KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: AGRICULTURE AND NUTRITION (THEORY)

CODE: 011 YEAR:

MARKING SCHEME

SECTION A (30 MARKS) – Multiple Choice Questions

No.	Answer	Explanation
1	D. Sandy soil	Sandy soil has large particles, drains water quickly, and does not hold nutrients well.
2	B. Fine tilth	Small seeds like sukuma wiki need fine soil particles to germinate easily.
3	C. Fork hoe	Fork hoe is best for removing weeds with deep taproots without breaking them.
4	C. Crop rotation	Planting different crops in sequence on the same land is crop rotation.
5	C. To conserve soil moisture	Mulching helps retain water, control weeds, and regulate soil temperature.
6	B. Beans	Beans are legumes that fix nitrogen through root nodules.
7	B. A nutrient deficiency	Yellowing leaves and stunted growth are signs of nutrient deficiency, especially nitrogen.
8	B. To prevent the spread of diseases	Isolation reduces disease transmission to the healthy flock.
9	D. To provide water to the chickens	A feeder only holds feed, not water.
10	C. Cultural control	Using ash is a cultural method of pest control (traditional, non-chemical).
11	B. Thinning	Removing extra seedlings to allow proper spacing is thinning.
12	C. Organic matter like compost	Compost improves water retention in sandy soils.
13	B. To allow for easy access and supervision	Kitchen gardens are close to the homestead for convenience.
14	A. Terracing	Terraces prevent soil erosion on sloping land.
15	B. Grassed waterway	Planting grass along waterways prevents erosion.
16	A. Intercropping	Planting alternating strips of crops like maize and sweet potatoes is intercropping.
17	B. To remove dirt and germs	Washing vegetables removes dirt, pesticides, and germs.
18	C. Steaming	Steaming preserves more nutrients compared to boiling or frying.
19	B. To provide energy	Carbohydrates are the body's main source of energy.
20	C. Milk and meat	Proteins are found in animal products, essential for growth and repair.
21	B. Washing hands before and after	This prevents contamination and food poisoning.

	cooking	
22	B. It helps the body function properly	A balanced diet provides all nutrients for healthy functioning.
23	C. Boiling	Boiling milk at home kills harmful bacteria and preserves it.
24	Aphids	Aphids suck sap, leave honeydew, and attract ants.
25	C. Clean the wound and apply first aid	Wounds should be cleaned before bandaging to prevent infection.
26	B. Family service	Family members serve themselves from a common dish.
27	B. Sewing	Mending a tear in a shirt is sewing.
28	B. An airtight container in a dry place	Prevents weevils, mould, and spoilage.
29	C. Flat fell seam	Commonly used seam to prevent fraying on fabric edges.
30	C. Plain seam	Plain seam is the most basic seam for projects like pillowcases.
31	B.Poultry fold	

SECTION B (50 MARKS) – Structured Questions

Part 1: Agriculture (25 Marks)

31. A farmer wants to start a small-scale poultry project.
a) Types of poultry reared in Kenya:
i. Chicken
ii. Ducks
iii. Turkeys
iv. Geese
v. Guinea fowl
vi. Quails
vii. Pigeons

b) Importance of clean drinking water:
i. Prevents spread of diseases
ii. Promotes growth and good health
iii. Improves egg and meat production
iv. Helps in digestion
v. Prevents dehydration

32. Explain the terms in crop production.
a) Weeding → Removal of unwanted plants competing with crops.
b) Thinning → Removing excess seedlings for proper spacing.
c) Mulching → Covering soil with grass, leaves, or polythene to conserve moisture, suppress weeds, and reduce erosion.

33. Water conservation methods:
a)
i. Mulching
ii. Terracing
iii. Contour farming

iv. Drip irrigation
v. Zai pits
vi. Water harvesting (tanks, pans, dams)
vii. Cover cropping
viii. Use of drought-tolerant crops
ix. Fallowing
x. Agroforestry

b) Example (Mulching):

- Mulching conserves water by reducing evaporation from the soil surface and controlling weeds.

34. Preparing a seedbed for maize.
a) Purpose of primary cultivation:
i. Loosens soil
ii. Buries weeds
iii. Incorporates organic matter
iv. Improves aeration

b) Reasons for good seedbed:
i. Enhances germination
ii. Promotes root penetration
iii. Controls weeds
iv. Improves water infiltration

35. Tools to maintain a kitchen garden:
i. Hoe
ii. Rake
iii. Watering can
iv. Panga
v. Hand fork
vi. Spade

b) Example: Using a hoe → Used for weeding, cultivating soil, and making planting holes.

36. Type of garden shown:
a) vertical vargen
b) Advantages:
i. Conserves space
ii. Easy to manage
iii. Conserves water/conserves the environment by recycling materials
iv. Allows use of kitchen waste
v. High yields in small areas

37. Soil erosion:
a) The removal of top fertile soil by wind, water, or human activities.
b) Storage of harvested water:
i. Water tanks

ii. Underground reservoirs
iii. Ponds
iv. Dams
v. Drums

Part 2: Nutrition (25 Marks)

38. Terms in nutrition:
a) Balanced diet → Meal containing all nutrients in correct amounts.
b) Malnutrition → Poor health due to lack/excess of nutrients.
c) Food preservation → Methods to prevent spoilage and extend shelf life.

39. Nutrients and functions:
i. Carbohydrates → Provide energy
ii. Proteins → Body building and repair
iii. Vitamins → Protect against diseases
iv. Minerals → Strengthen bones/teeth
v. Fats → Provide energy and warmth

40. Importance of kitchen hygiene:
i. Prevents food poisoning
ii. Prevents spread of germs
iii. Promotes safety while cooking
iv. Keeps utensils and surfaces clean
v. Encourages healthy eating habits

41. Cooking vegetables:
a) Cooking methods:
i. Steaming
ii. Stir-frying

b) Importance of chopping just before cooking:
i. Prevents nutrient loss
ii. Maintains freshness and flavour

42. Procedure for making soap (local materials):
i. Collect wood ash → extract lye solution
ii. Boil lye solution
iii. Add animal fat/oil
iv. Stir mixture until thick
v. Pour into moulds
vi. Allow to cool and harden

43. Sewing a work bag:
a) Sewing tools:
i. Needle
ii. Thread
iii. Scissors

iv. Thimble
v. Tape measure

b) Running stitch vs Backstitch:

- Running stitch: Simple in-and-out stitch, weaker, used for tacking.
- Backstitch: Stronger, stitches overlap, used for permanent seams.

44. Table manners:
i. Chew food with mouth closed
ii. Do not talk with food in the mouth
iii. Wait for everyone before starting to eat
iv. Use polite language at the table
v. Wash hands before meals
vi. Use cutlery properly
vii. Avoid wasting food
viii. Thank the cook after meals

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: CRE

CODE: 010 YEAR:

MARKING SCHEME

SECTION A

Qn No.	Correct Answer	Explanation
1	B. Develop good morals and values	CRE teaches learners to live in peace, practice honesty, kindness, and harmony with others.
2	B. All-powerful	Creating the world from nothing (ex-nihilo) shows God's omnipotence.
3	B. Misuse of natural resources	Cutting trees without replanting is poor stewardship and leads to floods.
4	B. Spiritual encouragement	The story of Lazarus gives hope in times of loss, showing Bible as encouragement.
5	B. Courage and determination	Nehemiah prayed and worked despite opposition, showing perseverance.
6	B. The crucifixion of Jesus	Isaiah 53 prophecy of suffering servant was fulfilled when Jesus died on the cross.
7	B. Health and social welfare	Providing water and sanitation is part of church's welfare and health roles.
8	A. Drug and substance abuse	Cigarette addiction leading to theft is a result of drug abuse.
9	B. Misuse of leisure time	Gambling online and skipping class is misuse of leisure and irresponsibility.
10	C. Sin	Adam and Eve's disobedience brought sin into the world.
11	B. Faith	Abraham's obedience to God showed strong faith.
12	A. Against kingship in Israel	Samuel warned Israelites about problems of kingship.
13	C. Restore sight and health	Jesus' healing of Bartimaeus showed His power over sickness.
14	B. Healthy family relationships	Praying, forgiving, and sharing duties strengthens families.
15	A. Paul's teachings	Paul taught that marriage is a covenant of faithfulness.
16	B. Lack of sexual education	Teenage pregnancies in Turkana mainly due to ignorance and poverty.
17	A. Sacredness of life	Encouraging counseling instead of suicide shows life is sacred.
18	A. Developing talents	Joining choir shows using God-given gifts positively.
19	C. Misuse of leisure	Spending nights chatting online instead of studying is misuse of leisure.
20	A. The Holy Spirit	On Pentecost, disciples spoke in tongues after receiving the Holy Spirit.

SECTION B: STRUCTURED QUESTIONS (80 MARKS)

Q21. Attributes and Creation Accounts

(a) State two attributes of God shown in creation.
i. God is powerful (created by command).
ii. God is orderly (created in sequence).
iii. God is loving (provided for man).
iv. God is creative (made everything beautiful).
v. God is eternal (was before creation).

(b) Similarities between Genesis 1 & 2.
i. Both accounts show God as Creator.
ii. Both show man as special creation.
iii. Both stress God's authority.
iv. Both emphasize God's goodness.
v. Both show creation was purposeful.
vi. Both highlight man's role in creation.
vii. Both stress man's relationship with God.

(c) Differences in order.
i. In Genesis 1, man was created last; in Genesis 2, man was created first.
ii. Genesis 1 follows days; Genesis 2 focuses on man and Garden.
iii. Genesis 1 is broad (cosmic); Genesis 2 is detailed (human).
iv. Genesis 1 shows creation by word; Genesis 2 shows creation by action (forming man from dust).

Q22. Use of Natural Resources

(a) Christian values for proper use.
i. Responsibility.
ii. Honesty.
iii. Love.
iv. Respect for life.
v. Justice.
vi. Stewardship.
vii. Self-control.

(b) Misuse of natural resources.
i. Deforestation.
ii. Overgrazing.
iii. Water pollution.
iv. Air pollution.
v. Soil erosion.
vi. Poaching.
vii. Illegal fishing.
viii. Over-mining.
ix. Over-irrigation.
x. Dumping waste.

xi. Burning charcoal irresponsibly.
xii. Overuse of pesticides.
xiii. Land grabbing.
xiv. Bush burning.
xv. Poor farming methods.
xvi. Oil spillage.
xvii. Killing endangered species.
xviii. Sand harvesting.
xix. Quarrying without rehabilitation.
xx. Encroaching on wetlands.

(c) Effects of misuse.
i. Desertification.
ii. Floods.
iii. Drought.
iv. Hunger.
v. Loss of biodiversity.
vi. Climate change.
vii. Soil infertility.
viii. Diseases.
ix. Conflicts over resources.
x. Poverty.
xi. Extinction of species.
xii. Migration.
xiii. Environmental degradation.
xiv. Pollution.
xv. Collapse of ecosystems.
xvi. Unemployment.
xvii. Reduced rainfall.
xviii. High cost of living.
xix. Famines.
xx. Loss of cultural sites.

Q23. Bible

(a) Uses of the Bible in a Christian's life.
i. Source of spiritual guidance.
ii. Used in worship.
iii. Source of comfort.
iv. Teaching in schools.
v. Preaching and evangelism.
vi. Correction of wrongs.
vii. Strengthening faith.
viii. Basis of law and morality.
ix. Promoting unity.
x. Solving conflicts.

(b) Reasons for translation.

i. To reach different tribes.
ii. To spread Christianity.
iii. To help illiterate people through oral reading.
iv. To preserve culture.
v. To fulfill the Great Commission.
vi. To ease understanding.
vii. To encourage literacy.
viii. To strengthen evangelism.
ix. To promote worship.
x. To remove language barriers.
xi. To make Bible accessible.
xii. To preserve God's word.
xiii. To cater for new converts.
xiv. To use in schools.
xv. To help missionaries.
xvi. To enhance memorization.
xvii. To aid research.
xviii. To strengthen church growth.
xix. To teach children.
xx. To encourage private study.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: CREATIVE ARTS AND SPORTS (PROJECT)
CODE: 010 YEAR: 2025
DURATION: 3 WEEKS

CONFIDENTIAL – TEACHERS' GUIDE & MARKING SCHEME

GENERAL INSTRUCTIONS TO TEACHERS

1. This project runs for **3 weeks**. Learners work individually (Task 1) and in groups (Tasks 2–4).
2. Teachers should guide learners on safe and appropriate use of materials, tools, and equipment.
3. Teachers must **assess progressively** (milestones at design, preparation, execution, and presentation stages).
4. All projects must be evaluated against the provided **rubrics**; originality and creativity must be credited.
5. Encourage the use of **locally available, low-cost, or recycled materials**.

TASK 1: VISUAL ARTS – CULTURAL IDENTITY ARTWORK

Apparatus, Tools & Materials

- Drawing paper / card / canvas
- Pencils, erasers, rulers
- Paints (watercolor, poster paint) / colored pencils / crayons
- Scissors, glue, brushes
- Natural/recycled items (leaves, fabrics, bottle tops, seeds, sand, strings)

Procedure

1. Brainstorm cultural themes (e.g., attire, food, celebrations, symbols).
2. Sketch design ideas (minimum 2).
3. Select the best idea and develop into a full artwork.
4. Apply finishing touches (coloring, texturing, neat outlines).
5. Write a **5–7 line paragraph** explaining the meaning of the artwork.
6. Display during the showcase.

Expected Output

- A neat artwork representing cultural identity.
- Short explanation linking the artwork to cultural values.

Marking Scheme (15 marks)

Criteria	Details	Marks
Creativity & originality	Unique idea, symbolic meaning	4
Technique & neatness	Proportions, coloring, clean lines	4

Use of materials	Variety, resourcefulness, recycled use	3
Cultural relevance	Clear link to identity/tradition	2
Written explanation	Clarity, correct grammar, depth	2

TASK 2: MUSIC AND DANCE – CULTURAL MEDLEY PERFORMANCE

Apparatus, Tools & Materials

- Improvised instruments (drums, shakers, tins, gourds, rattles)
- Costumes (fabric pieces, beads, grass skirts, hats)
- Recording device (phone/camera)
- Space for practice and performance

Procedure

1. Research two folk songs/dances from different Kenyan communities.
2. Blend parts into a **3–4 minute medley** (lyrics, rhythm, or choreography).
3. Create simple costumes and instruments.
4. Practice, record trial video, make improvements.
5. Present during showcase.
6. Submit: write-up (origin, meaning), list of materials, and reflection notes.

Expected Output

- Cohesive medley with rhythm flow and harmony.
- Costumes and instruments aligned to traditions.
- Group report with reflections.

Marking Scheme (15 marks)

Criteria	Details	Marks
Creativity & blending	Smooth integration of songs/dances	4
Group coordination	Timing, rhythm, teamwork	3
Costumes & instruments	Appropriateness, innovation	3
Write-up	Accurate origin, meaning, message	3
Reflection	Personal learning, cultural values	2

TASK 3: THEATRE – MINI PLAY ON HARMONY

Apparatus, Tools & Materials

- Writing materials (exercise books, pens)
- Costumes (fabric, masks, hats, props)
- Stage space
- Script copies

Procedure

1. Brainstorm theme of harmony & unity.
2. Draft a **3–5 minute play** with dialogue, poem/chant.
3. Incorporate at least 2 languages/dialects with translation.
4. Assign roles (actors, narrator, props).
5. Rehearse and refine.
6. Perform at showcase and submit script & reflections.

Expected Output

- Script with dialogue, poem/chant, costumes sketches.
- Group performance with clear unity message.

Marking Scheme (15 marks)

Criteria	Details	Marks
Script quality	Clear storyline, theme, originality	4
Language use	Inclusion of dialects, translation	3
Performance	Acting skills, body movement, expression	4
Costumes & props	Relevance, creativity	2
Reflection	How theatre promotes unity	2

TASK 4: SPORTS – INTER-CULTURAL TEAM GAMES

Apparatus, Tools & Materials

- Space for games (field/playground)
- Game-specific items (rope for tug of war, bao board, sacks, balls)
- Recording tools (for documentation)

Procedure

1. Research and select a Kenyan community traditional game.
2. Learn the rules and practice.
3. Prepare a **short guide**: how to play, origin, values.
4. Organize and demonstrate the game.
5. Reflect on teamwork and cultural lessons.

Expected Output

- Correct demonstration of rules.
- Short guide submitted.
- Reflection notes.

Marking Scheme (15 marks)

Criteria	Details	Marks
Research & accuracy	Clear rules, origin, values	4
Demonstration	Correct playing, enthusiasm	4
Teamwork	Equal participation	3
Reflection	Enjoyment, cultural lessons learned	2
Guide presentation	Clarity, neatness	2

OVERALL MARK DISTRIBUTION (60 marks total)

Task	Max Marks
Task 1: Visual Arts	15
Task 2: Music & Dance	15
Task 3: Theatre	15
Task 4: Sports	15
Total	**60**

Teacher Confidential Notes

- Accept diverse cultural representations; no culture should be ridiculed.
- Credit innovation, improvisation, and teamwork over perfection.
- Ensure fairness: all learners contribute (track individual participation).
- Encourage use of safe, low-cost, or recycled materials.
- Reflections should be **honest and personal** (not memorized).

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: CREATIVE ARTS AND SPORTS (THEORY)
CODE: 010 YEAR: 2025
MARKING SCHEME

SECTION A: MULTIPLE CHOICE QUESTIONS (40 MARKS)

Qn No.	Answer	Explanation
1	D. Mathematics	Creative Arts and Sports components are Performing Arts, Visual Arts, and Sports – not Mathematics.
2	B. Stippling	Stippling is shading using dots.
3	A. Mwomboko	Mwomboko dance belongs to the Kikuyu community.
4	B. Minim	In 2/4 time, a minim is held for 2 beats.
5	C. Cross-over	Before releasing the javelin, the athlete performs the cross-over strides.
6	B. Double bar line	A double bar line marks the end of a piece of music.
7	B. Yellow, red, orange	These are warm colours associated with warmth and energy.
8	D. Dribbling	Dribbling is a sports skill, not an element of a story.
9	B. Kayamba	Kayamba is a percussion instrument.
10	A. 2 beats per bar	2/4 time means 2 beats in each bar.
11	A. Netball	Netball involves passing, dodging, and shooting into a ring.
12	B. Shade with crossing lines	Crosshatching uses crossing lines to create tone and shading.
13	C. Kamba	Kilumi dance belongs to the Kamba community.
14	B. Temperature effect	Warm and cool colours differ in their psychological/temperature effect.
15	C. Team spirit	Tug of war develops teamwork and cooperation.
16	B. Express love for the nation	Patriotic songs express unity and national pride.
17	D. Melody rest	Melody rest does not exist; quaver, minim, semibreve rests do.
18	A. Beads	Beads are the main material in Kenyan beadwork.
19	C. Serve	A serve begins play in volleyball.
20	B. Helps the audience hear clearly	Voice projection ensures clarity in storytelling.
21	A. Smudging	Smudging spreads tone using fingers or cloth.
22	C. Isukuti	Isukuti is a dance of the Luhya community.
23	B. Theme	Theme conveys the main message of a story.
24	B. Simple and memorable	A good melody is simple, flowing, and memorable.
25	B. Lob pass	The lob pass in handball is used for long distances.
26	A. Collage	Collage involves assembling pictures into one composition.
27	B. Backstroke	Backstroke is done on the back.
28	B. Middle distance	The 800m race is a middle-distance event.
29	C. Crosshatching	Crosshatching uses parallel crossing lines for shading.
30	A. Giriama	The Giriama perform Sengenya dance.

31	C. Butterfly dive	There is no swimming entry called butterfly dive.
32	B. Easy to carve	Soapstone is soft and easy to carve.
33	A. Skipping rope	Skipping rope is a traditional Kenyan game.
34	B. Blue and green	These are cool colours.
35	C. Smudging	Smudging is not a football skill.
36	A. End a piece	A double bar line ends a piece of music.
37	C. Descant recorder	A recorder is used to teach melody.
38	D. Collage	Collage is visual art, not fabric decoration.
39	A. Fairness	Skipping promotes fairness, discipline, and fitness.
40	A. Promoting culture	Creative Arts and Sports preserve and promote culture.

SECTION B: STRUCTURED QUESTIONS (60 MARKS)

TASK 1: PERFORMING ARTS (20 Marks)

41 (a) Name four components of a Kenyan folk song.
Possible answers (20):
i) Melody
ii) Rhythm
iii) Tempo
iv) Theme
v) Language/lyrics
vi) Chorus/refrain
vii) Call and response
viii) Instruments (e.g., drums, rattles)
ix) Dance movements
x) Vocal style
xi) Costumes
xii) Cultural proverbs
xiii) Symbolism
xiv) Structure (verse/chorus)
xv) Tone variation
xvi) Harmony
xvii) Repetition
xviii) Message (didactic/educational)
xix) Audience participation
xx) Performance context (occasion/ritual)

41 (b) State three occasions when folk songs are performed in Kenya.
Possible answers (20):
i) Weddings
ii) Initiation ceremonies
iii) Harvest celebrations
iv) Birth celebrations
v) Funerals
vi) Religious rituals
vii) Storytelling evenings

viii) Community meetings
ix) Naming ceremonies
x) Coming-of-age rituals
xi) Warrior dances before battle
xii) Rain-making ceremonies
xiii) Healing rituals
xiv) Political rallies (cultural displays)
xv) National cultural festivals
xvi) Entertainment events
xvii) Peace-making ceremonies
xviii) Hero celebrations
xix) Homecoming events
xx) Circumcision ceremonies

41 (c) Compose a four-bar rhythmic pattern in 2/4 time.
(Example only; many variations possible):
| ♩ ♩ | ♪ ♩ ♪ | ♩ ♩ | ♩ ♪ ♪ |

41 (d) How many counts are there in a dotted crotchet?
Answer: **1½ counts** (because a dot adds half the note's value).

41 (e) Mention four qualities of a good melody.
Possible answers (20):
i) Simple
ii) Memorable
iii) Smooth/flowing
iv) Expressive
v) Harmonious
vi) Balanced
vii) Appropriate tempo
viii) Clear climax
ix) Pleasant to sing
x) Easy to accompany
xi) Repetitive but not boring
xii) Emotional appeal
xiii) Logical progression
xiv) Culturally relevant
xv) Motivating
xvi) Stable rhythm
xvii) Proper phrasing
xviii) Variety in pitch
xix) Well-structured
xx) Creative originality

41 (f) Explain two techniques of playing a descant recorder.
Possible answers (20):
i) Correct blowing (gentle, steady breath)

ii) Proper fingering of holes
iii) Tonguing (using tongue to separate notes)
iv) Proper posture
v) Holding recorder at right angle
vi) Reading music notation
vii) Breathing control
viii) Playing scales for practice
ix) Articulation (slurring/staccato)
x) Playing in groups (ensemble)
xi) Hand coordination
xii) Avoiding overblowing
xiii) Care and cleaning of recorder
xiv) Proper hand placement (left hand on top)
xv) Controlling dynamics (loud/soft)
xvi) Playing with expression
xvii) Keeping steady tempo
xviii) Practicing finger exercises
xix) Listening attentively while playing
xx) Using recorder in accompaniment

TASK 2: VISUAL ARTS (20 Marks)

42 (a) Draw and shade a mango using crosshatching.
Answer expected: A neat sketch with crossing parallel lines for shading).



42 (b) Differentiate between warm and cool colours, giving two examples each.

- **Warm colours**: Associated with heat/energy (examples: red, yellow, orange).
- **Cool colours**: Associated with calmness (examples: blue, green, violet).

42 (c) Name two materials used for sculpture carving and state one characteristic of each.
Possible answers (20):

i) Soapstone – soft and easy to carve
ii) Wood – durable and available
iii) Ivory – smooth but rare/illegal today
iv) Bone – strong and symbolic
v) Marble – durable, shiny finish
vi) Clay – moldable when wet
vii) Bronze – strong when cast
viii) Cement – durable for outdoor use
ix) Horn – polished finish
x) Steel – durable but hard to carve
xi) Aluminium – light in weight
xii) Granite – very hard
xiii) Terracotta – strong when fired
xiv) Plaster – easy to mold
xv) Plastic – durable, light
xvi) Resin – flexible for modern art
xvii) Bamboo – light and flexible
xviii) Coral stone – carvable but fragile
xix) Charcoal wood – dark, unique texture
xx) Raffia (woven sculpture) – flexible

42 (d) Mention three techniques of fabric decoration.
Possible answers (20):
i) Batik
ii) Tie and dye
iii) Appliqué
iv) Embroidery
v) Screen printing
vi) Patchwork
vii) Fabric painting
viii) Stenciling
ix) Weaving patterns
x) Quilting
xi) Block printing
xii) Spray painting
xiii) Digital printing
xiv) Beadwork on fabric
xv) Crochet lace addition
xvi) Smocking
xvii) Macramé
xviii) Transfer printing
xix) Sequins and rhinestones
xx) Knitting patterns

42 (e) Explain three reasons why mounting and displaying artwork is important.
Possible answers (20):
i) Protects the artwork
ii) Improves presentation
iii) Attracts viewers' attention
iv) Preserves quality for long
v) Provides identity to artist
vi) Enhances learning in schools
vii) Encourages creativity
viii) Adds aesthetic value
ix) Promotes culture
x) Motivates artists
xi) Helps in competitions
xii) Supports exhibitions
xiii) Helps in marketing art
xiv) Raises awareness on issues
xv) Gives professional outlook
xvi) Provides storage method
xvii) Organizes display space
xviii) Gives cultural pride
xix) Promotes tourism
xx) Creates historical record

TASK 3: SPORTS (20 Marks)

43 (a) State three types of passes used in handball.
Possible answers (20):
i) Chest pass
ii) Bounce pass
iii) Lob pass
iv) Overhead pass
v) Side pass
vi) One-hand pass
vii) Back pass
viii) Ground pass
ix) Jump pass
x) Fast break pass
xi) Underarm pass
xii) Wrist pass
xiii) Feint pass
xiv) Quick flick pass
xv) Over-shoulder pass
xvi) Spin pass
xvii) Pass and move
xviii) Reverse pass

xix) Supportive pass
xx) Pass into space

43 (b) List the stages of the javelin throw.
Possible answers (20):
i) Grip
ii) Carry
iii) Approach run
iv) Withdrawal (drawing javelin back)
v) Cross-over strides
vi) Impulse stride
vii) Release/throw
viii) Follow-through
ix) Recovery
x) Balancing before release
xi) Aiming
xii) Coordination of arms
xiii) Proper footwork
xiv) Hip rotation
xv) Shoulder extension
xvi) Release angle adjustment
xvii) Speed building
xviii) Control of flight path
xix) Stopping after throw (within boundary)
xx) Observing rules of throw

43 (c) Mention two middle-distance races and explain one strategy used in each.
Possible answers (20):

- Middle distance races: **800m, 1500m, 3000m**.
  Strategies:
  i) Even pacing – avoid early exhaustion
  ii) Strong sprint finish
  iii) Staying behind leaders for wind shelter
  iv) Acceleration at final lap
  v) Tactical positioning in group
  vi) Breathing control
  vii) Consistent stride length
  viii) Using inner lane for shorter distance
  ix) Avoiding early sprint
  x) Reserve energy for final 200m
  xi) Training for endurance
  xii) Listening to lap times

xiii) Keeping mental focus
xiv) Changing pace suddenly (surge)
xv) Avoiding being boxed in
xvi) Overtaking on bends carefully
xvii) Teamwork pacing in training
xviii) Fast start in 800m (since it's shorter)
xix) Patience in 1500m before sprinting
xx) Strong warm-up before race

43 (d) State three rules of football.
Possible answers (20):
i) No handball (except goalkeeper)
ii) Game lasts 90 minutes (2 halves)
iii) No offside play
iv) Kick-off starts play
v) Throw-in when ball crosses touchline
vi) Corner kick when defender last touches ball out at goal line
vii) Goal kick when attacker last touches ball out at goal line
viii) Fair play – no fouls
ix) Yellow/red cards for misconduct
x) Goal counts when ball crosses line fully
xi) Substitution allowed
xii) Penalty for fouls in penalty area
xiii) Free kicks for fouls outside box
xiv) Referee decisions are final
xv) Proper uniform required
xvi) Kickoff after a goal
xvii) Extra time if draw in knockout
xviii) No dangerous play (studs up tackles)
xix) 11 players per team
xx) Respect referee and linesmen

43 (e) Explain five values promoted through participation in sports.
Possible answers (20):
i) Teamwork
ii) Fairness
iii) Discipline
iv) Respect
v) Responsibility
vi) Confidence
vii) Hard work
viii) Patience
ix) Endurance
x) Integrity
xi) Time management
xii) Self-control
xiii) Honesty

xiv) Leadership
xv) Unity
xvi) Tolerance
xvii) Courage
xviii) Creativity in play
xix) Commitment
xx) Healthy competition

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: ENGLISH PP1
CODE: 010 YEAR: 2025
MARKING SCHEME

Answer Key Table (Q1–50)

No.	Correct Answer	Explanation
1	C. working together towards a goal	Passage defines teamwork as ability to work together towards a common goal.
2	B. Unequal participation	Mentioned as a challenge of teamwork.
3	A. important	"Vital" means very important.
4	C. develop teamwork skills	Teachers assign group projects to build teamwork skills.
5	B. jobs require collaboration	Employers value teamwork because jobs involve interaction.
6	C. The Value of Teamwork	Best summarizes the passage.
7	C. Storing water	Not mentioned in passage uses of electricity.
8	B. It can cause fires and injuries	Danger is from poor wiring/careless use.
9	B. electrical devices	Appliances = devices run by electricity.
10	B. using solar and wind energy	Renewable sources help reduce pollution.
11	B. The Importance and Safety of Electricity	Passage covers both importance and safety.
12	B. encouraging discipline	Passage: sports promote health, discipline, teamwork.
13	B. bringing friendship	"Fostering peace" means encouraging peace/friendship.
14	C. Injuries	Listed as a challenge in sports.
15	B. They bring nations together	Olympics unite nations.
16	B. The Role of Sports	Passage emphasizes role of sports.
17	B. Ali	Ali greeted first: "Good afternoon, Mary."
18	C. Wednesday	Mary: debate club practices every Wednesday.
19	B. gain confidence in speaking	Mary said it helps her confidence.
20	A. joining school activities	Conversation teaches about co-curricular involvement.
21	B. You're welcome	Correct polite response to "Thank you."
22	B. Sorry about that	Proper apology when you drop a friend's book.
23	B. Can I borrow your pen, please?	Polite request form.
24	A. Thank you, teacher	Best polite response to praise.
25	B. May I leave early, please?	Correct polite way to request.
26	B. way	"Rewarding way of spending time" is correct usage.
27	C. valuable	Books provide valuable knowledge.
28	B. develop	Reading develops imagination/language.
29	D. take	"A good book can take us into another world."
30	A. regularly	Reading should be done regularly.
31	B. suitable	Children need suitable reading materials.
32	A. provide	Schools provide libraries.

33	B. danger	Phones instead of books can be a danger to learning.
34	C. set	Learners should set time for reading.
35	C. opens	Reading opens doors to success.
36	B. pride	A pride of lions.
37	B. swarm	A swarm of bees.
38	B. anything	Correct: “There isn’t anything in the room.”
39	D. anyone	“Did anyone knock on the door?” is correct.
40	C. in	Correct: “interested in music.”
41	B. aren’t you	Correct tag: “You are coming, aren’t you?”
42	B. weren’t they	Correct tag for past tense.
43	B. Although	“Although it was raining, they continued playing.”
44	A. is	Singular subject “Neither…nor” takes singular “is.”
45	A. mine	Correct: It is mine.
46	B. "Where are you going?" asked the man.	Correct punctuation.
47	B. The flowers were watered by the gardener.	Correct passive form.
48	B. He was tired but he went on working.	Shows contrast, correct joining.
49	A. help	“Assist” = “help.”
50	A. postpone	“Put off” means postpone.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: ENGLISH PP2
CODE: 010 YEAR: 2025
MARKING SCHEME

SECTION A: COMPOSITION (15 Marks)

Qn	Answer	Explanation
1	Learner writes a **composition describing a difficult challenge and how it was overcome**	The examiner looks for creativity, organization (introduction, body, conclusion), relevance to topic, proper grammar, and flow of ideas. No fixed answer since it is free writing.

(Content (6), Organization (3), Language use (6) = 15 marks.)

Sample Composition

A Day I Will Never Forget

Last year, during the second term in school, I faced one of the most difficult challenges of my life. It was a Friday morning, and we had our inter-class football tournament. I was the captain of my class team, and everyone looked up to me for leadership. The excitement was high, but deep down I was very nervous.

When the whistle blew, the game started well. We passed the ball with energy, and the crowd cheered loudly. But in the second half, disaster struck. As I tried to dribble past a defender, I tripped and fell badly. My ankle twisted, and the pain was unbearable. For a moment, I felt like giving up. The crowd went silent, and my teammates gathered around me anxiously.

I struggled to stand, but the pain kept me down. Then I remembered the advice my coach had always given us: *"A true leader never gives up until the last whistle."* I asked the referee for a short break, stretched my ankle slowly, and convinced myself to be strong. With determination, I limped back onto the field.

Instead of running too much, I changed my strategy. I positioned myself near the midfield, where I could control the ball and pass it to faster players. Slowly, we regained our rhythm. In the final minutes, I saw an opening and kicked the ball towards our striker, who scored the winning goal. The whole field erupted in joy!

Though my ankle hurt badly, the happiness of my team gave me strength. We lifted the trophy proudly, and my classmates thanked me for not giving up. That day, I learned that challenges can be overcome with courage, determination, and teamwork. It remains a memory I will never forget.

SECTION B: ORAL LITERATURE (14 Marks)

Task 2: Oral Narrative – *The Grumpy Hyena and the Clever Jackal*

a. What moral lesson can be learned from this narrative? (2 marks)
Possible answers:
i. Intelligence is more powerful than physical strength.
ii. Greed leads to loss.
iii. Pride comes before a fall.
iv. Cunning can defeat arrogance.
v. One should not underestimate others.
vi. Being selfish results in loneliness.
vii. Overconfidence can make you gullible.
viii. A fool and his food are soon parted.
ix. Wisdom is better than brute force.
x. Don't believe everything you hear blindly.
xi. Thinking critically prevents deception.
xii. Cowardice can lead to poor decisions.
xiii. Always verify facts before acting.
xiv. Deception may work against the greedy.
xv. Humility is more rewarding than arrogance.
xvi. Cooperation is better than selfishness.
xvii. Cunning people exploit fear.
xviii. Fear without evidence causes mistakes.
xix. Cleverness ensures survival.
xx. Every trickster eventually gets tricked.

b. Describe two character traits of the Jackal as shown in the story. (4 marks)
Possible traits:
i. Clever – He tricks Hyena with a fake story.
ii. Persuasive – Convincing Hyena about the stampede.
iii. Observant – Notices Hyena's weakness (cowardice).
iv. Strategic – Waits until Hyena leaves before eating.
v. Patient – Pretends to listen and act alarmed.
vi. Brave – Approaches Hyena despite his fierceness.
vii. Humorous – Laughs softly after his trick works.
viii. Opportunistic – Takes advantage of Hyena's fear.
ix. Resourceful – Uses imagination to survive.
x. Wise – Knows words can be stronger than force.
xi. Determined – Does not give up despite Hyena's doubts.
xii. Quick-thinking – Creates the stampede story instantly.
xiii. Manipulative – Exploits Hyena's cowardice.
xiv. Courageous – Dares to face a stronger animal.
xv. Strategic – Uses fear instead of force.
xvi. Intelligent – Thinks outside the box.

xvii. Confident – Talks boldly to Hyena.
xviii. Calm – Enjoys his meal without fear.
xix. Independent – Relies on his own ideas.
xx. Innovative – Creates a plan never thought by Hyena.

c. Identify two features of oral narratives present in this passage. (3 marks)
Possible answers:
i. Animal characters with human qualities (hyena and jackal talking).
ii. Dialogue between characters.
iii. A moral lesson at the end.
iv. Trickster motif (jackal outsmarts hyena).
v. Entertainment purpose.
vi. Use of suspense.
vii. Repetition of phrases (e.g., "stampede…").
viii. Oral performance quality.
ix. Setting in a natural environment (savanna).
x. Use of direct speech.
xi. Elements of exaggeration (wildebeest stampede).
xii. Ending with satisfaction for the clever one.
xiii. Simple language for easy narration.
xiv. Involvement of common African animals.
xv. Strong contrast between characters (cowardly vs clever).
xvi. Teaching values indirectly.
xvii. Imagery of dust, thunder, hooves.
xviii. Humour at the end.
xix. Hero-villain relationship.
xx. Problem-solution pattern.

d. What specific action does the Jackal take to make Hyena believe him? (2 marks)
Possible answers:
i. Pretends to listen intently.
ii. Acts alarmed.
iii. Uses convincing voice.
iv. Describes distant thunder.
v. Warns Hyena about wildebeest stampede.
vi. Appeals to Hyena’s fear.
vii. Repeats the warning.
viii. Looks worried.
ix. Pretends to hear hooves.
x. Uses imagery (“like distant drums”).
xi. Insists firmly.
xii. Creates urgency in tone.
xiii. Pretends panic.
xiv. Uses persuasive language.
xv. Flatters Hyena first (“mighty Hyena”).
xvi. Warns of danger to both carcass and Hyena.
xvii. Looks around nervously.

xviii. Suggests immediate danger.
xix. Speaks as eyewitness.
xx. Maintains calmness to gain trust.

e. If you were narrating this story, how would you use voice modulation to distinguish between the Hyena's and Jackal's dialogue? (3 marks)
Possible answers:
i. Deep harsh voice for Hyena.
ii. Loud and arrogant tone for Hyena.
iii. Slow and forceful speech for Hyena.
iv. High-pitched quick tone for Jackal.
v. Calm and polite voice for Jackal.
vi. Nervous excitement in Jackal's warning.
vii. Mocking tone for Jackal's chuckle.
viii. Use of pauses in Jackal's warning.
ix. Hyena's laughter in a rough growl.
x. Jackal's speech made fast to show wit.
xi. Whispering urgency for Jackal.
xii. Rising pitch for Jackal when warning.
xiii. Falling pitch for Hyena's disbelief.
xiv. Angry bark-like tone for Hyena.
xv. Cheerful chuckle for Jackal.
xvi. Serious commanding voice for Hyena.
xvii. Respectful flattery voice at start for Jackal.
xviii. Trembling tone to mimic fear in Jackal.
xix. Confident persuasion in Jackal's dialogue.
xx. Low growl fading when Hyena runs away.

SECTION C: POETRY ANALYSIS (10 Marks)

Poem: ***My Village Home***

a. What is the main feeling or emotion the poet expresses about their village home? (2 marks)
Possible answers:
i. Love.
ii. Peace.
iii. Joy.
iv. Belonging.
v. Safety.
vi. Security.
vii. Warmth.
viii. Gratitude.
ix. Pride.
x. Happiness.
xi. Nostalgia.
xii. Contentment.
xiii. Admiration.

xiv. Serenity.
xv. Relaxation.
xvi. Comfort.
xvii. Hope.
xviii. Affection.
xix. Fulfillment.
xx. Inspiration.

b. Who is the persona (the speaker) in this poem? (2 marks)
Possible answers:
i. A villager.
ii. A child growing up in the village.
iii. A member of the community.
iv. The poet themselves.
v. Someone describing their own home.
vi. A person with nostalgic memories.
vii. A narrator from the countryside.
viii. An admirer of rural life.
ix. A proud son/daughter of the village.
x. A reflective storyteller.
xi. Someone who values family life.
xii. A farmer or pastoralist.
xiii. A voice representing rural communities.
xiv. A young observer of village life.
xv. A poet remembering childhood.
xvi. A person comparing city and village life.
xvii. A cultural custodian.
xviii. An ordinary resident.
xix. A witness of village beauty.
xx. An individual longing for belonging.

c. Identify two examples of imagery used in the poem and state which sense each appeals to. (4 marks)
Possible answers:
i. "Soft smoke rises" – appeals to sight.
ii. "Cow's low call" – appeals to hearing.
iii. "Children run with laughter" – appeals to hearing and sight.
iv. "Paths of dust and earth" – appeals to sight and touch.
v. "Beneath the mango tree's cool shade" – appeals to touch and sight.
vi. "Laughter in their stride" – appeals to hearing.
vii. "Tales and truths of family worth" – appeals to imagination/feelings.
viii. "Morning fire" – appeals to sight and smell.
ix. "Happy feet dance far and wide" – appeals to sight.
x. "Peace and strength to heart and mind" – appeals to emotions.
xi. "Echoes through the air" – appeals to hearing.
xii. "Cool shade" – appeals to touch.
xiii. "Calm, familiar sound" – appeals to hearing.
xiv. "Happy memories" – appeals to emotions.

xv. "Cow's low call" – auditory imagery.
xvi. "Gentle sign of life" – appeals to sight.
xvii. "Turquoise shade" (if extended) – appeals to sight.
xviii. "Safe, loved and strong" – appeals to feelings.
xix. "Soft smoke" – appeals to sight.
xx. "Dance far and wide" – appeals to sight and rhythm.

d. What does the line *"The dusty paths, where stories softly tread"* suggest about the village? (2 marks)
Possible answers:
i. The village has a long history.
ii. Generations of people have lived there.
iii. Stories are passed down through families.
iv. Culture and tradition are strong.
v. The village is rich in heritage.
vi. Daily life creates stories.
vii. The community values oral history.
viii. Simplicity of village life.
ix. Wisdom is preserved in the village.
x. Every path has a memory.
xi. The village is full of shared experiences.
xii. Traditions are respected.
xiii. The land holds meaning.
xiv. The past influences the present.
xv. Walking paths are part of storytelling.
xvi. It is a close-knit community.
xvii. The place is memorable.
xviii. The environment preserves identity.
xix. The village is symbolic of continuity.
xx. The village connects people to their roots.

✨ SECTION D: PROSE ANALYSIS (10 Marks)

Passage: Rashid and Baba Juma on the dhow

a. What is the setting of this passage? Provide two details from the text. (3 marks)
Possible answers:
i. Indian Ocean (mentioned directly).
ii. A dhow boat (sways on the water).
iii. Morning time (sun glinting).
iv. Coastal environment (seaweed smell, spices).
v. Fishing activity setting.
vi. Salty, warm air (description).
vii. Horizon view.
viii. Market nearby (spices from shore).
ix. Traditional fishing culture.
x. Tropical weather.
xi. Simple life of fishermen.

xii. Dhow journey in open water.
xiii. African coastal setting.
xiv. Sea with lapping waves.
xv. Rural, non-industrialized environment.
xvi. Net mending atmosphere.
xvii. Quiet companionship.
xviii. Family livelihood at sea.
xix. Natural world (clear turquoise waters).
xx. Early morning coastal livelihood.

b. Who are the main characters mentioned in this narrative? (1 mark)
Possible answers:
i. Rashid.
ii. Baba Juma (his father).
iii. (Optional indirect: the dhow as companion).
iv. Fishermen as a duo.
v. Father and son.

c. What activity are Rashid and his father engaged in? (2 marks)
Possible answers:
i. Fishing.
ii. Sailing on the dhow.
iii. Controlling the tiller.
iv. Mending nets.
v. Preparing for a fishing trip.
vi. Navigating the ocean.
vii. Working as fishermen.
viii. Observing the horizon.
ix. Bonding through work.
x. Practicing family trade.
xi. Passing down fishing knowledge.
xii. Handling traditional boat equipment.
xiii. Preparing for catch.
xiv. Engaging in traditional livelihood.
xv. Learning navigation.
xvi. Rashid steering, father repairing nets.
xvii. Hands-on skills training.
xviii. Sustaining livelihood.
xix. Morning fishing routine.
xx. Craftsmanship of fishing nets.

d. Identify two feelings or emotions Rashid experiences in the passage. (2 marks)
Possible answers:
i. Love for the sea.
ii. Tranquility.
iii. Admiration for his father.
iv. Hope.

v. Dreaming.
vi. Curiosity.
vii. Inspiration.
viii. Ambition.
ix. Respect.
x. Calmness.
xi. Joy.
xii. Pride.
xiii. Excitement for the future.
xiv. Serenity.
xv. Contentment.
xvi. Motivation.
xvii. Longing for independence.
xviii. Satisfaction.
xix. Determination.
xx. Fascination with the sea.

e. What is Rashid's aspiration or dream for the future? (2 marks)
Possible answers:
i. To command his own dhow.
ii. To become an independent fisherman.
iii. To navigate by stars.
iv. To apply wisdom passed down generations.
v. To master sailing skills.
vi. To be like his father.
vii. To be respected as a captain.
viii. To carry family tradition.
ix. To live a seafaring life.
x. To explore the ocean.
xi. To inherit fishing skills.
xii. To gain independence.
xiii. To achieve self-reliance.
xiv. To be a skilled navigator.
xv. To run successful fishing expeditions.
xvi. To uphold family heritage.
xvii. To earn respect in community.
xviii. To pass on wisdom in future.
xix. To lead with courage.
xx. To achieve his dream of seafaring.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: HRE
CODE: 010 YEAR: 2025
MARKING SCHEMES

SECTION A (20 Marks) – Answer Key

Qn	Correct Answer	Explanation
1	C. To communicate with and honor the divine	Puja is an act of worship where Hindus connect with and honor deities, not for wealth or storytelling.
2	B. To achieve Moksha	Moksha is liberation from the cycle of birth (Samsara).
3	C. Prayers, hymns, and philosophical treatises	The Vedas are sacred texts containing spiritual knowledge and hymns.
4	C. Celebration of love and arrival of spring	Holi marks joy, unity, spring, and love, not ancestors or harvest.
5	B. Non-violence toward all living beings	Ahimsa means non-violence in thought, word, and action.
6	D. Namakarana	This is the naming ceremony of a Hindu child.
7	B. The creator of the universe	Brahma is the creator, Vishnu is preserver, Shiva is destroyer.
8	A. Karma Yoga	Krishna teaches Arjuna to act without attachment to results.
9	D. Maya	Maya is illusion that hides the true reality (Brahman).
10	C. Asteya	Asteya means non-stealing; Ahimsa = non-violence; Satya = truthfulness.
11	C. Dharma	Dharma refers to duty and righteous living.
12	B. Relationship between Atman and Brahman	Upanishads explore spiritual unity of self and ultimate reality.
13	B. A spiritual teacher or guide	Guru means teacher guiding disciples to knowledge.
14	C. Pradakshina	Ritual of circumambulating deity in temples.
15	B. Obstacles	Ganesha is remover of obstacles, not sadness or illness.
16	C. Karuna	Serving the needy is compassion (Karuna).
17	B. Ishvara Pranidhana	It is a Niyama, not a Yama; Yamas include Ahimsa, Satya, Asteya.
18	B. Diwali	Diwali celebrates Rama's return to Ayodhya.
19	C. A sage or seer	Rishis are enlightened sages.
20	B. To purify the body and mind	Tapasya means austerity for self-purification.

SECTION B (Structured Questions – 80 Marks)

Q21. The Mahabharata and Ramayana

a) Importance of epics
i. Teach moral lessons
ii. Preserve Hindu culture
iii. Contain stories of gods and heroes

iv. Teach duty (dharma)
v. Strengthen faith
vi. Provide guidance in conflict resolution
vii. Act as a source of devotion
viii. Teach values like truth and loyalty
ix. Source of spiritual knowledge
x. Connect Hindus with their traditions
xi. Encourage unity
xii. Provide entertainment with values

b) Bhagavad Gita guidance
i. Teaches selfless action (Karma Yoga)
ii. Explains duty without attachment
iii. Encourages devotion to God
iv. Provides answers on life and death
v. Teaches that soul is eternal
vi. Encourages discipline and faith
vii. Helps in moral decision-making
viii. Guides in controlling desires
ix. Teaches equality of all beings
x. Explains paths to liberation
xi. Strengthens courage in hard times
xii. Provides peace of mind

Q22. The Ashramas

a) First two Ashramas
i. Brahmacharya – student stage, learning, discipline
ii. Grihastha – householder stage, family, work, responsibilities

b) Importance of Grihastha
i. Supports society financially
ii. Raises family in dharma
iii. Performs rituals for ancestors
iv. Provides charity
v. Sustains economy
vi. Protects tradition
vii. Teaches children values
viii. Balances material and spiritual life
ix. Supports other Ashramas
x. Encourages service to society

Q23. Homa (Fire Ritual)

a) Symbolism of fire (Agni)
i. Represents purity
ii. Acts as messenger to gods

iii. Burns impurities
iv. Sign of divine presence
v. Source of light and energy
vi. Means of sacrifice
vii. Symbol of transformation
viii. Link between humans and gods
ix. Represents truth
x. Symbolizes power of knowledge

b) Purposes of Homa
i. To purify environment
ii. To seek blessings
iii. To thank deities
iv. To remove negativity
v. To mark important occasions
vi. To invoke divine presence
vii. For family prosperity
viii. For peace and harmony
ix. To dedicate offerings
x. To fulfill vows

Q24. Karma

a) Definition and operation
i. Karma = law of cause and effect
ii. Good deeds bring positive results
iii. Bad deeds bring suffering
iv. Actions decide rebirth
v. Karma accumulates across lives
vi. Teaches personal responsibility
vii. Explains fate and destiny
viii. Shows moral order of universe

b) Influence on behavior
i. Encourages honesty
ii. Promotes kindness
iii. Discourages violence
iv. Motivates service to others
v. Encourages discipline
vi. Reduces selfishness
vii. Prevents lying and cheating
viii. Inspires compassion
ix. Leads to forgiveness
x. Promotes non-stealing

Q25. Diwali – The Festival of Lights

a) Reasons why Diwali is significant
i. Celebrates Lord Rama's return to Ayodhya.
ii. Symbolizes victory of light over darkness.
iii. Marks triumph of good over evil.
iv. Honors Goddess Lakshmi, goddess of wealth.
v. Time for family unity and togetherness.
vi. Strengthens Hindu cultural identity.
vii. Reminds Hindus of the power of truth.
viii. Promotes joy, peace, and happiness.
ix. Opportunity to perform charity and giving.
x. Marks new beginnings and prosperity.
xi. Teaches forgiveness and renewal.
xii. Connects Hindus worldwide in celebration.
xiii. Reminds Hindus to remove inner darkness.
xiv. Encourages cleanliness and order.
xv. Represents spiritual awakening.

b) Symbolism of lighting lamps
i. Light represents knowledge.
ii. Removes darkness of ignorance.
iii. Invites blessings of Lakshmi.
iv. Brings peace into homes.
v. Symbolizes purity of soul.
vi. Sign of hope and renewal.
vii. Keeps away evil spirits.
viii. Shows gratitude to the divine.
ix. Encourages positivity in life.
x. Unites families and communities.
xi. Reflects victory of dharma.
xii. Reminds Hindus to live in truth.

Q26. Yogas (Paths to Liberation)

a) Difference between Karma Yoga and Bhakti Yoga
i. Karma Yoga = path of selfless action.
ii. Bhakti Yoga = path of devotion and love for God.
iii. Karma Yoga emphasizes duty.
iv. Bhakti Yoga emphasizes surrender to God.
v. Karma Yoga is action-oriented.
vi. Bhakti Yoga is emotion-oriented.
vii. Karma Yoga promotes detachment from results.
viii. Bhakti Yoga promotes trust and faith.
ix. Karma Yoga purifies by service.
x. Bhakti Yoga purifies by worship.

b) Application of Karma Yoga in school
i. Doing homework diligently.
ii. Helping classmates without expecting reward.
iii. Participating in group work responsibly.
iv. Cleaning the classroom voluntarily.
v. Respecting teachers and following instructions.
vi. Helping new students settle in.
vii. Being honest in exams.
viii. Sharing learning resources.
ix. Volunteering in school activities.
x. Working hard without pride.

Q27. Vasudhaiva Kutumbakam ("The World is One Family")

a) Promoting harmony and peace
i. Teaches respect for all people.
ii. Reduces discrimination.
iii. Promotes peace among religions.
iv. Encourages global unity.
v. Fosters compassion across communities.
vi. Discourages selfishness.
vii. Helps in solving conflicts peacefully.
viii. Builds respect for diversity.
ix. Promotes friendship across nations.
x. Builds stronger social harmony.

b) Practical ways youth can apply it
i. Respecting classmates of all backgrounds.
ii. Sharing resources fairly.
iii. Avoiding bullying.
iv. Promoting peace in school clubs.
v. Helping neighbors in need.
vi. Respecting elders in community.
vii. Volunteering for community service.
viii. Participating in interfaith activities.
ix. Supporting equality for all genders.
x. Making friends across cultures.
xi. Avoiding tribalism and stereotypes.
xii. Promoting unity in sports.

Q28. Satya (Truthfulness)

a) Significance of Satya
i. Builds trust in relationships.
ii. Strengthens society's moral fabric.
iii. Promotes justice.
iv. Reflects God's nature.

v. Brings peace of mind.
vi. Avoids lies and deceit.
vii. Promotes harmony in families.
viii. Encourages courage to do right.
ix. Helps in building leadership.
x. Guides people towards dharma.

b) Practicing Satya in school
i. Being honest in exams.
ii. Returning lost property.
iii. Speaking truth to teachers.
iv. Admitting mistakes.
v. Avoiding cheating in assignments.
vi. Reporting wrongs truthfully.
vii. Not spreading false rumors.
viii. Keeping promises made to friends.
ix. Telling truth when borrowing items.
x. Avoiding exaggeration in stories.

Q29. Hindu Deities and Symbols

a) Example: Lord Shiva – attributes
i. Trident (Trishula).
ii. Third eye on forehead.
iii. Snake around neck.
iv. Crescent moon on head.
v. River Ganga flowing from hair.
vi. Drum (damaru).

b) Spiritual meaning of attributes
i. Trident = control of creation, preservation, destruction.
ii. Third eye = wisdom and inner vision.
iii. Snake = power over fear and death.
iv. Crescent moon = time and cycle of nature.
v. Ganga = purification.
vi. Drum = rhythm of universe.

(Other deities like Vishnu, Ganesha, Durga could also be explained with symbols).

Q30. Pranayama (Breath Control)

a) Benefits to health
i. Improves lung capacity.
ii. Reduces stress.
iii. Improves concentration.
iv. Strengthens immunity.
v. Balances nervous system.

vi. Controls blood pressure.
vii. Boosts relaxation.
viii. Improves sleep quality.
ix. Increases energy.
x. Promotes mindfulness.

b) Application in academic performance
i. Practice breathing before exams to stay calm.
ii. Use deep breaths to reduce test anxiety.
iii. Improve focus during study.
iv. Refresh mind after long lessons.
v. Manage anger or stress with teachers.
vi. Improve memory through calmness.
vii. Stay alert during reading.
viii. Build discipline through regular practice.

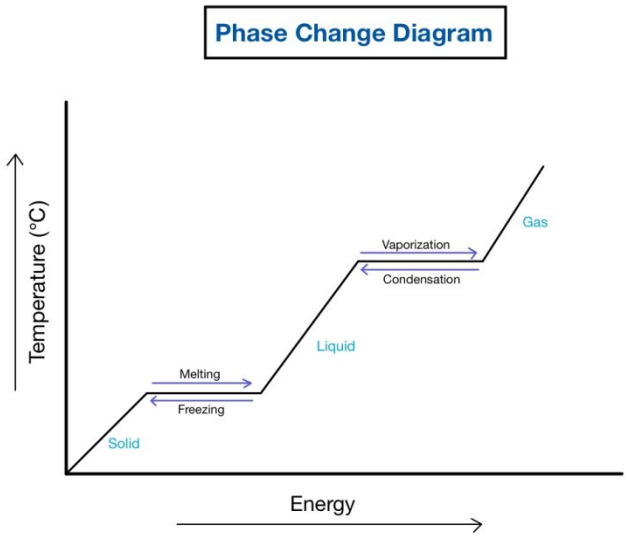
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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: INTEGRATED SCIENCE PP1
CODE: 010 YEAR: 2025
MARKING SCHEME

SECTION A: MULTIPLE CHOICE (40 Marks)

No.	Correct Answer	Explanation
1	B. Chloroplast	Chloroplasts contain chlorophyll and are responsible for photosynthesis in plants.
2	C. SI system	Mole, kilogram, and Kelvin are SI (International System of Units).
3	C. Chemical change	Copper reacts with oxygen, CO_2, and moisture to form green copper carbonate → chemical change.
4	B. Osmosis	Movement of water through a semi-permeable membrane is osmosis.
5	C. H_2 (Hydrogen)	A compound must have ≥2 different elements; H_2 is a molecule but not a compound.
6	C. P	The chemical symbol for phosphorus is **P**.
7	D. To remove oxygen dissolved in water	Boiling removes dissolved oxygen, which is needed to test rusting.
8	B. Copper + Oxygen → Copper oxide	Heating copper in air forms black copper oxide.
9	C. Hypothesis	An educated guess that can be tested is a hypothesis.
10	C. Solving global health challenges	Biology + chemistry → medicine for health issues.
11	B. Flammable	The symbol shown (flame) indicates flammable substances.
12	B. Submerge in cold water	Cooling the burn immediately prevents tissue damage.
13	C. Measuring cylinder	A measuring cylinder accurately measures liquid volumes.
14	C. Second	SI unit of time is the second.
15	B. Observation	Watching and noting changes is observation.
16	C. Separating funnel	Oil and water are immiscible → separated with funnel.
17	D. Strong base	Purple color of universal indicator shows strong alkali.
18	C. Reflection of light	Reflection produces an image in water.
19	C. Growth of facial and body hair	Male secondary sexual characteristic.
20	A. $CaCO_3 \rightarrow CaO + CO_2$	Correct decomposition equation for calcium carbonate.
21	B. Chemical → Kinetic	Burning fuel releases chemical energy converted to movement.
22	D. Continue to glow same brightness	In parallel circuits, other bulbs remain unaffected.
23	B. Earth has a magnetic field	Compass needle aligns with Earth's magnetic field.
24	C. Plastic ruler	Plastics are good insulators.
25	B. Two or more atoms	Molecule = ≥2 atoms bonded (same or different elements).

	chemically bonded	
26	C. K	Symbol for potassium is **K** (from Latin *kalium*).
27	C. Uniformly distributed	In solutions, solute is evenly dissolved.
28	D. Suspension	Sand settles in water → suspension.
29	C. Measuring cylinder	
30	D. D	 Phase change (liquid ↔ gas) needs most energy (latent heat).

SECTION B: STRUCTURED QUESTIONS (40 Marks)

Q31. Heating a liquid in a boiling tube

a) Safety precautions

i. Wear goggles.
ii. Use test tube holder.
iii. Point tube mouth away from people.
iv. Do not fill tube more than half.
v. Heat gently and evenly.
vi. Tie back long hair.
vii. Avoid direct inhalation of fumes.
viii. Keep flammable items away.
ix. Do not leave unattended.
x. Allow glassware to cool before touching.

b) Instrument used

i. Test tube holder.
ii. Sometimes tripod stand with clamp.

Q32. Preparing salt solution

a) Solute and solvent

i. Solute = salt.
ii. Solvent = water.

b) Making a concentrated solution
i. Add large amount of solute.
ii. Stir until no more dissolves.
iii. Heat gently to dissolve more.
iv. Allow cooling to form supersaturated solution.
v. Reduce solvent volume by evaporation.
vi. Keep adding until saturation point reached.
vii. Use warm water to dissolve faster.

Q33. States of matter

a) Particles in a solid
i. Arranged closely, in fixed positions.
ii. Packed in regular pattern (lattice).
iii. Vibrate but do not move freely.
iv. High density and incompressible.

b) Solid → Gas directly
i. Sublimation.

Q34. Excretory system

a) Parts X and Y
i. X –Ureter.
ii. Y – Bladder.

b) Function of kidney
i. Filters blood.
ii. Removes urea, salts, excess water.
iii. Maintains osmotic balance.
iv. Regulates pH.
v. Controls water balance.
vi. Excretes metabolic waste.

Q35. Iron filings + sand

a) Homogeneous or heterogeneous?
i. Heterogeneous – components can be seen.
ii. Different physical properties remain.

b) Separation method
i. Use a magnet to attract iron.
ii. Leave sand behind.

Q36. Puberty

a) Physical changes in boys
i. Growth of facial hair.

ii. Deepening of voice.
iii. Broadening of shoulders.
iv. Growth of chest hair.
v. Enlargement of genitals.
vi. Increased height.
vii. Muscle development.
viii. Frequent erections.

b) Emotional/social challenges
i. Mood swings.
ii. Peer pressure.
iii. Low self-esteem.
iv. Curiosity about opposite sex.
v. Confusion about body changes.
vi. Struggle with identity.
vii. Pressure from school work.
viii. Conflict with parents.
ix. Anxiety or depression.
x. Bullying in school.

Q37. Simple circuit

a) Energy transformation
i. Chemical energy in battery → electrical energy → light + heat in bulb.

b) Adding bulb in series
i. Increases resistance.
ii. Current decreases.
iii. Each bulb glows dimmer.
iv. Voltage shared.

Q38. Chemical change

a) Observable signs
i. Color change.
ii. Heat/light given off.
iii. Gas produced (bubbles).
iv. Precipitate formed.
v. Irreversible change.
vi. New substance formed.

b) Symbols
i. Potassium – K.
ii. Chlorine – Cl.

Q39. Fire triangle

a) Components
i. Heat.
ii. Fuel.
iii. Oxygen.

b) Extinguishing a fire
i. Remove heat → use water/foam.
ii. Remove oxygen → cover with blanket/foam.
iii. Remove fuel → cut off supply.

Q40. Plant & animal cells

a) Identify cells
i. A – Plant cell.
ii. B – Animal cell.

b) Structure unique to plant cell
i. Cell wall.

c) Structure controlling activities
i. Nucleus.

d) Jelly-like substance
i. Cytoplasm.

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: INTEGRATED SCIENCE PP2

CODE: 010 YEAR:

MARKING SCHEME

SECTION A

General Instructions to Teachers

1. This paper has **2 compulsory questions**.
2. Each school must prepare the materials and apparatus for each candidate or group.
3. Teachers should ensure safety, supervise, and record marks using the provided rubrics.
4. Each candidate should perform the tasks individually.
5. Teachers should NOT give hints on expected results.

APPARATUS, TOOLS & MATERIALS REQUIRED

Question 1: Determining Density of Irregular Solids

Each candidate should be provided with:

- 2 irregularly shaped solids (Solid A and Solid B, e.g., metal bolts, stones, or nuts)
- 1 beam balance or electronic scale (sensitivity: 0.1 g)
- 1 measuring cylinder (capacity: 100 cm^3)
- Water in a beaker (at least 200 ml)
- Tissue or cloth (for drying solids)

Question 2: Investigating Acids, Bases, and Neutrals

Each candidate should be provided with:

- Solutions labelled A, B, C, D, E (prepared as below)
- Solution X (indicator – Universal Indicator or Litmus Solution)
- Lemon juice (acidic reference)
- Wood ash solution (basic reference)
- 6 clean test tubes (or small transparent containers)
- 1 test tube rack
- 2 droppers/pipettes

Preparation of Solutions A–E (examples):

- **A**: Vinegar (acidic)

- **B**: Salt solution (neutral)
- **C**: Orange juice (acidic)
- **D**: Soap solution (basic)
- **E**: Distilled water (neutral)

EXPECTED PROCEDURES & ANSWERS

QUESTION 1: Density of Solids (20 marks)

Procedure & Marking Guide:
a) Mass of Solid A recorded (e.g., 45.6 g) – **1 mark**
b) Mass of Solid B recorded (e.g., 72.3 g) – **1 mark**
c) Initial volume of water recorded (e.g., 50.0 cm^3) – **1 mark**
d) Final volume with Solid A (e.g., 68.2 cm^3) – **1 mark**
e) Volume of Solid A = Final – Initial (68.2 – 50.0 = 18.2 cm^3) – **1 mark**
f) Density of Solid A = Mass / Volume = 45.6 ÷ 18.2 = **2.51 g/cm^3** – **2 marks**
g) Initial volume for Solid B (e.g., 55.0 cm^3) – **1 mark**
h) Final volume with Solid B (e.g., 81.5 cm^3) – **1 mark**
i) Volume of Solid B = 81.5 – 55.0 = 26.5 cm^3 – **1 mark**
j) Density of Solid B = 72.3 ÷ 26.5 = **2.73 g/cm^3** – **2 marks**
k) Which solid is denser? – **Solid B** – **1 mark**
l) SI units:

- Mass: **kilogram (kg)** – **1 mark**
- Volume: **cubic metre (m^3)** – **1 mark**
- Density: **kg/m^3** – **1 mark**
  m) Safety precautions (any 2):
- Handle glassware carefully to avoid breakages
- Dry solids after use
- Avoid spilling water – **2 marks**
  n) Lab instruments (any 3):
- Beam balance / electronic scale
- Measuring cylinder
- Beaker – **3 marks**

TOTAL: 20 marks

QUESTION 2: Acids, Bases, and Neutrals (10 marks)

Procedure & Marking Guide:

(a) Lemon juice + indicator → **Red** → Acidic – **1 mark**
(b) Wood ash solution + indicator → **Blue/Purple** → Basic – **1 mark**

Table (Solutions A–E):

Test Solution	Observation (Colour)	Conclusion	Marks
A (Vinegar)	Orange/Red	Acidic	1

B (Salt sol.)	Green	Neutral	1
C (Orange j.)	Yellow/Orange	Acidic	1
D (Soap sol.)	Blue/Purple	Basic	1
E (Water)	Green	Neutral	1

MARKING SCHEME SUMMARY

- **Question 1 (Density of Solids):** 20 marks
- **Question 2 (Acids, Bases, Neutrals):** 10 marks
- **Total:** 30 marks

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: IRE

CODE: 010 YEAR:

MARKING SCHEME

SECTION A: Multiple Choice Answers

Qn	Answer	Explanation
1	**B. Al-Qadir**	Al-Qadir means *The All-Powerful*, the One able to change night to day. Other attributes don't directly fit.
2	**B. Belief in the Last Day**	One pillar of Iman is belief in *Yawm al-Qiyamah*.
3	**B. Reading with correct pronunciation**	Tajwid = rules of proper Qur'an recitation.
4	**B. Generosity**	Sharing food is an act of generosity (Sadaqah).
5	**D. Trustworthy**	Al-Amin = The Trustworthy (title given to Prophet).
6	**B. Avoiding haram activities**	Rashid avoided an unlawful event with alcohol/music.
7	**C. Tahara**	Cleaning = Tahara (purification).
8	**B. Honesty**	Keeping promises shows honesty.
9	**B. Respect**	Greeting elders first shows respect.
10	**C. Honesty**	Returning lost items = honesty.
11	**A. Swalat**	Five daily prayers = Pillar of Islam (Swalat).
12	**B. Repeat Wudhu**	Sleep invalidates Wudhu, must redo before prayer.
13	**B. Protect and care for animals**	Prophet taught mercy toward animals.
14	**A. Zabur**	Revealed to Prophet Dawud (A.S).
15	**A. It reduced idol worship**	Quraysh opposed Prophet because he condemned idol worship.
16	**B. Start praying early in life**	Swalat is obligatory from young age, not later.
17	**C. Practice self-control and patience**	Fasting develops taqwa, patience, discipline.
18	**B. Prophet lived peacefully with non-Muslims**	Islam encourages peaceful coexistence.
19	**B. Protect natural resources**	Hadith teaches conservation, not waste.
20	**B. Patience**	Listening politely in disagreement shows patience.

SECTION B: Structured Questions (30 marks)

Q21. State five benefits of performing Swalat.

(i) Strengthens relationship with Allah.
(ii) Earns spiritual reward (thawabu).
(iii) Prevents immorality and wrongdoing.

(iv) Brings peace of mind.
(v) Builds discipline and time management.
(vi) Reminds Muslims of the greatness of Allah.
(vii) Promotes equality (all pray together).
(viii) Source of forgiveness of sins.
(ix) Helps in spiritual growth and taqwa.
(x) Increases patience.
(xi) Creates unity among Muslims.
(xii) Boosts confidence in faith.
(xiii) Serves as remembrance (dhikr) of Allah.
(xiv) Teaches humility.
(xv) Protects from arrogance.
(xvi) Promotes cleanliness (due to Wudhu).
(xvii) Brings blessings in livelihood.
(xviii) Provides guidance in daily life.
(xix) Helps overcome worldly stress.
(xx) It is an obligation that completes Islam.

Q22. Give five reasons why Prophet Muhammad (S.A.W) is called Al-Amin.

(i) He was honest in all dealings.
(ii) He never cheated people.
(iii) He kept people's trusts safely.
(iv) He never broke promises.
(v) Quraysh trusted him with their goods.
(vi) He was truthful in speech.
(vii) He did not lie.
(viii) He was respected by all in Makkah.
(ix) He was fair in business.
(x) Even enemies trusted him.
(xi) He returned items to their owners.
(xii) He showed loyalty in agreements.
(xiii) He practiced justice.
(xiv) He never engaged in fraud.
(xv) He was known for reliability.
(xvi) He spoke the truth even when difficult.
(xvii) He never betrayed friends.
(xviii) He was chosen to replace the Black Stone because of his trustworthiness.
(xix) Allah praised him in the Qur'an.
(xx) His nickname itself "Al-Amin" means trustworthy.

Q23. Mention five things that nullify Wudhu.

(i) Passing urine.
(ii) Passing stool.
(iii) Passing wind (flatus).
(iv) Deep sleep.

(v) Fainting.
(vi) Bleeding heavily.
(vii) Vomiting a mouthful.
(viii) Loss of consciousness.
(ix) Intoxication (drunkenness).
(x) Touching private parts directly with hand.
(xi) Menstrual flow.
(xii) Childbirth bleeding.
(xiii) Laughing loudly during prayer.
(xiv) Apostasy (leaving Islam).
(xv) Eating camel meat (in some madhhabs).
(xvi) Losing sanity/mental stability.
(xvii) Nosebleed (if heavy).
(xviii) Prolonged sleep while lying.
(xix) Any discharge from private parts.
(xx) Anything that breaks concentration and purity.

Q24. State five ways in which Muslims show respect to their parents.

(i) Obeying them.
(ii) Speaking politely to them.
(iii) Providing for their needs.
(iv) Greeting them respectfully.
(v) Caring for them in old age.
(vi) Praying for them.
(vii) Avoiding insulting them.
(viii) Helping with chores.
(ix) Following their guidance.
(x) Not raising voice against them.
(xi) Visiting them often.
(xii) Showing kindness.
(xiii) Thanking them.
(xiv) Treating them with humility.
(xv) Protecting them.
(xvi) Not neglecting them.
(xvii) Serving them with food/water.
(xviii) Not traveling without their consent.
(xix) Giving them gifts.
(xx) Being patient with them.

Q25. Give five reasons why the Qur'an is important to Muslims.

(i) It is the word of Allah.
(ii) Source of guidance.
(iii) Source of Sharia (Islamic law).
(iv) Explains acts of worship.
(v) Explains reward and punishment.

(vi) Strengthens faith (Iman).
(vii) Provides solutions to life's challenges.
(viii) Used in Swalat (recitation).
(ix) Brings baraka (blessings).
(x) Teaches history of prophets.
(xi) Protects Muslims from misguidance.
(xii) Builds moral values.
(xiii) Helps in remembrance of Allah.
(xiv) Source of comfort and healing.
(xv) Basis for Islamic education.
(xvi) Source of unity among Muslims.
(xvii) Source of language enrichment (Arabic).
(xviii) Increases wisdom.
(xix) Clears doubts about Allah.
(xx) Teaches patience and perseverance.

Q26. Mention five ways in which Muslims can conserve the environment.

(i) Planting trees.
(ii) Avoiding pollution.
(iii) Not wasting water.
(iv) Proper disposal of waste.
(v) Protecting animals.
(vi) Avoiding deforestation.
(vii) Preventing soil erosion.
(viii) Avoiding overgrazing.
(ix) Keeping rivers and lakes clean.
(x) Using natural resources wisely.
(xi) Practicing crop rotation.
(xii) Avoiding use of harmful chemicals.
(xiii) Protecting wetlands.
(xiv) Avoiding bush burning.
(xv) Conserving energy.
(xvi) Using renewable energy.
(xvii) Avoiding unnecessary noise pollution.
(xviii) Reusing and recycling materials.
(xix) Caring for wildlife.
(xx) Participating in environmental campaigns.

Q27. Give five lessons that Muslims learn from fasting.

(i) Patience.
(ii) Self-control.
(iii) Discipline.
(iv) Obedience to Allah.
(v) Sympathy for the poor.
(vi) Humility.

(vii) Gratitude.
(viii) Sharing with others.
(ix) Unity (all fast together).
(x) Strengthens Iman.
(xi) Promotes good health.
(xii) Avoiding sinful acts.
(xiii) Endurance.
(xiv) Respecting time.
(xv) Increases generosity.
(xvi) Taqwa (fear of Allah).
(xvii) Strengthens brotherhood.
(xviii) Promotes charity (zakat fitr).
(xix) Purification of soul.
(xx) Promotes honesty.

Q28. State five ways in which Muslims can live peacefully with non-Muslims.

(i) Respecting them.
(ii) Not mocking their religion.
(iii) Living as good neighbors.
(iv) Doing business fairly.
(v) Visiting them when sick.
(vi) Helping in times of need.
(vii) Attending social functions (allowed ones).
(viii) Avoiding discrimination.
(ix) Protecting them from harm.
(x) Promoting dialogue.
(xi) Avoiding violence.
(xii) Co-operating in community projects.
(xiii) Respecting their property.
(xiv) Greeting them politely.
(xv) Being honest with them.
(xvi) Allowing freedom of worship.
(xvii) Avoiding insults.
(xviii) Showing kindness.
(xix) Avoiding hatred.
(xx) Promoting peace initiatives.

Q29. Mention five ways in which Muslims can show honesty.

(i) Returning lost items.
(ii) Not stealing.
(iii) Speaking truth.
(iv) Avoiding lies.
(v) Not cheating in exams.
(vi) Paying debts.
(vii) Delivering goods correctly.

(viii) Keeping promises.
(ix) Not corrupt.
(x) Fair in trade.
(xi) Transparent in business.
(xii) Not taking bribes.
(xiii) Admitting mistakes.
(xiv) Avoiding exaggeration.
(xv) Not forging documents.
(xvi) Trustworthy in responsibilities.
(xvii) Avoiding dishonesty at work.
(xviii) Not spreading false rumors.
(xix) Respecting other people's property.
(xx) Being reliable in duties.

Q30. List five good qualities of Prophet Muhammad (S.A.W) that Muslims should copy.

(i) Honesty.
(ii) Kindness.
(iii) Patience.
(iv) Generosity.
(v) Bravery.
(vi) Humility.
(vii) Forgiveness.
(viii) Justice.
(ix) Trustworthiness.
(x) Respectfulness.
(xi) Mercy.
(xii) Truthfulness.
(xiii) Leadership.
(xiv) Hospitality.
(xv) Hard work.
(xvi) Loyalty.
(xvii) Fairness.
(xviii) Simplicity.
(xix) Tolerance.
(xx) Good manners.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GREDI YA 8: KISWAHILI KARATASI 1

NEMBO: 010 MWAKA: 2025

MWONGOZO WA KUSAHISHA

MAJIBU YA KISWAHILI (LUGHA)

Namba	Jibu	Maelezo
1	A	Afya njema hutuwezesha kufanya kazi za kila siku kwa ufanisi.
2	D	Lishe bora inahusisha kula vyakula vyenye protini, matunda na mboga.
3	C	Mazoezi hutufanya tuwe na nguvu na kusaidia kudhibiti uzito.
4	A	Methali "kinga ni bora kuliko tiba" inamaanisha kujikinga ni muhimu zaidi kuliko kusubiri ugonjwa utokee.
5	B	Usafi binafsi ni kuosha mikono na kuoga.
6	B	"Lishe" kisawe chake ni "chakula".
7	D	Hamisi alikuwa na tabia ya kupuuza maneno ya mama yake.
8	B	Mama alimwonya kwa sababu maji ya mto hujaa bila onyo.
9	A	Hamisi aliteleza alipojaribu kufuata mpira, ndipo akaanguka mtoni.
10	C	Alimwomba mama yake msamaha baada ya tukio.
11	B	Alijifunza umuhimu wa kutii wazazi.
12	B	Methali "hekima haina raba" inamaanisha kosa likishafanyika huwezi kurudisha muda nyuma.
13	B	Utamaduni ni mfumo wa maisha wa jamii fulani.
14	C	Kiswahili ni daraja linalotuunganisha Wakenya wote.
15	C	Lugha na sanaa ni sehemu ya utamaduni.
16	C	Utamaduni unakabiliwa na changamoto kutokana na ushawishi wa tamaduni ngeni.
17	B	"Jukumu" kisawe chake ni "wajibu".
18	A	Bwana Musa hununua mchicha mara mbili (Jumatatu na Ijumaa).
19	B	Jumatano wateja wengi walinunua mchicha na karoti.
20	C	Jumatano karoti ilinunuliwa na mteja mmoja tu (Bwana Juma).
21	A	Jibu linalokamilisha ni "Kweli."
22	C	"Kwa sababu ni ya ualimu."
23	A	"Naomba kunipa ushauri."
24	B	"Kazi ya ualimu ni wito."
25	A	"Fanya kazi vizuri."
26	A	"Lugha inawezesha watu kuelewana."
27	A	"Kwa sababu inatukuza utamaduni wetu."
28	A	"Changamoto ambazo lugha yetu inakabiliwa nazo."
29	C	"Baadhi ya wengine huona aibu kuitumia."
30	A	"Umuhimu wake katika jamii."
31	A	"Ni muhimu kuilinda lugha yetu."
32	B	"Kukuza tabia ya kusoma vitabu vya Kiswahili."
33	A	"Kujifunza maneno na miundo mipya."
34	A	"Kwa kutumia lugha yetu kwa fahari na kwa uhakika."
35	A	"Iendelee kuwa rasilimali muhimu."

36	A	"Ukuta" iko ngeli ya U-YA.
37	B	"Hakula chakula" ni sentensi ya kukanusha.
38	A	"Tuko hapa" ina kitenzi kishirikishi.
39	A	Nomino dhahania ni "Hekima."
40	B	Methali: "Chanda chema huvikwa kidole."
41	C	Ukanusho sahihi ni "Hawakulala kitandani."
42	A	"Mtoto amelala" (kiambishi ni 'a').
43	A	Usemi halisi: "Nitaenda sokoni kesho," mama alisema.
44	A	"Watoto watatu wamekimbia" – kivumishi cha idadi.
45	D	Nukuu sahihi: "Mama," aliniambia nifike mapema.
46	C	Sentensi sawa: "Mwalimu aliwafundisha wanafunzi kwa ajili ya masomo."
47	A	Takriri: "Mtoto huyu analia sana sana."
48	B	"Taa" = mwanga, "saa" = wakati.
49	B	Hali ya udogo: "Kibaba kimejaa."
50	C	Methali: "Akili ni mali." – umuhimu wa kuzingatia maneno.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GREDI YA 8: KISWAHILI KARATASI 2
NEMBO: 010 MWAKA: 2025

MWONGOZO WA KUSAHISHA

SEHEMU A: INSHA (ALAMA 20)

Swali: *Andika insha ya hadithi inayoanza kwa maneno: "Nilipofungua mlango ghafla, sikutarajia kuona jambo lililobadilisha maisha yangu milele..."*

Mfano wa Insha

Nilipofungua mlango ghafla, sikutarajia kuona jambo lililobadilisha maisha yangu milele. Ilikuwa asubuhi ya Jumamosi. Nilipokuwa nikiamka, nilihisi sauti ya kelele za watu barabarani. Nilidhani ni mambo ya kawaida ya sokoni. Nilipofika mlangoni na kuufungua, nilikumbana na tukio lisilo la kawaida—nyumba ya jirani ilikuwa ikiteketea kwa moto.

Kwa muda mfupi nilishtuka, nikakosa la kufanya. Niliona jirani yangu, mama Muthoni, akilia kwa uchungu huku watoto wake wawili wakijaribu kuokoa mali. Bila kufikiri mara mbili, nilikimbilia humo nikisaidia kuokoa vitu vidogo vidogo. Tulipiga kelele tukiomba msaada, na majirani wengine wakajitokeza. Baadhi walikimbia kuleta maji, wengine walipiga simu kwa wazimamoto.

Nilipoona mtoto mdogo akilia dirishani, moyo wangu ulinigonga kwa hofu. Nilijua nilipaswa kuchukua hatua. Niliingia ndani nikamtoa mtoto huyo. Nilipomshika mikononi na kumtoa nje salama, kila mtu alishangilia. Machozi ya furaha yalinilenga mashavuni. Nilijua maisha yangu hayangekuwa yale yale tena.

Siku hiyo ilinifundisha kuwa maisha ya binadamu ni ya thamani kuliko mali. Nilijifunza pia kuwa mshikamano wa jamii ni nguzo muhimu ya kuokoa maisha. Niliheshimiwa sana na majirani kwa ujasiri wangu, na hata shule yangu ilinitunuku cheti cha ushujaa.

Kwa kweli, kufungua mlango siku ile kulibadilisha maisha yangu milele.

Mfano wa Insha 2

Nilipofungua mlango ghafla, sikutarajia kuona jambo lililobadilisha maisha yangu milele. Ilikuwa jioni ya mvua kidogo ikinyesha. Nilipofungua mlango la chumba changu, macho yangu yaligongana na kitu cha ajabu kabisa—kizazi kipya cha mbwa mdogo kilikuwa kimebeba nyumba yetu. Nilishtuka sana!

Mbwa huyo mdogo alikuwa amevutwa na mvua na kuteleza hadi kwenye bustani yetu. Nilipokimbilia humo, niliona alikuwa na majeraha kidogo, akilia kwa uchungu. Bila kufikiri mara mbili, nilimchukua na kumpeleka ndani, nikamlisha na kumpa joto.

Wakati huo, nilihisi moyo wangu ukijaa furaha na huruma. Nilijua kuwa maisha ya wanyama pia ni ya thamani na yanahitaji usaidizi wetu. Nilijaribu kumtunza kwa muda wote wa jioni, nikaanza kumpenda sana.

Siku ikafika asubuhi, wazazi wangu walipokuja kuona mtoto huyo wa mbwa, walishangaa sana lakini wakaridhika kuona jinsi nilivyomtunza. Walisema hili lilinifundisha **maadili ya huruma, upendo, na uwajibikaji**. Kwa kweli, nilijifunza kuwa kila kiumbe hai kinastahili heshima na msaada wetu.

Kutoka siku hiyo, nilianzisha zoezi la kusaidia wanyama walioko majumbani na jirani zetu, jambo ambalo limekuwa sehemu ya maisha yangu hadi leo. Niligundua kuwa jambo dogo la huruma linaweza kubadilisha maisha ya wengine na kuleta furaha ya kweli.

SEHEMU B: UTANGULIZI WA FASIHI (ALAMA 30)

ZOEZI LA 2: HADITHI FUPI (7 alama)

a) Sifa mbili za Juma kabla ya mafuriko (alama 2)

- Alikuwa **mvivu**.
- Hakupenda **kushirikiana katika kazi za kijamii**.
- Alipuuza wajibu wake kwa jamii.
- Aliishi maisha ya ubinafsi.

b) Tukio kuu lililobadilisha maisha ya Juma (alama 1)

- Mafuriko makubwa yaliyoharibu mali yake.

c) Funzo kuu la hadithi hii (alama 2)

- Kushirikiana ni muhimu katika maisha ya kijamii.
- Uvivu huleta madhara.
- Umoja ni nguvu.
- Wajibu wa kijamii ni nguzo ya usalama.
- Ubinafsi huleta majuto.

d) Mbinu moja ya lugha (alama 2)

- Methali: “Umuhimu wa mshikamano wa kijamii” → kufundisha mshikamano.
- Hiperbole: mafuriko makubwa (kuonyesha ukubwa wa tukio).
- Taswira: mali ikiharibika.

ZOEZI LA 3: NOVELA (6 alama)

a) Mbinu mbili za lugha (alama 2)

- **Taswira**: “ndoto zikivunjika vipande” – kuonyesha maumivu.
- **Tashbihi**: maisha yakimlemea → mzigo.
- **Hiperbole**: ndoto zikivunjika vipande vipande.

b) Hisia mbili za Said (alama 2)

- Alihisi **majonzi** kwa kufukuzwa shule.
- Alihisi **wivu** akiona wenzake wakielekea shuleni.
- Alihisi **tamaa / matumaini** alipoamua kufanya kazi ndogo.
- Alihisi **kukata tamaa** mwanzoni.

c) Dhamira kuu (alama 2)

- **Thamani ya elimu**.
- **Bidii na matumaini** husaidia kufanikisha ndoto.
- **Uvumilivu na kujituma** huondoa changamoto za maisha.

ZOEZI LA 4: TAMTHILIA (10 alama)

a) Sifa mbili za nidhamu (alama 2)

- Nidhamu ni msingi wa mafanikio.
- Nidhamu ni taa ya mwongozo.
- Nidhamu ni nguzo ya heshima.

b) Mbinu mbili za lugha (alama 2)

- **Tashbihi**: "Nidhamu ni kama taa" – inalinganishwa na mwongozo.
- **Methali/semi**: "Nidhamu ni nguzo ya heshima."
- **Picha/taswira**: giza bila taa = maisha bila nidhamu.

c) Matokeo ya kukosa nidhamu (alama 2)

- Mwanafunzi hushindwa kufanikisha masomo.
- Heshima hupotea.
- Jamii nzima huathirika.

d) Funzo (alama 4)

- Nidhamu ni muhimu shuleni na nyumbani.
- Bila nidhamu hakuna mafanikio.
- Heshima ni msingi wa maisha bora.
- Nidhamu hujenga tabia nzuri.
- Jamii yenye nidhamu huendelea.

ZOEZI LA 5: USHAIRI (7 alama)

a) Vina vya nje (alama 1)

- Ubeti wa kwanza vina vya *-a* (makovu / mavazi / amani / hayakauki).
- Ubeti wa pili vina vya *-o* (tiba yake / milango / mshikamano / bora).

b) Hisia mbili za mwandishi (alama 2)

- Huzuni kwa watoto kulia njaa.

- Uchungu kwa wazazi kukosa amani.
- Matumaini kwa elimu na bidii.
- Furaha kwamba mshikamano huleta maisha bora.

c) Dhamira kuu (alama 2)

- Umaskini ni janga linaloweza kushindwa kwa bidii.
- Elimu ni silaha ya kupambana na umaskini.
- Umoja wa jamii ni nguzo ya maendeleo.

d) Maana ya mstari "Elimu na bidii, hufungua milango" (alama 2)

- Elimu na kazi ngumu hutoa nafasi za maisha bora.
- Elimu hufungua milango ya ajira na maarifa.
- Bidii huondoa dhiki na kufanikisha ndoto.

Kwa jumla:

- **Sehemu A (Insha)** = 20 alama.
- **Sehemu B (Fasihi)** = 30 alama (7+6+10+7).
- **Jumla** = 50 alama.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: PRETECHNICAL STUDIES PP1
CODE: 010 YEAR: 2025
MARKING SCHEMES

SECTION A: MULTIPLE CHOICE QUESTIONS (30 Marks)

No.	Answer	Explanation
1	A	The KEBS (Kenya Bureau of Standards) voluntary quality mark indicates that the product meets high quality standards.
2	D	The instructions shown in the visual programming calculate the **area of a rectangle**.
3	A	A **chisel** is used to pare away wood, often struck with a mallet.
4	A	Gross profit = Selling Price – Cost Price = 3,500 – 2,000 = **KES 1,500**.
5	B	Profit = Revenue – Expenses = 85,000 – (25,000 + 15,000 + 5,000 + 10,000) = **KES 30,000**.
6	D	**Ear defenders** protect hearing in a noisy workshop environment.
7	C	A **keyboard** is an input device used to enter data into a computer.
8	C	In isometric drawing, **all lines are drawn at 30° angles to the horizontal**.
9	B	**Hardness** is the ability of a material to resist scratching or indentation.
10	D	Using a fake identity online is **identity theft**.
11	C	A **want** is a desire that can be satisfied by a product or service.
12	C	**Continuous thick lines** are used for main outlines of objects in sketches.
13	B	A **power surge** is a physical threat to a computer system.
14	C	**Budgeting** is planning how to spend money in the future.
15	B	**Malleability** allows a metal to be shaped by hammering without breaking.
16	B	Dimensions indicate the **size and location** of features in a technical drawing.
17	C	**Wood** is an example of a non-metallic material.
18	C	Entrepreneurs **create and manage new businesses**.
19	D	The **keyboard** is the keying device among the options shown.
20	B	A suspicious email asking to click a link for money is a **phishing attempt**.
21	B	A **centre line** shows the center of a symmetrical object or circle.
22	B	The drawing is a **portrait** type of artistic drawing.
23	C	**Conductivity** is the ability of a material to conduct electricity.
24	C	**Food** is a basic need required for survival.
25	C	**Hard Disk Drive (HDD)** stores data and programs long-term.
26	D	**Sofa set** is a product, not a service.
27	C	A **hidden line** represents an object's outline not visible from the view.
28	C	Money's key characteristic is serving as a **medium of exchange**.
29	C	**Protractor** is used to measure and draw angles.
30	B	In visual programming, **blocks** represent programming instructions.

SECTION B: STRUCTURED QUESTIONS (50 MARKS)

Part I: Pre-Technical Studies (25 Marks)

Q31. Handling Tools

a) Safety rules when handling sharp tools:
i) Always point the sharp edge away from your body.
ii) Wear protective gloves when using sharp tools.
iii) Keep tools clean and well-maintained.
iv) Do not distract others while using tools.
v) Store tools safely when not in use.

b) Likely tools to use when preparing a wooden frame:
i) **Vernier calipers**
ii) **Trammel**

Q32. Materials

a) Advantages of metallic materials:
i) Strong and durable.
ii) Resistant to wear and tear.
iii) Can be easily shaped or molded.
iv) Conducts heat and electricity.
v) Can support heavy loads.

b) Examples of natural non-metallic materials:
i) Wood.
ii) Clay.
iii) Stone.
iv) Bamboo.
v) Leather.

Q33. Technical Drawings

a) Importance of technical drawings:
i) Helps visualize ideas before production.
ii) Guides accurate measurements and dimensions.
iii) Facilitates communication of design ideas.
iv) Prevents errors during construction.

b) Differences between artistic and technical drawing:
i) Artistic drawing focuses on creativity, aesthetics, and expression.
ii) Technical drawing focuses on precision, measurements, and functionality.
iii) Artistic drawing may use freehand techniques.
iv) Technical drawing uses instruments like rulers, protractors, and compasses.

Q34. Combined Shapes

a) **Sketch** – rectangle with semicircle attached at one end (simple drawing).

b) Methods of dimensioning in drawing:
i) Linear dimensioning – indicates length and width.
ii) Angular dimensioning – indicates angles in degrees.
iii) Chain dimensioning – dimensions placed end-to-end.
iv) Baseline dimensioning – dimensions measured from a fixed reference line.

Q35. Electrical Safety

a) Safety defect: Exposed live wire or incorrectly wired plug.
b) Immediate action if someone gets a shock: Switch off power source before helping.
c) Water and electricity are dangerous together because water conducts electricity and may cause electric shocks.
d) Physical threat to digital devices: Dust, heat, moisture, or physical impact.

Part II: Business Studies (12 Marks)

Q36. Profit

a) Definition:
i) Profit is the financial gain made when revenue exceeds expenses.
ii) Profit = Selling Price – Cost Price.

b) Calculation:
Cost Price = 1,200; Selling Price = 1,500
Profit = 1,500 – 1,200 = **Ksh 300**

Q37. Business Site and Ethics

a) Factors when selecting a business site:
i) Accessibility to customers.
ii) Availability of utilities (water, electricity).
iii) Security of the location.
iv) Proximity to suppliers.

b) Ethical business practices:
i) Fair pricing of goods.
ii) Honest advertising.
iii) Treating customers with respect.
iv) Maintaining product quality.

Q38. Money

a) Security features in Kenyan banknotes:
i) Watermark.

ii) Security thread.
iii) Holographic patch.
iv) Raised print.

b) Uses of money:
i) Medium of exchange.
ii) Store of value.
iii) Measure of value.
iv) Payment of debts.

Part III: Computer Studies (13 Marks)

Q39. Hardware and Storage

a) Hardware components:
i) Monitor.
ii) Keyboard.
iii) CPU.
iv) Mouse.

b) Storage devices:
i) Hard Disk Drive (HDD).
ii) USB flash drive.
iii) CD/DVD.
iv) Memory card.

Q40. Online Threats

a) Common online threats:
i) Phishing.
ii) Malware.
iii) Hacking.
iv) Cyberbullying.

b) Ways of securing computer data:
i) Use strong passwords.
ii) Install antivirus software.
iii) Regularly back up data.
iv) Avoid sharing personal information online.

Q41. Visual Programming

a) Features of visual programming:
i) Uses **blocks** to represent instructions.
ii) Provides **drag-and-drop interface** for easy coding.
iii) Immediate feedback on actions.
iv) Easy debugging.

b) Importance of visual programming:

I. Makes programming **easy to learn** for learners.
II. Uses **drag-and-drop blocks**, reducing syntax errors.
III. Helps learners **visualize program flow** clearly.
IV. Encourages **logical thinking and problem-solving** skills.
V. Enhances **creativity** by allowing learners to create animations, games, and simulations.
VI. Provides **immediate feedback**, so learners can test and correct errors instantly.
VII. Reduces the **intimidation of traditional text-based coding**.
VIII. Supports **interactive learning** through engaging activities.
IX. Promotes **collaboration**, as learners can share and modify projects easily.
X. Allows learners to **understand programming concepts** like loops, conditions, and variables.
XI. Provides a **safe environment** to experiment without breaking the computer.
XII. Encourages **algorithmic thinking** by planning sequences visually.
XIII. Helps learners **debug and troubleshoot** easily using visual cues.
XIV. Prepares learners for **transition to text-based programming** later.
XV. Integrates **multimedia elements** like images, sounds, and animation for learning.
XVI. Can be used for **real-world simulations** and interactive projects.
XVII. Improves **attention to detail** as learners arrange blocks correctly.
XVIII. Encourages **independent learning** as students explore programs on their own.
XIX. Reduces **learning curve for complex concepts** such as event-driven programming.
XX. Builds **confidence** in programming before moving to professional coding.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: PRETECHNICAL STUDIES (PROJECT)
CODE: 010 | YEAR: 2025 | TIME: 1 WEEK

GENERAL INSTRUCTIONS TO TEACHERS

1. This project is **learner-centered**, meant to be completed over **1 week**.
2. Learners should work individually or in small groups under supervision.
3. Teachers should ensure access to **computers, internet, design tools, and materials**.
4. Assess **creativity, technical knowledge, digital literacy, innovation, and presentation**.
5. Marks are awarded for **accuracy, completeness, and clarity**.

APPARATUS, TOOLS & MATERIALS REQUIRED

Task 1: Computer Studies (28 Marks)

Hardware and Tools:

- Desktop or laptop computer
- Keyboard and mouse
- Printer
- USB flash drive or external storage
- Internet connection (supervised)

Software:

- Word processor (MS Word, LibreOffice Writer) – for report writing
- Spreadsheet (MS Excel, LibreOffice Calc) – optional for tables/data
- Presentation software (MS PowerPoint, Google Slides) – optional for digital presentation
- Scratch or similar visual programming tool

Safety Tools / Data Protection:

- Antivirus software
- Passwords for files/accounts
- Cloud storage (Google Drive, OneDrive)
- Regular backups to external storage

Task 2: Technical Studies (6 Marks)

Materials:

- Cardboard, wood, plastic, or any locally available material
- Adhesive (glue, tape)
- Fasteners (screws, nails)

- Sandpaper, paint, or varnish (for finishing)

Tools:

- Ruler / measuring tape
- Pencil and eraser
- Scissors or hand saw
- Hammer or screwdriver
- Paintbrush

Task 3: Business Studies (6 Marks)

Materials and Resources:

- Cost of materials
- Target market data (students, teachers, school community)
- Price list and budget template

PROCEDURES AND GUIDELINES

Task 1: Computer Studies

1. **Project Planning and Digital Literacy**
   - ✓ **Software Choice:** MS Word (for report creation) – because it allows text formatting, inserting images, tables, and sketches. – **3 marks**
   - ✓ **Online Safety:**
     - Do not share personal information online.
     - Verify information from trusted websites. – **2 marks**
2. **Tools and Data Management**
   - ✓ **Essential Hardware:**
     - Computer: runs software and programs
     - Printer: prints final project report – **3 marks**
   - ✓ **Data Protection:**
     - Save files regularly on USB or cloud
     - Use strong passwords and antivirus protection – **2 marks**
3. **Network and Communication**
   - ✓ **Network Diagram:** Show 3 computers connected to a central printer and shared folder – **3 marks**
   - ✓ **Digital Communication Tools:**
     - Email, WhatsApp, Zoom, Google Classroom – **2 marks**
   - ✓ **Importance of Communication:** Ensures teamwork, avoids duplication of work, shares ideas effectively – **2 marks**
4. **Programming and Innovation**
   - ✓ **Computer Program:** Set of instructions to perform tasks; important for creating animations or interactive models – **3 marks**
   - ✓ **Scratch Environment Parts:**
     - Stage and Sprites
     - Script / Block area – **2 marks**

- ✓ **Benefit of Visual Programming:** Easier to understand, reduces coding errors, suitable for beginners – **1 mark**

Task 2: Technical Studies

5. **Design and Prototyping**
   - ✓ **3D Sketch:** Freehand drawing with dimensions labelled – **2 marks**
   - ✓ **Tools and Materials:** Ruler, pencil, scissors, glue, cardboard, wood, paint – **2 marks**
6. **Material Properties**
   - ✓ **Physical Property Example:** Wood – lightweight and strong, suitable for a product – **1 mark**
   - ✓ **Safety Measure:** Wear gloves while cutting or sanding – **1 mark**

Task 3: Business Studies

7. **Entrepreneurship**
   - ✓ **Economic Resources:** Land, labor, capital (materials & tools) – **1 mark**
   - ✓ **Entrepreneurial Quality:** Creativity, responsibility, problem-solving, teamwork – **1 mark**
8. **Money and Financial Goals**
   - ✓ **Target Market & Pricing:** Students/teachers; price based on material cost and affordability – **2 marks**
   - ✓ **Budget:** A plan showing estimated income and expenditure; important for resource management and avoiding losses – **2 marks**

SUGGESTED MARKING SCHEME

Task	Question(s)	Max Marks	Key Points to Award Marks
Task 1	1a	3	Correct software identified + valid reason
Task 1	1b	2	Two valid online safety measures
Task 1	2a	3	Two hardware components + correct functions
Task 1	2b	2	Two valid data protection methods
Task 1	3a	3	Correct network diagram
Task 1	3b	2	Four digital tools listed
Task 1	3c	2	Clear explanation of importance
Task 1	4a	3	Correct definition + explanation
Task 1	4b	2	Two main Scratch environment parts
Task 1	4c	1	One benefit of visual programming
Task 2	5a	2	Clear 3D sketch with dimensions
Task 2	5b	2	List of tools and materials
Task 2	6a	1	Correct physical property
Task 2	6b	1	Correct safety measure
Task 3	7a	1	Correct economic resource
Task 3	7b	1	Entrepreneurial quality explained
Task 3	8a	2	Correct target market and pricing explanation
Task 3	8b	2	Budget definition and importance

Total Marks: 40

This guide allows teachers to:

- Prepare learners with **necessary tools, software, and materials**
- Assess **creativity, technical skills, and project management**
- Use **clear marking criteria**

TEACHERS' OBSERVATION & MARKING SHEET

GRADE 8 PRE-TECHNICAL STUDIES – PROJECT (KJSEA 2025)

Candidate Name: _____
Assessment Number: _____
School Name: _____
School Code: _____
Date: _____

TASK 1: COMPUTER STUDIES (28 Marks)

Step	Activity / Skill Observed	Max Marks	Marks Awarded	Comments / Observations
1	Identifies suitable software for report creation	3		Software named & valid reason given
2	Describes two online safety measures during research	2		Measures appropriate & practical
3	Names two essential computer hardware components and explains functions	3		Components correct & functions accurate
4	Describes two ways to protect project data from corruption or loss	2		Examples like cloud storage, backups, passwords
5	Draws simple network diagram connecting 3 computers to shared printer	3		Diagram correct & clear
6	Lists four digital tools for communication	2		Tools relevant for project collaboration
7	Explains importance of effective communication	2		Explanation demonstrates understanding
8	Defines computer program & explains its importance	3		Clear definition & relevance to project design
9	Names two main parts of Scratch environment	2		Stage/Sprites and Scripts/Blocks identified
10	Explains one benefit of visual programming over text-based	1		Explanation logical and relevant

Subtotal Task 1: 28 Marks

TASK 2: TECHNICAL STUDIES (6 Marks)

Step	Activity / Skill Observed	Max Marks	Marks Awarded	Comments / Observations
1	Sketches 3D view of product (freehand, labelled, with dimensions)	2		Sketch accurate & dimensions clear
2	Lists main tools & materials for prototype	2		Tools and materials appropriate for product
3	Explains one physical property of chosen material	1		Property correctly stated and relevant
4	Describes one safety measure while working with material	1		Safety measure appropriate and applied

Subtotal Task 2: 6 Marks

TASK 3: BUSINESS STUDIES (6 Marks)

Step	Activity / Skill Observed	Max Marks	Marks Awarded	Comments / Observations
1	Identifies economic resources used	1		Land, labor, materials, tools correctly stated
2	Demonstrates entrepreneurial quality during project	1		Examples: creativity, responsibility, teamwork
3	Describes target market & proposes a price with reason	2		Market realistic; pricing justified
4	Defines budget & explains importance for project	2		Budget clear & explanation shows understanding

Subtotal Task 3: 6 Marks

TOTAL SCORE

Task	Max Marks	Marks Awarded
Task 1: Computer Studies	28	
Task 2: Technical Studies	6	
Task 3: Business Studies	6	
TOTAL	40	

TEACHER OBSERVATION NOTES / REMARKS

- Creativity and originality of product: _____
- Collaboration and group participation: _____
- Presentation and documentation: _____
- Safety and proper use of tools: _____
- Overall performance and recommendations: _____

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: SOCIAL STUDIES
CODE: 010 YEAR: 2025
MARKING SCHEMES

SECTION A: MULTIPLE CHOICE QUESTIONS (20 MARKS)

No.	Answer	Explanation
1	C.Y	Homo sapiens sapiens is the modern human species. The skull labeled C shows features such as a high forehead and rounded skull typical of modern humans.
2	A	Cleaning a riverbank is a voluntary activity that benefits the community, demonstrating community service.
3	A	Vegetation growth depends on environmental factors such as soil type, rainfall, and climate, not clothing or religion.
4	A	Identifying the first humans in Africa studies human origin, which is the branch of history/science that deals with human beginnings.
5	A	Great Zimbabwe Kingdom is known for its massive stone walls and participation in trade with other regions.
6	A	Deserts, savannahs, and forests are related to climate and vegetation studies.
7	B	Mediterranean climate
8	A	A topographical map shows relief features, elevations, and landforms.
9	A	Visiting Fort Jesus and learning about Portuguese influence reflects the study of historical monuments.
10	A	Rainfall, wind direction, and temperature are elements of weather.
11	C	Relief features are not part of marginal information; scale, title, and grid references are marginal info.
12	A	Equatorial rainforest.
13	B	Hand axe was mainly used for cutting meat and digging roots.
14	A	Altitude affects temperature and crop suitability; higher altitudes often have cooler climates.
15	A	Teaching non-violent ways of solving conflicts reflects peace education.
16	A	Children forced to work is servitude, which denies basic rights and freedom.
17	A	Lines representing roads on a map are symbols.
18	A	Moving from Mombasa to Kisumu for better jobs is rural-urban migration.
19	B	Starting a small vegetable garden to sell produce demonstrates entrepreneurial opportunity.
20	A	Gold and salt were main commodities in the Trans-Saharan trade.
21	A	
22.	A	
23	A	
24	A	
25	A	
26	A	
27	A	

28	A	
29	A	

SECTION B: STRUCTURED QUESTIONS (80 MARKS)

TASK 1: MAPWORK (5 MARKS)

Q21.

a) Direction from sawmill to Bosa town:

IV. South-west

b) Distance from bridge to market:
I. 15 km

c) Economic activities:
I. Farming
III. Trade/commerce
VI. Logging/forestry
VII. Milling
XIV. Local markets
XV. Transport services
d) Vegetation types:
I. Grasslands
II. Forests
III. Shrubs
IV. Farmland
V. Wetland vegetation

e) Map scale type:
I. Linear scale
II. Representative fraction
III. Verbal scale

TASK 2: CITIZENSHIP (5 MARKS)

a) Definition of citizenship:
I. Being a member of a country with rights and responsibilities
II. Legal recognition as a member of a nation
III. Participation in civic duties
IV. Belonging to a community

b) Rights protected by the Constitution:
I. Right to education

II. Right to healthcare
III. Freedom of expression
IV. Freedom of religion
V. Right to property
VI. Right to equality
VII. Right to life
VIII. Freedom of movement
IX. Right to privacy
X. Freedom from discrimination

c) Qualities of responsible leader:
I. Honesty
II. Integrity
III. Fairness
IV. Accountability
V. Transparency
VI. Empathy
VII. Courage
VIII. Commitment
IX. Visionary thinking
X. Patience

TASK 3: HISTORY (30 MARKS)

Q23.

a) Features of Kongo Kingdom:
I. Centralized monarchy
II. Skilled artisans
III. Organized trade networks
IV. Use of iron tools
V. Agriculture-based economy
VI. Military organization
VII. Traditional rituals
VIII. Craftsmanship in pottery

b) Egyptian practice still used today:
I. Writing (hieroglyphics → modern writing)
II. Calendars
III. Irrigation techniques
IV. Medicine/herbal remedies
V. Architecture designs

c) Great Zimbabwe Kingdom trade contributions:
I. Export of gold
II. Trade of ivory
III. Iron-smithing and trade

IV. Trading cattle
V. Facilitated cross-regional trade

Q24. Slavery & servitude

a) Factor for Indian Ocean slave trade:
I. Arab trade demands
II. European demand for labor
III. Coastal port activities
IV. Local conflicts
V. Economic exploitation

b) Effects of Trans-Saharan slave trade:
I. Population depletion
II. Social disruption
III. Cultural loss
IV. Migration of communities
V. Weakening of African states

c) Ways Africans resisted slavery:
I. Escaping to forests
II. Revolts/rebellions
III. Hiding in communities
IV. Negotiation/escape agreements
V. Sabotage of work

Q25. Money & Trade

a) Functions of money:
I. Medium of exchange
II. Store of value
III. Measure of value
IV. Standard of deferred payment
V. Facilitates trade

b) Types of trade before colonization:
I. Barter trade
II. Local markets
III. Long-distance trade
IV. Inter-tribal trade
V. Coastal trade

Q26. African diaspora & migration

a) African diaspora definition:
I. Scattering of Africans outside Africa due to slavery, migration, or trade

b) Causes of migration:
I. Search for employment
II. War/conflicts
III. Drought/famine
IV. Natural disasters
V. Trade opportunities
VI. Education
VII. Adventure
VIII. Political instability

c) Migration challenge:
I. Cultural adaptation
II. Language barriers
III. Discrimination
IV. Unemployment
V. Housing shortage

Q27. Communities

a) Economic activity of Ogiek:
I. Hunting
II. Beekeeping
III. Gathering honey
IV. Forest products collection

b) Social organization of Zulu:
I. Clan-based system
II. Chiefs and sub-chiefs
III. Age-grade system
IV. Family-based hierarchy

c) Political system of Asante:
I. Monarchy (king)
II. Council of elders
III. Centralized governance
IV. Kingdom-based rule

TASK 4: GEOGRAPHY & CLIMATE (30 MARKS)

Q28.

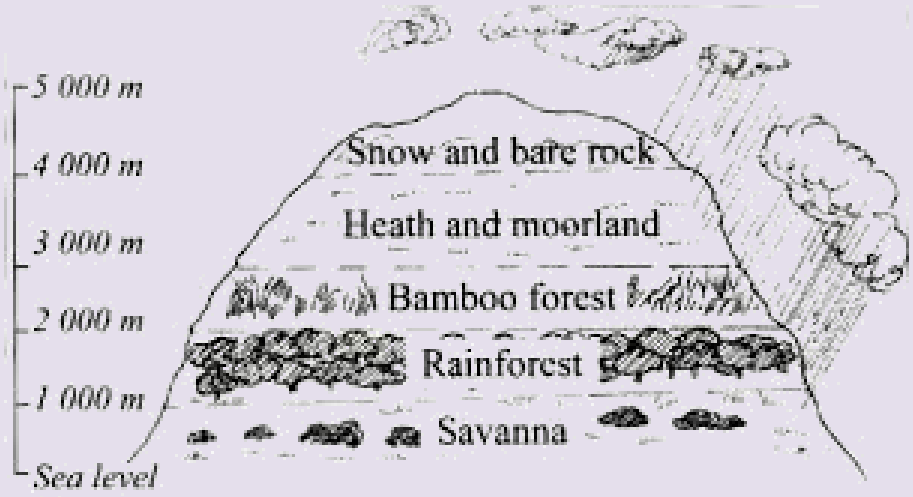
i) Deserts:
U. Equatorial climate
T. Desert climate

a) Factor influencing climate:
I. Altitude
II. Latitude

III. Ocean currents
IV. Winds
V. Proximity to water bodies

b) Mediterranean climate characteristics:
I. Mild, wet winters
II. Hot, dry summers
III. Vegetation adapted to drought
IV. Coastal influence

Q29. Vegetation zones on mountains



a) Vegetation zones:
X. heath and more-land vegetation
Y. Rainforest vegetation

b) Vegetation in Z:
savannah grassland vegetation

No.	Characteristic
I	Dominated by grasses with scattered trees and shrubs
II	Trees are mostly drought-resistant and thorny
III	Vegetation adapted to seasonal rainfall (wet and dry seasons)
IV	Presence of fire-resistant plant species
V	Deep root systems to survive dry periods
VI	Sparse canopy allowing sunlight to reach the ground
VII	Presence of annual and perennial grasses
VIII	Vegetation supports large herbivorous animals
IX	Leaves often small, waxy, or leathery to reduce water loss
X	Grasses grow quickly during the wet season and die back in dry season
XI	Vegetation shows adaptations to grazing by animals
XII	Soil fertility generally low, supporting mainly grass species
XIII	Scattered acacia and baobab trees common
XIV	Fire plays a role in nutrient cycling and controlling tree growth
XV	Ecosystem resilient to drought and occasional floods

c) Desert vegetation adaptation:
I. Deep roots
II. Water storage in stems
III. Small/needle leaves
IV. Thick cuticles
V. Reduced leaf surface

Q30. Maps, latitude, longitude, time

a) Latitude:
I. Angular distance north or south of the equator

b) Countries crossed by equator:
I. Kenya
II. Uganda
III. Democratic Republic of Congo
IV. Gabon
V. Republic of Congo

c) Time difference Nairobi – London:

Step	Description	Calculation / Value
I	Longitude of London	0°
II	Longitude of Nairobi	36° E
III	Difference in longitude	36° - 0° = 36°
IV	Time per degree of longitude	1° = 4 minutes
V	Time difference in minutes	36 × 4 = 144 minutes
VI	Convert minutes to hours and minutes	144 ÷ 60 = 2 hours 24 minutes
VII	Conclusion	Nairobi is 2 hours 24 minutes ahead of London

Q31. Population & Human evolution

a) Stages of human evolution:
I. Australopithecus
II. Homo habilis
III. Homo erectus
IV. Homo sapiens

b) Factors for population growth:
I. Fertility rate
II. Improved healthcare
III. Migration
IV. Food supply

c) Challenge of high population:
I. Resource shortage
II. Unemployment
III. Environmental degradation

Q32. Weather elements & instruments

a) Elements of weather:
I. Rainfall
II. Temperature
III. Wind speed
IV. Humidity
V. Cloud cover

b) Weather effect on farming:
I. Determines planting season
II. Risk of drought/flood
III. Affects crop yield

c) Weather instruments:
i) Wind speed: Anemometer
ii) Rainfall: Rain gauge

TASK 5: LIFE SKILLS (10 MARKS)

Q33.

a) Non-violent conflict resolution:
I. Solving disagreements without aggression

b) Ways to solve disagreements peacefully:
I. Mediation
II. Negotiation
III. Discussion/communication
IV. Compromise
V. Active listening

c) Interpersonal skill useful for teamwork:
I. Communication
II. Cooperation
III. Empathy
IV. Active listening

Q34.

a) Entrepreneurship:
I. Ability to start and manage a business

b) Entrepreneurial opportunities:
I. School newspaper
II. School vegetable garden
III. Tutoring peers
IV. Selling stationery
V. Organizing events

c) Career related to Social Studies:
I. Historian
II. Geographer
III. Anthropologist
IV. Sociologist
V. Politician

d) Preparing for career:
I. Research
II. Volunteering
III. Internships
IV. Reading widely
V. Participating in projects

Q34(c) Emotions in image

I) A: Sadness, Disappointment, Anger
II) B: Happiness, Joy, Excitement

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