated: Bullying is wrong and should be stopped, learners should report bullying to responsible adults, school rules should be obeyed, teachers should protect learners from bullying and courage and speaking up help to solve problems.*)

TASK 5: NOVELLA *(10 Marks)*

5. (a) (i) Munala is a fisherman in the village. (*1 mark*)

(ii) The villagers preferred buying fish from him because he sold his fish at fair and affordable prices and was not greedy like the other fishermen. As a result, customers flocked to his stall and quickly bought all his fish. (*1 mark*)

(b) One figure of speech used in the passage is metaphor.

Example: '… other fishermen were hyenas.'

Explanation: The other fishermen are compared to hyenas to show that they were greedy and only interested in making excessive profits. They are not literally hyenas.

Award:

1 mark: Identifies the figure of speech.

1 mark: Gives a correct example from the passage.

(*Accept personification if it is correctly identified and supported with relevant evidence from the passage, although metaphor is the strongest answer.*)

(c) (i) Kind or gentle: Munala is described as a kind and gentle man. The passage clearly states that he was gentle and kind. This shows that he treated people with care and compassion.

(ii) Generous, fair or not greedy: Munala is generous because he sells his fish at reasonable prices instead of overcharging customers. The passage clearly states that he priced his fish favourably and did not seek so much profit like other fishermen. This made many villagers prefer buying from him.

Award:

2 marks: Identifies the character traits of Munala. (*1 mark for each correct trait.*)

2 marks: Describes the character traits using relevant evidence from the passage.

(*Accept honest or considerate if supported by relevant evidence from the passage.*)

(d) Madam Zipporah threatened to report Mrs Munala to the area chief for abusing and neglecting the child. She reminded Mrs Munala that there are laws protecting children from abuse and insisted that she would not leave the child behind.

Award:

1 mark: She would report Mrs Munala to the area chief.

1 mark: Because the child was being abused or neglected and was protected by law.