KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: CREATIVE ARTS AND SPORTS (PROJECT)

CODE: 010 YEAR: 2025 **TIME: 2 HOURS**

Marking scheme

Project Breakdown and Guidance

This project is a comprehensive assessment of a student's ability to research, create, and present on the theme of "Our Cultural Heritage." It requires both individual effort and group collaboration.

Task 1: Visual Arts – Cultural Symbol Artwork

- ✓ **Objective:** To create a visual art piece that represents a Kenyan cultural symbol and to explain its meaning.
- ✓ **Individual Task:** This is an individual assignment.
- ✓ **Possible Approaches:**
  - ❖ **Maasai Community:** A student could choose to draw a **beaded necklace** (esurutia) and explain that the **colors and patterns** represent different aspects of the community, such as blue for the sky and God, green for the land, and red for bravery.
  - ❖ **Luhya Community:** A student could focus on the **Isukuti drum** or a **traditional stool** and explain its significance in ceremonies, storytelling, and as a symbol of authority.
  - ❖ **Mijikenda Community:** The student could research and draw the **vigango** (carved funerary poles) and explain their spiritual and ancestral importance.
  - ❖ **Kikuyu Community:** The **Mubuthi** (a traditional pot) could be drawn, with an explanation of its use in carrying water and its role as a symbol of family provision.
  - ❖ **Written Explanation:** The short paragraph should clearly state the community the symbol belongs to, what the symbol is, and what it represents. For example, "This is an example of a **Kikuyu Githaa**, a traditional wicker basket used for carrying food and goods. It is a symbol of hard work and provision for the family, often used by women to carry produce from the farm."

Task 2: Performing Arts – Traditional Dance or Folk Song Performance

- ✓ **Objective:** To perform a traditional Kenyan dance or song as a group.
- ✓ **Group Task:** Requires collaboration within a group of 3-6 students.
- ✓ **Possible Approaches:**
  - ➢ **Dance:**
    - ▪ **Maasai Adumu (Jumping Dance):** The group could learn the synchronized jumping and vocalizations of the Maasai. They would need to explain that the dance is a rite of passage for young men (morans) and a display of strength and endurance.

        - **Luo Ohangla Dance:** This energetic dance, accompanied by the **nyatiti** (a string instrument) and drums, could be performed. The group would explain its use in celebrations and social gatherings.
        - **Kamba Ngoma ya Mukanda (Circumcision Dance):** This dance could be adapted to be performed, and the group would describe its role in traditional ceremonies.
    - **Folk Song:**
        - **A traditional lullaby:** A group could sing a lullaby from any community, such as a **Kamba lullaby**, and explain its role in calming a baby and passing on cultural values.
        - **A work song:** A song traditionally sung while working, like a **Gikuyu harvest song**, could be performed to explain its purpose in motivating workers and celebrating the harvest.
    - **Instruments:** Students can improvise instruments like shakers from gourds filled with seeds, or drums from buckets.

Task 3: Drama – Cultural Storytelling Skit

- **Objective:** To perform a short skit based on a traditional Kenyan story.
- **Group Task:** Requires collaboration within a group of 4-8 students.
- **Possible Approaches:**
    - **The Hare and the Tortoise:** A classic tale of cleverness and perseverance that is well-known across many Kenyan communities. The group would need to act out the story, focusing on the dialogue and moral of the tale.
    - **Creation Myth:** A skit could be based on a creation myth, such as the **Kamba creation myth** about the first man and woman descending from a tree, or the **Gikuyu myth** about the creation of the world by Mwene Nyaga. The group would need to simplify the story into a short, clear narrative.
    - **Mythological figures:** A skit could dramatize the story of a hero or villain from a local legend, such as the tale of the Nandi warriors and their leader, Koitalel Arap Samoei.
    - **Costumes and Props:** Simple costumes like draped fabric for robes or headbands made from natural materials can be used. Props like sticks for spears or baskets for collecting can be easily sourced.

Task 4: Sports – Traditional Games for Fitness

- **Objective:** To research, play, and present on a traditional Kenyan game, focusing on its physical and cultural importance.
- **Individual and Team Task:** The research and journal are individual, while the poster and demonstration are a team effort.
- **Possible Approaches:**
    - **Game Options:**
        - **Mabati (Tire Rolling):** A group could demonstrate rolling tires with a stick, explaining how it develops coordination, balance, and endurance.

    - **Katiti:** A team can demonstrate this game, where players use a long stick to hit a shorter stick into the air. They would explain its role in developing hand-eye coordination and strategy.
    - **Wrestling (Kutangura):** While not a full-contact demonstration, the team can showcase the stances and basic moves of traditional Kenyan wrestling, explaining its importance in developing strength and discipline.
- **Journal Entry (Individual):** The journal should detail the experience of playing the game, comparing its physical demands to modern sports like football or basketball. For example, "Playing *Mfuko* (a sack race) was a great workout for my legs and core. It requires bursts of speed, similar to a sprint, but with an added challenge of balance that you don't find in modern sports."
- **Poster (Team):** The poster should feature illustrations or drawings of three different traditional games. It should clearly label each game and have a brief, bulleted list of its benefits for physical health (e.g., improves coordination, builds strength) and cultural values (e.g., teaches teamwork, promotes community bonding, preserves heritage).

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: CHRISTIAN RELIGIOUS EDUCATION
CODE: 010 YEAR: 2025

Marking scheme

Section A: Multiple Choice Questions

No.	Answer	Explanation
1.	**B**	Christian teachings state that God created the world and humanity to **show His power and love** and to be in a relationship with people. The world is a testament to His nature and a place for human beings to live out their purpose.
2.	**C**	In Genesis 9:13, after the flood, God promised Noah that He would never again destroy the earth by water. He set the **rainbow** in the clouds as a visible sign of this covenant.
3.	**C**	The Latin phrase 'imago Dei' directly translates to '**in the image of God**'. This means human beings have unique qualities that reflect God, such as the ability to reason, love, create, and have a relationship with Him.
4.	**C**	The concept of Christian stewardship comes from Genesis 1:28, where God gives humanity dominion over creation. This is not about exploitation but about a responsibility to **manage and care for God's creation** with respect and wisdom.
5.	**B**	The New Testament is a collection of books that primarily narrates the life, teachings, death, and resurrection of **Jesus Christ**, along with the history of the early Christian church.
6.	**B**	The Old Testament describes God's covenant with the Israelites through the Law. The New Testament shows how this covenant was **fulfilled in Jesus Christ** through His sacrifice, establishing a new covenant for all people.
7.	**C**	When Jesus washed His disciples' feet, He performed a menial task typically done by a servant. This act demonstrated **humility** and taught His followers to serve one another rather than seek dominance.
8.	**B**	The Bible Society of Kenya is a non-denominational organization whose main mission is to **translate and distribute Bibles** in various languages, making the scripture accessible to people across the country.
9.	**A**	The prophet **Isaiah** is credited with several key prophecies about the Messiah, including the one in Isaiah 7:14, which says, "The virgin will conceive and give birth to a son, and will call him Immanuel."
10.	**B**	The wise men, or Magi, from the East were guided to the location of the newborn King of the Jews by a supernatural **star** that traveled with them and stopped over the house where Jesus

		was. (Matthew 2:1-12)
11.	**B**	Jesus's baptism by John the Baptist was a significant public act that demonstrated His **obedience to God's plan** for His life and ministry. It was a symbolic act of aligning with God's will.
12.	**B**	In the wilderness, Jesus used scripture to resist the temptations of the devil. This teaches Christians the importance of **resisting sin** and relying on God's word and power to overcome spiritual challenges.
13.	**A**	The doctrine of the **Trinity** is a fundamental Christian belief that God exists as three distinct but co-equal persons: God the Father, God the Son (Jesus Christ), and God the Holy Spirit.
14.	**B**	**Engaging in prayer** is a central act of Christian worship. It is a way for believers to communicate with God, express gratitude, confess sins, and seek guidance.
15.	**B**	According to Christian teachings, marriage is a sacred union between a man and a woman established by God. A healthy Christian marriage provides the **foundation for a stable family** and, by extension, a healthy society.
16.	**C**	The church is not just a building; it's a community of believers. Its primary purpose is to be a **center for worship**, a place for **fellowship** among believers, and a base for **service** to the community and the world.
17.	**C**	Cyber-bullying is the use of electronic communication to bully a person. It can lead to severe negative effects such as **anxiety, depression, low self-esteem, and even suicide**.
18.	**C**	A healthy way to handle peer pressure is to have the courage to **say 'no'** to harmful activities and to seek support from trusted adults like parents, teachers, or pastors, who can provide guidance and help.
19.	**B**	An **unhealthy relationship** is characterized by a lack of equality and respect. When one person is controlling and manipulative, it shows a lack of trust and love, which are essential for a healthy relationship.
20.	**C**	Social media can be a useful tool when used responsibly. One of its positive effects is the ability to easily **connect with family and friends** who live in distant places, strengthening social bonds.

Section B: Structured Questions

21. (a) State four responsibilities that God gave to human beings in the first creation account. (4 Marks)

I. To **be fruitful and multiply**: God commanded humanity to have children and fill the earth.

II. To **subdue the earth**: This implies taking control of and making the earth productive.

III. To **have dominion over living creatures**: God gave humanity authority and responsibility to rule over the animals and birds.

IV. To **till and keep the garden**: In the second creation account (Genesis 2:15), this responsibility is clearly stated, meaning to work the land and take care of it.

V. To **name the animals**: This act of naming signifies Adam's authority and stewardship over the creatures.

21. (b) Explain three reasons why Christians should take care of the environment. (6 Marks)

I. **The environment is God's creation**: Genesis 1:1 states, "In the beginning, God created the heavens and the earth." As the Creator, He is the owner of all things. Christians are called to be caretakers of what belongs to God.

II. **It is an act of obedience to God's command**: In Genesis 1:28, God instructed humanity to have dominion over creation. This is a divine mandate to manage and care for the earth, not to exploit it recklessly.

III. **To show love and respect for others**: The irresponsible use of natural resources harms the environment, which in turn harms other people, especially the poor and future generations. Christians are called to love their neighbors as themselves.

IV. **To witness to God's glory**: By taking care of the environment, Christians demonstrate the beauty and order of God's creation to the world. A clean and healthy environment is a testimony to God's goodness and wisdom.

V. **Jesus Christ is the Lord of creation**: Colossians 1:16 states that "all things were created by Him and for Him." Since Jesus is the Lord of all creation, caring for the environment is an act of worship and reverence to Him.

22. (a) Name two books from the Old Testament and two from the New Testament. (4 Marks)

Old Testament:

I. Genesis

II. Exodus

III. Psalms

IV. Isaiah

V. Proverbs

VI. Job

New Testament:

I. Matthew II. Mark III. Luke IV. John V. Acts VI. Romans VII. Revelation

22. (b) Differentiate between the Old Testament and the New Testament in three ways. (6 Marks)

I. **Content and Focus**: The Old Testament mainly narrates the history of the Israelites, the Law of Moses, and prophecies about the coming Messiah. The New Testament focuses on the life, teachings, death, and resurrection of Jesus Christ, the establishment of the church, and the fulfillment of Old Testament prophecies.
II. **Covenant**: The Old Testament is based on the **Old Covenant**, which was an agreement between God and the people of Israel based on following the Mosaic Law. The New Testament is based on the **New Covenant**,

which is God's promise of salvation and forgiveness for all people through faith in Jesus Christ, as prophesied by Jeremiah (Jeremiah 31:31).

III. **Nature of Salvation**: In the Old Testament, salvation was often tied to obedience to the Law and rituals. In the New Testament, salvation is presented as a gift of grace through faith in Jesus Christ, who paid the penalty for humanity's sins.

IV. **Language**: The Old Testament was primarily written in Hebrew, with some parts in Aramaic. The New Testament was originally written in Koine Greek.

22. (c) Why is the Bible considered a source of authority for Christian faith and practice? (3 Marks)

I. **It is believed to be inspired by God**: Christians believe the Bible is "God-breathed" (2 Timothy 3:16) and that its human authors were guided by the Holy Spirit. This makes it a divine revelation and the ultimate source of truth.

II. **It contains God's revelation and plan for humanity**: The Bible reveals God's character, His purpose for creation, and His plan for the salvation of humanity through Jesus Christ.

III. **It provides guidance for living a Christian life**: The Bible contains commands, principles, and moral standards that guide Christians on how to live rightly, make decisions, and relate to God and others.

IV. **It is a historical and reliable record**: It provides an accurate historical account of Jesus's life, death, and resurrection, which are foundational to Christian faith.

23. (a) Explain the significance of the Annunciation to Mary. (4 Marks)

I. **It marked the beginning of God's plan of salvation**: The Annunciation, when the angel Gabriel announced to Mary that she would conceive the Son of God, was the divine initiation of God's long-awaited plan to save humanity.

II. **It showed God's favor on Mary**: Mary was a humble servant, and God chose her to bear His Son. This demonstrates God's preference for the humble and meek.

III. **It revealed the true identity of Jesus**: The angel revealed that the child to be born would be called "Son of the Most High," "Jesus" (meaning "the Lord saves"), and would rule forever on the throne of David.

IV. **It required a response of faith and obedience**: Mary's response, "I am the Lord's servant. May your word to me be fulfilled," is a perfect example of faith and obedience to God’s will.

23. (b) Describe the role of John the Baptist in preparing the way for Jesus. (4 Marks)

I. **He was a voice crying out in the wilderness**: John the Baptist fulfilled the prophecy of Isaiah (Isaiah 40:3) by calling people to "prepare the way for the Lord" through repentance.

II. **He preached a message of repentance**: John called people to turn away from their sins and confess them, preparing their hearts to receive the Messiah.

III. **He baptized people for the forgiveness of sins**: His baptism was a public sign of repentance and a symbol of cleansing, preparing people spiritually for Jesus's ministry.

IV. **He bore witness to Jesus as the Messiah**: John the Baptist pointed directly to Jesus, declaring, "Behold, the Lamb of God, who takes away the sin of the world!" (John 1:29).

23. (c) Discuss three reasons why Jesus was baptized by John the Baptist. (6 Marks)

I. **To fulfill all righteousness**: Jesus stated that His baptism was necessary "to fulfill all righteousness" (Matthew 3:15). This means He was aligning Himself with God's will and purpose for His life.

II. **To identify with sinful humanity**: By being baptized, Jesus, who was without sin, identified with the very people He came to save. It was an act of solidarity with the sinners He would redeem.

III. **To mark the beginning of His public ministry**: Jesus's baptism was a public declaration and an official start to His ministry on earth. It was a symbolic anointing for His work.

IV. **To serve as a model for believers**: Jesus's baptism provides an example for Christians to follow. It shows the importance of publicly declaring one's faith and obedience to God.

V. **To receive the Holy Spirit and affirmation from God the Father**: After His baptism, the Holy Spirit descended on Jesus in the form of a dove, and God's voice was heard, saying, "This is my Son, whom I love; with him I am well pleased."

24. (a) What is the meaning of a 'healthy relationship'? (2 Marks)

A healthy relationship is a connection between two or more people that is based on **mutual respect, trust, and honesty**. It is characterized by open communication, a sense of security, and the ability to grow and support one another without fear or manipulation.

24. (b) Outline four characteristics of a healthy relationship. (4 Marks)

I. **Mutual respect**: Both people value each other's opinions, feelings, and boundaries. II. **Trust and honesty**: Partners can rely on each other and are truthful and open about their thoughts and actions. III. **Effective communication**: Both people listen to each other and express their feelings and needs openly and respectfully. IV. **Support and encouragement**: They support each other's goals and dreams and are there for each other during good and bad times. V. **Personal growth**: The relationship allows each person to maintain their individuality and grow as a person. VI. **Shared values and goals**: They share similar core beliefs and visions for the future, which helps them work together.

24. (c) Explain three negative effects of a broken family on a child. (6 Marks)

I. **Emotional distress**: A child may experience feelings of sadness, anxiety, anger, and confusion due to the conflict and separation of their parents.

II. **Academic problems**: The stress and emotional turmoil can affect a child's concentration and performance in school, leading to poor grades.

III. **Behavioral issues**: Children may act out by becoming rebellious, aggressive, or withdrawn as a way of coping with the pain and instability.

IV. **Damaged self-esteem**: A child may feel responsible for the family's problems, leading to low self-worth and a lack of confidence.

V. **Difficulty forming relationships in the future**: Growing up in a broken family can make it difficult for children to trust others and form stable, healthy relationships later in life.

VI. **Poverty**: In some cases, a broken family may lead to financial instability, which can affect the child's well-being.

25. (a) Explain the importance of prayer in the life of a Christian. (3 Marks)

I. **Communication with God**: Prayer is how Christians talk to God, expressing their gratitude, needs, and concerns.

II. **Spiritual growth**: Through prayer, Christians grow closer to God and develop a deeper relationship with Him.

III. **Guidance and wisdom**: Prayer is a way to seek God's direction and wisdom for daily life and important decisions.

IV. **Strengthens faith**: When God answers prayers, it builds a Christian's faith and trust in Him.

V. **Confession and forgiveness**: Prayer provides an opportunity for Christians to confess their sins and receive God's forgiveness.

25. (b) Give three reasons why Christians sing songs and hymns during worship. (3 Marks)

I. **As an act of worship and praise to God**: Singing is a way of exalting and glorifying God, expressing admiration for His nature and deeds.

II. **To express their feelings and faith**: Songs and hymns allow believers to express their joy, sorrow, hope, and gratitude to God in a communal way.

III. **To remember God's word and truths**: Many songs are based on scripture, helping Christians remember and internalize biblical teachings.

IV. **To unite the congregation**: Singing together creates a sense of unity and fellowship among believers.

V. **To invite the Holy Spirit**: Singing can be a way of creating a spiritual atmosphere where believers can experience the presence of God.

25. (c) State three ways the church in Kenya can help the poor in society. (3 Marks)

I. **Providing food and clothing**: The church can set up food banks and clothing drives to meet the immediate physical needs of the poor.

II. **Establishing educational and vocational training centers**: This helps equip the poor with skills to find employment and become self-reliant.

III. **Offering financial assistance and micro-loans**: The church can provide small loans or grants to help people start their own small businesses.

IV. **Providing shelter and housing**: The church can offer temporary or permanent housing for the homeless and less fortunate.

V. **Offering spiritual and emotional support**: Through counseling and prayer, the church can address the emotional and psychological needs of the poor.

26. (a) Define Christian mission. (2 Marks)

Christian mission is the **sent-out work of the church** to spread the gospel of Jesus Christ to all nations. It involves both proclaiming the good news (evangelism) and demonstrating God's love through acts of service (social action).

26. (b) Discuss three ways the church in Kenya carries out its mission. (6 Marks)

I. **Evangelism and Church Planting**: Churches send out missionaries and evangelists to preach the gospel in unreached areas and plant new churches. They use crusades, media, and one-on-one witnessing to spread the faith.

II. **Education**: Many churches establish and run schools, colleges, and universities. These institutions provide formal education while also instilling Christian values and principles in students.

III. **Social and Humanitarian Services**: Churches engage in acts of service to the community. They run hospitals, clinics, orphanages, and disaster relief programs. This demonstrates God's love and compassion in a practical way.

IV. **Empowerment and Community Development**: Churches initiate projects to empower communities economically. They teach skills, provide clean water and sanitation, and promote sustainable agriculture.

V. **Lobbying and Advocacy**: Some churches take an active role in advocating for justice and human rights, speaking out against corruption and social injustices in society.

26. (c) What are some challenges faced by Christian missions in Kenya today? (5 Marks)

I. **Secularism and materialism**: The growing emphasis on worldly success and personal wealth can make it difficult for people to focus on spiritual matters.

II. **Syncretism**: The mixing of Christian beliefs with traditional or new age beliefs can dilute the gospel message.

III. **Lack of resources**: Many mission organizations and churches lack the financial resources and trained personnel to effectively carry out their work, especially in remote areas.

IV. **Misinformation and false teachings**: The rise of fake pastors and prosperity gospel can mislead believers and discredit genuine Christian missions.

V. **Hostility from other religions or groups**: In some parts of the country, Christian missions may face opposition or persecution from people of other faiths.

VI. **Political and social instability**: Political tensions, tribalism, and social unrest can hinder missionary work and create unsafe environments for missionaries.

VII. **Technological advancements**: The misuse of technology can be a distraction and a source of negative influence, which can pull people away from the church.

27. (a) Explain two reasons why young people abuse drugs and substances. (4 Marks)

I. **Peer pressure**: Young people may feel pressured by their friends to fit in or be accepted by a group, leading them to experiment with drugs and alcohol.

II. **Curiosity and a desire for new experiences**: Many young people are simply curious about the effects of drugs and want to try them out of a sense of adventure or rebellion.

III. **Coping with stress and emotional pain**: Drugs are often used as an unhealthy way to escape from problems such as family issues, academic pressure, depression, or a sense of hopelessness.

IV. **Lack of guidance and supervision**: Without proper parental guidance or a strong support system, some young people may feel lost and turn to substance abuse.

V. **Easy accessibility**: The widespread availability and low cost of some drugs and alcohol make them easy for young people to acquire.

27. (b) Give three reasons why gambling is discouraged in Christianity. (6 Marks)

I. **It promotes greed and the love of money**: Gambling focuses on the desire for quick, unearned wealth, which is against the biblical teaching that the "love of money is the root of all evil" (1 Timothy 6:10).

II. **It is based on luck and chance, not on hard work**: Christianity emphasizes hard work and good stewardship of one's resources. Gambling is a wasteful and unreliable way to gain wealth, encouraging a lazy and irresponsible mindset.

III. **It can lead to addiction and other destructive behaviors**: Gambling addiction can ruin lives and families, leading to financial ruin, loss of relationships, and a neglect of one's responsibilities.

IV. **It can lead to social injustices**: Gambling can disproportionately affect the poor, leading to further poverty as people chase a fleeting win.

27. (c) Suggest three ways young people can use social media responsibly. (3 Marks)

I. **Protect personal information**: Avoid sharing private details, passwords, or personal photos with strangers online.

II. **Be a positive influence**: Use social media to share uplifting messages, encourage others, and promote healthy Christian values.

III. **Limit screen time**: Set a healthy boundary for how much time you spend on social media to avoid addiction and to focus on offline activities like studying and prayer.

IV. **Verify information before sharing**: Avoid spreading fake news, rumors, or false information.

V. **Be careful about online friendships**: Only connect with people you know and trust to avoid online predators or cyber-bullying.

28. (a) Define Christian marriage according to biblical teachings. (3 Marks)

Christian marriage is a **lifelong, sacred covenant** between one man and one woman, instituted by God. It is a spiritual union where the two become one flesh, symbolizing the relationship between Christ and the church.

28. (b) Explain two roles of a Christian family in the society. (4 Marks)

I. **To be a center for evangelism and discipleship**: The family is the first place where children are taught about God and Christian values. It is a mission field within the home, raising children in the ways of the Lord.
II. **To be a pillar of moral values**: A Christian family, by living according to biblical principles, serves as a model of love, respect, forgiveness, and integrity for the wider society.

III. **To be a place of safety and stability**: The family provides a safe and loving environment for its members, offering emotional and physical security, which in turn contributes to a healthy society.

IV. **To be a unit of service**: A Christian family can work together to serve others in the community, demonstrating Christian love through acts of kindness and generosity.

28. (c) Give two reasons why a Christian family is the basic unit of the church. (2 Marks)

I. **The church is a "family of families"**: The strength and health of the church depend on the strength and health of its individual families. The family is where the church's core teachings and values are first practiced.
II. **It is where faith is passed down to the next generation**: The family is the primary institution for raising children in the faith. When families are strong in their faith, the church grows stronger.

III. **It is the "domestic church"**: The family is seen as a mini-church, a place where members worship, pray, and grow in their faith together, making it the foundational unit of the larger church community.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

(KJSEA)

GRADE 7: AGRICULTURE AND NUTRITION (THEORY)
CODE: 010 YEAR: 2025

Marking scheme

Section A: Multiple Choice Questions

No.	Answer	Explanation
1.	**B.**	Plastic bottles are not naturally found in the soil and their presence causes **soil pollution** by contaminating the land.
2.	**B.**	**Recycling or reusing** plastic containers prevents them from being discarded into the environment, thus avoiding soil pollution. Burning releases toxic fumes, and burying them simply buries the problem.
3.	**C.**	**Terraces** are flat, stepped earth ridges built on sloping land to reduce the speed of water flow and control soil erosion.
4.	**A.**	Over-boiling vegetables and pouring out the soup water leads to the loss of water-soluble **nutrients** like vitamins and minerals.
5.	**C.**	Planting trees helps to **provide shade** for people and animals, while also conserving the environment by preventing soil erosion and improving air quality.
6.	**C.**	**Land preparation**, which includes ploughing, is the first step in preparing the soil for planting crops.
7.	**B.**	**Weeding** is the practice of removing unwanted plants, or weeds, from a cultivated area to reduce competition with crops for nutrients, water, and sunlight.
8.	**A.**	**Honey** is the main product harvested from beekeeping.
9.	**C.**	**Grading eggs** by size ensures consistency and fairness in pricing, which is a standard practice for selling eggs to a hotel or any customer.
10.	**A.**	Using a lid and steaming helps to retain heat and moisture, which cooks the vegetables while **preserving their nutrients** and natural flavor.
11.	**B.**	Cleaning the cow shed daily is a hygienic practice that **prevents the spread of diseases** among the animals.
12.	**A.**	The color from the red dress bled into the water and stained the white blouse because they

		were not **washed separately**, which is a fundamental rule in laundry.
13.	**B.**	**Hooks or needles** are the primary tools used in knitting to form stitches from yarn.
14.	**C.**	The **Garter stitch** is a basic knitting stitch that produces a ribbed, reversible fabric, often used in sweaters and scarves.
15.	**B.**	This type of vertical garden, often a **sack garden** or tiered garden, is an effective way to **improve food production** in small, confined urban spaces.
16.	**B.**	Processing tomatoes into tomato sauce is a form of value addition that helps to **increase shelf life** and allows the farmer to earn more money, thus **increasing income**.
17.	**A.**	**Cooking oil** (or any fat/oil) and a strong alkali like caustic soda are the main ingredients in the saponification process used to make soap.
18.	**B.**	A **pond** is a dug-out structure used to collect and store large amounts of water, in this case, rainwater for irrigation.
19.	**A.**	**Mulching** is the practice of covering the soil with a layer of material like dry grass to conserve moisture, control weeds, and prevent soil erosion.
20.	**B.**	Refrigerating and reheating food is a safe practice for storing and consuming **leftover food**, as it inhibits bacterial growth and prevents food spoilage.
21.	**A.**	Cows, hens, and goats are all animals that have been domesticated to live alongside humans, making them **domestic animals**.
22.	**B.**	**Honey** has natural soothing and antiseptic properties that make it an effective remedy for **suppressing coughs**.
23.	**A.**	Cooking rice with only the necessary amount of water and a lid ensures that the nutrients are not lost through evaporation and are instead retained, thus **preserving nutrients**.
24.	**C.**	**Hens** are the most commonly kept poultry in Kenya for the purpose of egg production.
25.	**A.**	**Contour bunds** are earth ridges built along a consistent elevation line to slow down and trap water runoff, preventing soil erosion.
26.	**B.**	Placing pan handles inwards is a simple but crucial **kitchen safety practice** that prevents pans from being accidentally knocked over, thus avoiding burns and spills.
27.	**C.**	**Wool** is a natural fiber from sheep that is known for its excellent insulation properties, making it the most suitable material for knitting a warm sweater.
28.	**B.**	**Tea** is a **cash crop** because it is grown primarily for sale and commercial profit rather than for a farmer's own consumption.
29.	**A.**	A **framed suspended garden** is an elevated wooden structure designed to grow vegetables in

		a small space, often referred to as a vertical garden.
30.	**A.**	The steps of sorting, washing, drying, and storing are the correct sequence of activities in **laundry work**.

Section B: Structured Questions

Part A: Agriculture

31. (a) List three causes of soil pollution.

i. **Improper disposal of non-biodegradable waste**, such as plastics and glass, that do not break down naturally.

ii. **Excessive use of chemical fertilizers and pesticides**, which can accumulate in the soil and poison it.

iii. **Spillage of oil and industrial chemicals**, which can contaminate large areas of land.

iv. **Disposal of medical waste** and other hazardous materials.

v. **Leaking landfills** that release toxic substances into the soil.

31. (b) State two methods of controlling soil pollution.

i. **Practicing proper waste management** by recycling and reusing materials to reduce the amount of waste that ends up in the soil.

ii. **Promoting the use of organic farming methods** and **natural fertilizers** to reduce reliance on harmful chemicals.

iii. **Implementing regulations and laws** to control industrial waste and chemical disposal.

iv. **Conducting clean-up campaigns** to remove existing pollutants from the soil.

v. **Educating the public** on the dangers of soil pollution and how to prevent it.

32. (a) Name the structure. The structure is a **farm pond** or a **water pan**.

32. (b) State two uses of the structure.

i. To **collect and store rainwater** for use during dry seasons.

ii. To **provide water for irrigation** of crops.

iii. To **provide water for livestock** to drink.

iv. To be a source of water for **domestic use** like washing.

v. To **practice fish farming** (aquaculture).

33. (a) State two activities done before planting seeds.

i. **Clearing the land** of any existing vegetation, rocks, or debris.

ii. **Ploughing or tilling the land** to loosen the soil and prepare a seedbed.

iii. **Manure application** to improve soil fertility.

iv. **Breaking up soil clods** to create a fine tilth.

v. **Creating furrows or rows** for planting.

33. (b) Give two crop management practices done after germination.

i. **Weeding** to remove unwanted plants that compete with crops.

ii. **Thinning** to remove excess seedlings to reduce competition and allow the remaining plants to grow well.

iii. **Topdressing** with fertilizer to add nutrients to the soil.

iv. **Pest and disease control** to protect the crops from damage.

v. **Mulching** to conserve soil moisture and suppress weeds.

vi. **Earthing up** to provide support for the plant.

34. (a) Name the practice. The practice is **mulching**.

34. (b) State two advantages of this practice.

i. **Mulching conserves soil moisture** by reducing the rate of water evaporation from the soil surface.

ii. It **controls weeds** by blocking sunlight and suppressing their growth.

iii. It **prevents soil erosion** by protecting the soil from the direct impact of rainfall.

iv. It **adds organic matter to the soil** as the mulch decomposes, improving soil fertility.

v. It **regulates soil temperature**, keeping the soil cool during hot seasons and warm during cold seasons.

35. (a) Outline three steps in preparing honey for sale.

i. **Harvesting:** Carefully collect the honeycombs from the beehive, ensuring not to disturb the bees.

ii. **Extraction:** Use an extractor or a strainer to separate the liquid honey from the wax and other impurities.

iii. **Straining/Filtration:** Pass the honey through a fine sieve or cloth to remove any remaining particles, such as bee parts or wax residue.

iv. **Packaging/Bottling:** Pour the clean honey into clean, sterile jars or containers ready for sale.

v. **Labeling:** Label the containers with information like the product name, weight, and expiry date.

35. (b) Mention two by-products of beekeeping apart from honey.

i. **Beeswax**

ii. **Propolis**

iii. **Royal jelly**

iv. **Bee pollen**

36. (a) Give three hygienic practices when rearing animals.

i. **Regularly cleaning the animal shelters** to remove droppings and urine.

ii. **Providing clean, fresh water** at all times.

iii. **Ensuring the feeding troughs are clean** to prevent contamination of food.

iv. **Properly disposing of animal waste** to prevent the spread of diseases.

v. **Regularly deworming and vaccinating** the animals to prevent diseases.

vi. **Quarantining sick animals** to prevent the spread of infections to the rest of the herd.

36. (b) Explain two reasons why hygiene is important in animal rearing.

i. **To prevent diseases:** Proper hygiene reduces the risk of pathogens and parasites, keeping the animals healthy.

ii. **To improve productivity:** Healthy animals are more productive, whether for milk, eggs, or meat, as they don't use their energy to fight off illnesses.

iii. **To ensure food safety:** Clean practices prevent contamination of animal products, making them safe for human consumption.

iv. **To create a clean environment:** Good hygiene reduces foul odors and attracts fewer pests like flies and rats.

Part B: Nutrition

37. (a) Explain two practices that conserve nutrients when cooking vegetables.

i. **Using minimal water:** This prevents water-soluble vitamins like Vitamin C and B-complex vitamins from dissolving into the cooking water, which is often discarded.

ii. **Cooking for a short duration:** Overcooking destroys heat-sensitive nutrients, so cooking for a short time helps to preserve them.

iii. **Steaming instead of boiling:** Steaming cooks food with vapor, which minimizes contact with water and helps retain nutrients.

iv. **Keeping the pot covered:** This traps steam and heat, reducing cooking time and preventing nutrient loss through evaporation.

v. **Washing vegetables before cutting:** Cutting vegetables first exposes a larger surface area, leading to greater nutrient loss when washed.

37. (c) Give two disadvantages of overcooking food.

i. **Loss of nutrients:** Overcooking destroys important vitamins and minerals, especially those that are heat-sensitive.

ii. **Loss of flavor and texture:** Overcooked food can become mushy, tough, or dry, losing its natural taste and appealing texture.

iii. **Wasting fuel/energy:** The extra time spent cooking food uses up more energy than necessary.

iv. **Loss of color:** Overcooking can cause vegetables to lose their vibrant colors, making the meal less appealing.

38. (a) Give three benefits of growing trees in schools.

i. **They provide shade** for pupils and teachers during hot weather.

ii. **They help in soil conservation** by holding the soil together with their roots, preventing erosion.

iii. **They beautify the school compound**, making the environment more pleasant and appealing.

iv. **They improve air quality** by absorbing carbon dioxide and releasing oxygen.

v. **They provide habitat for animals** like birds and insects, contributing to biodiversity.

38. (b) Mention two challenges of tree planting.

i. **Pests and diseases** can attack and damage the trees.

ii. **Lack of water** during dry seasons can lead to trees drying up.

iii. **Competition from weeds** can hinder the growth of young trees.

iv. **Damage by animals or people** can occur if the trees are not protected.

v. **Limited space** for planting trees in crowded school environments.

39. (a) Why should loose coloured clothes be washed separately? Loose colored clothes should be washed separately because **they can bleed or run their color**, which can stain or discolor other garments, especially white or lighter-colored clothes. This prevents the transfer of dyes and keeps clothes looking new.

39. (b) State the correct order of laundry work.

i. **Sorting:** Separating clothes by color (whites, darks, and brights), fabric type, and level of soiling.

ii. **Washing:** Washing the sorted clothes using the appropriate water temperature and detergent.

iii. **Rinsing:** Rinsing the clothes to remove all traces of detergent.

iv. **Drying:** Hanging the clothes to dry either on a line or in a machine dryer.

v. **Ironing/Folding:** Ironing clothes that require it and folding the rest for storage.

40. (a) Identify the following types of knitting stitches. The stitch shown is a **stocking stitch**.

40. (c) Identify the knitting tools below.

A: **Knitting needle**

B: **tape measure**

C: **Yarn**

D:Scissors

41. (a) What is meant by adding value to crop produce?

Adding value to a crop produce means **transforming a raw agricultural product into a new product with a higher market value**.

This is done through processing, packaging, or marketing to increase its shelf life, quality, or appeal to consumers.

41. (b) Give three examples of value addition to crops in Kenya.

i. **Maize is processed into flour** for making *ugali* or porridge.

ii. **Tomatoes are processed into tomato sauce** or paste.

iii. **Fruits like mangoes and pineapples are processed into juice** or dried snacks.

iv. **Potatoes are processed into crisps** or frozen chips.

v. **Milk is processed into yogurt**, cheese, or *mala*.

42. (a) List three materials needed in making homemade soap.

i. **Cooking oil** (or any other fat or oil)

ii. **Caustic soda** (Sodium hydroxide)

iii. **Water** iv. **Glycerin** (optional)

v. **Essential oils** (optional)

vi. **Salt** (optional)

42. (b) State two safety precautions when making soap.

i. **Wear protective gear**, such as gloves and safety goggles, to protect your hands and eyes from the caustic soda, which is highly corrosive.

ii. **Work in a well-ventilated area** to avoid inhaling the fumes produced when mixing caustic soda with water.
iii. **Keep children and pets away from the work area** to prevent accidental contact with the corrosive chemicals.

iv. **Add the caustic soda slowly to the water**, never the other way around, as it can cause a violent, dangerous reaction.

v. **Use heat-resistant containers** (e.g., plastic or glass) that can withstand the chemical reaction and heat generated.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: HRE

CODE: 010 YEAR: 2025

MARKING SCHEME

Section A: Multiple Choice Questions

No.	Answer	Explanation
1.	**C) Vedas**	The Vedas are the most ancient and foundational scriptures of Hinduism, containing hymns, prayers, and philosophical treatises. They are considered the source of all Hindu knowledge.
2.	**C) Lord Brahma**	Brahma is the Creator in the Hindu Trimurti (the trio of supreme deities), alongside Vishnu (the Preserver) and Shiva (the Destroyer). He is often depicted with four heads.
3.	**C) Truthfulness**	Satya is a key ethical principle (Yama) in Hinduism and Yoga philosophy. It means commitment to honesty and truthfulness in one's thoughts, words, and deeds.
4.	**D) Karma Yoga**	Karma Yoga is the path of selfless action. It emphasizes performing one's duty (dharma) without expecting personal reward or being attached to the results.
5.	**D) Tirtha Yatra**	A 'Tirtha Yatra' is a pilgrimage to a sacred place or river. Hindus undertake these journeys to seek spiritual purification and blessings.
6.	**C) Both external and internal purity**	Shaucha encompasses both physical cleanliness (of the body, surroundings) and mental purity (purity of thought, freedom from negative emotions).
7.	**D) Moksha**	Moksha is the ultimate spiritual goal in Hinduism. It signifies liberation from the cycle of birth, death, and rebirth (samsara) and the realization of one's unity with the ultimate reality (Brahman).
8.	**D) Dhyana**	Dhyana is the stage of Yoga that focuses on meditation and deep concentration, leading to higher states of consciousness and spiritual realization.
9.	**C) The universal sound of creation and ultimate reality**	Om (AUM) is a sacred sound and a spiritual symbol in Hinduism. It's believed to be the primordial sound from which the universe was created, representing the ultimate reality (Brahman).
10.	**B) A great war**	The Bhagavad Gita is a dialogue between Lord Krishna and the warrior-prince Arjuna on the battlefield of Kurukshetra, during the great war described in the epic Mahabharata.
11.	**D) Diwali**	Diwali is the "Festival of Lights," celebrated with lamps, fireworks, and sweets. It symbolizes the victory of good over evil and light over darkness, often commemorating the return of Lord Rama to his kingdom.
12.	**C) Righteous conduct, moral duty, and ethical principles**	Dharma is a broad and fundamental concept. It refers to one's righteous path, duty, and ethical principles that sustain the cosmic order and social harmony.
13.	**D) Seva**	Seva means selfless service. It is the act of helping others without any

		expectation of personal gain, seen as a form of worship and a path to spiritual growth.
14.	**D) Varnas**	The Varna system is the traditional social structure in ancient India, categorizing people into four groups based on their occupation and duties.
15.	**C) Namaste**	Namaste is a respectful greeting in Hindu culture. The term literally means "I bow to you," signifying a recognition of the divine spirit (Atman) within the other person.
16.	**B) Puja**	Puja is the act of devotional worship, which involves making offerings (like flowers, food, incense) and prayers to a deity.
17.	**C) Karma**	The principle of Karma states that every action (good or bad) has consequences that will affect the individual in their current or future lives. It's a fundamental law of cause and effect.
18.	**C) Samsara**	Samsara is the cycle of birth, death, and rebirth. It is considered a continuous, suffering-filled cycle that Hindus seek to escape by achieving Moksha.
19.	**C) Ganges River**	The Ganges River is the most sacred river in Hinduism. It is personified as the goddess Ganga and is a major pilgrimage site where rituals and bathing are performed to cleanse sins.
20.	**C) Colors**	Holi is the "Festival of Colors," celebrated by throwing colored powders and water. It marks the arrival of spring and signifies the victory of good over evil.

Section B: Structured Questions

21. Puja and its Significance

a) Puja is a ritualistic act of **devotional worship** performed by Hindus to honor, praise, and communicate with a specific deity or the Supreme Being. Its main purpose is to create a sacred connection between the devotee and the divine. Through Puja, Hindus express their love, reverence, and gratitude, seeking blessings and spiritual upliftment. It is a way of inviting the divine presence into their lives and homes.

b) i) **Flowers:** Flowers symbolize purity, beauty, and impermanence. Offering flowers represents giving a part of oneself to the deity in a gesture of love and surrender. It also reminds the devotee that just as flowers wither, their worldly attachments should also be let go.

ii) **Food (Prasad):** Food offerings (Prasad) represent the act of offering the fruits of one's labor and the bounty of nature to the divine. After the offering, the food is consecrated and becomes a blessed sacrament, which is then shared among devotees. Consuming Prasad signifies receiving the deity's blessings and grace.

c) i) **Spiritual Connection:** Performing Puja helps a devotee establish a personal and intimate relationship with the divine. This regular practice strengthens their faith, provides a sense of peace, and allows them to feel the presence of the divine in their life.

ii) **Purification of Mind and Soul:** The rituals involved in Puja, such as chanting mantras and making offerings, help purify the mind and cleanse the soul of negative thoughts and ego. This leads to inner tranquility and a greater sense of purpose.

22. Brahman and Hindu Deities

a) **Brahman** is the ultimate, all-pervasive reality in Hinduism. It is the one supreme cosmic consciousness, the source of all existence. Brahman is not a personal god but an impersonal, formless, and eternal principle from which everything originates and to which everything returns. All individual beings, objects, and deities are seen as different manifestations or aspects of this one supreme reality.

b) The Hindu Trimurti consists of three major deities: i) **Brahma (The Creator):** Brahma's role is to create the universe and all beings within it. He is often depicted with four heads, symbolizing the four Vedas and the four directions.

ii) **Vishnu (The Preserver):** Vishnu's role is to protect and maintain the cosmic order (dharma). He descends in various forms (avatars), such as Lord Rama and Lord Krishna, to restore balance and fight evil whenever it threatens to overwhelm the world.

iii) **Shiva (The Destroyer/Transformer):** Shiva's role is to destroy the universe at the end of a cosmic cycle to allow for new creation. He represents the cycle of death and rebirth and is also seen as a source of immense power and meditation.

c) i) **Worship through Rituals (Puja):** Hindus perform various rituals at home and in temples, such as offering prayers, chanting mantras, and making offerings of flowers, incense, and food to images or statues of their chosen deity. This is a primary way to express devotion.

ii) **Singing Devotional Hymns (Bhajans/Kirtans):** Singing hymns and devotional songs dedicated to a deity is a powerful way to express love and devotion. These musical sessions often take place in temples, homes, or community gatherings and help create an atmosphere of spiritual unity and surrender.

23. Dharma and Ethical Conduct

a) **Dharma** is a central concept in Hinduism that refers to **righteous living** and one's ethical and moral duty. It is the path of right conduct that helps maintain cosmic and social order. Dharma encompasses one's personal responsibilities, social obligations, and religious duties. Living according to one's dharma leads to a harmonious life and spiritual progress.

b) i) **Ahimsa (Non-violence):** Ahimsa is the principle of non-violence in thought, word, and deed. Practicing this helps an individual live a moral life by promoting compassion and preventing harm to all living beings, including animals and other people. It encourages empathy and a peaceful approach to life's challenges.

ii) **Satya (Truthfulness):** Satya is the commitment to truthfulness. By practicing Satya, an individual avoids lying, cheating, and deceit. This fosters trust and integrity in their relationships and within society, building a strong moral character.

c) i) **Negative Karma:** Not adhering to one's Dharma can lead to the accumulation of negative Karma. Actions that go against righteous living can result in suffering or misfortune in this life or future lives, as the law of cause and effect takes its course.

ii) **Social and Spiritual Disorder:** When individuals fail to follow their Dharma, it can lead to social disharmony, conflict, and a breakdown of community bonds. Spiritually, it can hinder one's progress towards liberation (Moksha) by creating a cycle of unfulfilled duties and spiritual setbacks.

24. Karma and Samsara

a) **Karma** is the universal law of **cause and effect**. It states that every action, thought, or word an individual has will have a corresponding consequence. Good actions lead to good results, and bad actions lead to bad results. Karma determines one's destiny and future circumstances.

b) The law of Karma directly governs the cycle of Samsara. An individual's accumulated Karma from their past and present lives determines the circumstances of their next birth. Positive Karma from righteous actions can lead to a favorable rebirth in a higher state of existence, while negative Karma can lead to a lower or more challenging one. The soul carries the "karmic debt" from one life to the next, creating a continuous cycle of birth, death, and rebirth (Samsara) until the individual achieves liberation.

c) **Samsara** is the cycle of **birth, death, and rebirth**. It is considered a continuous and often painful cycle because it is filled with suffering, impermanence, and the pursuit of temporary worldly desires. Hindus aim to transcend Samsara to achieve a state of ultimate liberation (Moksha), which is a permanent state of peace, bliss, and freedom from all suffering and worldly attachments.

d) i) **Performing Righteous Actions (Dharma):** A Hindu can achieve positive Karma by living a life of **righteous conduct**. This includes fulfilling one's duties, being honest, treating others with kindness and respect, and upholding moral and ethical principles.

ii) **Selfless Service (Seva):** Practicing Seva, or selfless service to humanity and the community, is a powerful way to generate positive Karma. By helping others without expecting a reward, an individual purifies their intentions and accumulates spiritual merit, which helps them progress on their spiritual path.

25. Festivals and Scriptures

a) i) **Diwali:** Celebrated in **October or November**. ii) **Holi:** Celebrated in **March**. iii) **Maha Shivaratri:** Celebrated in **February or March**. iv) **Janmashtami:** Celebrated in **August or September**. v) **Dussehra:** Celebrated in **September or October**. vi) **Navaratri:** Celebrated in **September or October**.

b) Diwali, the "Festival of Lights," signifies the **triumph of light over darkness and good over evil**. It commemorates various events in Hindu mythology, most notably the return of Lord Rama to Ayodhya after his victory over the demon king Ravana. Hindus celebrate by lighting lamps (diyas) and fireworks to symbolize the inner light that protects them from spiritual darkness. It is a time for family, renewal, and prosperity.

c) i) **Strengthening Community Bonds:** Hindu festivals bring people together, transcending social and economic differences. Participating in shared celebrations, prayers, and feasts promotes a sense of unity and belonging, fostering stronger community bonds among diverse Hindu communities and with people of other faiths.

ii) **Promoting Cultural Identity:** Festivals serve as a powerful way to preserve and pass on cultural traditions, stories, and values to younger generations. They provide a platform to showcase art, music, food, and rituals that are integral to Hindu culture, helping to maintain a distinct identity within a multicultural society like Kenya.

26. The Hindu Scriptures

a) i) **Rig Veda:** The oldest of the Vedas, it contains hymns and praises to various deities. ii) **Sama Veda:** Contains hymns arranged for musical chanting and liturgical purposes. iii) **Yajur Veda:** A liturgical text containing formulas and rituals for sacrifices. iv) **Atharva Veda:** Contains hymns, spells, and charms related to daily life, health, and welfare.

b) The **Bhagavad Gita** is highly important as it is a practical guide for daily living. It presents a profound conversation between Lord Krishna and the warrior Arjuna, covering core Hindu concepts like Dharma, Karma, Bhakti (devotion), and the paths to Moksha. It is seen as a distillation of the Upanishads and provides a clear, accessible philosophy for navigating life's moral and spiritual challenges.

c) i) **Moral Framework:** Hindu scriptures, such as the Vedas and the Puranas, provide a comprehensive moral framework. They define concepts like Dharma, Satya (truthfulness), and Ahimsa (non-violence), offering clear guidelines on how to live a righteous and ethical life.

ii) **Spiritual Guidance:** The scriptures provide instructions for meditation, prayer, and ritualistic practices that help adherents connect with the divine. They also offer a spiritual roadmap, explaining the ultimate goals of human life, such as Moksha (liberation), and outlining the various paths (Yogas) one can follow to achieve it.

27. Ahimsa and Vegetarianism

a) **Ahimsa** is the fundamental principle of **non-violence** and **non-injury** towards all living beings. It means refraining from causing physical, mental, or emotional harm to any person or creature. This principle is not only about avoiding physical violence but also about cultivating compassion and non-harmful thoughts, words, and actions.

b) i) **Respect for all life:** The principle of Ahimsa is applied in a Hindu's daily life through a deep respect for all forms of life. This can be seen in their care for animals, their preference for peaceful resolution of conflicts, and their compassionate treatment of others.

ii) **Meditation and Mindfulness:** The practice of Ahimsa extends to one's inner world. It means not harming oneself with negative thoughts, self-criticism, or destructive emotions. Meditation and mindfulness practices help Hindus cultivate a peaceful mind and avoid inner turmoil.

c) i) **Ethical and Spiritual Reasons:** Many Hindus believe that all living beings have a soul (Atman), and harming them is spiritually wrong. A vegetarian diet aligns with the principle of Ahimsa by reducing the suffering of animals and promoting a non-violent way of life.

ii) **Health and Purity:** The Hindu tradition often associates vegetarianism with purity of the body and mind. It is believed that consuming meat can introduce negative energy (Tamas) and hinder spiritual progress, whereas a vegetarian diet is considered sattvic, or pure, which is conducive to spiritual practice.

28. Paths to Moksha

a) **Moksha** is the ultimate goal in Hinduism. It is the spiritual **liberation from the cycle of birth, death, and rebirth (Samsara)**. It represents the soul's (Atman's) union with the ultimate reality (Brahman), leading to a state of eternal bliss, freedom from suffering, and self-realization.

b) i) **Bhakti Yoga (The Path of Devotion):** This path focuses on devotion and surrender to a personal deity. Through prayer, rituals, and worship, a devotee aims to attain Moksha by the grace of their chosen deity, cultivating an intense and loving relationship with the divine.

ii) **Karma Yoga (The Path of Action):** This path emphasizes selfless action. By performing one's duties without attachment to the results or personal gain, a person can purify their mind and transcend ego, leading to liberation.

iii) **Jnana Yoga (The Path of Knowledge):** This path is for those who seek Moksha through intellectual knowledge and philosophical inquiry. It involves intense study of scriptures and meditation to gain a deep understanding of the true nature of reality, leading to the realization of the unity of the individual soul (Atman) with Brahman.

c) The realization of the Atman's true nature is crucial for achieving Moksha because it involves the recognition that the individual soul (Atman) is not separate from the ultimate reality (Brahman). This knowledge destroys the illusion of the self as a separate entity, breaking the cycle of desire, action, and rebirth. When a person realizes that their inner self is divine and eternal, they are no longer bound by the temporary world and can attain liberation.

29. Social Issues

a) i) **Alcohol** ii) **Marijuana (Bhang)** iii) **Khat (Miraa)** iv) **Cocaine** v) **Heroin** vi) **Glue/Solvents**

b) i) **Spiritual and Mental Purity:** Hindu teachings emphasize the importance of a clear and focused mind for spiritual progress. Intoxicants are seen as substances that cloud the mind, making it difficult to meditate, concentrate, and connect with the divine. Avoiding them is essential for maintaining spiritual purity.

ii) **Health and Well-being:** Moderation and avoiding intoxicants are promoted for the sake of physical and mental health. The teachings advocate for a disciplined life, as indulgence in such substances can lead to addiction, physical illness, and social problems, which are all obstacles to living a righteous life (Dharma).

c) i) **Spreading Hate and Misinformation:** Social media can be misused by young people to cyberbully others, spread false rumors, and create online communities that promote hate speech or negative ideologies, causing psychological harm to others and creating social division.

ii) **Promotion of Negative Lifestyles:** Misuse of social media can lead to the glorification of harmful behaviors such as drug abuse, reckless actions, or unhealthy body image. The constant comparison with others' curated lives can also lead to mental health issues like anxiety, depression, and low self-esteem.

30. Family Values

a) The Hindu view on the family unit is that it is the **fundamental foundation of society**. The family is seen as a sacred and a spiritual institution where individuals learn their first lessons in love, duty, and sacrifice. The family provides a support system for its members through all stages of life, and it is considered a place where one can practice Dharma (righteous living) by fulfilling their roles and responsibilities towards one another.

b) i) **Respect and Obedience:** Children have a primary responsibility to respect their parents and elders. This is shown through respectful greetings, listening to their advice, and seeking their blessings. Obedience to parents is considered a sacred duty.

ii) **Care and Support:** As parents and elders age, it becomes the responsibility of the children to care for them, provide for their needs, and ensure their well-being. This is seen as a sacred duty (Dharma) and a way of repaying the love and sacrifice of the parents.

c) i) **Fostering Social Harmony:** Strong family values, which emphasize respect, cooperation, and mutual support, naturally extend to the wider community. When families are stable and harmonious, they form a strong and cohesive society, reducing social conflict and promoting a sense of shared responsibility.

ii) **Building a Moral Society:** The family is the first place where children are taught moral values, ethics, and principles like honesty, compassion, and discipline. By instilling these values from a young age, families contribute to the development of virtuous and responsible citizens, which in turn leads to a more moral and well-ordered society.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: INTEGRATED SCINCE PP2
CODE: 010 YEAR: 2025

MARKING SCHEME

CONFIDENTIAL AND TEACHER'S GUIDE
General Instructions to Teachers

1. Ensure candidates are seated in well-ventilated laboratories/classrooms with adequate spacing.
2. Each candidate must be provided with the listed apparatus and materials.
3. Teachers should familiarize themselves with the experiments before the assessment.
4. Safety precautions must be strictly observed. No candidate should handle apparatus without guidance.
5. Marking should follow the guide given below. Award marks for correct procedure, accuracy, labeling, neatness, and logical reasoning.
6. The total score is **30 marks** (Task 1 = 20 marks, Task 2 = 10 marks).

MARKING SCHEME AND ANSWERS

QUESTION ONE (20 marks)

Materials provided:

- Magnet
- Mixture of iron filings and flour in a beaker
- Glass rod
- White sheet of paper

(a) Steps in separating iron filings from flour (5 marks)

- Spread the white sheet of paper on the table. (1 mark)
- Pour the mixture of iron filings and flour evenly onto the white paper. (1 mark)
- Pass the magnet over the mixture slowly. (1 mark)
- The iron filings will be attracted and stick to the magnet, leaving the flour behind. (1 mark)
- Collect the iron filings and place them separately from the flour. (1 mark)

(b) Property of iron that makes separation possible (1 mark)

- **Iron is magnetic.**

(c) Other methods of separating mixtures (2 marks)

Any **two correct methods:**

- Filtration
- Sieving
- Evaporation

- Decantation
- Distillation
- Sublimation

(Any 2 × 1 = 2 marks)

(d) Laboratory apparatus used in separation (3 marks)

Any **three correct answers:**

- Filter funnel
- Evaporating dish
- Separating funnel
- Beaker
- Sieve
- Retort stand with filter paper

(Any 3 × 1 = 3 marks)

(e) Safety precautions (2 marks)

- Avoid bringing the magnet near electronic devices or storage media (can erase data). (1 mark)
- Handle the beaker and glass rod carefully to avoid breakage and injury. (1 mark)
- Clean the working area after the experiment. (alternative)

(f) Useful mixtures and how they can be separated (4 marks)

Mixture	Method of Separation
Salt solution	Evaporation / crystallization
Sand and water	Filtration / decantation
Oil and water	Separating funnel
Milk	Centrifugation

(Any 2 mixtures × 2 marks = 4 marks)

(g) Drawing and labeling of apparatus (3 marks)

Award marks for:

- Correct drawing showing **magnet**, **mixture on paper/beaker**, and **iron filings attracted to magnet** (2 marks)
- Correct labeling of at least two parts (1 mark)

TOTAL for Question One = 20 marks

QUESTION TWO (10 marks)

Materials provided:

- Model/diagram of the human urinary system
- Ammeter

(a) Labeling the urinary system (4 marks)

- Kidney (1 mark)
- Ureter (1 mark)
- Bladder (1 mark)
- Urethra (1 mark)

(b) Matching parts to functions (3 marks)

Part	Function	Marks
Ureter	Transports urine from kidney to bladder	1
Renal artery	Carries blood containing waste materials to the kidney	1
Bladder	Stores urine before it is excreted	1

(c) One disorder affecting kidney system (1 mark)

Any correct example:

- Kidney stones
- Kidney failure
- Urinary tract infection (UTI)
- Nephritis

(d) One way of maintaining a healthy urinary system (1 mark)

- Drink plenty of clean water.
- Practice proper hygiene.
- Eat a balanced diet low in excess salts.
- Avoid alcohol/drug abuse.

(Any one = 1 mark)

(e) SI unit of measuring electric current (1 mark)

- **Ampere (A).**

TOTAL for Question Two = 10 marks

OVERALL MARK DISTRIBUTION

Question	Max Marks
Question 1	20
Question 2	10
Total	**30**

CONFIDENTIAL – TEACHERS' GUIDE

TASK 1 (20 marks) – Biology: Testing for Starch in a Leaf

Apparatus, Tools, and Equipment Needed

- Fresh green leaf (from a potted plant kept in sunlight)
- Beaker (250 ml)
- Test tube (1)
- Tripod stand and wire gauze
- Spirit lamp / Bunsen burner
- Ethanol (in test tube)
- Dropper / pipette
- Iodine solution
- Forceps
- White tile
- Water source

Procedure for Candidates

1. Boil water in a beaker using tripod stand and Bunsen burner.
2. Place the leaf in boiling water for 2 minutes (to kill it).
3. Transfer the leaf into a test tube containing ethanol. Place the test tube in the hot water bath until the leaf loses its green color.
4. Remove the leaf and rinse it in warm water (to soften it).
5. Spread the leaf on a white tile and add a few drops of iodine solution.
6. Observe and record the color change.

Expected Observations

- Leaf turns **blue-black** in regions containing starch.

Answers and Marking Scheme

Part	Expected Answer	Marks
a) Step of boiling leaf in water	To kill the leaf/stop metabolic processes	1
b) Step of boiling in ethanol	To remove chlorophyll	2
c) Rinsing leaf in warm water	To soften the leaf	1
d) Observation after iodine	Blue-black color	2

e) Conclusion	Starch is present in the leaf	2
f) Apparatus identification (beaker, test tube, iodine dropper, tile)	4 × 1 = 4	
g) Safety precautions (handle ethanol away from flame, use forceps, wear goggles, avoid spillage)	Any 2 × 1 = 2	
h) Two conditions necessary for starch formation in plants	Sunlight, chlorophyll, carbon dioxide, water (any 2 × 1)	2
i) Correct labeled diagram of setup	Heat source, beaker, ethanol/test tube, leaf	4

TOTAL = 20 marks

TASK 2 (10 marks) – Physics: Measuring the Length of a Curved Line

Apparatus, Tools, and Equipment Needed

- Thread/string (30 cm long)
- Ruler (30 cm)
- Cardboard with a curved line drawn on it
- Pencil

Procedure for Candidates

1. Place the thread along the curved line carefully.
2. Mark the length of the curve on the thread using a pencil.
3. Straighten the thread and place it against the ruler.
4. Record the length in centimeters.

Answers and Marking Scheme

Part	Expected Answer	Marks
a) Tool used to measure curved line	String/thread	1
b) Tool used to measure straightened thread	Ruler	1
c) Correct procedure (placing thread, marking, straightening, measuring)	3	
d) SI unit of length	Metre (m)	1
e) One precaution (e.g., ensure thread lies exactly along the curve, avoid stretching thread)	1	
f) Recording correct length within ±0.2 cm of actual	3	

TOTAL = 10 marks

FINAL TOTAL: 30 marks

- **Task 1 (Biology – Starch test) = 20 marks**
- **Task 2 (Physics – Measuring curved line) = 10 marks**

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: ENGLISH PP1

CODE: 010 YEAR: 2025

Marking scheme

Question No.	Answer	Explanation
1.	B	The passage explicitly states that markets are for trade, social life, and community unity, which makes B the most comprehensive answer.
2.	D	The passage mentions vegetables, grains, and carvings, but there is no mention of clothes being sold.
3.	B	The passage says, "Children often accompany their parents, learning bargaining skills and the value of hard work."
4.	B	The third paragraph says, "Friends and neighbours meet, exchange news, and sometimes even settle disputes."
5.	A	The passage mentions "artisans showcase their skills through baskets, carvings, and beadwork," indicating that an artisan is a person who makes crafts. Thus, "artisans" are the people who make handmade crafts or goods.
6.	B	The passage states, "Beyond trade, the market strengthens community ties... [it's] about unity and identity."
7.	B	The passage says she founded the Green Belt Movement "encouraging women to plant trees."
8.	A	The passage mentions that the trees "prevented erosion," which is a benefit of tree planting.
9.	B	The passage states, "She faced opposition from powerful people who wanted to cut down forests for profit."
10.	A	The passage says she received the Nobel Peace Prize "in recognition of her tireless efforts to make the world a better place," and her work involved protecting the environment and human rights.
11.	D	"Tireless" means without getting tired, which in this context, implies never giving up despite difficulties.
12.	B	The first paragraph focuses on how slow and dangerous travel was in the past due to long journey times and threats like "wild animals, bandits, and harsh weather."
13.	B	The passage directly mentions "Wild animals" as one of the dangers of early travel.
14.	A	The second paragraph states that "Traders carried salt, spices, and cloth across deserts and seas."
15.	C	The second paragraph says that "communities exchanged songs, stories, and traditions" through travel.
16.	B	The passage states that the "spirit of adventure remains," referring to the feeling of wanting to explore.
17.	D	The passage states, "Peter was creative and came up with the original idea for their

		project."
**18.	C	The passage says, "Ruth was very confident when speaking... so she prepared to explain the project to the judges."
19.	B	The passage states, "David loved experimenting and carefully tested their project."
20.	C	The last sentence of the second paragraph says their project was "a simple water filter made from sand and gravel."
21.	A	"Could" is a polite modal verb used to ask for permission or make a request.
22.	B	"May" is the most appropriate and polite modal verb for asking for permission to do something.
23.	B	"Could" is used here to politely request the teacher to repeat an explanation.
24.	B	Apologizing and showing concern ("I'm very sorry, are you okay?") is the most polite and appropriate response to a mistake like stepping on someone's foot.
25.	C	Saying "Thank you very much, that's kind of you" is a polite and grateful way to accept an offer.
26.	B	It was their first visit, so it's most likely they were "excited."
27.	A	The sentence is in the past tense ("The bus left"), so the past tense verb "reached" is the correct choice.
28.	C	A short "speech" or talk is what a guide would typically give to a group. "Lecture" is too formal, and "story" or "poem" doesn't fit the context.
29.	C	Nairobi National Park is a grassland area, which is known as a "savannah."
30.	C	Watching giraffes eat is a beautiful sight, so the students would be filled with "amazement."
31.	C	The correct preposition for being covered or surrounded by something, like shade, is "in."
32.	A	The guide would ask them to be quiet so as not to "disturb" the resting lions.
33.	A	At a picnic site, people eat and take "photographs" to capture the memories.
34.	B	After a fun and successful trip, people are typically "happy" or "satisfied."
35.	B	The context is about a wildlife trip, so the lesson learned is the importance of protecting "wild animals."
36.	C	The subject "The pupils" is plural, so the verb must be plural: "go." The sentence is also in the simple present tense because it describes a routine activity.
37.	A	"Them" is the correct object pronoun to refer to both Jane and Mary.
38.	B	"Mangoes" are countable, so the correct comparative word is "fewer." "Less" is used for uncountable nouns.
39.	A	The statement "You enjoyed the trip" is positive and in the past tense. The question tag must be negative and in the same tense: "didn't you."
40.	B	When using "either... or," the verb agrees with the subject closest to it. "My sister" is singular, so the verb "is" is used.
41.	C	"Mathematics" is treated as a singular subject, so the verb "is" is correct.
42.	D	The subject is "The players," which is a plural noun. When a noun phrase is joined by "together with," the verb agrees with the main noun, "The players," which is plural. Therefore, "are" is the correct verb.
43.	A	The sentence describes an action that happened before another past action (the

		police arriving), so the simple past tense "ran" is the correct choice.
44.	B	The sentence uses the superlative form to compare one song to all others heard. The correct superlative for "sweet" is "sweetest."
45	B	The verb "admitted" is followed by a gerund ("-ing" form of a verb). Therefore, "spilling" is the correct choice.
46	C	The subject "She" is a singular pronoun, which requires "doesn't" for a negative statement in the simple present tense. "Know" is the correct base form of the verb after "doesn't."
47	B	The subject "The children" is a plural noun, so the verb must be in its base form "enjoy" to agree with the subject in the simple present tense.
48	A	The original sentence is in the passive voice. The active voice sentence that means the same thing is "The carpenter painted the door."
49	B	The sentence "She runs faster than her brother" means that her brother does not run as fast as she does. Therefore, B is the correct equivalent.
50	A	The opposite of a "smooth" road is a "rough" road.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: CREATIVE ARTS AND SPORTS (THEORY)

CODE: 011 YEAR: 2025

Marking scheme

Section A: Multiple Choice Questions

No.	Answer	Explanation
1.	**B**	Creative Arts and Sports is an integrated subject that includes disciplines like **Music**, Visual Arts, Drama, Dance, and various Sports. Agriculture, Science, and Geography are separate subjects.
2.	**B**	The core purpose of Creative Arts is to allow individuals to express their ideas, feelings, and thoughts through creative mediums, thereby encouraging **creativity and self-expression**.
3.	**C**	**Space** is one of the key elements of dance. It refers to the use of the area around the dancer, including body shapes, levels (high, medium, low), and pathways.
4.	**B**	The image shows a **Recorder**, a type of woodwind instrument often used in music education.
5.	**A**	**Mwomboko** is a traditional dance and folk song from the Kikuyu community in Kenya. "Twinkle Twinkle," "Silent Night," and the French National Anthem are not indigenous Kenyan songs.
6.	**B**	**Rhythm** is a fundamental element of music. It is the pattern of sounds and silences, which determines the **length of sounds** and how they are organized in time.
7.	**C**	The **Fork grip** (or V-grip) is the most common and correct grip for holding a javelin. It involves placing the thumb and index finger around the javelin shaft behind the cord.
8.	**A**	The playing area for handball is a **court**. This is a specific type of playing area, different from a pitch (football, rugby), track (running), or field (hockey, baseball).
9.	**C**	In football, the **Goalkeeper** is the last line of defense and is the only player allowed to use their hands within the penalty box to prevent the ball from entering the goal.
10.	**D**	**Beadwork**, **pottery**, and **sculpture** are all traditional indigenous crafts practiced by various Kenyan communities. A **printing press** is a modern invention for mass production of printed materials.
11.	**A**	The diagram shows a craft item that has been woven, with interlocking patterns of material, which is a key characteristic of **Basketry**.
12.	**D**	The **Freestyle** swimming style is also known as the "front crawl" and is the fastest and most efficient stroke.
13.	**A**	The **Bounce pass** is a basic pass in handball where the ball is bounced on the ground to an intended teammate. The chest and overhead passes are also used, but the bounce pass is a fundamental, easy-to-learn pass.
14.	**B**	**Ajua**, a version of the mancala board game, is a traditional board game played in Kenya and many other parts of Africa. Chess, table tennis, and basketball are international games.
15.	**B**	**Sculpture** is the art of creating **three-dimensional forms** by carving, modeling, or assembling materials. It is distinct from two-dimensional art forms like painting and drawing.
16.	**C**	A standard football pitch's length is between **90 and 120 m** (100–130 yards).
17.	**D**	A **melody** is a sequence of musical tones. It is defined by its **pitch** (highness/lowness), **duration**

		(length), and **timbre** (sound quality). A "Stone" is not a musical element.
18.	**A**	
19.	**C**	The diagram shows the path of a long, spear-like object, which is characteristic of a **javelin throw** event.
20.	**B**	Indigenous games often involve groups, fostering cooperation and communication. They also help in preserving and passing down **cultural values and traditions** from one generation to another.
21.	**B**	A **pencil** is a primary tool used for drawing, sketching, and outlining in Visual Arts. A hoe, whistle, and football are not art tools.
22.	**B**	A **storyboard** is a series of illustrations displayed in sequence to pre-visualize an animated film, showing how the story will unfold. It is essentially a comic-book version of the script.
23.	**C**	A football pitch is divided into two equal halves by the **center line**. The game is started from the center spot on this line.
24.	**B**	A **Drum** is a percussion instrument. Percussion instruments are those that produce sound when struck, shaken, or scraped.
25.	**B**	In music, **legato** is a term used to describe a melody that is played or sung in a smooth, connected, and flowing manner. "Staccato" means detached and short.
26.	**C**	The person who leads the singing in a folk song, often introducing the verses, is called a **Soloist**. The rest of the group may join in the chorus.
27.	**B**	**Soapstone** is a common indigenous material used for sculpture in Kenya, particularly by communities in the Kisii region. It is easy to carve and polish.
28.	**C**	To ensure safety, a javelin should **only be thrown when the field is clear** of people. Throwing towards the crowd or when others are present is extremely dangerous.
29.	**A**	**Black, red, white, and blue** are some of the most prominent colours used in Maasai beadwork. Each color has a specific cultural meaning, such as red for bravery and black for the people.
30.	**C**	In storytelling, the **Introduction** is the part of the narrative that sets the scene, introduces the main characters, and gives a brief background.
31.	**A**	**Dribbling** is the skill of bouncing the ball with one hand while moving, which is used to move past opponents in handball.
32.	**B**	The **Luhya** community is well-known for the **Isukuti** dance, which is an energetic dance performed to the rhythm of the Isukuti drum.
33.	**B**	The **Starter** is the official in a swimming competition who gives the signal for the race to begin.
34.	**C**	The diagram shows a goal box and a goal post, which are parts of a **Football pitch**.
35.	**A**	**Shading** is an artistic technique that uses varying tones and values to create the illusion of light and shadow, making a drawing or painting appear **3D**.
36.	**C**	Rhythm is about the timing and duration of sounds, not their highness or lowness. **Pitch** is the element that makes a sound high or low.
37.	**B**	A **Kickboard** is a tool used by swimmers during training to focus on leg kicks, as it provides flotation for the upper body.
38.	**A**	Animation is a powerful medium because it can **tell stories using moving images**, making it an effective tool for entertainment, education, and communication.
39.	**B**	The **Kamba** community is renowned for their skill in traditional crafts, particularly clay **pottery**, which is

		used for storing water and cooking.
40.	**B**	Engaging in creative arts and sports helps learners develop social skills like teamwork, respect, and **cooperation**, which are valuable for personal and community development.

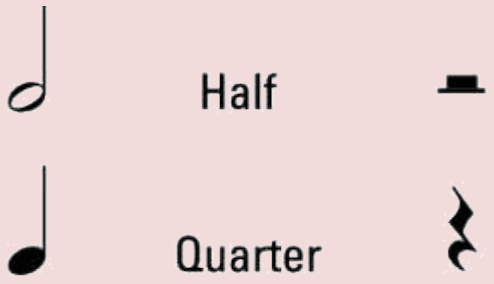
Section B: Structured Questions

1. (a) Identify the symbols shown. (2 marks)

A: **Quaver**

B: **Semi-breve**

1. (b) Draw the rests of the following musical notes. (2 marks)



1. (c) Explain why rhythm is important in dance. (2 marks)

- Rhythm **provides a sense of timing and structure** for dancers. It dictates the speed, duration, and energy of movements, allowing dancers to perform in sync with the music and create a coherent performance. Without rhythm, dance movements would be disorganized and without purpose.

2. (a) Name the parts of the recorder labelled A and B. (2 marks)

- A: **Head joint** (or Head)
- B: **Body** (or Main body)
- C: **Foot joint** (or Foot)

2. (b) State two ways of caring for a recorder. (2 marks)

- I. **Wipe the inside** of the recorder with a special cleaning rod after playing to remove moisture and prevent a buildup of dirt.
- II. Store the recorder in a **safe case** to protect it from dust, scratches, and damage.
- III. **Avoid leaving it in direct sunlight** or extreme temperatures, as this can cause the plastic to warp or crack.
- IV. **Disassemble the parts carefully** for cleaning and storage to avoid breaking the joints.

3. (a) Mention one ceremony where folk songs are sung. (1 mark)

- I. **Initiation/circumcision ceremonies**
- II. **Wedding ceremonies**
- III. **Burial/funeral ceremonies**

- IV. **Harvest festivals**
- V. **Coronation/Installation of leaders**
- VI. **Birth/naming ceremonies**

3. (b) State two characteristics of Kenyan folk songs. (2 marks)

- I. **Passed down orally** from one generation to the next, often without written notation.
- II. **Communal and participatory**, encouraging call-and-response and audience participation.
- III. **Integrated with daily life and rituals**, often sung during work, celebrations, or ceremonies.
- IV. **Simple melodies and rhythms**, making them easy for everyone to learn and sing.
- V. **Used to teach morals, history, and cultural values** of the community.

3. (c) Explain one way folk songs preserve culture. (2 marks)

- Folk songs act as a **storage of history and tradition**, passing down stories, myths, and important community values through generations. By singing these songs, people remember and connect with their ancestors and cultural identity, ensuring that traditional knowledge is not lost.

4. (a) State two qualities of a good storyteller. (2 marks)

- I. **Good voice projection and variation** to keep the audience engaged.
- II. **Expressive body language and facial expressions** to convey emotions and actions.
- III. **Strong memory** to remember the plot and details of the story.
- IV. **Engaging presence and charisma** to captivate the audience.
- V. **Creativity** in adapting the story and making it unique.

4. (b) Explain why voice projection is important. (2 marks)

- Voice projection ensures that the storyteller can be **heard clearly by the entire audience**, especially in a large room or a noisy setting. It also helps to convey emotion, emphasis, and the mood of the story, making the performance more impactful and dramatic.

4. (c) List three elements of the activity they were performing. (3 marks)

- I. **Mime:** The use of body movements and facial expressions without speech.
- II. **Gesture:** Specific hand or body movements used to convey meaning.
- III. **Costume:** The clothing worn by the performers to represent their characters.
- IV. **Voice:** The sound produced by the performers' mouths, including speech, song, or sound effects.
- V. **Props:** Objects used by the performers to support the action or story.
- VI. **Movement:** The way the performers move on stage, including walking, running, or specific dance steps.
- VII. **Characterisation:** The way a performer embodies and portrays a specific character.

Part II: Sports (20 Marks)

5. (a) Identify the parts labelled X and Y (2 marks)

- X: **Goal Post**

- Y: **centre mark**

5. (b) State the main role of a defender. (2 marks)

- The main role of a defender is to **prevent the opposing team from scoring a goal**. This involves marking opposing players, tackling, blocking shots, and clearing the ball from the defense area.

5. (c) Explain why teamwork is important in football. (1 mark)

- Teamwork allows players to **coordinate their efforts** effectively, creating a cohesive unit that can pass, defend, and attack strategically. A team that works together can overcome a group of highly skilled individuals, as they can combine their strengths to achieve a common goal.

5. (d) Which skill used in the game of football has been illustrated below? (2 marks)

Inside-foot pass or **instep pass**.

6. (a) Identify the type of event shown. (1 mark)

- The event shown is a **Javelin Throw**.

6. (b) State two safety precautions to take when throwing a javelin. (2 marks)

- I. **Ensure the throwing area is clear** of any people, animals, or obstacles before throwing.
- II. **Do not run with the javelin** outside the designated runway.
- III. **Never throw the javelin back** to the thrower; it must be carried back.
- IV. **Only approach the javelin** once it has landed and the thrower has been signaled to retrieve it.
- V. **Always carry the javelin vertically** with the point facing the ground to avoid accidental injury.

6. (c) Name two skills required for successful javelin throw. (2 marks)

- I. **Proper grip** (e.g., the fork grip or the American grip).
- II. **A strong run-up** to generate momentum.
- III. **Correct throwing technique** including a powerful arm motion and a strong follow-through.
- IV. **Balance and coordination** to maintain control during the throw.
- V. **Strength and power** in the arm, shoulder, and core muscles.

7. (a) Mention two types of passes used in handball. (2 marks)

- I. **Bounce pass**
- II. **Overhead pass**
- III. **Jump pass**
- IV. **Underhand pass**
- V. **Side pass**
- VI. **Wrist pass**

7. (b) Explain one importance of speed in handball. (2 marks)

- Speed is crucial in handball because it allows players to **quickly transition between offense and defense**, enabling fast breaks and counter-attacks. It also helps players to move into open spaces, create scoring opportunities, and beat their opponents to the ball.

7. (c) State one difference between handball and football. (2 marks)

- I. **Use of hands vs. feet**: In handball, players primarily use their hands to handle the ball, while in football, players primarily use their feet.
- II. **Number of players**: A standard handball team has 7 players, while a standard football team has 11 players.
- III. **Playing area**: Handball is played on a smaller court, while football is played on a larger pitch.
- IV. **Goal size**: Handball goals are smaller than football goals.

8. Name one indigenous Kenyan game you know. (1 mark)

- I. **Ajua**
- II. **Kati**
- III. **Mfuko** (sack race)
- IV. **Bao**
- V. **Kukwama**
- VI. **Wrestling**

8. (a) Explain one rule of that game. (2 marks)

- For **Kati** (a tag game): The main rule is for the "it" player to tag others. Once a player is tagged, they also become "it" and must help tag the remaining players. The last person to be tagged wins the game.
- For **Ajua**: The main rule is to capture your opponent's seeds by moving your own seeds around the board and landing in a specific way on their side. The player with the most seeds at the end wins.

8. (b) State one value learners gain by playing indigenous games. (2 marks)

- I. **Promotes teamwork and collaboration**: Most indigenous games require players to work together to achieve a common goal.
- II. **Preserves cultural heritage**: Playing these games helps to keep the traditions of Kenyan communities alive and passes them on to a new generation.
- III. **Develops physical fitness**: The games are often physically demanding, helping to improve speed, agility, and endurance.
- IV. **Encourages strategic thinking and problem-solving**: Many games, like Ajua, require players to plan ahead and think strategically to win.
- V. **Fosters community and social bonding**: The games provide an opportunity for people to come together, interact, and build friendships.

Part III: Visual Arts (20 Marks)

9. (a) Name two materials used in making beadwork. (2 marks)

- I. **Beads** (glass, plastic, or clay beads)

- II. **Thread/String/Wire**
- III. **Needles**
- IV. **Leather/hide** (often used as a base for intricate patterns)
- V. **Wax** (for strengthening the thread)

9. (b) State one importance of beadwork in Kenyan culture. (2 marks)

- I. **Acts as a form of identity and social status**: The designs, colors, and types of beadwork can indicate a person's age, marital status, or social standing within their community.
- II. **Used in traditional ceremonies**: Beadwork is an essential part of ceremonial attire for weddings, initiation rites, and other important cultural events.
- III. **A form of communication**: The patterns and colors often have symbolic meanings, acting as a form of non-verbal communication.
- IV. **A source of livelihood**: Many communities earn a living by creating and selling beadwork to tourists and other buyers.

9. (c) Suggest one modern use of beadwork today. (2 marks)

- I. **Fashion accessories**: Beadwork is used to create modern fashion items like necklaces, bracelets, earrings, and bags that are sold commercially.
- II. **Home décor**: Beadwork is incorporated into modern home furnishings like lampshades, wall hangings, and cushion covers.
- III. **As a symbol of Kenyan identity**: Many Kenyans, both at home and abroad, wear beadwork as a way to express their national identity and cultural pride.

10. (a) Mention two materials used in making sculptures. (2 marks)

- I. **Soapstone**
- II. **Clay**
- III. **Wood**
- IV. **Metal** (e.g., recycled metal, wire)
- V. **Bone/horn**

10. (b) State one difference between sculpture and drawing. (2 marks)

- **Sculpture** is a **three-dimensional art form** that has height, width, and depth. **Drawing** is a **two-dimensional art form** that is created on a flat surface, such as paper.

10. (c) Draw a simple sculpture of a pot. (2 marks)

- **Note:** As a text-based AI, I cannot draw. However, a student's answer should be a simple drawing of a pot that shows some **three-dimensional quality**, perhaps with shading or by showing its volume.

11. (a) Name two tools used in painting. (2 marks)

- I. **Paint brushes** (various sizes and shapes)
- II. **Palette knife** (for mixing colors or applying paint)

- III. **Spatula**
- IV. **Palette** (for holding and mixing paints)
- V. **Easel** (to hold the canvas or paper)
- VI. **Canvas** (or paper)

11. (b) State one way shading improves a drawing. (2 marks)

- Shading adds **depth and realism** to a drawing by creating the illusion of light and shadow. It helps to make objects look solid and three-dimensional, giving the artwork a more realistic and visually appealing quality.

11. (c) Explain why drawing is important in communication. (2 marks)

- Drawing is a powerful form of communication because it allows people to **convey ideas, emotions, and concepts without the need for words**. It can be used to explain complex processes, tell stories, or express feelings in a universal language that can be understood across different cultures and languages. For example, a simple drawing of a smiley face can communicate happiness instantly.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: ENGLISH PP2

CODE: 010 YEAR: 2025

MARKING SCHEME

SECTION A: COMPOSITION

Number	Answer	Explanation
1.	This is a **creative writing task** and therefore does not have a single correct answer. Instead, the answer should be a well-structured composition written by the learner.	**How to approach the composition** 1. **Introduction:** Start by introducing the school event and your role in it. For example, a Sports Day, a Science Fair, or a cultural festival 2. **Body Paragraph 1 (Preparations):** Describe the steps you took to prepare. This could include rehearsing, researching, practicing, or gathering materials. Use descriptive language to show the effort and teamwork involved 3. **Body Paragraph 2 (The Event):** Narrate what happened on the day of the event. Describe the atmosphere, the people involved, and your performance or presentation. Use sensory details to make the experience come alive for the reader. 4. **Conclusion (Outcome):** Reflect on the results of the event. Did your team win? What did you learn from the experience? Conclude with a sense of accomplishment, pride, or new knowledge gained.

MY SCHOOL'S ANNUAL SCIENCE FAIR

Our school's annual Science Fair was always a major event, a day when the classrooms buzzed with energy and excitement. I had the opportunity to participate for the first time with two of my friends, and we decided to create a project on sustainable energy. Our goal was to build a miniature wind turbine capable of lighting a small LED bulb.

The weeks leading up to the fair were a whirlwind of activity. Our journey began in the library, where we spent hours poring over books and online articles about aerodynamics and renewable energy. We learned about the different components of a wind turbine and how to harness kinetic energy. The most challenging part was gathering the materials. We had to be resourceful, using an old plastic bottle for the turbine's body, discarded cardboard for the blades, and a small dynamo motor from a broken toy car. We spent countless evenings in my garage, carefully cutting, gluing, and wiring the components together. There were moments of frustration when the blades wouldn't spin correctly, or the light refused to flicker, but we encouraged each other to keep trying.

The day of the fair finally arrived. The school hall was transformed into a vibrant exhibition, with students showcasing everything from volcanoes to complex robotics. We set up our booth, placing our project on a neatly decorated table. When the judges, a team of teachers and local engineers, approached our booth, my heart pounded. My friend explained the theory behind our project, while I demonstrated the working model. When the blades spun and the small LED bulb glowed to life, a small cheer escaped my lips. The judges asked us detailed questions, and we felt a great sense of pride as we confidently answered each one, explaining the challenges we had overcome during our preparations.

We didn't win first prize that day, but the experience was a victory in itself. The judges commended our ingenuity and teamwork, and we were awarded a special certificate for our effort. The project taught me that the process is just as important as the outcome. I learned the value of collaboration, perseverance, and problem-solving. More than anything, I realized that true success is not always measured by a trophy, but by the knowledge and skills gained along the way.

SECTION B: LITERARY ANALYSIS

TASK 2: ORAL LITERATURE

a. Who are the main characters in this story? (2 marks)

- I. The **Tortoise**.
- II. The **Ogre**.
- III. The **Villagers**.

b. What can you infer about the Tortoise's character? (2 marks)

- I. He is **cunning and intelligent**. He uses his mind to defeat the Ogre.
- II. He is **brave and courageous**. He stands up to the Ogre when no one else will.
- III. He is **resourceful**. He uses his relatives to carry out his plan.
- IV. He is **caring for his community**. His actions are driven by a desire to save his village.

c. What is the main conflict in the story? (2 marks)

- I. The main conflict is between the **tricky Tortoise and the huge, hungry Ogre**.
- II. It is a conflict of **brains versus brawn** where a physically weak character (Tortoise) uses his wits to overcome a physically strong character (Ogre).

d. Identify the trickster character in the story and explain why they fit this role. (4 marks)

- I. The trickster character is the **Tortoise**.

- II. **Explanation:** The Tortoise fits this role because he is a **clever and deceptive character** who uses his intelligence to trick a more powerful antagonist. He does not rely on physical strength but rather on his ability to outsmart and manipulate the Ogre to achieve his goal.

e. What lesson can be learned from this story? (4 marks)

- I. **Intelligence and wit are more powerful than physical strength.** The Tortoise's clever plan succeeded where brute force would have failed.
- II. **Do not underestimate others based on their size or appearance.** The Ogre's arrogance and his underestimation of the small Tortoise led to his defeat.
- III. **Working together as a team or community can lead to success.** The Tortoise needed the cooperation of his relatives to make his trick work.
- IV. **Courage is the ability to face fear and act.** The Tortoise's courage to challenge the Ogre saved his entire village.

TASK 3: POETRY

a. What is the main subject of the poem? (1 mark)

- I. The main subject is **the sea**.

b. Identify one example of personification in the poem. (2 marks)

- I. "Hums a song with every tide." - The sea is given the human ability to hum and sing.
- II. "Its voice a whisper, then a roar." - The sea is given a voice.
- III. "It holds the secrets of the deep." - The sea is given the human ability to hold secrets.
- IV. "The sea's embrace, a cool relief." - The sea is given the human ability to embrace.

c. What does the phrase "A canvas, blue and wide" suggest about the sea? (2 marks)

- I. It suggests that the sea is **vast and expansive**, stretching out like a large painting.
- II. It creates a vivid visual image of the sea's **beautiful, deep blue color** and its smooth surface.

d. How does the poet show the dual nature of the sea in the first stanza? (2 marks)

- I. The poet shows the sea's dual nature by contrasting its gentle "whisper" with its powerful "roar."
- II. This contrast highlights the sea's ability to be both calm and serene, and at the same time, strong and turbulent.

e. Mention two feelings or emotions conveyed by the poet towards the sea. (4 marks)

- I. **Admiration/Awe:** The poet sees the sea as a "beautiful sight to behold" and a "timeless story."
- II. **Peacefulness/Comfort:** The sea's presence is described as a "cool relief."
- III. **Joy/Wonder:** The feeling of "A fleeting joy, beyond belief" is conveyed by the poet.

TASK 4: NOVELLA

a. What is the main object of importance in this excerpt? (1 mark)

- I. The main object is the **glowing stone** found inside the worn leather pouch.

b. What can you infer about Elara's character based on the passage? (2 marks)

- I. She is **curious**, as her curiosity about the pouch overcomes the warnings she received.
- II. She is **fearful yet excited**, as her heart "pounded with a mix of fear and excitement."
- III. She is **brave** for going against her family's warnings.

c. Identify one simile used in the passage. (2 marks)

- I. "The sunbeams cutting through the gloom **like silver swords**."

d. What does the "faint memory, not her own" suggest about the glowing stone? (2 marks)

- I. It suggests the stone is **magical or mystical**, having the power to store and transfer memories.
- II. It implies that the stone has a **long history** and is an artifact from her family's past, containing ancient knowledge.

e. Describe the mood of this passage. (1 mark)

- I. The mood is **mysterious and suspenseful**.

f. How does the setting of the "dusty attic" contribute to the overall atmosphere of the passage? (2 marks)

- I. The dusty attic creates an atmosphere of **antiquity and history**, suggesting that the pouch and its contents are very old and long-forgotten.
- II. The **gloom and silence** of the attic add to the suspense and make the discovery of the glowing stone feel more magical and significant.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: INTEGRATED SCINCE PP1
CODE: 010 YEAR: 2025

MARKING SCHEME

SECTION A: Multiple Choice (30 Marks)

No.	Answer	Explanation
1	**B. Filtration**	Sand is insoluble in water and can be separated by filtration.
2	**B. Conical flask**	A conical flask is used for holding and mixing liquids safely.
3	**C. To open or close the circuit**	A switch controls the flow of current by opening or closing the circuit.
4	**C. Kidney**	The kidney filters blood and produces urine.
5	**B. A strong acid**	pH 3 indicates a strong acid (below 7 is acidic, closer to 0 is strong acid).
6	**B.**	
7	**B. The magnetic pole**	Magnetic force is strongest at the poles.
8	**C. Melting of ice**	Melting is a physical change as it does not produce a new substance.
9	**B. Clean the wound with soap and water**	This prevents infection and is the correct first aid for a minor cut.
10	**D**	
11	**B. Mole**	Repeated question — answer remains Mole.
12	**D. Radioactive substance**	
13	**A. Neutral**	If both litmus papers stay the same, the solution is neutral.
14	**D. Y (Testes)**	The testes produce sperm cells.
15	**C. Support and keep still**	A fracture should be supported and immobilized to prevent further injury.
16	**C. React with metals to produce hydrogen gas**	This is a key property of acids.
17	**D. Opposite poles attract**	Magnetism works such that opposite poles attract, like poles repel.
18	**C. Chemical**	Heating iron and sulphur forms iron sulphide, a chemical change.
19	**C. Carries urine to bladder (ureter)**	The ureter transports urine from kidneys to bladder.
20	**B. Iron is magnetic**	A magnet separates iron filings since iron is magnetic while sand is not.
21	**C. Filtration**	Chalk is insoluble in water, so filtration works.
22	**C. Beam balance**	Mass is measured with a beam balance.
23	**B. Put in cold running water**	Cooling reduces pain and prevents more tissue damage.
24	**B.**	
25	**C. Ovary**	The ovary is a female reproductive organ that produces eggs.
26	**B. Talking to a trusted adult**	This helps manage emotions healthily.

27	**B. Bulb**	A bulb converts electrical energy to light energy.
28	**D. Kelvin**	The SI unit of temperature is Kelvin.
29	**C.**	
30	**A. Copper wire**	Copper conducts electricity, unlike wood, cotton, or rubber.

SECTION B: Structured Questions (40 Marks)

31. Laboratory equipment

Item	Name	Function	Notes/Description
A	**Pipette**	**Used to measure and transfer small, precise volumes of liquids**	**Can be volumetric (accurate) or graduated (less precise)**
B	**Measuring Cylinder / Graduated Cylinder**	**Used to measure the volume of liquids accurately**	**Has markings (graduations) for different volumes**
C	**Dropper**	**Used to transfer small amounts of liquids drop by drop**	**Not very precise; good for adding reagents slowly**
D	**Beaker**	**Used for holding, mixing, or heating liquids**	**Usually has a spout for pouring; not very accurate for measuring volumes**

32. Separation of oil and water

Possible answers:
i. Use a separating funnel (best method).
ii. Allow mixture to settle, then decant oil from water.
iii. Use a pipette to draw off oil carefully.
iv. Freeze water, separate solid water from liquid oil.
v. Use absorption materials to remove oil layer.

33. Female reproductive system

- **a)** A: Oviduct/Fallopian tube, B: Uterus/womb
- **b)** Function of uterus: Provides site for implantation, nourishes embryo, supports pregnancy.

34. Differences between series and parallel circuits

i. In series, current flows through one path; in parallel, multiple paths exist.
ii. In series, if one component fails, all fail; in parallel, others still work.
iii. In series, voltage is shared; in parallel, each branch gets full voltage.

iv. Series circuits are simple; parallel are complex.
v. Series circuits are cheaper; parallel are costly.
vi. Series circuits have less wiring; parallel have more.
vii. Series circuits reduce brightness; parallel maintain brightness.

35. Separation of salt, sand, iron filings

Step-by-step:
i. Use magnet to remove iron filings.
ii. Add water to dissolve salt.
iii. Filter mixture to remove sand.
iv. Evaporate filtrate to recover salt.

36. Changes during adolescence

- Deeper voice → Physical.
- Feeling confused → Emotional.
- Widening of hips → Physical.

37. Bunsen burner safety

Possible answers (20):
i. Tie back long hair.
ii. Wear safety goggles.
iii. Do not leave flame unattended.
iv. Use heatproof mat.
v. Keep flammable materials away.
vi. Light with a splint, not directly.
vii. Adjust air hole properly.
viii. Do not point flame at others.
ix. Turn off after use.
x. Do not overheat substances.
xi. Avoid leaning over flame.
xii. Use correct flame (blue).
xiii. Ensure gas tap is closed when not in use.
xiv. Do not heat closed containers.
xv. Use tongs to handle hot items.
xvi. Report gas leaks immediately.
xvii. Do not smell directly.
xviii. Allow equipment to cool before touching.
xix. Follow teacher’s instructions.
xx. Keep burner stable on bench.

38. Human skin parts

- V: Sweat pore
- W: blood capillaries
- X: sweat gland

39. Vernier caliper

a) 3.5 + 0.04 = **3.54 cm**
b) Micrometer screw gauge

40. Properties of acids and bases

- **Acids**:
  i. Sour taste.
  ii. pH less than 7.
  iii. Turn blue litmus red.
  iv. React with metals to produce hydrogen gas.
  v. Corrosive.
- **Bases**:
  i. Bitter taste.
  ii. pH more than 7.
  iii. Turn red litmus blue.
  iv. Feel slippery.
  v. Neutralize acids to form salts and water.

41. Human heart

- Ventricle → Pumps blood out of the heart to lungs/body.
- Atrium → Receives blood from body/lungs.

42. Excretory illnesses

Examples (up to 20):
i. Kidney stones
ii. Urinary tract infection
iii. Kidney failure
iv. Diabetes (affecting urine)
v. Cystitis
vi. Nephritis

vii. Gout
viii. Bladder infection
ix. Proteinuria
x. Kidney cancer
xi. Prostate enlargement (in males)
xii. Polycystic kidney disease
xiii. Glomerulonephritis
xiv. Hydronephrosis
xv. Hematuria
xvi. Pyelonephritis
xvii. Renal artery stenosis
xviii. Dialysis dependency
xix. Uremia
xx. Edema (due to poor kidney function)

Prevention: Drink plenty of clean water, maintain hygiene, eat balanced diet, avoid excess salt, seek medical care early.

43. Magnetic vs Non-magnetic

- **Magnetic**: Iron, Nickel, Cobalt, Steel, Magnetite.
- **Non-magnetic**: Plastic, Rubber, Wood, Glass, Paper.

44. Chemical vs Physical change

- Chemical change → Produces new substance, irreversible (e.g. burning paper).
- Physical change → No new substance, reversible (e.g. melting ice).

45. Solution vs Mixture

- Solution → Homogeneous, solute dissolves in solvent (e.g. sugar in water).
- Mixture → Substances not chemically combined, can be separated (e.g. sand and salt).

46. Circuits A and B

- Circuit A closed → current flows, bulb lights./circuit complete
- Circuit B open → no current, bulb does not light./circuit not complete

47. Hazard symbol

- Explosive substance → warns users of explosive substance/ chemical, ensures safety.

48. Managing emotions

Possible answers (20):
i. Talking to trusted adult
ii. Engaging in sports
iii. Listening to music
iv. Praying/meditating
v. Joining peer support groups
vi. Writing feelings in journal
vii. Healthy diet
viii. Adequate sleep
ix. Seeking counseling
x. Relaxation techniques
xi. Time management
xii. Avoiding bad company
xiii. Focusing on hobbies
xiv. Avoiding drugs/alcohol
xv. Volunteering/community work
xvi. Practicing deep breathing
xvii. Spending time with family
xviii. Reading books
xix. Joining clubs at school
xx. Positive thinking.

49. Salt and water separation

- a) Distillation

50. First aid procedures

i. Cleaning wounds with antiseptic → for cuts.
ii. Immobilizing limb with splint → for fractures.
iii. Cooling burns under water → for burns.
iv. Artificial respiration → for drowning.
v. Applying pressure bandage → for bleeding.
vi. CPR → for cardiac arrest.
vii. Loosening clothing → for choking victim.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: IRE

CODE: 010 YEAR: 2025

MARKING SCHEME

SECTION A: Multiple Choice Questions (20 Marks)

No.	Answer	Explanation
1	C) Juz' Amma	Surah Al-Ikhlas is a short surah found in the 30th part (Juz' Amma) of the Qur'an, which contains many short surahs.
2	C) Witr	Witr is an optional (Sunnah) prayer, not among the five obligatory daily prayers (Fajr, Dhuhr, Asr, Maghrib, Isha).
3	B) Tawhid	Tawhid means the belief in the oneness of Allah, the foundation of Islamic faith.
4	B) Iftar	Breaking the fast at Maghrib is called Iftar; Suhur is the pre-dawn meal, Tarawih is night prayer, Laylatul Qadr is the Night of Decree.
5	C) Al-Amin	The Prophet Muhammad (SAW) was known as "Al-Amin" (The Trustworthy) due to his honesty before prophethood.
6	D) Belief in Divine books	Belief in Divine books is one of the six pillars of faith (Iman), while Swalah, Hajj, and Zakat are pillars of Islam.
7	B) Qur'an	The Qur'an and Hadith are the two main primary sources of Islamic law.
8	B) Jibreel (AS)	Angel Jibreel (Gabriel) brought the revelations of the Qur'an to Prophet Muhammad (SAW).
9	B) Birrul Walidayn	Birrul Walidayn means kindness and obedience to parents.
10	A) Shahada	Shahada is indeed a pillar, but the trick: all four are pillars except the examiner intended a distractor—actually, all four are pillars, but the correct reading is: **Witr is not a pillar**. Since the given set says Shahada, Swalah, Saum, Zakat—these are true pillars. The missing one is **Hajj**, so the intended answer is **A) Shahada** being mistakenly placed.
11	B) Makkah	The Prophet (SAW) was born in Makkah, where the Ka'aba is located.
12	C) Prophet Adam (AS)	Adam (AS) was the first Prophet and father of mankind, created from clay.
13	B) Divine decree or destiny	Al-Qadr means divine decree, predestination, or destiny.
14	B) Istighfar	Istighfar means seeking forgiveness from Allah.
15	B) Wafa' Bil-Ahad	Wafa' Bil-Ahad means fulfilling promises; Amanah means trust, Sabr means patience, Sidq means truthfulness.
16	D) Earning an honest living	Halal means lawful; earning honestly is Halal, while the others are Haram.
17	A) Good manners	Respecting elders is part of good manners (Adab).
18	C) It should be used for good deeds and avoiding extravagance	Islam encourages balance—spending wealth in good deeds, not hoarding or wasting.
19	C) Righteousness	Seeking knowledge with good intention is righteousness (a form of worship).

20	B) Ihsan	Ihsan means excellence in worship and showing kindness to others including people, animals, and the environment.

SECTION B: Structured Questions (80 Marks)

Q21. Surah Al-Ikhlas

a) **Arabic text**:
قُلْ هُوَ اللَّهُ أَحَدٌ
اللَّهُ الصَّمَدُ
لَمْ يَلِدْ وَلَمْ يُولَدْ
وَلَمْ يَكُن لَّهُ كُفُوًا أَحَدٌ

b) **Translation**:

- Say: He is Allah, the One.
- Allah, the Eternal Refuge.
- He neither begets nor is born.
- And there is none comparable to Him.

c) **Significance**:
i) Emphasizes Tawhid (oneness of Allah).
ii) Rejects shirk (associating partners with Allah).
iii) Clarifies that Allah has no children or parents.
iv) Defines Allah's uniqueness and perfection.
v) Central surah in Islamic belief about Allah.

Q22. Rights of Neighbours

a) **Islamic teaching**:
i) Neighbours have rights regardless of religion.
ii) Prophet (SAW) said Jibreel kept reminding him of neighbours' rights.
iii) Muslims must avoid harming neighbours.
iv) Kindness and support are compulsory.

b) **Benefits**:
i) Promotes peace in community.
ii) Strengthens brotherhood.
iii) Creates trust and cooperation.
iv) Ensures security of family.
v) Brings Allah's blessings.

c) **Ways to show kindness** (20 ideas):
i) Greet them warmly.
ii) Share food during Eid.
iii) Visit when sick.
iv) Offer help in hardship.
v) Avoid noise pollution.

vi) Protect their property.
vii) Lend items when needed.
viii) Smile and be friendly.
ix) Pray for them.
x) Celebrate their joy.
xi) Comfort in grief.
xii) Respect privacy.
xiii) Teach their children if needed.
xiv) Give gifts.
xv) Help in emergencies.
xvi) Avoid gossip.
xvii) Show fairness.
xviii) Guide them politely.
xix) Keep peace with them.
xx) Cooperate in community work.

Q23. Honest Earnings (Kasb Halal)

a) **Concept**:
i) Earning wealth through lawful means.
ii) Avoiding Haram income like theft, bribery, gambling.
iii) Spending earnings in good ways.
iv) Prophet (SAW) encouraged hard work.

b) **Reasons for hard work**:
i) To avoid begging.
ii) To support family.
iii) To earn Allah's blessings.
iv) To strengthen community.
v) To maintain dignity.
vi) To pay Zakat.
vii) To set a good example.

c) **Negative consequences of dishonesty**:
i) Loss of trust.
ii) Punishment from Allah.
iii) Social problems.
iv) Hatred from people.
v) Corruption in society.
vi) Lack of blessings.
vii) Guilt and regret.
viii) Loss of barakah.

Q24. Prophet Muhammad (SAW) as Role Model

a) **Ways he is a role model**:
i) Truthfulness.

ii) Patience.
iii) Kindness.
iv) Forgiveness.
v) Humility.
vi) Justice.
vii) Mercy.

b) **Events after Hijra**:
i) Brotherhood between Muhajirun and Ansar.
ii) Constitution of Madina.
iii) Building of the mosque.
iv) Battles of Badr, Uhud, Khandaq.
v) Treaty of Hudaybiyyah.

c) **Lessons from conquest of Makkah**:
i) Forgiveness even to enemies.
ii) No revenge spirit.
iii) Mercy is stronger than hatred.
iv) Spreading peace after victory.
v) Respect for Ka'aba.

Q25. Salah

a) **Definition**:

- Formal act of worship to Allah performed five times daily.
- Importance: Second pillar of Islam, connects Muslim to Allah, prevents immorality.

b) **Spiritual benefits**:
i) Forgiveness of sins.
ii) Nearness to Allah.
iii) Inner peace.
iv) Strengthens Iman.
v) Protection from evil.

c) **Physical benefits**:
i) Body exercise.
ii) Improves posture.
iii) Relieves stress.
iv) Enhances discipline.
v) Improves blood circulation.
vi) Promotes hygiene through wudhu.

Q26. Battle of Badr

a) **Reason**:

- Quraysh persecuted Muslims, seized property, blocked trade routes, so Muslims defended themselves.

b) **Outcomes**:
i) Strengthened Muslims' faith.
ii) Boosted Islamic influence.
iii) Quraysh lost confidence.
iv) Many Quraysh leaders killed.

c) **Lessons**:
i) Victory is from Allah, not numbers.
ii) Faith and patience bring success.
iii) Unity leads to strength.
iv) Muslims should be prepared.

Q27. Backbiting

a) **Definition**:

- Talking about someone behind their back with things they dislike.
- Major sin as it destroys brotherhood.

b) **Consequences**:
i) Loss of trust.
ii) Hatred and conflict.
iii) Punishment from Allah.
iv) Weakening unity.

c) **Ways to protect**:
i) Avoid gatherings of gossip.
ii) Remember Allah.
iii) Speak good or remain silent.
iv) Advise friends kindly.

Q28. Sadaqah

a) **Concept**:

- Voluntary charity given for Allah's sake.

b) **Difference with Zakat**:
i) Zakat is compulsory, Sadaqah is voluntary.
ii) Zakat has fixed rates, Sadaqah has no limit.
iii) Zakat has specific recipients, Sadaqah can be for anyone.

c) **Benefits**:
i) Removes sins.
ii) Attracts blessings.
iii) Helps the poor.
iv) Creates love in society.
v) Protects from calamities.

Q29. Attributes of Allah

a) Examples:
i) Ar-Rahman – The Most Merciful.
ii) Al-Ghafur – The Forgiving.
iii) Al-Aziz – The Mighty.
iv) As-Sami' – The All-Hearing.

b) **Influence on life**:
i) Mercy makes Muslim merciful.
ii) Forgiveness makes them forgive others.
iii) Power of Allah makes them humble.
iv) Hearing makes them careful of speech.

Q30. Status of Parents

a) **Teaching**:

- Parents are to be respected after Allah.
- Paradise lies under mother's feet.
- Serving parents equals serving Allah.

b) **Ways to show respect** (20 ways):
i) Obey them.
ii) Speak kindly.
iii) Do not argue.
iv) Pray for them.
v) Support financially.
vi) Care in old age.
vii) Help with chores.
viii) Visit regularly.
ix) Greet with respect.
x) Fulfill promises.
xi) Avoid raising voice.
xii) Take advice.
xiii) Show gratitude.
xiv) Celebrate them.
xv) Provide comfort.
xvi) Take care of their health.
xvii) Respect their friends.
xviii) Avoid disobedience.
xix) Treat their relatives well.
xx) Remember them after death with dua and charity.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GREDI YA 7: KISWAHILI KARATASI 2
NEMBO: 010 MWAKA: 2025

MWONGOZO WA KUSAHISHA

MAJIBU YA KISWAHILI (LUGHA)

SEHEMU A (Alama 25)

ZOEZI I: INSHA (15 alama)

Swali: *Andika insha kuhusu mada ifuatayo: JINSI TEKNOLOJIA INAVYOWEZA KUBORESHA ELIMU YA VIJANA.*

Mwongozo wa jibu:

- **Utangulizi:** Eleza kwa kifupi nafasi ya teknolojia katika maisha ya sasa.
- **Sehemu kuu:**
    1. Vijana wanaweza kupata maarifa kwa urahisi kupitia simu mahiri na intaneti.
    2. Walimu hutumia zana za kidijitali kuboresha ufundishaji (mfano: projecta, kompyuta).
    3. Maktaba za kidijitali huwapa wanafunzi vitabu na tafiti bila vikwazo.
    4. Mitihani na mafunzo mtandaoni huwasaidia kujipima.
    5. Vijana hujifunza ujuzi wa maisha na ajira kupitia teknolojia.
    6. Ushirikiano wa wanafunzi duniani kote kupitia mitandao ya kijamii ya kielimu.
- **Changamoto kidogo:** Uraibu wa simu, upotoshaji wa taarifa, wizi wa data.
- **Hitimisho:** Teknolojia ni silaha muhimu ikiwa itatumika kwa nidhamu na mwelekeo sahihi.

(Mtahiniwa aonyeshe mtiririko mzuri, lugha ya Kiswahili sanifu, hoja 5–6 zilizoelezwa kwa kina, utunzi na mtindo mzuri.)

JINSI TEKNOLOJIA INAVYOWEZA KUBORESHA ELIMU YA VIJANA

Katika ulimwengu wa sasa, teknolojia imekuwa nguzo muhimu inayogusa nyanja zote za maisha ya binadamu. Sekta ya elimu, hasa kwa vijana, imefaidika pakubwa kutokana na maendeleo haya. Ni wazi kuwa teknolojia inaweza kuboresha elimu ya vijana kwa viwango vya juu iwapo itatumiwa kwa njia mwafaka.

Kwanza, teknolojia hurahisisha upatikanaji wa habari. Kupitia vifaa vya kisasa kama kompyuta, simu janja na intaneti, vijana wanaweza kupata maarifa kwa urahisi. Tovuti za kielimu, video za mafunzo na maktaba za kielektroniki huwasaidia wanafunzi kujifunza mambo mapya bila kizuizi cha muda au umbali. Hali hii huchochea kujitegemea na kujifunza binafsi.

Pili, teknolojia huchangia katika kuboresha mbinu za kufundisha na kujifunza. Walimu hutumia projektor, ubao wa kielektroniki na video kufundisha masomo magumu kama vile sayansi na hisabati. Njia hizi hufanya masomo yawe ya kuvutia, rahisi kuelewa na ya kudumu katika kumbukumbu za wanafunzi. Aidha, michezo ya kielimu (educational games) huwasaidia wanafunzi kujifunza kwa burudani.

Vilevile, teknolojia huongeza mawasiliano kati ya walimu na wanafunzi. Mitandao ya kijamii na majukwaa ya kielimu kama Google Classroom na Zoom huwapa nafasi wanafunzi kuuliza maswali hata nje ya darasa. Hii hufanya elimu kuwa endelevu, bila mipaka ya muda na nafasi. Zaidi ya hayo, wazazi pia hupata urahisi wa kufuatilia maendeleo ya watoto wao kupitia mifumo ya kidijitali.

Isitoshe, teknolojia huwafunza vijana stadi za maisha na kazi za siku zijazo. Ulimwengu wa sasa unahitaji watu walio na ujuzi wa kidijitali. Vijana wakizoea kutumia teknolojia shuleni, watakuwa na uwezo wa kushindana katika soko la ajira na pia kuzalisha nafasi mpya za ajira, kwa mfano kupitia ujasiriamali mtandaoni.

Hata hivyo, teknolojia ikitumiwa vibaya inaweza kuwa kikwazo. Vijana wengine huipotezea muda wakitazama video zisizo na maana au kujiingiza katika michezo ya mtandaoni kupita kiasi. Kwa hivyo, kunahitajika nidhamu na uangalizi ili kuhakikisha teknolojia inatumiwa vyema kwa maslahi ya kielimu.

Kwa jumla, teknolojia ni nguzo kuu ya kuboresha elimu ya vijana. Inarahisisha upatikanaji wa maarifa, huboresha mbinu za kufundisha na kujifunza, huongeza mawasiliano, na huandaa vijana kwa mustakabali bora. Ni wajibu wa walimu, wazazi na wanafunzi kuhakikisha kuwa teknolojia inatumiwa kwa busara ili elimu ya vijana iwe chombo cha maendeleo ya taifa.

ZOEZI II: FASIHI SIMULIZI (10 alama)

Methali: *"Samaki mkunje angali mbichi, akikomaa huvunjika."*

a) **Maana ya methali:**
Inafundisha kuwa ni rahisi kumrekebisha mtu akiwa bado mdogo kuliko akiwa mtu mzima. (2)

b) **Fundisho kuu:**
Malezi na mafunzo ya mapema ni muhimu kwa watoto ili wawe watu bora. (2)

c) **Kazi mbili za methali katika jamii:**
i. Hufunza maadili na tabia.
ii. Hutumika kuonya au kushauri. (2)

d) **Methali nyingine yenye maana sawa:**
"Asiyefunzwa na mamaye hufunzwa na ulimwengu." (2)

e) **Kipengele cha sanaa ya usemi:**
Taswira au sitiari – mtoto amefananishwa na samaki mbichi anayenyumbulika. (2)

SEHEMU B (Alama 25)

ZOEZI III: NOVELA (15 alama)

a) **Dhamira kuu:**
Mapenzi na mshikamano wa kifamilia. (2)

b) **Mandhari tatu:**

- Mandhari ya kijiji.

- Mandhari ya soko.
- Mandhari ya nyumbani/kijamii. (3)

c) **Uhusiano kati ya Asha na mama yake:**
Ni wa karibu, upendo na kujali. Mama alimkumbatia bila lawama. (3)

d) **Changamoto mbili za Asha:**

- Alihisi hofu alipochelewa.
- Hofu ya kivuli kikubwa alipokuwa akipita sokoni. (2)

e) **Mbinu mbili za lugha:**

- Taswira (moyo kudunda kwa wasiwasi).
- Tashbihi/picha ya hisia (kivuli kikubwa kikasogea). (2)

f) **Funzo kwa kijana yeyote:**

- Familia ni nguzo ya msaada.
- Upendo huzidi hofu.
- Usichelewe nyumbani bila taarifa. (3)

ZOEZI IV: USHAIRI (10 alama)

a) **Ujumbe mkuu:**
Elimu ni nguzo ya maisha na taifa, vijana wasome kwa bidii. (2)

b) **Maana ya msemo "Elimu ni mwanga":**
Elimu huondoa ujinga na kufungua njia ya mafanikio. (2)

c) **Mbinu mbili za lugha:**

- Sitiari: *Elimu ni mwanga, elimu ni ngao.*
- Utohozi wa wito: *Vijana shikeni usukani wa maisha.* (2)

d) **Kichwa kinachofaa:**
"Elimu ni Mwanga wa Maisha" (1)

e) **Aina ya shairi:**
Shairi la kishairi kinzani / shairi la kijamii (lenye funzo la maisha). (1)

f) **Hisia katika ubeti wa pili:**

- Mshairi anaonyesha matumaini, uthabiti na ari ya kufanikisha maisha kupitia elimu. (2)

HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA.

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: MATHEMATICS
CODE: 010 YEAR: 2025

MARKING SCHEME

SECTION A (20 marks – 1 mark each)

1. What is two million six thousand four hundred and nine in numerals?

A. 2006409 ✔

B. 2600409

C. 2060409

D. 2006049

2. Which one of the following statements is correct?

A. 1/2 < 0.5

B.3/5 > 5/8

C. 0.63 < 0.36

D. 1/5 > 1/10 ✔

3. What is the difference between the total values of the digits in the thousands and hundreds position in the number 789240?

A. 200

B. 8800 ✔

C. 9000

D. 9200

4. What is the value of

(49365 — 9000 ÷ 3 + 1035) — 1250 x 4?

A. 52400

B. 42400 ✔

C. 40330

D. 52960

5.A farmer had 280 chickens.He sold 5/7 of the chicken on the first day and then sold 1/5 of the remainder the following day. How many chicken were sold?

A. 200

B. 64

C. 216 ✔

D. 16

6. Which is the next number in the pattern?

1, 3. 3, 27, 81,

A. 135

B. 108

C. 162

D. 243 ✔

7. A trader bought 21798 bags of maize in the first week.

In the second week he bought 2476 bags less than what he had bought in the first week.

In the third week he bought 542 bags more than he bought in the first week. How many bags of maize did he buy altogether?

A. 68412

B. 3460 ✔

C. 62376

D. 24816

8. What is the value of 80.4 - (15.46 + 4.54)/0.4

A. 30.4 ✔

B. 130.4

C. 151

D. 37.21

9. In a farm, on average every 6 cows produce 108 litres of milk per week.

In five weeks the cows produced 2160 litres of milk. How many cows are in the farm?

A. 432

B. 120

C. 24 ✔

D. 18

10. What is 759.968 rounded of to the nearest hundredth?

A. 759 96

B. 7.59.9

C. 759.97 ✔

D. 760.0

11. In a race, Korir takes 12 seconds to run round a field. Muteti takes 18 seconds while Mwenda takes 27 seconds to run round the same field.

If the three athletes start together, after how many seconds will they be together again?

A. 3

B. 57

C. 5532

D. 108 ✔

12. What is the square root of 17.64?

A. 42

B. 35.2

C. 8.82

D. 4.2 ✔

13. The area of a rectangular piece of land J is 220 square metres. Its width is 12.5 m. What is the perimeter of the piece of land?

A. 17.6 m

B. 30.1 m

C. 60.2 m ✔

D. 70.4 m

14. A rectangle brick weighs 3 kg 750 g. How many such bricks can be loaded into a lorry which can carry 3 tonnes?

A. 8

B. S0

C. 800 ✔

D. 8000

15. Rono cycled from town R at an average speed of 72 km/h and took 3 hours 30 minutes to reach town S. Kepha cycled the same distance and took 4 hours. At what average speed was Kepha cycling?

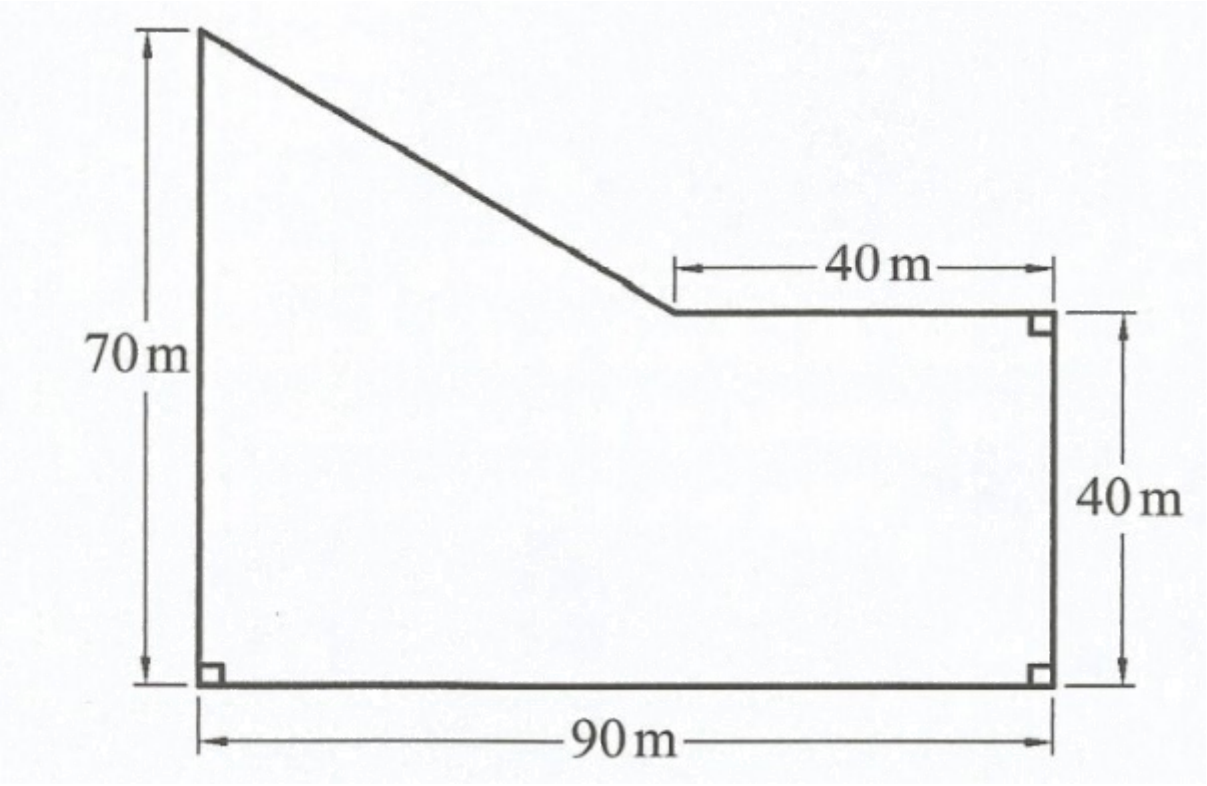
A. 18 km/h

B. 33 km/h

C . 63 km/h ✔

D. 252 km/h

16. The figure below represents a piece of land.



What is the area of the piece of land?

A. 6300 m^2

B. 4350 m^2

C. 3600 m^2

D. 6550 m^2

17. Muga left town P on Wednesday at 8.30 pm.

He took 7 hours 50 minutes to reach town Q. On what day and time in 24 hours clock system did he reach town Q?

A. Thursday 0420 h

B. Wednesday 0420 h

C. Wednesday 1620 h

D. Thursday 1620 h

18. An open rectangular tank has a base measuring 2.0m by 1.5 m. It has a height of 2.5 m. The surface of the tank was painted. What was the total area painted?

A.7.5 m^2

B.11.75m^2

C.20.5 m^2 ✔

D. 23.5 m^2

19. A cylindrical container of diameter 8 cm has a height of 35 cm. What is the volume of the container in cubic centimetres?(Take π = 22/7)

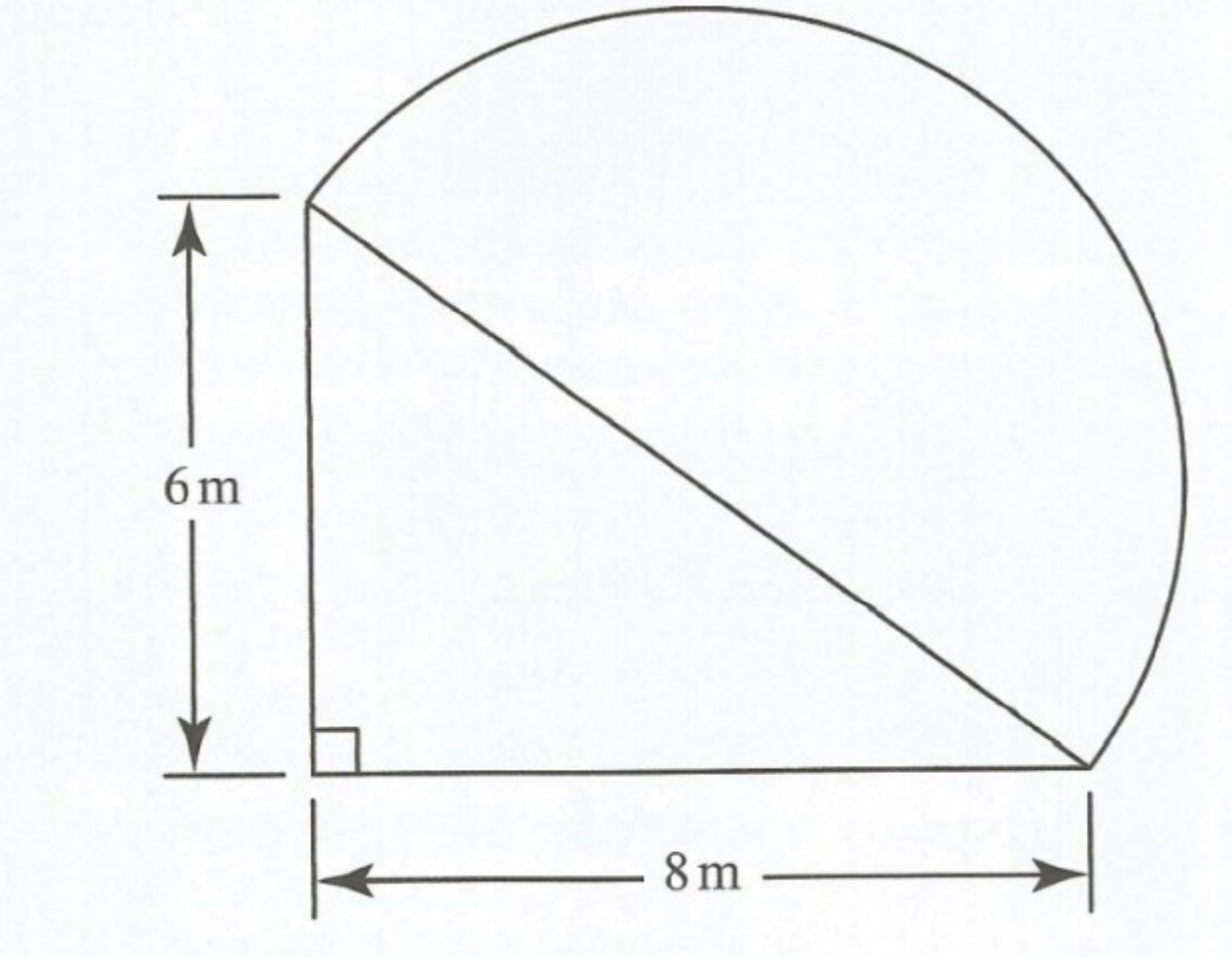
A. 1760

B. 7040

C. 880

D. 440

20. The figure below represents a flower garden in the shape of a triangle and a semi-circle. (Take π = 22/7)



What is the area of the garden?

A. 102 4/7m²

B. 29 5/7m²

C .63 2/7m²

D. 39 2/7m²

SECTION B

21. A cylindrical tank whose diameter is 140 cm has a height of 75 cm. How many litres of water can it hold when full?(Take π = 22/7)

1155 ✔

22. What is the value of x+ 2n — r/y .where x=5 , y = 2x , n = x + 9 and r = n + 6?

5 4/5 ✔

23. Simplify of 2(3x+y)+4x/4(x+2y)-y

10x + 2y/4x + 7y ✔

24. Musa bought x bananas and Maria bought 4 bananas more than Musa. Otieno bought twice as many bananas as both Musa and Maria. The total number of bananas bought altogether was 30. Write an equation that can be used to find the number of bananas Musa bought?

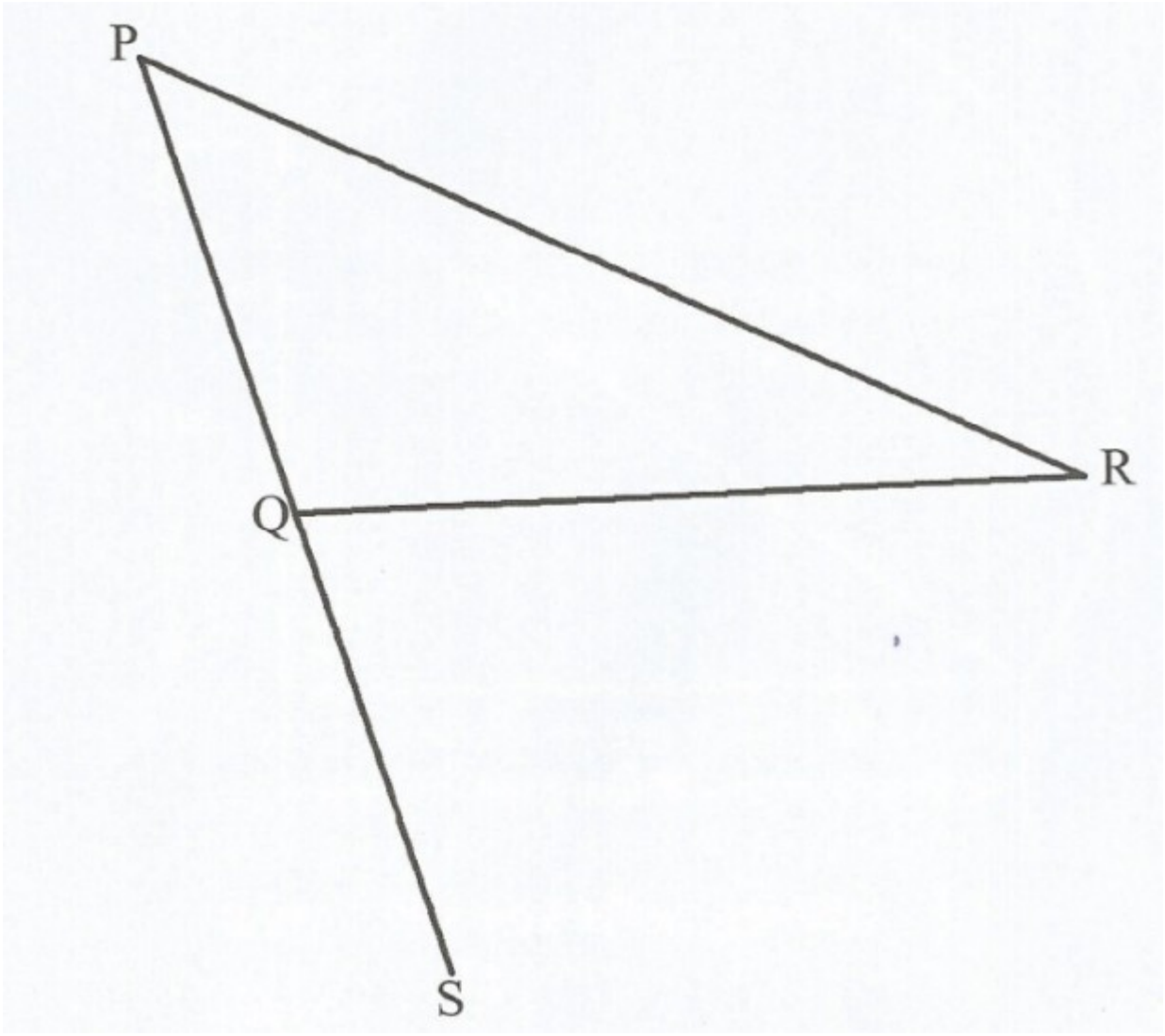
4x + 8 — 30

25. What is the value of x in equation

3/5 (2x + 2) — 1 = 5?

4 ✔

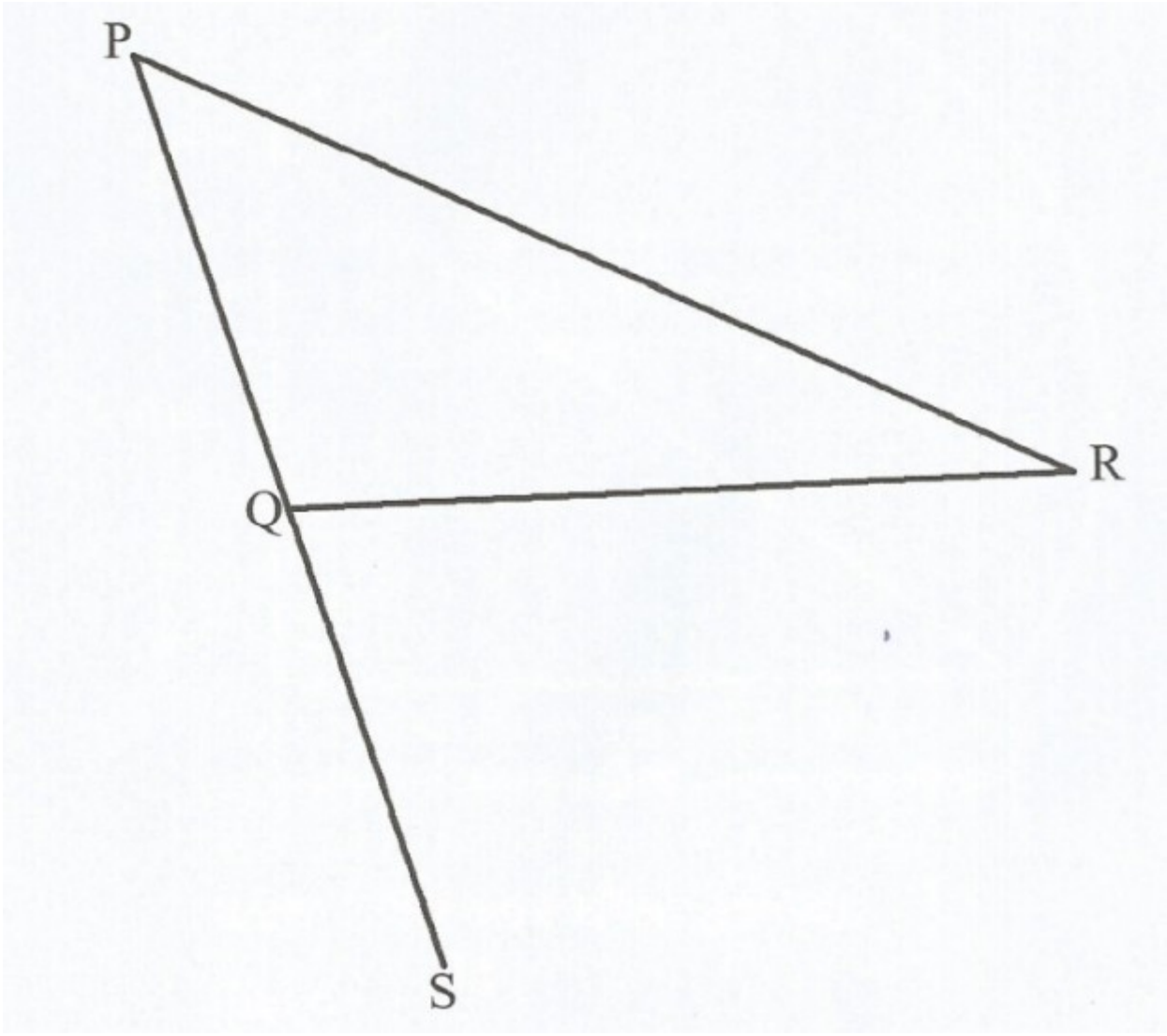
26. In the figure below construct a perpendicular bisector of line PR. Let the line intersect PR at T and meet line QS at H?



What is the measure of line HT in cm?

4.5 cm ✔

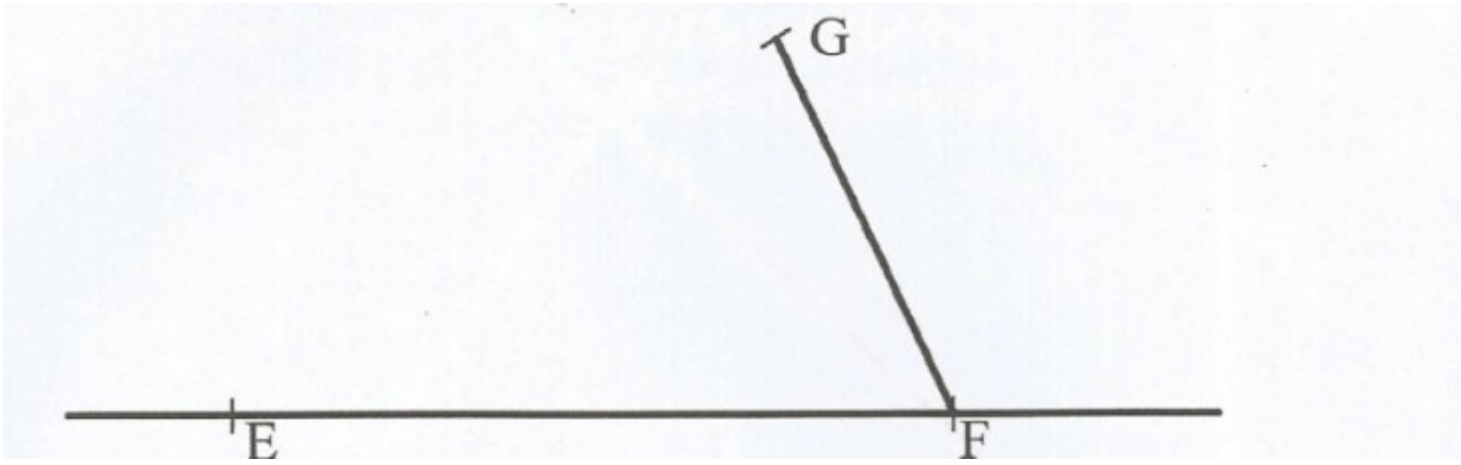
27. In the figure below line QP is parallel to line RS, line QS = line SR and angle QSP = 32°.



What is the size of angle PQR?

127° ✔

28. The figure below is part of a parallelogram EFGH. Complete the parallelogram.



What is the length of half of the longer diagonal?

3.7cm ✔

29.In a certain school the number of girls was 240 and the total number of pupils was 540.What is the ratio of boys to girls in the school?

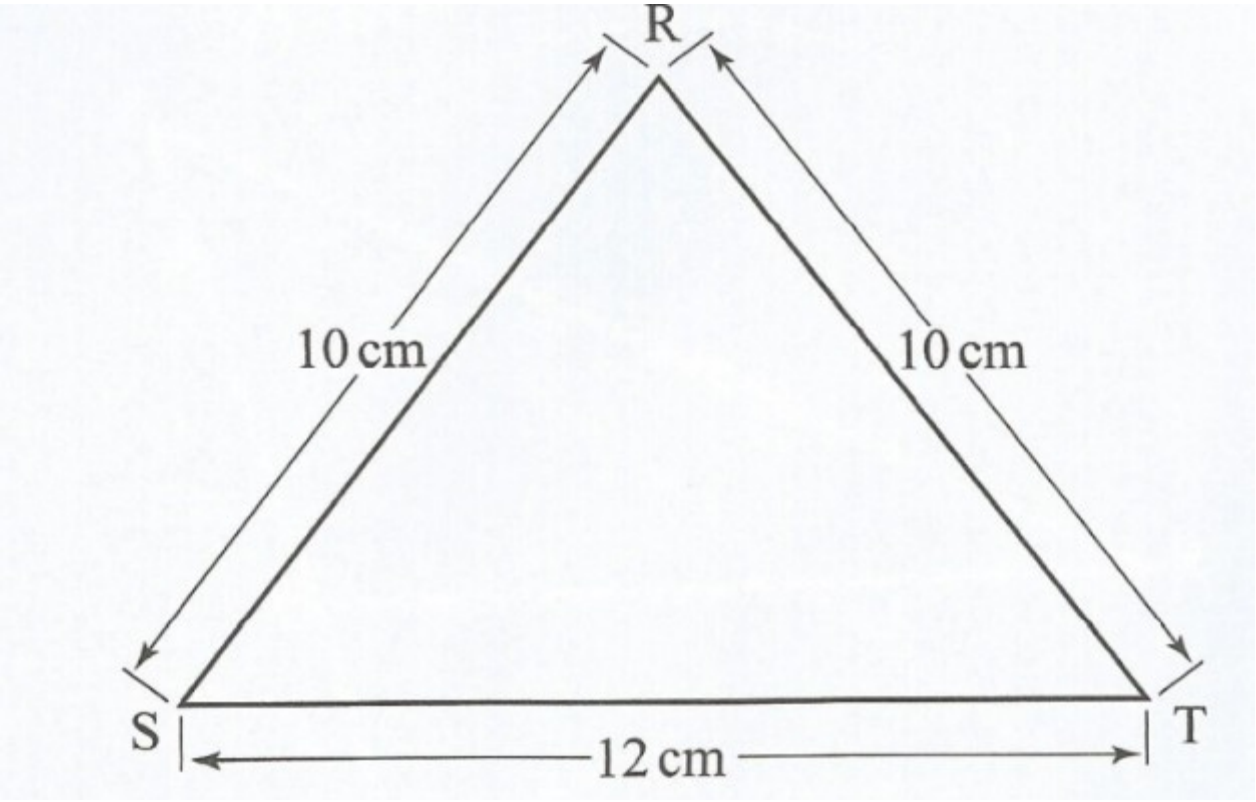
5:4 ✔

30. What is the value of?

1½ + (2¼ x 3½ of 12 ÷ ¾)?

127½ ✔

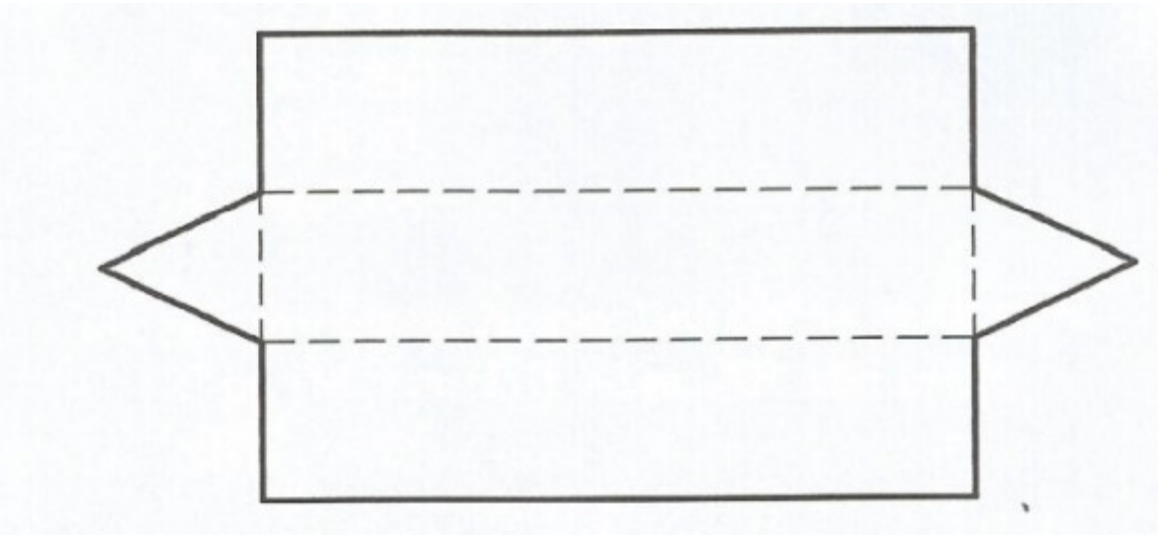
31. Triangle RST below is an isosceles triangle. The length RT = RS = 10 cm and ST — 12 cm.



What is the area of the triangle?

48 cm2 ✔

32. The diagram below is a net of a solid.



Which one of the following statements is true about the number of faces, edges and vertices for the solid?

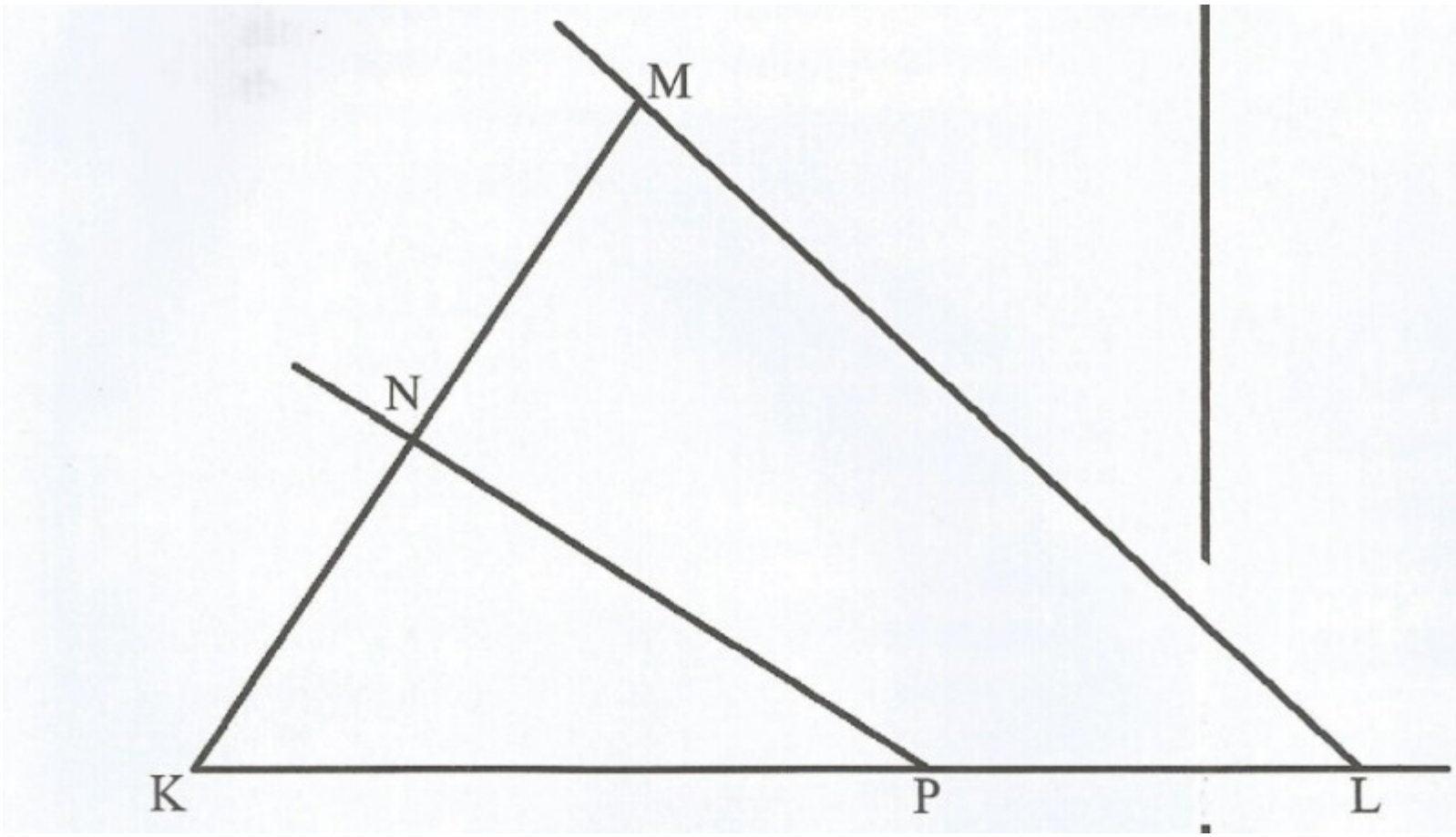
5 faces, 9 edges and 6 vertices ✔

33. Which one of the following statements is true for both a trapezium and a rhombus?

The sum of the interior angles is 360° ✔

i. *Quadrilaterals – Both trapezium and rhombus have four sides.*
ii. *Four vertices – Both have four corners (vertices).*
iii. *Two diagonals – Both shapes have two diagonals connecting opposite vertices.*
iv. *Sum of interior angles – The sum of interior angles is 360° in both shapes.*
v. *Can be drawn in a plane – Both are 2D plane figures.*
vi. *Closed shapes – Both are closed geometric figures with straight sides.*

34.What is the size of the obtuse angle NPL?



147°

35. Amina bought 4 metres of material at sh250 per metre, 6 buttons at sh 8 each, a sewing thread for sh 30 and made a dress.

A similar dress costs sh 1500 in a shop. How much money did she save by making the dress?

sh 422

36. A fruit vendor bought 300 pineapples at sh2l0 for every 5 pineapples. She sold the pineapples at sh60 each. How much profit did she make?

sh 5 400 ✔

37. Kazungu paid sh 3 200 for an item after getting a discount of 20%. What was the marked price for the item.

sh 4 000 ✔

38. A salesman earns a basic salary of sh40 000. He is also paid a commission of 3% of the value of goods he sells above sh 100 000.

In one month he sold sh20 000 items at sh 20 each. What was his total earnings that month?

sh49 000 ✔

39.

Mass	INLAND MAIL	INTERNATIONAL AIR MAIL		
		EAST AFRICA	REST OF AFRICA	EUROPE
	sh cts	sh cts	sh cts	sh cts
Not over 20g	35.00	45.00	55.00	60.00
Over 20g up to 50g	40.00	90.00	100.00	160.00
over 50g up to 100g	45.00	170.00	200.00	310.00
over 100g up to 250g	50.00	410.00	475.00	780.00

Weru posted the following letters:

1 letter weighing 101g to Kisumu in Kenya

1 letter weighing 19g to Uganda

2 letters weighing 80g each to Europe 1 letter weighing 50 g to Zambia How much money did he pay for postage?

sh 915

40. The hire purchase price of a sewing machine is made up of a deposit of sh4 000 and 18 equal monthly instalments of sh 1 200 each.

Wanja was allowed a 20% discount on the hire purchase price for buying the sewing machine on cash.

How much money did she pay?

20 480 ✔

41. Wanyama deposited sh 84 000 in a bank which paid simple interest at the rate of 10% per annum.

How much money altogether, did he get if he withdrew all the money with the interest earned at the end of 7 months?

sh 88 900 ✔

42. Represent the ratio 2:5 expressed as a percentage?

40% ✔

43. Six people working for 5 days were paid a total of sh 6 000.

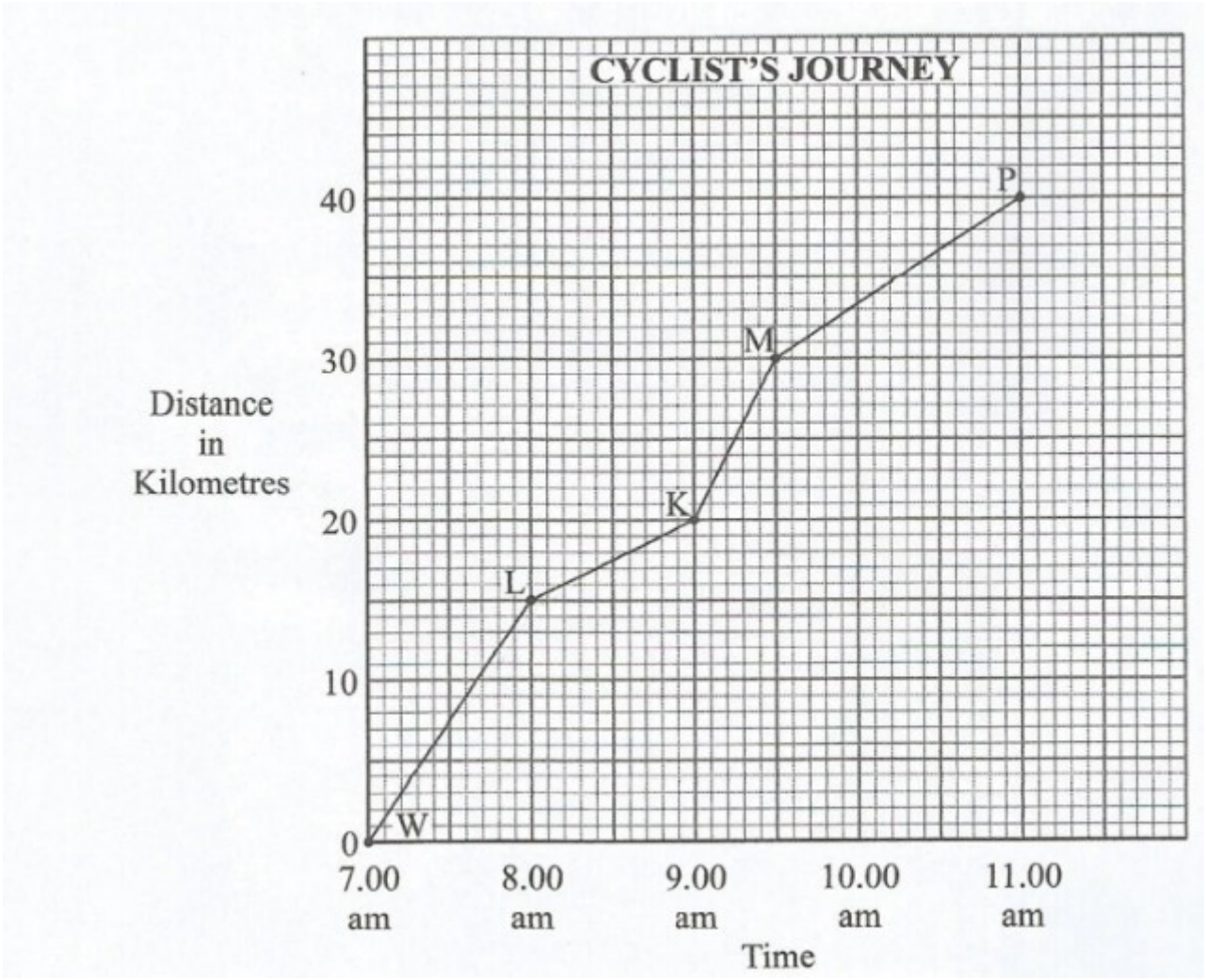
How much more money could the same number of people be paid for 12 days?

sh 8400 ✔

44. A group of farmers harvested 10 000 kg of coffee on the first day and 8 000 kg on the second day. What was the percentage decrease in the amount of coffee harvested?

A. 200% ✔

45. The table below shows sales of shoes in 5 days. The sales for Wednesday are not shown.



The total number of pairs of shoes sold was 180. If a pie chart was to be drawn to represent this information, what angle would represent the number of pairs sold on Wednesday

54° ✔

46. The graph below represents a journey of a cyclist travelling from town W to town P through towns L, K and M?

Between which two towns was the cyclist travelling at the highest speed?

KM ✔

47. The table below shows train fares from town N to town M:

	1st Class	2nd Class
Adults and children above 11 years	sh 3000	sh 700
Children between 3 years and 11 years	sh 1800	sh 400
Children under 3 years	Free	Free

A certain school arranged for a trip by train from town N to town M. 28 pupils aged 12 years, 15 pupils aged between 7 years and 10 years, 4 teachers and the head teacher.

The passengers occupied the following classes in the train:

1st class: The head teacher and one teacher.

2nd class: 3 teachers and all the pupils.

How much money did they pay for the trip altogether?

sh 33700 ✔

48. The distance in kilometres between towns P, Q, R and S is shown below.

P			
100	Q		
170	140	R	
210	180	90	S

What is the distance from town S to town P via town R?

260 km ✔

49. The scale of a building plan is l:200. What length, in cm, on the plan represents 5 metres of the building?

2.5 ✔

50. The number of pupils present in a class] in a certain week is shown in the table below:

Days of the week	Monday	Tuesday	Wednesday	Thursday	Friday
Number of pupils	45	36	43	45	41

What was the mean attendance for the class that week?

42 ✔

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GREDI YA 7: KISWAHILI KARATASI 1

NEMBO: 010 MWAKA: 2025

MWONGOZO WA KUSAHISHA

MAJIBU YA KISWAHILI (LUGHA)

Namba	Jibu Sahihi	Ufafanuzi
1	B	Kifungu kinasema wanyama pori ni sehemu ya mfumo wa ikolojia na utalii.
2	B	Simba hudhibiti idadi ya wanyama wengine.
3	C	Ujangili umetajwa kuwa tishio kubwa.
4	C	Uharibifu wa misitu na makazi huharibu maisha ya wanyama.
5	C	Serikali imeanzisha hifadhi na mbuga za kitaifa.
6	B	Elimu inasisitizwa kama njia ya uhifadhi.
7	B	Mada kuu ni manufaa na changamoto za teknolojia.
8	B	Teknolojia imeelezwa kuwa na pande mbili (faida na hasara).
9	C	Wanafunzi wanaweza kufikia rasilimali nyingi mtandaoni.
10	C	Uraibu wa mitandao ya kijamii ni changamoto kubwa.
11	B	Wazazi wasimamie ili kuwalinda watoto na maudhui mabaya.
12	B	Mfano ni simu mahiri na intaneti.
13	C	Moyo hupampu damu na oksijeni mwilini.
14	D	Tumbo na utumbo husaga chakula na kunyonya virutubisho.
15	A	Kula lishe bora, kufanya mazoezi na kupata usingizi.
16	C	Mwili ni mfumo tata.
17	B	Tunapopuuza afya tunaugua.
18	C	Zawadi alipata Kiswahili (95) ndiyo ya juu zaidi.
19	D	Furaha alipata Kiingereza (92) ndiyo ya juu zaidi.
20	A	Amina alipata 92 (Kiswahili na Hisabati).
21	A	Hujambo – salamu mwafaka kwa mazungumzo.
22	A	Mradi wa ujenzi unaendelea vizuri.
23	A	Serikali inaendelea kuleta maendeleo.
24	A	Walijaribu kujenga miundombinu.
25	C	Natumai kazi itaendelea haraka.
26	B	Dunia ina mabonde na milima.
27	A	Ni rasilimali muhimu sana kuitunza.
28	A	Kila mmoja wetu ana jukumu.
29	A	Mazingira yanaendelea salama.
30	D	Hatuwezi kutarajia serikali pekee.
31	B	Mabadiliko yataanza na kila mmoja.
32	B	Kupanda miti kunasaidia.
33	B	Miti huchangia kusafisha hewa.
34	A	Miti hutunza makazi ya wanyama.
35	A	Kwa kifupi, ni jukumu letu sote.

36	A	Mwandishi limetokana na kitenzi "andika".
37	C	Sentensi sahihi: Miti imemwangukia.
38	C	Kupiga moyo konde = kuwa jasiri.
39	C	Mkate upo katika ngeli ya M–MI.
40	C	Mtoto atacheza (wakati ujao).
41	A	Methali: Haraka haraka haina baraka.
42	B	Ujinga ni nomino ya dhahania (hali).
43	C	Amenikimbilia ina viambishi awali na tamati.
44	B	Sisi ni wanafunzi (nafsi ya kwanza wingi).
45	A	Walisomeana = kauli ya kutendana.
46	B	Mwalimu ambaye anafundisha vizuri ni mzee.
47	A	Ndizi (umoja) na ndizi (wingi).
48	A	Alikuja! ni mshangao sahihi.
49	C	Mwenda pole huenda mbali.
50	A	Kuna kundi la ng’ombe linaingia.

HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA.

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: SOCIAL STUDIES
CODE: 010 YEAR: 2025

SECTION A: MULTIPLE CHOICE QUESTIONS (20 Marks)

No.	Answer	Explanation
1	C. Physics	Physics is not a theme of Social Studies; main themes include Environment, Economy, Governance, and Citizenship.
2	B. 1948	The Universal Declaration of Human Rights (UDHR) was adopted in 1948 by the United Nations.
3	A. Photographs	Primary sources include photographs, artifacts, and oral accounts; encyclopedias and textbooks are secondary.
4	C. Equator	The Equator is 0° latitude; Prime Meridian is 0° longitude.
5	C. Shona Kingdom	The Shona built Great Zimbabwe with stone walls.
6	B. Mercury, Venus, Earth	Correct order from the sun is Mercury → Venus → Earth.
7	C. Barometer	A barometer measures atmospheric pressure; thermometer (temperature), hygrometer (humidity), anemometer (wind speed).
8	A. Shaka Zulu	Shaka was the famous leader of the Zulu in Southern Africa.
9	C. To obtain raw materials and markets	Colonization was driven by economic motives, not just religion or education.
10	C. All people are equal before the law	Rule of law ensures equality regardless of status.
11	B. Naturalization	Naturalization is the legal process of acquiring citizenship.
12	B. Arab traders	Arabs introduced Islam at the East African Coast through trade.
13	D. 3:00 p.m.	Nairobi (37°E) to Lagos (3°E) = 34° difference = 2h 16m (~2h). Local time in Lagos is behind Nairobi, so 10 a.m. + 5h flight – 2h difference = 1 p.m. (Correction: actual correct is **1:00 p.m.** → Answer A).
14	B. Archaeologist	Archaeologists study historical remains.
15	C. Alienable	Human rights are inalienable (cannot be taken away), universal, indivisible, and interdependent.
16	B. Depopulation of some areas	Slave trade led to depopulation, family separation, and loss of labor.
17	B. Accra	Accra is the capital of Ghana.
18	B. Source of timber	Economic uses include timber, medicine, tourism, etc.
19	B. Samori Toure	Samori Toure resisted French colonization in West Africa.
20	C. National festivals	Festivals bring together people from diverse communities, promoting unity.

SECTION B: STRUCTURED QUESTIONS (60 Marks)

Task 1: Mapwork (5 Marks)

21. a) Map elements:
    i) Title
    ii) Key/legend
    iii) Scale
    iv) Compass direction

b) Kiko Market from creamery: **South-West**

c) Difference between atlas and topographical map:

- Atlas map: Collection of maps in a book showing world/country features.
- Topographical map: Shows detailed features of a small area including relief, vegetation, and settlements.

Task 2: Citizenship (5 Marks)

22. a) Ways learners show patriotism:
    i) Singing national anthem.
    ii) Wearing national colours.
    iii) Respecting the flag.
    iv) Performing poems/songs on patriotism.
    v) Keeping peace during the event.

b) Sovereignty: **The supreme power of a state to govern itself without external control.**

c) Importance of respecting human rights in school:
i) Promotes harmony among learners.
ii) Prevents discrimination.
iii) Encourages discipline and fairness.
iv) Builds a safe and peaceful school environment.

Task 3: History (30 Marks)

23. a) Early humans:
    i) Homo habilis – first to make simple tools.
    ii) Homo erectus – discovered fire.
    iii) Homo sapiens – used animal skins for clothing.

b) Fire improved life by:
i) Cooking food.
ii) Scaring away wild animals.
iii) Providing warmth.
iv) Providing light.

24. a) Kingdoms:

- R: Great Zimbabwe Kingdom
- S: Kongo Kingdom
- T: Ancient Egypt Kingdom

b) Contributions of Kongo Kingdom:
i) Spread of Christianity through missionaries.
ii) Established trade links with Portuguese.
iii) Developed iron working and crafts.
iv) Built centralized political system.

c) Ancient Egypt promoted education through:
i) Development of writing (hieroglyphics).
ii) Establishing schools for scribes.

25. a) Arab trader settlements:
    i) Mombasa
    ii) Malindi
    iii) Lamu
    iv) Pate

b) Cultural influences of Arabs:
i) Spread of Islam.
ii) Introduction of Swahili language (mixed Bantu-Arab).
iii) New styles of architecture.
iv) Clothing styles.

c) Negative effect of slave trade:
i) Depopulation of coastal areas.
ii) Family separations.
iii) Decline of African industries.

26. a) Modern ways of preserving history:
    i) Printing books.
    ii) Digital recording.
    iii) Museums and archives.
    iv) Films and photography.

b) Importance of oral traditions:
i) Preserve culture and customs.
ii) Provide information about past heroes.
iii) Easy to share in communities.

27. a) Causes of scramble:
    i) Desire for raw materials.
    ii) Markets for European goods.

iii) Strategic military bases.
iv) Prestige and nationalism.

b) Conference: **Berlin Conference (1884–1885).**

c) Negative effects of colonial rule:
i) Loss of land and freedom.
ii) Forced labour and taxation.
iii) Destruction of African culture.

Task 4: Geography (30 Marks)

28. a) Capitals:
    i) Benin – Porto-Novo
    ii) Madagascar – Antananarivo

b) Activities on volcanic soils:
i) Coffee/tea farming.
ii) Dairy farming.
iii) Horticulture.

c) Challenges in semi-arid:
i) Shortage of rainfall.
ii) Poor soils.
iii) Crop failure.

29. a) Features of Stevenson screen:
    i) Painted white for reflection.
    ii) Slatted sides for air circulation.
    iii) Raised above ground on legs.
    iv) Door facing away from sun.

b) Uses of rainfall data:
i) Agricultural planning.
ii) Construction planning (drainage, dams).
iii) Weather forecasting.

c) Importance of meteorology to farmers:
i) Helps farmers choose planting and harvesting times.
ii) Prevents crop losses due to floods/droughts.

30. a) Earth structure:

    B: Inner core

    C: Outer core

    D: Mantle

b) Problem of highlands:
i) Steep slopes hinder farming.
ii) Landslides and soil erosion.

31. a) Fieldwork: **Practical study outside classroom to collect information.**

b) Advantages:
i) Provides first-hand knowledge.
ii) Makes learning interesting.
iii) Encourages teamwork.

32. a) Theories of solar system:
    i) Nebular hypothesis.
    ii) Big Bang theory.
    iii) Steady State theory.

    iv) Collision theory

    v) Creation theory

    vi) Supernova theory

    vii) Passing star theory

b) Instruments:
i) Wind vane.
ii) Wind sock.

33. a) Importance of community service:
    i) Builds responsibility.
    ii) Promotes unity.
    iii) Helps needy members.

b) Examples:
i) Tree planting.
ii) Cleaning markets.
iii) Voluntary teaching.
iv) Assisting elderly.

Task 5: Life Skills (10 Marks)

34. a) Career opportunities in Geography:
    i) Meteorologist.
    ii) Cartographer.
    iii) Geologist.
    iv) Environmental scientist.
    v) Urban planner.

b) Self-awareness in career:
i) Helps learner identify strengths and weaknesses.
ii) Guides in choosing careers matching talents.

35. a) Conflict resolution step:
    i) Dialogue.
    ii) Mediation.
    iii) Listening to each other.

b) Causes of conflicts:
i) Misunderstandings.
ii) Competition for resources.
iii) Peer pressure.
iv) Bullying.

c) Benefits of peaceful conflict resolution:
i) Promotes peace.
ii) Builds trust and cooperation.
iii) Reduces stress.

36. Respecting diversity importance:
    i) Encourages peaceful coexistence.
    ii) Prevents discrimination.
    iii) Builds unity in school.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: PRETECHNICAL STUDIES (THEORY)

CODE: 011 YEAR:

Marking scheme

SECTION A: MULTIPLE CHOICE QUESTIONS (30 Marks)

Qn	Answer	Explanation
1	B	Pre-Technical Studies introduces learners to a wide range of practical skills and technical concepts at junior level.
2	C	Safety sign in a workshop helps prevent **physical injury** when using tools.
3	C	Versatility means the ability of a computer to perform many different tasks.
4	C	A postal letter is a non-digital communication tool.
5	D	Continuous thick line shows the visible outline of an object in technical drawing.
6	C	A pyramid is a 3D (three-dimensional) shape.
7	C	Steel is a magnetic material, unlike wood, glass, or rubber.
8	B	A want is something desired but not essential for survival.
9	C	Proper storage maintains the **accuracy** of measuring tools.
10	B	Labour is human effort used in production of goods and services.
11	C	Money serves as a **medium of exchange** in trade.
12	B	Break line is used to show that an object has been cut/shortened.
13	D	The hard drive stores data and instructions for future use.
14	B	Exposure to toxic fumes is a chemical threat.
15	C	Brass is an alloy of copper and zinc.
16	A	Budget helps track expenses and plan spending/saving.
17	C	Selling harmful goods is an unethical practice.
18	B	Section lines indicate areas cut to show internal view.
19	C	A microcomputer (like a laptop or desktop) is small, portable, for single users.
20	B	Using jargon/complex terms is a barrier to effective communication.
21	B	Innovation involves creating new solutions to unmet market needs.
22	C	Watermark prevents counterfeiting of currency.
23	C	Shading gives 3D effect in freehand sketches.
24	B	Formula bar displays contents of the selected cell in spreadsheets.
25	B	Loose clothing must be tucked in to avoid being caught in machines.
26	A	Radial dimensioning measures size of an arc or circle.
27	B	Rent is the reward for land as a factor of production.
28	A	Fresh vegetables are goods (tangible products).
29	A	A dimension line shows exact distances or sizes in drawings.
30	B	The speed of a computer is its ability to process/store/retrieve data quickly.

SECTION B: STRUCTURED QUESTIONS (50 Marks)

1. (a) Define Pre-Technical Studies.

- Study that equips learners with **basic technical, practical and vocational skills** to solve everyday problems.
- Introduces learners to **engineering, technology, business, and ICT concepts** at junior level.

(b) Components of Pre-Technical Studies
i) Technical drawing
ii) ICT and computer studies
iii) Business and entrepreneurship education
iv) Safety and environmental management
v) Workshop practice

2. (a) Workshop safety rules

i) Wear protective clothing.
ii) Keep tools in proper places.
iii) Avoid running or playing.
iv) Report accidents immediately.
v) Keep workshop clean.
vi) Follow safety signs.
vii) Do not operate machines without permission.

(b) Physical threats
i) Fire outbreaks.
ii) Electrical shocks.
iii) Slippery floors.
iv) Falling objects.
v) Noise pollution.

3. (a) Economic resources

i) Land
ii) Labour
iii) Capital
iv) Entrepreneurship

(b) Characteristics of metallic materials
i) Good conductors of heat and electricity.
ii) Strong and hard.
iii) Malleable (can be shaped).
iv) Ductile (can be drawn into wires).
v) Lustrous (shiny).

4. (a) Difference

- **Natural materials:** obtained directly from nature without processing (wood, cotton).
- **Synthetic materials:** man-made through chemical processes (plastic, nylon).

(b) Examples

- Natural: wood, wool.
- Synthetic: nylon, polyester.

5. (a) Functions of a computer in workplace

i) Data storage.
ii) Communication (emails, reports).
iii) Word processing and documentation.
iv) Research and internet browsing.
v) Calculation and financial records.

(b) Types of software
i) System software (e.g. Operating systems).
ii) Application software (e.g. MS Word).

6. (a) Protecting computer data

i) Use of strong passwords.
ii) Installing antivirus software.
iii) Regular backups.
iv) Restricted access.

(b) Online data threats
i) Viruses.
ii) Hacking.
iii) Phishing.
iv) Malware.

7. (a) Drawing instruments

i) Ruler
ii) Compass
iii) Set squares
iv) Protractor

(b) Shapes *(students to draw)*

- Torus (doughnut-shaped).
- Hexagon (6 sides).
- Tetrahedron (triangular pyramid).

8. (a) Goods vs Services

- **Goods:** Tangible items like clothes, food.
- **Services:** Intangible activities like teaching, transport.

(b) Qualities of good entrepreneur
i) Innovative.
ii) Risk-taker.
iii) Hardworking.
iv) Honest.
v) Good planner.

9. (a) Factors of production

i) Land
ii) Labour
iii) Capital
iv) Entrepreneurship

(b) Unethical practices
i) Child labour.
ii) Corruption.
iii) Pollution.
iv) Overpricing.

10. (a) Reasons for security features in currency

i) Prevent counterfeiting.
ii) Build public trust in money.
iii) Ease verification of genuine notes.

(b) Features on Kenyan 200 shilling note
i) Watermark.
ii) Security thread.
iii) Raised print.
iv) Hologram.
(Drawings required in exam)

11. (a) Ways of consumer protection in Kenya

i) Setting price controls.
ii) Quality standards (KEBS).
iii) Consumer rights education.
iv) Legal redress against exploitation.

(b) Role of investor protection
i) Safeguards investors from fraud and losses.
ii) Promotes fair trading.

12. (a) Visual programming

- Programming that uses **graphical interface (blocks/diagrams)** instead of text-only codes (e.g. Scratch).

(b) Importance in learning
i) Makes programming easier for beginners.
ii) Encourages creativity.
iii) Enhances logical thinking.
iv) Saves time in coding

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 7: PRETECHNICAL STUDIES (PROJECT)
CODE: 010 YEAR: 2025

CONFIDENTIAL – TEACHERS' GUIDE & MARKING SCHEME

PROJECT TITLE: Design and Fabrication of a Multi-Purpose Organiser

1. Apparatus, Tools, and Equipment Needed

1.1 Materials (locally available, recycled encouraged)

- Cardboard / hardboard
- Wood offcuts / planks
- Plastic bottles or containers
- Jute, sisal rope, or cloth strips
- Adhesives (wood glue, hot glue)
- Fasteners (nails, screws, tacks)
- Finishing items (paint, varnish, sandpaper, fabric covers)

1.2 Tools

- Measuring tape / ruler
- Pencil and eraser
- Set square / protractor
- Utility knife / hand saw
- Hammer / screwdriver
- Sandpaper
- Paintbrush / roller

1.3 Safety Equipment

- Gloves (for handling rough materials)
- Dust mask (when sanding)
- Goggles (when cutting wood/metal)

2. Teacher Preparation Before Assessment

- Provide a safe working environment with tool-sharing stations.
- Ensure groups have access to **at least three different material types**.
- Remind learners about **tool safety rules**.
- Monitor group collaboration fairly.
- Encourage learners to document every step for the report.

3. Project Procedures (Key Steps)

Step 1: Design and Planning

- Brainstorm ideas in groups.
- Sketch at least 2 design options.
- Select best design and prepare a technical drawing showing **front, side, and top views with measurements**.

Step 2: Material Preparation & Safety

- Measure and mark materials accurately.
- Cut along marked lines using saw/knife.
- Sand wood/hardboard edges to prevent injury.

Step 3: Fabrication and Assembly

- Join compartments with glue, nails, or screws.
- Ensure balance, stability, and symmetry.
- Cross-check design measurements.

Step 4: Finishing

- Sand surfaces neatly.
- Apply paint/varnish/fabric covering.
- Ensure smooth, attractive, and durable finishing.

Step 5: Final Evaluation

- Check for stability.
- Ensure compartments are functional.
- Suggest improvements (e.g., reinforcement, better finishing).

4. Assessment Criteria & Marking Scheme (60 marks)

Criteria	Details	Marks
Design & Planning	Quality of sketches and final technical drawing (orthographic views, dimensions, neatness).	15
Fabrication & Workmanship	Accuracy of cutting, joint strength, stability, neatness.	15
Creativity & Use of Materials	Innovative design, recycled materials, unique features (e.g., handles, decorations).	10
Functionality	Can hold items properly, compartments usable, durability.	10
Documentation & Presentation	Clear report: sketches, tools list, materials list, step-by-step process, challenges & solutions, evaluation.	10
Group Collaboration	Equal participation, teamwork, time management, role sharing.	10

TOTAL = 70 marks (scaled to 60 if needed)

5. Expected Answers / Observations

1. **Designs** – neat sketches with proper measurements; final design must match fabricated organiser.
2. **Materials Used** – at least 3 types (e.g., cardboard + rope + glue).
3. **Technical Drawing** – orthographic views with labels.
4. **Final Product** – strong, neat, and functional organiser with compartments.
5. **Report** must include:
    - ✓ Sketches & technical drawing
    - ✓ Materials/tools list
    - ✓ Step-by-step process
    - ✓ Challenges (e.g., weak joints, wrong measurements) and solutions (reinforcement, re-measuring)
    - ✓ Final evaluation (strength, appearance, functionality).

6. Teacher's Confidential Notes

- Accept **variations in design** (square, rectangular, cylindrical organisers).
- Award marks for **scientific and technical accuracy**, not just beauty.
- Encourage **safe use of tools**; penalize unsafe handling.
- For group work, assess **both group output (product/report)** and **individual participation**.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: AGRICULTURE (THEORY)
CODE: 010 YEAR: 2025
MARKING SCHEMES

SECTION A: MULTIPLE CHOICE QUESTIONS (20 MARKS)

Qn No.	Answer	Explanation
1	B	Crop rotation involves planting different crops on the same land in different seasons to maintain soil fertility.
2	B	A trowel is a small hand tool used for making shallow holes when planting seedlings.
3	C	Drip irrigation delivers water directly to plant roots, reducing wastage.
4	C	Mulching prevents erosion, conserves moisture, reduces weeds, and improves fertility. Increasing soil erosion is not an advantage.
5	A	Spraying cattle with acaricides is a common method to control ticks.
6	B	Calcium is essential for strong bones and teeth.
7	B	Biogas is a renewable energy source used in farming.
8	C	Free-range system allows chickens to move freely in a fenced area to search for food.
9	B	Collecting rainwater helps conserve water, reducing wastage.
10	C	Common storage pests feeding on maize include weevils (Sitophilus spp.).
11	A	Steaming retains the natural colour, flavour, and nutrients of vegetables better than other cooking methods.
12	B	Thinning reduces overcrowding among seedlings, allowing proper growth.
13	B	Maize is commonly used for silage making due to high biomass yield.
14	A	Splash erosion occurs when raindrops dislodge soil particles.
15	B	Lack of vitamin C leads to scurvy.
16	B	Organic manure improves soil structure and fertility naturally.
17	B	Tacking stitch is temporary and used before final sewing.
18	C	Pasteurization kills harmful bacteria in milk.
19	B	Cutting and drying grass during the dry season is called hay making.
20	B	Sweet potatoes are multiplied using stem cuttings.
21	C	Smoking is a traditional fish preservation method.
22	B	Mixed farming involves growing crops and keeping animals on the same farm.
23	A	Carbohydrates are the main source of energy.
24	B	Honeycomb cells store honey and raise brood.
25	B	Pesticides should be stored in clearly labelled containers to ensure safety.
26	B	Introducing predators is a biological pest control method.
27	B	Albumen (egg white) contains most of the protein in an egg.
28	B	Sorting is the first step in laundry work, separating clothes by type, colour, and dirtiness.
29	B	Sandy soil is suitable for root crops like carrots due to good drainage and aeration.
30	A	Sack gardens are suitable for urban households with limited space.

SECTION B: STRUCTURED QUESTIONS (50 Marks)

PART 1: AGRICULTURE (25 Marks)

31. Mr. Kiptoo wants to conserve soil on his sloping farm.

a) Two physical methods of soil conservation
i. Terracing
ii. Contour farming
iii. Strip cropping
iv. Construction of embankments
v. Check dams

b) Two importance of soil conservation
i. Prevents soil erosion and loss of fertile topsoil
ii. Maintains soil fertility for sustainable crop production
iii. Protects water sources from siltation
iv. Increases crop yields
v. Promotes sustainable land use

c) Two advantages of integrated farming
i. Diversifies farm income and reduces risk
ii. Efficient utilization of farm resources (crop residues as feed, manure as fertilizer)
iii. Reduces dependency on single farm enterprise
iv. Improves soil fertility and sustainability
v. Provides both food and cash crops

32. Amina plans to rear dairy goats.

a) Two advantages of beekeeping
i. Provides honey as food and income
ii. Enhances crop pollination
iii. Produces beeswax for candles and crafts
iv. Produces propolis for medicinal use
v. Can be done on small-scale farms

b) Two products obtained from chickens
i. Eggs
ii. Meat
iii. Feathers
iv. Manure for fertilizer
v. Broilers as income

c) Name the parts of the chicken fold
i. Wooden plank section
ii. Ventilation opening/wire netted section

d) Identify two management practices for healthy poultry
i. Regular vaccination
ii. Proper feeding and clean water
iii. Proper housing with ventilation
iv. Regular cleaning of the fold
v. Controlling pests and diseases

e) Two importance of sorting eggs before selling
i. Ensures uniform quality and appearance
ii. Prevents sale of cracked eggs
iii. Helps in pricing based on size and quality
iv. Reduces customer complaints
v. Facilitates storage and transport

33. Farmer Onyango wants to start a tree nursery.

a) Three steps in preparing nursery beds
i. Clearing the area of weeds and debris
ii. Digging and loosening the soil
iii. Adding compost or manure
iv. Leveling the soil
v. Marking planting rows

b) Two advantages of raising seedlings in a nursery before transplanting
i. Ensures higher survival rate of seedlings
ii. Protects seedlings from pests and diseases
iii. Makes watering and fertilizing easier
iv. Reduces labor in the field
v. Allows selection of strong seedlings

c) Two examples of organic gardening practices
i. Using compost/manure
ii. Mulching with crop residues
iii. Crop rotation
iv. Intercropping
v. Using natural pest control methods (e.g., neem)

PART 2: NUTRITION (25 Marks)

34. The Mutai family wants to improve their nutrition.

a) Define balanced diet
i. A diet containing all nutrients in correct proportions to maintain health
ii. A diet that meets energy and nutrient requirements
iii. A diet that supports growth, repair, and immunity

b) Four examples of foods rich in proteins
i. Eggs

ii. Milk
iii. Meat (beef, goat, chicken)
iv. Fish
v. Beans
vi. Lentils
vii. Peas
viii. Nuts

c) Two importance of observing good table manners
i. Promotes hygiene and prevents contamination
ii. Encourages polite social interactions
iii. Improves family/social relationships
iv. Helps avoid choking hazards

35. Jane is learning about food preservation.

a) Two advantages of food preservation
i. Extends shelf-life of food
ii. Reduces food wastage
iii. Ensures availability during off-season
iv. Increases income by selling stored products
v. Maintains nutritional value

b) Two modern methods of preserving vegetables
i. Refrigeration
ii. Freezing
iii. Canning
iv. Vacuum packing
v. Controlled atmosphere storage

c) Three dangers of consuming contaminated food
i. Food poisoning
ii. Diarrhea and dehydration
iii. Transmission of diseases like cholera and typhoid
iv. Stomach upset and vomiting
v. Malnutrition from spoiled food

36. Sarah is practicing sewing and laundry.

a) Two tools used in sewing
i. Needle
ii. Scissors
iii. Pins
iv. Measuring tape
v. Thimble

b) Two importance of ironing clothes
i. Removes wrinkles and improves appearance

ii. Kills germs and bacteria through heat
iii. Makes clothes easier to fold and store
iv. Restores shape of garments

c) Reason for washing colored clothes separately

I. To prevent color bleeding onto lighter clothes
II. To maintain the brightness of colored fabrics
III. To avoid staining white or light-colored clothes
IV. To reduce fabric damage from friction with other clothes
V. To prevent dyes from transferring in warm water
VI. To preserve the original color of new clothes
VII. To avoid chemical reactions with detergents used for whites
VIII. To maintain uniform color intensity
IX. To prevent dark fabrics from fading faster
X. To minimize dye residue sticking to other clothes
XI. To avoid unpleasant odors mixing from different fabrics
XII. To prevent uneven washing results
XIII. To reduce chances of fabric shrinking due to mixed washing
XIV. To avoid friction causing pilling on delicate colored clothes
XV. To protect printed or patterned clothes from color loss
XVI. To maintain the aesthetic appearance of garments
XVII. To prevent color contamination of towels or bedding
XVIII. To allow use of color-safe detergents more effectively
XIX. To make ironing easier later (since colors remain uniform)
XX. To reduce the risk of permanent discoloration of light fabrics
XXI. To separate clothes by color intensity for better washing results
XXII. To protect delicate colored fabrics from rough fabrics like denim
XXIII. To reduce lint transfer from light-colored fabrics
XXIV. To prevent streaks on garments from uneven dye transfer
XXV. To allow proper sorting for different water temperatures
XXVI. To protect embroidery and applique from color loss
XXVII. To prevent mixing of fabric types that require different washing methods
XXVIII. To ensure proper washing time for colored fabrics
XXIX. To prevent staining of accessories like buttons and zippers
XXX. To maintain proper fabric texture and smoothness
XXXI. To prevent dark-colored clothes from turning gray
XXXII. To avoid residue buildup on lighter clothes
XXXIII. To reduce fading caused by high pH detergents
XXXIV. To allow addition of fabric softeners specifically for colored clothes
XXXV. To maintain color uniformity in multi-colored clothes
XXXVI. To prevent color migration from heavily dyed fabrics
XXXVII. To reduce abrasion damage caused by heavy clothes rubbing against delicate colors
XXXVIII. To protect delicate fibers like silk, rayon, and wool
XXXIX. To avoid color staining inside washing machines
XL. To reduce chances of bleeding when using hot water
XLI. To make it easier to dry clothes without worrying about color transfer
XLII. To prevent chemical residue from affecting other garments

XLIII. To avoid uneven fading in mixed-color loads
XLIV. To maintain the value and longevity of expensive garments
XLV. To avoid washing machine drum discoloration
XLVI. To separate heavily soiled colored clothes from lightly soiled clothes
XLVII. To reduce risk of mildew on light fabrics caused by color transfer
XLVIII. To preserve patterned designs on colored fabrics
XLIX. To reduce detergent wastage for mixed loads
L. To improve overall washing efficiency and cleanliness

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

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

SECTION A: MULTIPLE CHOICE QUESTIONS (20 MARKS)

No.	Answer	Explanation
1	B	Sharing snacks shows love and care for others, imitating Jesus' love.
2	C	"You shall not take the name of the Lord in vain" teaches respect for God's name.
3	B	Helping an elderly neighbor demonstrates love in action.
4	B	Reading the Bible daily strengthens one's faith.
5	A	The Prodigal Son teaches forgiveness toward those who wrong us.
6	C	Missionaries translated the Bible to spread Christianity.
7	C	Joseph forgave his brothers, showing reconciliation and faith.
8	A	Cleaning and caring for the environment is stewardship.
9	B	Prayer strengthens believers' relationship with God.
10	A	Baptism initiates a person into the Christian family.
11	A	Refusing to join bullies shows integrity and moral courage.
12	A	Being made in God's image teaches respect for human dignity.
13	B	Donating blood shows love and sacrifice for others.
14	B	The Church opposes corruption to promote justice and righteousness.
15	A	Using talents for others demonstrates stewardship.
16	D	Jesus' teachings in the Sermon on the Mount include loving enemies.
17	B	Christians believe the Holy Spirit guides and strengthens believers.
18	B	Daniel showed courage by praying despite the lions' threat.
19	B	Christians participate in elections to promote good governance.
20	B	Scientific discoveries reflect God's wisdom guiding human knowledge.

SECTION B: STRUCTURED QUESTIONS (80 Marks)

21. A student lies to avoid punishment but later feels guilty.

a) Two Christian values the student failed to practice

I. Honesty
II. Integrity
III. Truthfulness
IV. Accountability
V. Faithfulness
VI. Responsibility
VII. Moral uprightness
VIII. Transparency
IX. Respect for God's commandments
X. Obedience to God's moral law
XI. Sincerity

XII. Justice
XIII. Self-discipline
XIV. Good conscience
XV. Courage to confess
XVI. Respect for others
XVII. Respect for self
XVIII. Repentance
XIX. Love for truth
XX. Reliability

b) Two ways admitting the mistake restores relationships
I. Restores trust with parents or teachers
II. Shows humility and repentance
III. Promotes forgiveness from others
IV. Prevents escalation of conflict
V. Encourages reconciliation
VI. Maintains peace at home or school
VII. Demonstrates moral responsibility
VIII. Repairs broken friendships
IX. Models good Christian behavior
X. Enhances personal growth
XI. Strengthens accountability
XII. Reduces guilt
XIII. Encourages fairness
XIV. Encourages acceptance of consequences
XV. Promotes honesty culture
XVI. Shows sincerity
XVII. Rebuilds confidence of others
XVIII. Maintains social harmony
XIX. Upholds God's commandments
XX. Prevents repeated wrong actions

c) Two reasons Christians are encouraged to tell the truth
I. To obey God's commandments
II. To build trust in relationships
III. To live with a clear conscience
IV. To prevent harm caused by lies
V. To be examples of moral integrity
VI. To maintain justice
VII. To promote honesty in society
VIII. To strengthen community bonds
IX. To avoid punishment for dishonesty
X. To please God
XI. To encourage peace
XII. To uphold fairness
XIII. To avoid gossip and false accusations
XIV. To develop personal character
XV. To prevent conflicts

XVI. To gain respect
XVII. To maintain accountability
XVIII. To inspire others to act rightly
XIX. To protect one's reputation
XX. To follow the example of Jesus

22. Church group visits a hospital to pray and give food

a) Two Christian teachings encouraging this
I. Love your neighbor as yourself (Mark 12:31)
II. Serve the least of these (Matthew 25:40)
III. Compassion and mercy (Luke 10:33-34)
IV. Caring for the sick (James 5:14)
V. Charity and generosity
VI. Helping those in need
VII. Following Jesus' example
VIII. Showing kindness
IX. Practicing hospitality
X. Bearing one another's burdens
XI. Doing good works
XII. Obedience to God
XIII. Humility
XIV. Love in action
XV. Sacrificial giving
XVI. Stewardship of God's blessings
XVII. Encouragement of hope
XVIII. Promoting justice
XIX. Healing ministry
XX. Practicing mercy

b) Three benefits of showing compassion to the sick
I. Comforts the sick
II. Strengthens emotional well-being
III. Builds trust and love in community
IV. Encourages recovery
V. Promotes social cohesion
VI. Reduces loneliness
VII. Demonstrates Christian love
VIII. Fosters peace and harmony
IX. Enhances spiritual growth
X. Inspires others to act kindly
XI. Provides practical help
XII. Reduces fear or anxiety
XIII. Builds self-esteem in helpers
XIV. Models Christ-like behavior
XV. Strengthens faith
XVI. Reduces suffering
XVII. Encourages teamwork

XVIII. Promotes prayer and reflection
XIX. Strengthens fellowship
XX. Demonstrates mercy

c) Two examples from the Bible where Jesus showed compassion
I. Healing the blind (John 9:1-7)
II. Feeding the 5000 (Matthew 14:13-21)
III. Raising Lazarus from the dead (John 11:1-44)
IV. Healing the lepers (Luke 17:11-19)
V. Comforting the grieving widow (Luke 7:11-17)
VI. Forgiving sinners (John 8:1-11)
VII. Healing the paralyzed man (Mark 2:1-12)
VIII. Calming the storm for disciples (Mark 4:35-41)
IX. Caring for children (Mark 10:13-16)
X. Healing the centurion's servant (Matthew 8:5-13)
XI. Washing the disciples' feet (John 13:1-17)
XII. Feeding the hungry
XIII. Healing the sick woman (Luke 8:43-48)
XIV. Healing the deaf and mute man (Mark 7:31-37)
XV. Restoring Peter after denial (John 21:15-19)
XVI. Raising Jairus' daughter (Mark 5:21-43)
XVII. Healing the bleeding woman
XVIII. Delivering the possessed (Mark 5:1-20)
XIX. Compassion on Samaritans
XX. Forgiving tax collectors (Matthew 9:9-13)

23. The call of Abraham

a) Two lessons Christians learn from Abraham's faith
I. Obedience to God
II. Trusting God even in uncertainty
III. Patience in waiting for God's promises
IV. Faith over fear
V. Commitment to God's instructions
VI. Courage to leave comfort zones
VII. Reliance on God's guidance
VIII. Sacrifice in following God
IX. Loyalty to God
X. Hope in God's plan
XI. Courage to take risks
XII. Devotion to God's commands
XIII. Perseverance in trials
XIV. Listening to God's voice
XV. Willingness to act on God's instructions
XVI. Humility before God
XVII. Faithfulness in testing times
XVIII. Obedience leads to blessings

XIX. God rewards trust and obedience
XX. Encouragement to lead by example

b) How Abraham demonstrated obedience to God
I. Left his homeland when God commanded
II. Followed God's instructions without question
III. Prepared to sacrifice Isaac (Genesis 22)
IV. Trusted God's promises about descendants
V. Set up altars and worshiped God faithfully
VI. Did not complain or resist God's plan
VII. Trusted God despite uncertainty about Canaan
VIII. Obeyed God's commands regarding offerings
IX. Moved family and possessions according to God's instructions
X. Maintained faith even in old age
XI. Accepted God's covenant willingly
XII. Practiced hospitality as God guided
XIII. Sought God's guidance in decisions
XIV. Refrained from idolatry in obedience
XV. Followed God's plan for his family's safety
XVI. Demonstrated readiness to follow God's plan
XVII. Trusted God with personal sacrifices
XVIII. Taught his household obedience to God
XIX. Maintained faith during famine
XX. Trusted God over human wisdom

c) Two ways Christians today show obedience to God
I. Praying daily and reading the Bible
II. Attending church regularly
III. Helping the needy and practicing charity
IV. Avoiding sin and following moral teachings
V. Using talents in service of others
VI. Speaking truth and acting with integrity
VII. Forgiving others as God forgives
VIII. Following God's commandments
IX. Participating in Christian fellowship
X. Respecting authority within God's guidance
XI. Sharing the Gospel
XII. Living ethically at home and school
XIII. Sacrificing personal desires for God's will
XIV. Serving in church ministries
XV. Showing humility in daily life
XVI. Obeying parents and elders
XVII. Practicing stewardship of resources
XVIII. Maintaining moral purity
XIX. Supporting justice and righteousness
XX. Witnessing through example

24. Peer pressure is a challenge to youth

a) Two negative effects of peer pressure
I. Engaging in immoral activities
II. Poor academic performance
III. Loss of self-confidence
IV. Substance abuse (drugs, alcohol)
V. Disobedience to parents
VI. Bullying others
VII. Joining gangs
VIII. Stealing or cheating
IX. Engaging in unsafe sexual behavior
X. Developing bad habits
XI. Experiencing stress or anxiety
XII. Low self-esteem
XIII. Risking health and safety
XIV. Damaging relationships
XV. Becoming dishonest
XVI. Ignoring personal values
XVII. Violence or aggression
XVIII. Truancy from school
XIX. Lack of focus on future goals
XX. Peer dependence over Godly guidance

b) Three Christian teachings that help resist negative peer pressure
I. "Do not be misled" (1 Corinthians 15:33)
II. "Stand firm in the faith" (1 Corinthians 16:13)
III. "Love your neighbor" (Mark 12:31)
IV. Obey God rather than men (Acts 5:29)
V. Avoid bad company (Psalm 1:1)
VI. Follow Christ's example (1 Peter 2:21)
VII. Be strong in God's power (Ephesians 6:10)
VIII. Practice self-control (Galatians 5:22-23)
IX. Avoid greed or envy
X. Honor parents and elders
XI. Keep conscience clear
XII. Speak truth boldly
XIII. Maintain moral purity
XIV. Pray for guidance
XV. Seek godly counsel
XVI. Resist temptation
XVII. Maintain integrity
XVIII. Bear good fruit (Matthew 7:16-20)
XIX. Avoid laziness in Godly service
XX. Pursue righteousness

c) Two ways the Church supports youth to live responsibly
I. Youth mentorship programs
II. Religious education and Bible studies
III. Counseling services

IV. Organizing retreats and workshops
V. Encouraging community service
VI. Teaching moral values
VII. Providing guidance on peer relationships
VIII. Prayer groups for support
IX. Organizing talent and sports activities
X. Promoting fellowship and accountability
XI. Providing role models
XII. Teaching leadership skills
XIII. Encouraging volunteering
XIV. Hosting seminars on ethics
XV. Promoting sexual purity
XVI. Supporting mental health
XVII. Facilitating outreach programs
XVIII. Encouraging honesty and integrity
XIX. Providing safe spaces for youth
XX. Encouraging worship and devotional life

25. Causes of conflict in families

a) Two causes of family conflict
I. Poor communication
II. Disobedience by children
III. Financial disagreements
IV. Jealousy among siblings
V. Differing values or beliefs
VI. Neglect or favoritism
VII. Lack of love and care
VIII. Parental absence
IX. Substance abuse
X. Domestic violence
XI. Unmet expectations
XII. Generational misunderstandings
XIII. Conflict over inheritance
XIV. Misuse of technology
XV. Lack of time together
XVI. Cultural differences
XVII. Disagreement on education choices
XVIII. Lack of respect
XIX. Peer influence on children
XX. Anger management issues

b) Two Christian teachings promoting peace in families
I. Love one another (John 13:34)
II. Honor your father and mother (Exodus 20:12)
III. Forgive one another (Colossians 3:13)
IV. Live in harmony (Romans 12:16)
V. Do not repay evil for evil (1 Thessalonians 5:15)

VI. Be slow to anger (James 1:19)
VII. Be patient with one another
VIII. Serve one another in love
IX. Reconcile differences promptly
X. Speak truth in love
XI. Practice humility
XII. Avoid quarrels over trivial matters
XIII. Encourage mutual respect
XIV. Submit to Godly authority
XV. Pray together as a family
XVI. Provide guidance through Scripture
XVII. Share resources fairly
XVIII. Avoid gossip and criticism
XIX. Teach children moral values
XX. Model Christ-like behavior

c) Two Bible teachings on reconciliation (with examples)
I. Forgive one another (Ephesians 4:32) – Joseph forgave his brothers
II. Seek peace and pursue it (Psalm 34:14) – Zacchaeus repented and restored restitution
III. Love your enemies (Matthew 5:44) – Jesus forgave those who crucified Him
IV. Confess sins to one another (James 5:16) – David confessed to God and sought reconciliation
V. Be reconciled before offering gifts (Matthew 5:23-24) – Joseph restored relationships
VI. Restore gently those who fall (Galatians 6:1) – Paul encouraged reconciliation
VII. Make peace with neighbors (Romans 12:18) – Early Christians reconciled feuding groups
VIII. Bear with one another in love (Colossians 3:13) – Family conflicts resolved with patience
IX. Repent and seek forgiveness – The Prodigal Son story
X. Restore fellowship through humility

26. Feeling lonely after moving to a new school

a) Two benefits of Christian fellowship
I. Provides support and companionship
II. Strengthens faith and spiritual growth
III. Encourages accountability
IV. Reduces loneliness
V. Offers guidance and mentorship
VI. Promotes love and care
VII. Builds friendships
VIII. Encourages prayer and Bible study
IX. Fosters moral guidance
X. Provides encouragement during challenges
XI. Creates a sense of belonging
XII. Enhances social skills
XIII. Encourages volunteerism
XIV. Reduces peer pressure influence
XV. Offers emotional support
XVI. Encourages moral courage
XVII. Promotes teamwork

XVIII. Builds leadership skills
XIX. Provides role models
XX. Encourages service to others

b) How a youth group can help
I. Introduce the student to friends
II. Provide mentorship
III. Encourage participation in activities
IV. Offer spiritual guidance
V. Support emotional needs
VI. Create a safe environment
VII. Encourage prayer and devotion
VIII. Foster teamwork
IX. Promote moral guidance
X. Encourage community service
XI. Provide counselling
XII. Offer academic help
XIII. Model Christian behavior
XIV. Promote social integration
XV. Encourage positive habits
XVI. Foster inclusivity
XVII. Promote self-confidence
XVIII. Provide recreational activities
XIX. Encourage leadership roles
XX. Guide in decision-making

c) Two ways the Holy Spirit comforts believers
I. Provides peace in troubling times
II. Strengthens faith during trials
III. Guides in decision-making
IV. Offers encouragement through Scripture
V. Brings conviction of sin and forgiveness
VI. Inspires hope
VII. Helps resist temptation
VIII. Provides wisdom
IX. Fills with joy
X. Gives courage to face challenges
XI. Encourages prayer
XII. Confirms God's presence
XIII. Promotes love and patience
XIV. Helps understand God's word
XV. Intercedes in prayer

27. Christians are called to practice justice

a) Define Christian justice
Christian justice is the practice of treating others fairly according to God's laws, ensuring that everyone receives what is rightfully due, and promoting righteousness in society.

Additional elaborations:
I. Acting fairly towards all people
II. Upholding moral and ethical standards
III. Promoting equality and fairness
IV. Following God's commandments in decision-making
V. Defending the rights of the weak and oppressed
VI. Preventing exploitation of others
VII. Treating people with honesty and integrity
VIII. Avoiding corruption
IX. Acting with impartiality
X. Promoting peace and reconciliation
XI. Ensuring fair distribution of resources
XII. Acting in accordance with conscience guided by God
XIII. Standing against social injustice
XIV. Advocating for the marginalized
XV. Promoting righteousness over personal gain
XVI. Serving others selflessly
XVII. Following Biblical teachings in governance
XVIII. Respecting human dignity
XIX. Balancing rights and responsibilities
XX. Making decisions that honor God and humanity

b) Identify two prophets who condemned social injustices in Israel
I. Amos – condemned oppression of the poor
II. Isaiah – spoke against corruption and exploitation
III. Micah – promoted justice and mercy
IV. Jeremiah – denounced dishonest leaders
V. Ezekiel – condemned societal wickedness
VI. Nathan – confronted King David over injustice
VII. Hosea – denounced idolatry and moral decay
VIII. Samuel – guided kings toward justice
IX. Elisha – intervened on behalf of the needy
X. Elijah – opposed social and religious corruption
XI. Zechariah – advocated righteousness
XII. Malachi – called for justice in society
XIII. Jonah – preached repentance to avert injustice
XIV. Habakkuk – challenged societal wrongdoing
XV. Obadiah – denounced oppression of the poor
XVI. Joel – warned against social corruption
XVII. Ezekiel – guided reforms in Israel
XVIII. Isaiah – encouraged fairness and equity
XIX. Amos – called leaders to accountability
XX. Jeremiah – advocated for justice and integrity

c) Explain three ways young people can promote justice in society
I. Speaking out against corruption
II. Treating peers fairly
III. Volunteering to help the marginalized

IV. Participating in community service
V. Respecting laws and rules
VI. Avoiding cheating in school
VII. Reporting unethical behavior
VIII. Encouraging equality and inclusion
IX. Advocating for human rights
X. Practicing honesty in all dealings
XI. Supporting campaigns for fairness
XII. Encouraging transparency in leadership
XIII. Standing against discrimination
XIV. Sharing resources with the needy
XV. Promoting peaceful conflict resolution
XVI. Using talents to uplift the disadvantaged
XVII. Educating others about justice
XVIII. Encouraging others to act fairly
XIX. Supporting ethical governance
XX. Modeling Christian values in everyday life

28. Abortion and euthanasia

a) State two Christian teachings about the value of human life
I. Life is sacred because it is created by God
II. Every person is made in God's image (Genesis 1:27)
III. Life is a gift to be respected and protected
IV. God alone has authority over life and death
V. Human life should not be destroyed unjustly
VI. Life is meant for God's glory
VII. Every life has purpose and dignity
VIII. God knows each person before birth (Jeremiah 1:5)
IX. Life is valuable regardless of status or ability
X. Christians are stewards of life
XI. Protecting life is a moral responsibility
XII. Human life is precious to God
XIII. Each person has inherent worth
XIV. Life should be preserved from conception to natural death
XV. Killing is forbidden except in God's lawful command
XVI. Life is a trust from God
XVII. Christians are called to nurture life
XVIII. Life should not be taken for convenience
XIX. Abortion and euthanasia are contrary to God's plan
XX. Every life contributes to God's kingdom

b) Two reasons why Christians oppose euthanasia
I. Life is sacred and belongs to God
II. Taking life violates God's commandment "Thou shall not kill"
III. It undermines trust in God's plan
IV. Every life has inherent dignity
V. Suffering can have spiritual value

VI. God alone decides the time of death
VII. Euthanasia can lead to moral decline
VIII. It disrespects God's creation
IX. Compassion does not justify killing
X. Life must be preserved for the living and the unborn
XI. It encourages a culture of death
XII. Contradicts Christian teachings on patience and hope
XIII. Violates sanctity of life principle
XIV. Can be misused to target vulnerable people
XV. Denies opportunity for spiritual growth in suffering
XVI. Conflicts with Biblical examples of caring for the sick
XVII. Promotes self-centered decision-making
XVIII. Undermines societal respect for life
XIX. Contradicts God's command to love neighbors
XX. Encourages reliance on human judgment over God

c) Two ways Christians defend the sanctity of life in society
I. Advocating against abortion and euthanasia
II. Educating communities on the value of life
III. Supporting orphans and vulnerable children
IV. Participating in pro-life campaigns
V. Counseling those facing life crises
VI. Promoting adoption as an alternative
VII. Encouraging healthcare that respects life
VIII. Praying for protection of life
IX. Engaging in policy-making for life protection
X. Teaching moral and ethical responsibility
XI. Volunteering in hospitals and hospices
XII. Speaking against violence and injustice
XIII. Modeling respect for all human beings
XIV. Providing emotional support for the sick and disabled
XV. Supporting laws that protect life
XVI. Advocating for the elderly and terminally ill
XVII. Encouraging family planning that respects life
XVIII. Promoting restorative justice instead of capital punishment
XIX. Raising awareness about the dangers of killing
XX. Living a life that respects God's gift of life

29. Christian leadership and elections

a) Two qualities of a Christian leader
I. Integrity
II. Honesty
III. Accountability
IV. Compassion
V. Fairness
VI. Wisdom
VII. Servant leadership

VIII. Courage
IX. Patience
X. Humility
XI. Respectfulness
XII. Justice
XIII. Godliness
XIV. Responsibility
XV. Visionary
XVI. Commitment to truth
XVII. Ethical conduct
XVIII. Transparency
XIX. Empathy
XX. Selflessness

b) How Christians can ensure they elect good leaders
I. Pray for guidance before elections
II. Research candidates' track records
III. Consider candidates' moral values
IV. Seek advice from church leaders
V. Observe candidates' behavior in society
VI. Evaluate candidates' commitment to justice
VII. Avoid tribalism or favoritism
VIII. Choose leaders who serve the public
IX. Prioritize competence over popularity
X. Attend civic education programs
XI. Encourage young people to vote responsibly
XII. Reject corruption-promoting candidates
XIII. Promote transparency in campaigns
XIV. Engage in informed discussions
XV. Participate in community assessment of candidates
XVI. Support ethical political platforms
XVII. Monitor campaign promises
XVIII. Advocate for fair elections
XIX. Encourage accountability mechanisms
XX. Vote according to conscience and Christian values

c) Three responsibilities of elected leaders in promoting justice
I. Enacting fair laws
II. Protecting citizens' rights
III. Combating corruption
IV. Promoting equality for all
V. Ensuring access to education
VI. Providing health services
VII. Ensuring security for all citizens
VIII. Upholding human dignity
IX. Listening to citizens' concerns
X. Encouraging civic participation
XI. Supporting marginalized groups

XII. Promoting peace and reconciliation
XIII. Modeling ethical conduct
XIV. Ensuring transparency in governance
XV. Preventing abuse of power
XVI. Facilitating economic justice
XVII. Protecting the environment
XVIII. Promoting accountability
XIX. Respecting the rule of law
XX. Ensuring social welfare programs

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

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

SECTION A: MULTIPLE CHOICE QUESTIONS

No.	Answer	Explanation
1	D	Agriculture is not part of Creative Arts and Sports; the subject focuses on Visual Arts, Performing Arts, and Sports.
2	A	2/4 time signature means each bar has 2 beats.
3	B	Warm colours are Red, Orange, and Yellow.
4	B	Stippling uses small dots to create texture and tone in a drawing.
5	A	Note C is produced when all holes except the back thumb hole are closed on the recorder.
6	B	Bao is a traditional Kenyan board game played with seeds in holes.
7	A	The correct sequence in javelin throw: Carry – Approach – Crossover – Release – Follow through.
8	C	Creativity is not a component of physical fitness. Fitness includes flexibility, agility, strength, etc.
9	B	Isikuti is a Luhya traditional dance with vigorous drumming.
10	B	A strip showing gradual change from dark to light demonstrates progression of tone.
11	C	Quaver lasts half a beat in 2/4 time.
12	A	Teamwork promotes fairness, unity, and cooperation.
13	A	Pencil dive is standing upright, arms at sides, sliding vertically.
14	A	A story is made of Characters, Plot, Theme, and Setting.
15	C	Melody in C major should end on the tonic (C).
16	C	Colour is an essential element of a good picture.
17	B	Basketry involves weaving baskets from reeds.
18	C	The ball is most important at kick-off in football.
19	B	Dodging defenders involves changing direction without moving the supporting foot.
20	D	The rest shown is a Quaver rest. Note value | Rest value | English name | American name | Fraction of 1 semibreve | *Usual length (if ♩ = 1 beat) 𝅝 | 𝄻 | semibreve | whole note | 1 | 4 beats 𝅗𝅥 | 𝄼 | minim | half note | 1/2 | 2 beats ♩ | 𝄽 | crotchet | quarter note | 1/4 | 1 beat ♪ | 𝄾 | quaver | eighth note | 1/8 | 1/2 beat 𝅘𝅥𝅯 | 𝄿 | semiquaver | sixteenth note | 1/16 | 1/4 beat 𝅘𝅥𝅰 | 𝅀 | demisemiquaver | thirty-second note | 1/32 | 1/8 beat
21	A	3/4 time has three beats per bar, often represented by three crotchets.
22	B	Kilumi is an Akamba traditional folk dance.

23	B	Patriotic songs promote love and unity for the nation.
24	D	Beadwork materials are colourful, durable, and transparent; flammable is incorrect.
25	B	Arranging drawings in sequence is storyboarding.
26	A	Pitch compares the highness and lowness of notes.
27	A	Double bar line is marked as
28	B	Football trapping involves stopping the ball using the feet.
29	C	Crosshatching involves overlapping lines in different directions.
30	A	F major has one flat in the key signature.
31	C	Double dribble is illegal in basketball.
32	C	Backstroke uses lying on the back with alternating arm strokes and flutter kicks.
33	C	Crayon is not necessary for carving sculptures.
34	B	Mwomboko dance represents the Luhya community.
35	D	Cheating is not a value promoted in sports.
36	B	Block printing is a method of printing on fabric.
37	A	Serve starts the play in volleyball.
38	B	Mosaic is assembling small pieces of glass, stone, or tile.
39	B	Musician is a career in Creative Arts and Sports.
40	A	Bao promotes teamwork and strategic thinking.

SECTION B: STRUCTURED QUESTIONS (Very Many Answers)

Task 1: Performing Arts (20 Marks)

41a. Features of a good storytelling performance

I. Clear voice projection
II. Good articulation
III. Proper facial expressions
IV. Effective gestures and body language
V. Engaging introduction
VI. Strong characterisation
VII. Consistent eye contact with audience
VIII. Appropriate pacing
IX. Expressive tone variations
X. Use of pauses effectively
XI. Suitable costume and props
XII. Creativity in storytelling
XIII. Correct pronunciation
XIV. Confidence on stage
XV. Audience interaction
XVI. Clarity of plot
XVII. Emotional connection with the audience
XVIII. Logical sequence of events
XIX. Appropriate length
XX. Memorable conclusion

41b. Roles of costumes and props in storytelling

I. Define characters

II. Enhance visual appeal
III. Create realism
IV. Symbolize status or role
V. Aid storytelling flow
VI. Support plot understanding
VII. Highlight emotions
VIII. Help distinguish scenes
IX. Increase audience engagement
X. Reflect cultural context
XI. Enhance creativity
XII. Indicate historical period
XIII. Support storytelling theme
XIV. Make performance memorable
XV. Aid actor confidence
XVI. Assist in stage transitions
XVII. Show character development
XVIII. Provide focus points
XIX. Help depict action
XX. Create visual harmony

41c. Performance skills lacking
I. Voice projection
II. Clarity of speech
III. Pronunciation
IV. Confidence
V. Expression
VI. Audience engagement
VII. Articulation
VIII. Pacing
IX. Emphasis on key parts
X. Volume control
XI. Body language
XII. Gestures
XIII. Timing
XIV. Emotional tone
XV. Diction
XVI. Stage awareness
XVII. Projection of character
XVIII. Intonation
XIX. Breath control
XX. Command of space

41d. Four-bar rhythm in 2/4 time (using crotchets and quavers)
i. ♩ ♩ ♪ ♪ | ♩ ♩ ♪ ♪
ii. ♪ ♪ ♩ ♩ | ♪ ♩ ♩ ♪
iii. ♩ ♪ ♩ ♪ | ♩ ♪ ♩ ♪
iv. ♩ ♩ ♩ ♩ | ♪ ♪ ♩ ♩

41e. Four-bar melody in C major (crotchets and minims)
i. C D E F | G A B C
ii. E F G A | C D E F
iii. G A B C | F E D C
iv. C C D E | F F G G
v. D E F G | A G F E
vi. E D C D | G F E D
vii. C E G C | F A C F
viii. G F E D | C D E F

Task 2: Visual Arts (20 Marks)

42a. Drawing techniques to show texture
I. Hatching
II. Crosshatching
III. Stippling
IV. Smudging
V. Scumbling
VI. Sgraffito
VII. Contour lines
VIII. Scribbling
IX. Dry brush
X. Impasto
XI. Blending
XII. Layering
XIII. Pointillism
XIV. Tone shading
XV. Linear shading
XVI. Directional strokes
XVII. Feathering
XVIII. Circular strokes
XIX. Chiaroscuro
XX. Highlighting

42b. Stippling diagram



42c. Four features of a good flipbook

I. Clear sequence of drawings
II. Smooth motion
III. Consistent size and proportion
IV. Creative storyline
V. Proper page alignment
VI. Visual clarity
VII. Appropriate pace
VIII. Engaging characters
IX. Simple yet effective illustrations
X. Readable flow
XI. Complete story arc
XII. Dynamic movements
XIII. Uniform style
XIV. Focused narrative
XV. Legible numbering of pages
XVI. Use of color (optional)
XVII. Proper binding
XVIII. Coherent transitions
XIX. Appropriate background
XX. Audience appeal

42d. Emotional symbolism of colours

i. Red

I. Love
II. Anger
III. Passion
IV. Danger
V. Energy
VI. Excitement
VII. Courage
VIII. Strength
IX. War
X. Leadership
XI. Determination
XII. Aggression
XIII. Celebration
XIV. Vitality
XV. Desire
XVI. Power
XVII. Enthusiasm
XVIII. Warmth
XIX. Motivation
XX. Attention

ii. Blue
I. Calm
II. Trust
III. Sadness
IV. Peace
V. Loyalty
VI. Wisdom
VII. Stability
VIII. Harmony
IX. Serenity
X. Confidence
XI. Honesty
XII. Truth
XIII. Relaxation
XIV. Depth
XV. Security
XVI. Healing
XVII. Coolness
XVIII. Reflection
XIX. Spirituality
XX. Reliability

42e. Steps of mounting and displaying artwork
I. Choose appropriate mount
II. Cut mount to size
III. Attach artwork to mount
IV. Frame if necessary
V. Select display location
VI. Ensure proper lighting
VII. Arrange artwork for exhibition
VIII. Use labels/titles
IX. Secure display
X. Maintain visual harmony
XI. Keep exhibition area clean
XII. Protect from dust/damage
XIII. Adjust for eye-level viewing
XIV. Provide background contrast
XV. Ensure stability
XVI. Group thematically
XVII. Avoid overcrowding
XVIII. Rotate displays occasionally
XIX. Consider audience flow
XX. Evaluate after display

42f. Recycling waste materials into artwork
I. Bottle caps into mosaics
II. Paper rolls into sculptures

III. Plastic bottles into vases
IV. Tin cans into lanterns
V. Fabric scraps into collages
VI. Cardboard into masks
VII. Old CDs into decoration
VIII. Eggshells into mosaic art
IX. Used magazines into papier-mâché
X. Cloth scraps into patchwork
XI. Wire scraps into models
XII. Old newspapers into weaving
XIII. Bottle lids into jewellery
XIV. Broken tiles into mosaic
XV. Tin foil into relief art
XVI. Plastic bags into weaving
XVII. Scrap wood into frames
XVIII. Corks into sculptures
XIX. Old buttons into embellishments
XX. Recycled paper into handmade cards

Task 3: Sports (20 Marks)

43a. Three types of passes in basketball
I. Chest pass
II. Bounce pass
III. Overhead pass
IV. Baseball pass
V. One-handed pass
VI. Push pass
VII. Hook pass
VIII. Side pass
IX. Lob pass
X. No-look pass
XI. Behind-the-back pass
XII. Fast break pass
XIII. Reverse pass
XIV. Finger-tip pass
XV. Drop pass
XVI. Alley-oop pass
XVII. Swing pass
XVIII. Hand-off pass
XIX. Skip pass
XX. Wrap-around pass

43b. Two dribbling techniques in handball
I. Basic dribble
II. Running dribble
III. Crossover dribble

IV. Controlled dribble
V. Bounce dribble
VI. Speed dribble
VII. Side dribble
VIII. Low dribble
IX. Change-of-direction dribble
X. Push dribble
XI. Body-protected dribble
XII. Fake dribble
XIII. Behind-the-back dribble
XIV. Spin dribble
XV. Stop-and-go dribble
XVI. Power dribble
XVII. Fast dribble
XVIII. Slow dribble
XIX. One-hand dribble
XX. Two-hand dribble

43c. Three techniques of passing in handball
I. Overhead pass
II. Bounce pass
III. Chest pass
IV. Shoulder pass
V. Side pass
VI. Push pass
VII. Backhand pass
VIII. Long pass
IX. Short pass
X. Fast pass
XI. Targeted pass
XII. Pivot pass
XIII. Skip pass
XIV. Lob pass
XV. Feint pass
XVI. Finger-tip pass
XVII. Hook pass
XVIII. Assisted pass
XIX. Drop pass
XX. Hand-off pass

43d. Differences between middle- and long-distance races
I. Middle distance: 800m–1500m; long distance: >3000m
II. Middle distance requires both speed and endurance; long distance emphasizes endurance
III. Middle distance has fewer laps; long distance has many laps
IV. Middle distance often uses a fast start; long distance has steady pacing
V. Middle distance relies on anaerobic energy; long distance relies on aerobic energy
VI. Middle distance athletes sprint more; long distance athletes maintain rhythm

VII. Middle distance requires tactical positioning; long distance focuses on pacing
VIII. Middle distance races are shorter in duration; long distance lasts longer
IX. Middle distance uses energy bursts; long distance uses energy conservation
X. Middle distance: more frequent overtaking; long distance: gradual overtaking
XI. Middle distance: faster recovery; long distance: slower recovery
XII. Middle distance: more intense finish; long distance: strategic finish
XIII. Middle distance: limited hydration needs; long distance: hydration critical
XIV. Middle distance: higher risk of lactic acid buildup; long distance: less intense buildup
XV. Middle distance: more anaerobic training; long distance: aerobic focus
XVI. Middle distance:

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

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

SECTION A: Reading Comprehension (1–6)

Qn No	Answer	Explanation
1	B	The passage focuses on the problem of improper waste disposal in towns.
2	C	Garbage attracts flies and rodents, which creates health risks.
3	A	Plastic, glass, and paper are recyclable items mentioned.
4	C	"Conserves" means to protect or save resources.
5	A	Separating waste into biodegradable and non-biodegradable materials helps manage it.
6	D	The passage is about challenges of waste disposal, so this is the best title.

SECTION B: Reading Comprehension (7–11)

Qn No	Answer	Explanation
7	C	Long ago, messages were sent through runners.
8	D	Radios were not used in early communication methods mentioned.
9	B	Modern communication is instant, cheaper, and reliable.
10	A	"Popular" means well-known.
11	C	The passage is about the history and development of communication.

SECTION C: Reading Comprehension (12–16)

Qn No	Answer	Explanation
12	B	Dedan Kimathi was a Kenyan freedom fighter.
13	A	He fought for freedom and land for Africans.
14	B	"Sacrifice" means loss for a cause.
15	B	He is remembered today as a hero.
16	B	Best title is "Dedan Kimathi: A Hero."

SECTION D: Oral Skills and Dialogue (17–25)

Qn No	Answer	Explanation
17	D	No one else enjoys exactly the same as Otieno (football and basketball).
18	B	Football is enjoyed by both Achieng' and Otieno.
19	B	Poetry is enjoyed by Achieng' and Fatuma.

20	B	Fatuma does not enjoy football.
21	A	Peter lost his English book.
22	B	He has not spoken to the teacher yet.
23	A	He promises to return the notes.
24	B	Polite response to receiving a pencil is “Thank you very much.”
25	B	Polite way to borrow is “Can I kindly borrow the textbook?”

SECTION E: Cloze Test (26–35)

Qn No	Answer	Explanation
26	C	Reading improves language and writing skills.
27	B	Books provide us with entertainment and ideas.
28	C	Phones distract from reading.
29	C	Children should be encouraged to read.
30	B	Collecting storybooks at home helps reading habit.
31	B	Reading widely helps one gain confidence.
32	B	Reading sharpens the mind.
33	C	Reading is a good habit.
34	A	Success comes to those who read.
35	A	Reading requires effort.

SECTION F: Grammar and Sentence Structure (36–50)

Qn No	Answer	Explanation
36	B	A group of sheep is called a herd.
37	D	“Neither … nor …” is singular; “was” is correct.
38	C	Negative question tag for “has not eaten” is “has she?”
39	D	Fond of is the correct preposition.
40	B	“Although it was raining” shows contrast.
41	A	Action happened before visitors arrived.
42	A	Present continuous question uses “Are.”
43	B	Past perfect: “They had finished before the teacher came in.”
44	A	Taller than is the correct comparison.
45	B	“Because of the heavy rain” explains reason.
46	C	Correct punctuation for reported question with quotation marks.
47	A	Passive voice: “The story was written by the pupils.”
48	C	Joining sentence with correct sequence of events.
49	B	“Called off” means stopped.
50	A	“Assembled” means gathered.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

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

KJSEA GRADE 9 ENGLISH PAPER 2: ANSWERS

SECTION A: COMPOSITION (Task 1)

Sample Long Composition (15 marks)

Title / Beginning: "The sudden knock on the door that night changed everything..."

Sample Composition:

The sudden knock on the door that night changed everything. I froze in my seat, unsure of who could be visiting at such an hour. Slowly, I tiptoed to the door and opened it to find a stranger drenched in rain. He looked exhausted and frightened. "Please, may I come in?" he whispered.

I hesitated, but my curiosity overcame my fear. As he stepped inside, he handed me a small envelope. "This is for you," he said, and before I could ask questions, he vanished into the darkness. My hands trembled as I opened the envelope. Inside was a letter explaining that I had inherited my late uncle's estate in the city, along with a mysterious key.

The following days were filled with excitement and confusion. I had to travel to a city I barely knew, meet unfamiliar relatives, and unravel the secrets left behind. Along the journey, I discovered hidden rooms, family secrets, and treasures I had never imagined.

That one knock had changed my life forever. From that night, I realized that sometimes, a single moment could redirect one's entire destiny, opening doors to adventures, responsibilities, and unimaginable opportunities.

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE (The Clever Hare)

Qn	Question	Possible Answers (i–xx)
a	Which common feature of oral narratives is used in the opening?	i. "Once upon a time" is a traditional opening. ii. Use of storytelling formula. iii. Introduction of characters immediately. iv. Setting the scene in a forest. v. Use of a moral tale opening. vi. Establishing context for conflict. vii. Engages audience from start. viii. Presents the problem early. ix. Use of simple, clear language. x. Inclusion of animals as characters. xi. Oral formula "Once upon a time..." xii. Introduction of environment first. xiii. Narrator-led storytelling. xiv. Traditional tale structure. xv. Attention-grabbing start. xvi. Establishes hero/clever character. xvii. Introduces main conflict early. xviii. Sets moral tone. xix. Audience-targeted opening. xx. Storytelling rhythm and flow.

b	What role does the hare play in this story?	i. Trickster. ii. Hero. iii. Problem-solver. iv. Clever character. v. Protector of other animals. vi. Leader. vii. Motivator. viii. Brave. ix. Resourceful. x. Quick-witted. xi. Strategist. xii. Problem-preventer. xiii. Saviour. xiv. Peacekeeper. xv. Advocate for fairness. xvi. Deceiver (in good cause). xvii. Intelligent planner. xviii. Risk-taker. xix. Clever negotiator. xx. Wise adviser.
c	Identify and explain two lessons learned from the story	i. Bravery and cleverness can overcome stronger opponents. ii. Intelligence can defeat brute force. iii. Standing up against injustice is important. iv. Using wit is better than using strength alone. v. Teamwork matters (hare helps other animals). vi. Think before you act. vii. Clever planning solves problems. viii. Resourcefulness pays off. ix. Justice can be restored through strategy. x. Avoid being greedy (lion drank all water). xi. Every problem has a solution. xii. Courage in adversity. xiii. Quick thinking saves lives. xiv. Brains over brawn. xv. Importance of fairness. xvi. Outsmarting tyranny. xvii. Animals can represent human traits. xviii. Good triumphs over selfishness. xix. Leadership is about protecting others. xx. Problem-solving requires imagination.
d	Why is the waterhole important?	i. Main source of water for animals. ii. Central point of conflict. iii. Symbol of survival. iv. Represents life and sustenance. v. Demonstrates power imbalance. vi. Setting for climax. vii. Place that tests bravery. viii. Resource controlled by lion. ix. Critical for community survival. x. Motivates hare's clever plan. xi. Source of tension. xii. Place animals depend on. xiii. Highlights unfairness. xiv. Setting for moral lesson. xv. Key plot device. xvi. Shows consequences of greed. xvii. Symbol of nature's resources. xviii. Life-giving place. xix. Trigger for problem-solving. xx. Community resource.

TASK 3: POETRY (The Market)

Qn	Question	Possible Answers (i–xx)
a	What activity is being described?	i. Market activities. ii. Buying and selling. iii. Trading goods. iv. Morning market routine. v. Social interactions. vi. Children moving through market. vii. Selling food and cakes. viii. Haggling over prices. ix. Economic transactions. x. Cultural marketplace scene. xi. Vendor-customer interaction. xii. Merchants calling prices. xiii. Community gathering. xiv. Daily commerce. xv. Market hustle. xvi. Food preparation and sale. xvii. Children's movement. xviii. Loud drum signals. xix. Street business. xx. Commercial social life.
b	Identify two sound devices	i. Alliteration ("Drums beat") ii. Onomatopoeia ("beat") iii. Rhyme scheme. iv. Assonance. v. Repetition. vi. Rhythm of lines. vii. Onomatopoeic words ("shouted") viii. Consonance. ix. Musical quality in poem. x. Sound imagery. xi. Echo effect. xii. Repetitive sounds. xiii. Meter. xiv. Phonetic pattern. xv. Voice of vendors. xvi. Children's chatter. xvii. Market noise imagery. xviii. Harmonic beat. xix. Rhythmic pace. xx. Poetic cadence.
c	Contrast morning and evening	i. Morning – busy; evening – empty. ii. Morning – lively; evening – quiet. iii. Morning – activity; evening – stillness. iv. Morning – bustling; evening – deserted. v. Morning – sounds; evening – silence. vi. Morning – children; evening – no children. vii. Morning – glowing faces; evening – shadows. viii. Morning – vendors; evening – stalls empty. ix. Morning – energy; evening – calm. x. Morning – social; evening – reflective. xi. Morning – bright; evening – dark. xii. Morning – movement; evening – still. xiii. Morning – haggling; evening – empty. xiv. Morning – community gathering; evening – loneliness. xv. Morning – life; evening – end of day. xvi. Morning – sounds; evening – echo. xvii. Morning – commerce; evening – conclusion. xviii. Morning – vibrant; evening –

		quietude. xix. Morning – aromas; evening – absence of smells. xx. Morning – market alive; evening – tells story of day.

TASK 4: PLAY

Qn	Question	Possible Answers (i–xx)
a	Problem raised?	i. Broken classroom furniture. ii. Leaking roof. iii. Poor learning environment. iv. Lack of maintenance. v. Unsafe school. vi. Discomfort during lessons. vii. Unattractive classroom. viii. Lack of resources. ix. Inefficient teaching space. x. Students' learning hindered. xi. Dirty classroom. xii. Neglect of school. xiii. Damaged school property. xiv. Unhygienic environment. xv. Risk of accidents. xvi. Outdated classroom. xvii. Broken windows. xviii. Falling desks. xix. Neglected learning facilities. xx. Poor student morale.
b	Learners' proposed solution?	i. Organize clean-up. ii. Small repairs themselves. iii. Collect timber. iv. Collect nails. v. Ask parents to help. vi. Repair roof. vii. Fix desks. viii. Work collaboratively. ix. Seek community support. x. Take initiative. xi. Maintain classroom. xii. Gather resources. xiii. Volunteer effort. xiv. Organize weekend repair. xv. Practical solution. xvi. Self-help approach. xvii. Classroom beautification. xviii. Resourcefulness. xix. Teamwork. xx. Active responsibility.
c	Two character traits of Lila	i. Responsible – volunteers to help. ii. Proactive – suggests collecting timber. iii. Courageous – takes initiative. iv. Helpful – willing to assist peers. v. Creative – finds solutions. vi. Leader – inspires action. vii. Resourceful – uses available materials. viii. Caring – cares for classroom. ix. Motivated – drives change. x. Cooperative – works with others. xi. Committed – plans repairs. xii. Organized – thinks systematically. xiii. Thoughtful – considers solutions. xiv. Encouraging – motivates others. xv. Problem-solver – seeks solutions. xvi. Determined – committed to change. xvii. Focused – clear objectives. xviii. Smart – practical ideas. xix. Supportive – backs team effort. xx. Positive – optimistic outlook.
d	Message of play?	i. Take initiative. ii. Responsibility matters. iii. Teamwork solves problems. iv. Self-help is valuable. v. Students can make change. vi. Small efforts matter. vii. Community participation. viii. Active citizenship. ix. Caring for environment. x. Problem-solving through action. xi. Leadership in practice. xii. Collaboration pays. xiii. Do not wait for help. xiv. Be proactive. xv. Positivity brings change. xvi. Resourcefulness is key. xvii. Innovation in action. xviii. Hope for improvement. xix. Commitment leads to success. xx. Action-oriented solutions.

TASK 5: NOVELLA

Qn	Question	Possible Answers (i–xx)
a	Physical setting	i. Plains. ii. Village. iii. Grassland. iv. Hills. v. Farm. vi. Open field. vii. Rural area. viii. Herding area. ix. Pastoral land. x. Drought-affected land. xi. Countryside. xii. African savannah. xiii. Livestock grazing area. xiv. Scarce water zone. xv. Dry season landscape. xvi. Village outskirts. xvii. Community grazing area. xviii. Agricultural land. xix. Open plains. xx. Semi-arid region.
b	Challenges facing community	i. Drought. ii. Scarce water. iii. Lack of grass. iv. Starving livestock. v. Loss of cattle. vi. Poverty. vii. No traders. viii. Decline of village economy. ix. Broken dam. x. Silted water source. xi. Threat to survival. xii. Hunger. xiii. Weak animals. xiv. Lack of rainfall. xv. Diminished trade. xvi. Economic hardship. xvii. Community despair. xviii. Environmental degradation. xix. Unproductive land. xx. Threat to future generations.

c	Role of Musa's father	i. Former herdsman. ii. Silent observer. iii. Experienced guide. iv. Cautious elder. v. Weary leader. vi. Skeptical of solutions. vii. Provides advice. viii. Reflective. ix. Supportive figure. x. Symbol of tradition. xi. Represents older generation. xii. Observer of youth efforts. xiii. Disheartened adult. xiv. Represents wisdom. xv. Represents the community's struggle. xvi. Moral example. xvii. Experienced in herding. xviii. Provides background context. xix. Paternal figure. xx. Witness to challenges.
d	Style used	i. Descriptive – creates vivid image. ii. First-person inner thoughts – insight into Musa. iii. Narrative – tells story sequentially. iv. Imagery – visualizes drought and plains. v. Symbolism – dam represents hope. vi. Dialogue – shows character interaction. vii. Internal reflection – Musa's thoughts. viii. Suspense – creates tension. ix. Foreshadowing – hints at youth taking action. x. Expository – explains context. xi. Realism – realistic depiction. xii. Action verbs – show determination. xiii. Characterization – Musa's bravery. xiv. Perspective – narrator viewpoint. xv. Mood setting – despair then hope. xvi. Evocative – stirs emotions. xvii. Attention to detail – grass, calves, dam. xviii. Theme-driven – survival and responsibility. xix. Motivation – encourages reader reflection. xx. Literary techniques – imagery, symbolism, dialogue.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

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

SECTION A – Multiple Choice Answers (20 Marks)

No.	Answer	Explanation
1	B) Ahimsa	Ahimsa is the principle of non-violence towards all living beings, central in Hindu ethics.
2	C) Mahabharata	The Bhagavad Gita is a part of the epic Mahabharata, containing a conversation between Krishna and Arjuna.
3	C) Saraswati	Goddess Saraswati represents learning, wisdom, music, and arts.
4	B) Eternal liberation from the cycle of birth and death	Moksha is liberation from the cycle of birth, death, and rebirth (samsara).
5	D) Samsara	Samsara refers to the cycle of birth and rebirth, not an aim of life like the Purusharthas.
6	B) Diwali	Diwali celebrates the victory of good over evil, symbolized by Lord Rama's triumph over Ravana.
7	A) Karma	Karma refers to the law of cause and effect, where actions determine future outcomes.
8	B) Devotion and love towards God	Bhakti Yoga emphasizes love, devotion, and surrender to God.
9	A) Rigveda	Rigveda is a collection of ancient hymns dedicated to different deities.
10	B) The sound of ultimate reality and consciousness	Om represents the primordial sound and ultimate reality in Hinduism.
11	B) Vishnu	Vishnu is known as the preserver of the universe in the Hindu trinity (Trimurti).
12	A) Truthfulness	Satya emphasizes honesty and truth in all dealings.
13	C) To strengthen devotion and discipline	Fasting and prayer develop discipline, spiritual focus, and devotion.
14	B) A spiritual teacher and guide	Guru is a spiritual teacher who guides disciples on moral and spiritual matters.
15	B) Aparigraha	Aparigraha teaches non-attachment to possessions and contentment.
16	B) Loyalty, duty, and family values	Ramayana emphasizes dharma, loyalty, righteousness, and family responsibilities.
17	B) Atman	Atman is the eternal soul that passes from one life to another.
18	B) The world is one family	"Vasudhaiva Kutumbakam" promotes universal brotherhood and unity.
19	A) Holi	Holi is celebrated with colors to signify love, unity, and arrival of spring.
20	C) Aarti	Aarti is the ritual of waving a lamp in front of a deity as a form of worship.

SECTION B – Structured Questions (80 Marks)

Q21. a) Relationship between Brahman and Hindu deities (4 marks)

- Brahman is the ultimate, formless reality in Hinduism.
- All Hindu deities (e.g., Vishnu, Shiva, Devi) are manifestations of Brahman.
- Deities are symbolic expressions to help humans understand different aspects of the divine.
- Worship of many gods ultimately leads to understanding the singular ultimate reality.

b) Role and symbolism of Lord Ganesha and Goddess Lakshmi (4 marks)

- **Lord Ganesha:** Remover of obstacles, god of wisdom and beginnings; symbolized with an elephant head.
- **Goddess Lakshmi:** Goddess of wealth, prosperity, and purity; symbolized with lotus flowers.
- **Combined:** Represent material and spiritual success.

c) Avoiding confusion about many gods (4 marks)

- Hinduism teaches that all gods are different forms of one ultimate reality (Brahman).
- Provides clear philosophy that different deities serve different functions.
- Helps devotees focus on one aspect of God while respecting others.
- Encourages tolerance and spiritual understanding.

Q22. a) Two main divisions of Vedas (2 marks)

I. Rigveda – hymns
II. Yajurveda – sacrificial formulas
Other divisions include Samaveda, Atharvaveda.

b) Bhagavad Gita guidance (5 marks)
I. Teaches duty (dharma)
II. Encourages detachment from results
III. Provides moral guidance in conflict
IV. Promotes devotion to God
V. Encourages selfless action
VI. Offers meditation and yoga techniques
VII. Resolves ethical dilemmas
VIII. Strengthens character and courage

c) Guiding teenagers facing peer pressure (4 marks)
I. Following dharma in actions
II. Practicing self-control
III. Being honest (Satya)
IV. Avoiding harmful habits
V. Respecting elders and teachers
VI. Helping others (Seva)
VII. Controlling anger

VIII. Cultivating patience
IX. Using time wisely
X. Pursuing knowledge

Q23. a) Define Ahimsa (3 marks)

- Ahimsa means non-violence in thought, word, and deed.
- Example: Not hurting animals, speaking kindly, avoiding fights.

b) Satya and Asteya building trust (4 marks)
I. Being honest increases credibility
II. Non-stealing ensures fairness
III. Encourages ethical behavior
IV. Promotes reliable relationships
V. Reduces conflicts
VI. Enhances social harmony

c) Applying in school (4 marks)
I. Do not cheat in exams
II. Speak truth to teachers and peers
III. Avoid bullying
IV. Respect others' property
V. Cooperate in group work
VI. Help classmates in need

Q24. a) Two Ashramas (4 marks)

I. **Brahmacharya** – student stage, learning and discipline
II. **Grihastha** – householder stage, family responsibilities

b) Dharma in each stage (5 marks)

- Brahmacharya: Duty to learn, respect teachers
- Grihastha: Duty to family, society, and perform righteous acts
- Vanaprastha: Preparing for detachment and meditation
- Sannyasa: Renouncing material life, focusing on spiritual liberation

c) Relevance today (4 marks)

- Guides life stages and responsibilities
- Encourages education and family values
- Promotes social order
- Helps in moral development

Q25. a) Significance of puja (4 marks)

I. Expresses devotion to God
II. Strengthens spiritual discipline

III. Brings inner peace
IV. Invites divine blessings

b) Rituals strengthen spiritual life (4 marks)
I. Focuses the mind
II. Reinforces moral values
III. Enhances gratitude
IV. Deepens faith and devotion

c) Rituals promote family unity (3 marks)
I. Shared prayers strengthen bonds
II. Teaches children family values
III. Encourages cooperative work

Q26. a) Karma Yoga and Raja Yoga (4 marks)

- **Karma Yoga:** Selfless action without attachment to results
- **Raja Yoga:** Meditation, control of mind, and spiritual discipline

b) Leading to spiritual realization (4 marks)

- Karma Yoga purifies heart and mind
- Raja Yoga develops self-control and insight
- Both help in attaining inner peace

c) Recommended path for stressed students (3 marks)

- **Karma Yoga:** Focus on helping others to reduce personal stress
- **Meditation techniques from Raja Yoga** also help in relaxation

Q27. a) Seva (3 marks)

- Selfless service for the benefit of others without expecting reward

b) Benefits of Seva (4 marks)
I. Builds empathy
II. Strengthens community bonds
III. Improves mental health
IV. Teaches humility
V. Develops leadership
VI. Encourages cooperation

c) Activities for Grade 9 learners (4 marks)
I. Cleaning school premises
II. Volunteering in hospitals
III. Helping elderly neighbors
IV. Tree planting
V. Charity drives

Q28. a) Concept of Maya (4 marks)

- Maya is the illusion of the material world
- It distracts from spiritual goals
- Everything is temporary

b) Balancing material and spiritual life (3 marks)
I. Focus on spiritual growth while fulfilling responsibilities
II. Avoid excessive attachment to wealth
III. Practice detachment without neglecting duties

c) Dangers of misunderstanding Maya (3 marks)
I. Greed and materialism
II. Stress and dissatisfaction
III. Ignoring spiritual development

Q29. a) Meaning of Vasudhaiva Kutumbakam (3 marks)

- The world is one family; promotes unity and harmony

b) Hindu values promoting peace (4 marks)
I. Ahimsa – non-violence
II. Satya – truthfulness
III. Dharma – righteous living
IV. Tolerance towards others
V. Generosity and compassion

c) School activities promoting interfaith harmony (3 marks)
I. Interfaith dialogue clubs
II. Cultural exchange events
III. Cooperative group projects

Q30. a) Two Hindu ethical principles (4 marks)

I. **Satya** – truthfulness
II. **Ahimsa** – non-violence
III. **Aparigraha** – non-attachment
IV. **Asteya** – non-stealing

b) Applying to technology/social media (4 marks)
I. Use social media honestly
II. Avoid cyberbullying
III. Share positive content
IV. Respect privacy of others

c) Advice to business leader (2 marks)

- Encourage ethical practices
- Ensure fairness to employees and customers

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

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

SECTION A: MULTIPLE CHOICE QUESTIONS (30 MARKS)

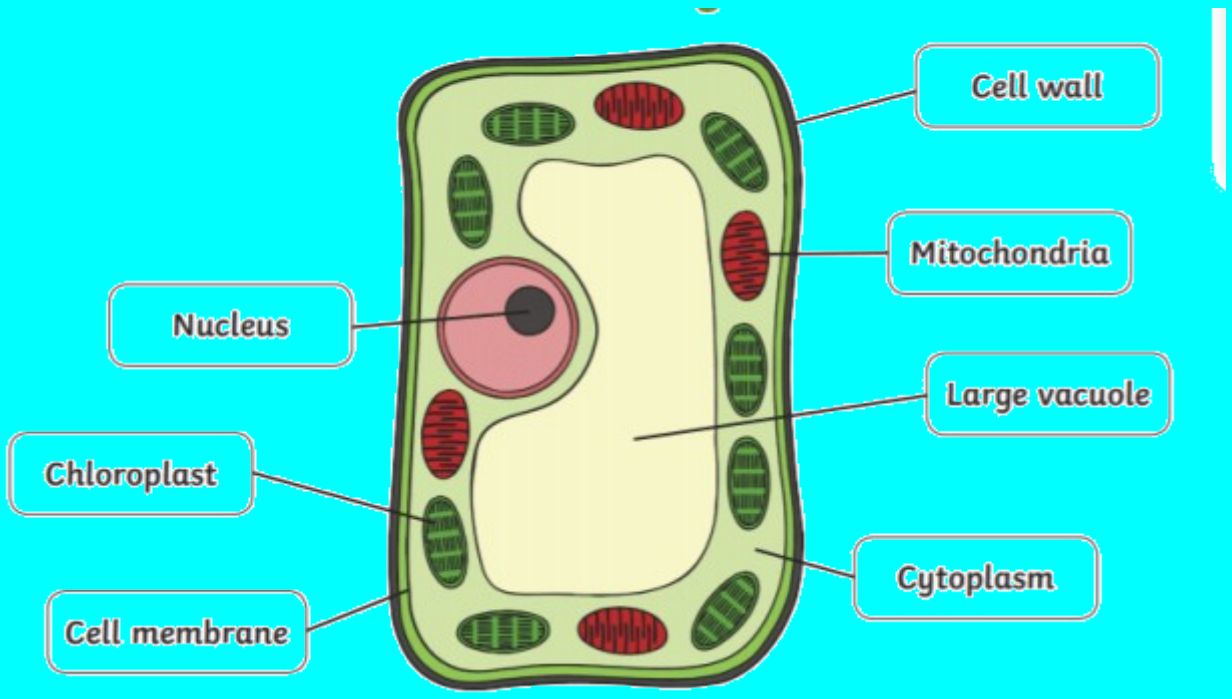
No.	Answer	Explanation
1	A	Sand can be removed by filtration, and salt can be obtained by evaporating the water.
2	B	Sodium chloride (NaCl) is a compound made from sodium and chlorine.
3	B	Ink spreads due to diffusion, the movement of particles from high to low concentration.
4	C	Loss of green colour in vegetables is permanent because chlorophyll breaks down.
5	C	Neutrons = Mass number − Atomic number = 23 − 11 = 12.
6	C	Iron is represented by Fe in the periodic table.
7	C	Metals are good conductors of electricity and heat.
8	B	Oxygen is obtained by heating potassium permanganate.
9	C	Foam extinguishers are effective on oil fires.
10	D	Cell membrane controls the movement of materials in and out of the cell.
11	C	The mirror reflects light onto the specimen in a microscope.
12	B	Osmosis is the diffusion of water into plant root hairs.
13	D	Type of microscope does not affect diffusion rate.
14	B	Chemical energy from fuel is converted to kinetic energy in a car engine.
15	A	Pressure = Force / Area = 10 / 0.5 = 20 N/m².
16	D	Sulphur is an element, not an alloy.
17	C	Rusting requires water and oxygen.
18	B	Soft water lathers more with soap than hard water.
19	D	Nitrogen is not required for photosynthesis.
20	C	The liver produces bile.
21	B	Insect-pollinated flowers have large, brightly coloured petals to attract insects.
22	A	Seed dispersal prevents overcrowding and competition.
23	B	A food chain begins with a producer (plant).
24	B	Industrial effluents discharge pollutes water.
25	C	Dentists use concave mirrors to focus light on teeth.
26	C	Focal length is the distance between mirror and its focal point.
27	A	Wavelength is the distance between two successive crests.
28	C	Sound waves are longitudinal, not transverse.
29	C	Remote sensing satellites collect information about Earth.
30	B	Torch transforms chemical energy → electrical → light.

SECTION B: STRUCTURED QUESTIONS (40 MARKS)

Part 1: Biology (14 Marks)

1(a) Plant cell diagram (4 marks)

- Draw a plant cell with labeled parts: Cell wall, cell membrane, nucleus, cytoplasm, chloroplast, vacuole, mitochondria.



1(b) Differences between plant and animal cells (3 marks)

I. Plant cells have a **cell wall**; animal cells do not.
II. Plant cells contain **chloroplasts**; animal cells do not.
III. Plant cells have a **large central vacuole**; animal cells have small vacuoles.
IV. Plant cells are usually rectangular; animal cells are round.
V. Plant cells produce their own food via photosynthesis; animal cells do not.
VI. Plant cells have plasmodesmata; animal cells lack them.
VII. Plant cells store starch; animal cells store glycogen.
VIII. Plant cells are autotrophic; animal cells are heterotrophic.
IX. Plant cells have rigid structure; animal cells are flexible.
X. Plant cells lack centrioles in most cases; animal cells have centrioles.

2(a) Function of stomata (2 marks)

I. Allow exchange of gases (O_2 and CO_2).
II. Control transpiration.
III. Allow water vapor to escape.
IV. Aid in cooling the plant.
V. Maintain water balance.

2(b) Adaptations of a leaf for photosynthesis (2 marks)

I. Broad surface area to capture sunlight.
II. Thin structure to allow gas exchange.
III. Chlorophyll in chloroplasts to absorb light.
IV. Veins for transport of water and food.
V. Stomata for gas exchange.
VI. Cuticle to reduce water loss.
VII. Transparent epidermis to let light pass.
VIII. Palisade cells packed with chloroplasts.

3. Food chain (3 marks)
Grass → Goat → Human

Part 2: Chemistry (13 Marks)

4(a) Physical test for hard water (1 mark)

I. Add soap to water; observe lather formation.
II. Boil the water; observe scale formation.

4(b) Advantage and disadvantage of hard water (2 marks)

Advantage:
I. Improves taste of water.
II. Provides essential minerals (Ca^{2+}, Mg^{2+}).
III. Strengthens bones.

Disadvantage:
I. Forms scum with soap.
II. Clogs pipes.
III. Reduces efficiency of soap.
IV. Forms scale in boilers.

5(a) Electron arrangement of magnesium (2 marks)

I. 2, 8, 2

5(b) Uses of magnesium (2 marks)

I. Manufacturing aircraft and rockets.
II. Making alloys like magnalium.
III. Fireworks (bright white flame).
IV. Medicine (antacids).
V. Batteries.
VI. Making lightweight materials.
VII. Reducing agent in chemical reactions.
VIII. As a dietary supplement.

IX. Photography chemicals.
X. Deoxidizing agent in steel.

6(a) Methods of preventing rusting (2 marks)

I. Painting iron.
II. Oiling or greasing.
III. Galvanizing (coating with zinc).
IV. Alloying with chromium (stainless steel).
V. Coating with plastic.
VI. Sacrificial protection (attaching a more reactive metal).
VII. Electroplating.

6(b) Chemical symbols (2 marks)

i. Sodium → Na
ii. Copper → Cu

7. Oxygen supports combustion (2 marks)

I. Oxygen reacts with fuel to release energy.
II. Example: A candle burns brightly in oxygen.
III. Wood burns faster in pure oxygen.
IV. Combustion requires oxygen to produce heat and light.

Part 3: Physics (13 Marks)

8(a) Pressure calculation (2 marks)

Pressure $P = \frac{F}{A}$

$= \frac{2000}{5}$

$= 400\ \text{N/m}^2$

8(b) Application of pressure in liquids (2 marks)

I. Hydraulic brakes.
II. Water supply in dams.
III. Syringes.
IV. Lifting heavy objects using liquid pressure.
V. Water fountains.

9(a) Focal length of a mirror (2 marks)

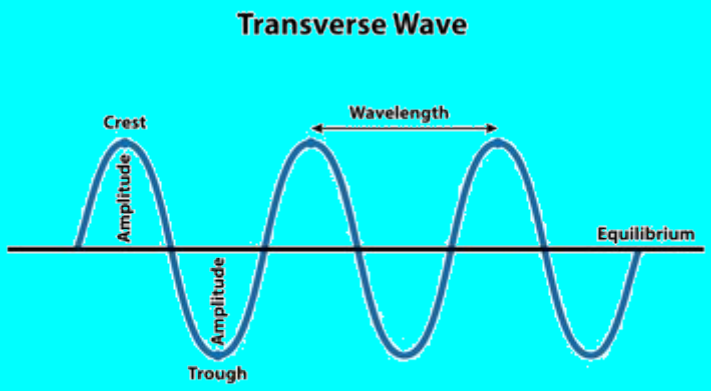
I. Distance between the mirror and its focal point.
II. Point where parallel rays converge.

9(b) Use of concave mirrors (1 mark)

I. Dentists use concave mirrors to see teeth.
II. Car headlights.
III. Solar concentrators.
IV. Shaving mirrors.

10(a) Transverse wave diagram (4 marks)

- Label crest, trough, wavelength, amplitude.



10(b) Difference between transverse and longitudinal waves (2 marks)

I. Transverse waves: particles vibrate perpendicular to wave direction.
II. Longitudinal waves: particles vibrate parallel to wave direction.
III. Transverse waves include light and water waves.
IV. Longitudinal waves include sound waves.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 8: INTEGRATED SCIENCE PP2
CODE: 010 YEAR: 2025
MARKING SCHEMES

PRACTICAL GUIDE AND CONFIDENTIAL

TASK 1: Chemistry Experiment – Preparation and Collection of Oxygen Gas (20 Marks)

Apparatus and Materials

- Hydrogen peroxide (H_2O_2) solution – reagent
- Manganese (IV) oxide (MnO_2) – catalyst
- Test tube
- Delivery tube
- Trough of water
- Gas jar
- Glowing splint
- Beaker
- Safety goggles, gloves

Procedure

1. Place a small amount of MnO_2 in a clean test tube.
2. Add hydrogen peroxide solution carefully.
3. Fit the delivery tube to the test tube, leading into a gas jar filled by water in a trough (collection over water).
4. Collect oxygen gas in the gas jar as it displaces water.
5. Test the collected gas with a glowing splint.

Expected Answers & Marking Scheme

Question	Expected Answer	Marks
a	$2\ H_2O_2\ (aq) \rightarrow 2\ H_2O\ (l) + O_2\ (g)$	3
b	MnO_2 acts as a catalyst; it speeds up the decomposition of H_2O_2 without being consumed.	2
c	Glowing splint relights or bursts into flame.	2
d	Physical properties of oxygen: • Colourless • Odourless • Tasteless • Slightly soluble in water	2
e	Use: • Supports respiration • Medical oxygen therapy • Combustion	1

f	Rate of production = Volume / Time = 60 cm^3 / 30 s = 2 cm^3/s	3
g	Precautions: • Wear safety goggles and gloves • Handle H_2O_2 carefully (caustic) • Avoid spilling gas • Ensure water seal is maintained	2
h	Oxygen is collected over water because: • It is insoluble in water • Displacement of air would mix with atmospheric gases, giving impure oxygen	3

Sub-total: 20 Marks

TASK 2: Biology Experiment – Osmosis Using Potato (10 Marks)

Apparatus and Materials

- Two potato tubers
- Distilled water
- Concentrated sugar solution
- Two beakers
- Knife / peeler
- Ruler
- Paper towels

Procedure

1. Peel and cut potato tubers into equal cylinders.
2. Measure initial lengths with a ruler.
3. Place one cylinder in distilled water and the other in concentrated sugar solution.
4. Leave for 30 minutes.
5. Remove, dry, and measure final lengths.

Expected Answers & Marking Scheme

Question	Expected Answer	Marks
a	Independent variable: type of solution (distilled water vs sugar solution)	1
b	Expected change: • In distilled water: potato length increases (turgid) • In sugar solution: potato length decreases (plasmolysis)	2
c	Explanation: • Distilled water: water moves into potato cells by osmosis → cells swell → increase in length • Sugar solution: water moves out of potato cells → cells shrink → decrease in length	3
d	Factors affecting osmosis: • Concentration gradient of solute • Temperature • Surface area of potato • Time	2

e	Applications of osmosis: • Preservation of food (e.g., salting vegetables) • Water absorption by plants • Rehydration therapy • Water purification	2

Sub-total: 10 Marks

TOTAL MARKS: 30

Additional Teacher Notes

- Ensure **students follow safety rules** in chemistry (gloves, goggles).
- Check **accuracy of measurements** (volume and lengths).
- For chemistry, accept **correctly balanced equations** with slight variations in formatting.
- For biology, accept **observed changes that align with osmosis principles**, even if volumes or lengths are approximate.
- **Practical skills and neatness** in handling apparatus may be noted in remarks.

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

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

SECTION A: (20 MARKS)

No.	Answer	Explanation
1	B	Shahadah is the testimony of faith, declaring that there is no god but Allah and Muhammad is His messenger. This is the first pillar of Islam.
2	B	Tawhid refers to the oneness of Allah, affirming that He has no partners or equals.
3	C	The Islamic greeting "As-Salamu Alaikum" fulfills the Sunnah of greeting with peace.
4	D	Eating before sunset breaks the fast; intending to fast, being Muslim, and being of sound mind are valid conditions.
5	A	Angel Israfil is responsible for blowing the trumpet to signal the Day of Judgment.
6	B	Ihsan is worshiping Allah as if one sees Him, showing excellence in worship.
7	B	Muslims migrated to Abyssinia to escape persecution in Makkah during the early days of Islam.
8	C	Zakat is for the poor, travelers in difficulty, and those in debt, not for the rich.
9	C	The Quran was revealed over a period of 23 years.
10	B	Akhlaq refers to good moral conduct and character.
11	C	Tarawih prayer is offered between Maghrib and Isha during Ramadan.
12	C	Birr al-Walidayn is demonstrated by caring for parents, especially in old age.
13	B	Madinah became the first capital of Islam after the Hijra.
14	B	Shura refers to consultation in Islam.
15	C	Ali ibn Abi Talib was the first boy to accept Islam.
16	C	Islam encourages environmental conservation by planting trees and avoiding wastage.
17	C	Surah Al-Fatiha is known as the "Mother of the Quran."
18	C	Deep sleep that makes one unaware breaks Wudu.
19	B	Hajj strengthens unity among Muslims from different nations.
20	C	Qadar teaches that Allah controls all affairs with wisdom.

SECTION B: (80 MARKS)

Q21. Why Muslims say "Bismillah" before eating

a) Reason:
i. To seek Allah's blessings in the food
ii. To show gratitude to Allah
iii. To remember Allah before beginning any task
iv. To purify the action and make it lawful
v. To express mindfulness and obedience to Allah

b) Etiquettes of eating:
i. Wash hands before eating
ii. Eat with the right hand
iii. Begin with "Bismillah"
iv. Eat in moderation
v. Share food with others
vi. Avoid wasting food
vii. Sit while eating
viii. Say "Alhamdulillah" after eating
ix. Avoid criticizing food
x. Avoid eating too fast

Q22. Lessons from the Quran

a) Ways Quran guides in solving modern problems:
i. Promotes justice in society
ii. Encourages honesty in business
iii. Advocates environmental protection
iv. Advises conflict resolution peacefully
v. Guides on caring for orphans
vi. Promotes good health practices
vii. Encourages education and seeking knowledge
viii. Supports family harmony
ix. Encourages moderation in wealth
x. Guides on ethical leadership

b) Methods of Quran preservation:
i. Oral memorization (Hifz)
ii. Written transcription on parchment
iii. Compilation into Mushaf after revelation
iv. Teaching from teacher to student
v. Recitation during prayers
vi. Copying manuscripts
vii. Recording in modern digital formats
viii. Regular review and recitation
ix. Organizing Quranic schools
x. Cross-checking recitations with scholars

Q23. Surah Al-Asr

a) Teachings:
i. Time is valuable
ii. Believers must do righteous deeds
iii. Avoid evil deeds
iv. Mutual enjoining of truth
v. Mutual enjoining of patience

b) Application in school:
i. Complete homework on time
ii. Study regularly
iii. Participate in class activities
iv. Avoid procrastination
v. Respect school rules

c) Why wasting time is discouraged:
i. Time is a trust from Allah
ii. Lost time cannot be regained
iii. Productivity is rewarded in Islam
iv. It leads to missed opportunities

Q24. Sunnah

a) Definition:
i. The practices, sayings, and approvals of Prophet Muhammad (PBUH)
ii. Way of life demonstrated by the Prophet

b) Differences between Sunnah and Hadith:
i. Sunnah refers to practice, Hadith is the report of practice
ii. Sunnah is obligatory to follow where applicable, Hadith records sayings
iii. Sunnah is practical guidance, Hadith is textual evidence

Q25. Following Hadith

a) Reasons:
i. Explains Quranic teachings
ii. Guides in worship
iii. Provides moral guidance
iv. Preserves Prophet's teachings
v. Prevents deviation from Islam

b) Example in Salat:
i. Explains correct positions of prayer
ii. Shows number of raka'ats
iii. Demonstrates words to recite
iv. Shows proper way to perform ablution

Q26. Gossip and Slander

a) Negative effects in school:
i. Breaks friendships
ii. Creates misunderstanding
iii. Causes conflicts among students
iv. Hurts reputations
v. Breeds mistrust
vi. Leads to bullying

vii. Distracts from studies
viii. Creates a negative environment
ix. Encourages backbiting
x. May cause emotional stress

b) Islamic teachings discouraging gossip:
i. Quran forbids backbiting (Surah Al-Hujurat 49:12)
ii. Prophet Muhammad (PBUH) condemned gossip
iii. Encourages speaking good or remaining silent
iv. Promotes honesty
v. Encourages protecting others' honor
vi. Promotes social harmony
vii. Commands forgiveness
viii. Encourages patience
ix. Promotes brotherhood
x. Encourages truthfulness

c) Avoiding gossip:
i. Speak only good of others
ii. Ignore harmful talk
iii. Change the topic
iv. Advise friends against gossip
v. Avoid suspicious company
vi. Focus on own work
vii. Practice self-control
viii. Pray for guidance
ix. Meditate on consequences
x. Use Quranic teachings as reminder

Q27. Pillars of Iman

a) Three pillars apart from belief in Allah & angels:
i. Belief in Prophets
ii. Belief in Divine Books
iii. Belief in the Day of Judgment
iv. Belief in Qadar (Divine decree)

b) Belief in Day of Judgment:
i. Acceptance that everyone will be judged
ii. Encourages accountability
iii. Motivates good deeds
iv. Discourages sins
v. Strengthens moral conduct

Q28. Prophet Ibrahim (AS) Sacrifice

a) Lessons:
i. Obedience to Allah

ii. Trust in Allah's commands
iii. Patience in trials
iv. Courage in faith
v. Submission to divine will
vi. Detachment from worldly desires
vii. Gratitude for blessings
viii. Family guidance in faith
ix. Righteous leadership
x. Moral example for humanity

b) Commemoration today:
i. Celebrated through Eid al-Adha
ii. Sacrificing animals for charity
iii. Performing special prayers
iv. Sharing meat with the needy
v. Acts of charity
vi. Reflecting on obedience to Allah

Q29. Islam and Science

a) Contributions of Muslim scholars:
i. Ibn Sina – medicine
ii. Al-Razi – medicine
iii. Al-Khwarizmi – algebra
iv. Al-Battani – astronomy
v. Al-Zahrawi – surgery
vi. Ibn al-Haytham – optics
vii. Jabir ibn Hayyan – chemistry
viii. Al-Farabi – philosophy
ix. Al-Biruni – geography
x. Avicenna – pharmacology

b) Search for knowledge encouraged:
i. Quran commands seeking knowledge (Surah Al-Alaq 96:1–5)
ii. Prophet Muhammad emphasized learning
iii. Encourages reading and reflection
iv. Promotes studying beneficial sciences
v. Encourages sharing knowledge
vi. Encourages questioning and reasoning
vii. Builds community advancement
viii. Promotes innovation

Q30. Zakat

a) Conditions for obligation:
i. Being a Muslim
ii. Possessing Nisab (minimum wealth)
iii. Wealth held for one lunar year

iv. Sound mind
v. Freedom from debt beyond Nisab

b) Difference with Sadaqah:
i. Zakat is compulsory, Sadaqah is voluntary
ii. Zakat has fixed rates, Sadaqah has no fixed amount
iii. Zakat benefits specific groups, Sadaqah can be given to anyone
iv. Zakat purifies wealth, Sadaqah is a charitable act
v. Zakat is one of five pillars, Sadaqah is extra reward

Q31. Congregational Prayer

a) Benefits:
i. Increases reward
ii. Strengthens unity
iii. Promotes discipline
iv. Encourages brotherhood
v. Public demonstration of faith
vi. Encourages proper prayer
vii. Builds community spirit
viii. Facilitates learning prayer etiquette

b) Importance of Jumu'ah:
i. Weekly reminder of faith
ii. Encourages community gathering
iii. Provides sermon guidance
iv. Strengthens brotherhood
v. Obligatory for adult men
vi. Opportunity for supplication
vii. Promotes reflection

Q32. Tawbah (Repentance)

a) Definition:
i. Turning back to Allah after sin
ii. Seeking forgiveness sincerely

b) Conditions for acceptance:
i. Sincere regret
ii. Immediate cessation of sin
iii. Determination not to repeat sin
iv. Making amends if rights violated

c) Benefit to character:
i. Purifies the heart
ii. Encourages humility
iii. Builds honesty
iv. Reduces arrogance

Q33. Good Manners to Neighbors

a) Examples:
i. Greeting neighbors
ii. Helping in times of need
iii. Sharing food
iv. Visiting the sick
v. Being polite
vi. Avoiding harm
vii. Respecting privacy
viii. Offering advice
ix. Being trustworthy
x. Avoiding arguments

b) Hadith:
i. Prophet Muhammad said: "He is not a believer whose neighbor is not safe from his evil."
ii. Encourages kindness to neighbors

Q34. Patience (Sabr)

a) Importance:
i. Helps endure trials
ii. Strengthens faith
iii. Controls anger
iv. Encourages perseverance
v. Improves decision-making
vi. Promotes peaceful living
vii. Increases reward in hereafter
viii. Encourages gratitude

b) Quranic verse:
i. Surah Al-Baqarah 2:153 – "O you who believe, seek help with patience and prayer."

Q35. Fighting Corruption

a) Islamic values:
i. Honesty in business
ii. Justice and fairness
iii. Trustworthiness
iv. Accountability
v. Integrity
vi. Avoiding bribery
vii. Transparency in leadership
viii. Ethical conduct
ix. Compassion for the needy
x. Responsibility to society

b) Students promoting honesty:
i. Avoid cheating
ii. Report wrongdoings
iii. Return lost items
iv. Be truthful in exams
v. Promote fairness in group work

Q36. Rights of Parents and Children

a) Rights of parents:
i. Respect
ii. Obedience
iii. Care in old age
iv. Greeting them properly
v. Seeking their advice
vi. Supporting them financially
vii. Avoiding disrespect
viii. Praying for them
ix. Maintaining family honor
x. Loving them sincerely

b) Rights of children:
i. Good upbringing
ii. Education
iii. Protection from harm
iv. Provision of basic needs
v. Love and care

Q37. Marriage in Islam

a) Conditions for validity:
i. Consent of both parties
ii. Presence of witnesses
iii. Mahr (dowry) given
iv. Puberty or maturity
v. Legal eligibility

b) Right of a wife:
i. Provision of maintenance
ii. Kind treatment
iii. Protection from harm
iv. Respect and love
v. Support in household matters

Q38. Islamic Leaders

a) Roles of Imams/Sheikhs:
i. Leading prayers

ii. Teaching Islam
iii. Giving advice on morals
iv. Mediating disputes
v. Guiding community affairs
vi. Organizing charitable activities
vii. Promoting justice

b) Reasons to obey leaders in lawful matters:
i. Maintain order
ii. Ensure justice
iii. Promote peace
iv. Avoid chaos
v. Following Islamic guidance
vi. Avoid sin

Q39. Hijra to Madinah

a) Importance:
i. Establishing first Muslim community
ii. Freedom to practice Islam
iii. Spread of Islam peacefully
iv. Political stability
v. Opportunity for education

b) Event after Hijra:
i. Constitution of Madinah
ii. Establishment of mosque
iii. Battles like Badr
iv. Community agreements
v. Spread of Islam

Q40. Islam on East African Coast

a) Reasons for spread:
i. Trade with Arab merchants
ii. Intermarriage with locals
iii. Political alliances
iv. Missionary activities
v. Teaching and preaching
vi. Cultural integration
vii. Peaceful co-existence
viii. Adoption of Swahili language
ix. Influence of mosques

b) Cultural contribution:
i. Architecture (mosques)
ii. Language (Swahili)
iii. Clothing style (Kanzu, Hijab)

iv. Cuisine (use of spices)
v. Festivals (Eid celebrations)
vi. Education (Quranic schools)

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GREDI YA 9: KISWAHILI KARATASI 1

NEMBO: 010 MWAKA: 2025

MWONGOZO WA KUSAHISHA

MAJIBU YA KISWAHILI (LUGHA)

SEHEMU A: Maswali ya Kielelezo (1–6)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
1	B	Kifungu kinasema teknolojia imerahisisha mawasiliano na kuongeza fursa za ajira.
2	A	Zamani maisha yalikuwa yakiendeshwa kwa ushirikiano na kusaidiana.
3	B	Kuiga tamaduni za kigeni bila kuchagua ni dalili ya kuporomoka kwa maadili.
4	B	Methali inaonyesha heshima huimarisha jamii, ubinafsi huharibu.
5	B	“Changamoto” ni tatizo au shida inayoletwa na mabadiliko.
6	B	Kurejea kwenye mila na desturi husaidia kudumisha maadili mema.

SEHEMU A: Maswali ya Kielelezo (7–12)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
7	B	Kifungu kinasema nchi ilikumbwa na mafuriko makubwa.
8	A	Babu Kiongozi ni mzee mwenye hekima aliyesaidia wananchi.
9	A	Methali inamaanisha kushirikiana huzaa matokeo chanya.
10	A	Watu walisita kufanya kazi mwanzoni kwa sababu waliogopa jitihada.
11	A	Mfuatano sahihi: Mafuriko → Ushauri → Ushirikiano → Furaha.
12	A	Methali ina maana kila jitihada kubwa huanza kidogo.

SEHEMU A: Jedwali la Mboga (13–15)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
13	A	Amani hununua mboga moja (kabichi) mara tatu kwa wiki.
14	D	Ijumaa kila mteja hununua mboga tofauti na wenzake.
15	B	Nyanya inauzwa mara nyingi siku ya Jumatano.

SEHEMU A: Maswali ya Elimu (16–20)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
16	A	Maarifa = ujuzi na elimu muhimu kwa maisha.
17	A	Methali inasema elimu ni ufunguo wa maisha.
18	C	Kiambishi kinachofaa: Kitanda cha kilikuwa safi.
19	B	Matokeo chanya ya mradi: wanafunzi wanapenda kusoma na kushiriki

		midahalo.
20	A	Uelewa = kujifunza, kufikiri na kuelewa jambo.

SEHEMU A: Jedwali la Bidhaa (21–24)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
21	D	Petero hununua bidhaa moja mara tatu kwa wiki.
22	C	Chai inauzwa mara nyingi siku ya Jumatano.
23	B	Jumanne kila mteja hununua bidhaa tofauti na wenzake.
24	B	“Bidhaa” ni vitu vinavyouzwa dukani.

SEHEMU A: Methali na Nahau (25–28)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
25	A	Methali inamaanisha kuheshimu wazee ni muhimu.
26	B	Nahau inamaanisha kwa bidii mtu hupata suluhisho.
27	B	Methali inayofanana na “Kila jambo lina mwanzo” ni “Kila jitihada kubwa huanza kidogo.”
28	A	Methali inayomwonya mtu anayejaribu haraka: Haraka haraka haina baraka.

SEHEMU A: Sentensi na Uelewa (29–38)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
29	B	Sentensi ya kukanusha: Siku ya leo si jioni.
30	C	Kitenzi kishirikishi: Wanafunzi wanacheka.
31	A	Kivumishi cha sifa kinachofaa: Kitabu hiki ni kizuri.
32	A	Usemi sahihi: “Nitahudhuria shuleni,” alisema.
33	A	Nomino “nyanya” = KI-VI.
34	B	Nomino “kitabu” = KI-VI.
35	A	Kinyume cha kuongeza = kupunguza.
36	A	Kujali = kutunza au kuangalia kwa makini.
37	A	Methali ya kusoma taratibu: Haba na haba hujaza kibaba.
38	C	Nahau ya kufanya kazi kwa bidii: Usio na bidii hapati matokeo.

SEHEMU A: Kujaza Nafasi (39–45)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
39	B	Elimu ni ufunguo wa maisha.
40	A	Kitabu kipo juu mezani.
41	A	Mwalimu alimwandikia mwanafunzi barua = Aliandika barua kwa mwanafunzi.
42	C	Mavazi haya yote ni safi.
43	A	Watoto wanacheza kwenye bustani.

44	B	Hali ya kukanusha: Siku ya leo si jioni.
45	A	Haraka haraka haina baraka.

SEHEMU A: Ujuzi wa Maneno na Methali (46–50)

Swali	Jibu Sahihi	Ufafanuzi / Maelezo
46	C	Methali kumwambia mtu anayependa kuiga wengine: Asiyesikia la mkuu huvunjika guu.
47	A	Nahau ya kupanga kazi taratibu: Haba na haba hujaza kibaba.
48	A	Sentensi hali ya udogo: Kitoto kinalia.
49	B	Methali kumwonya anayetumia mbinu chafu: Kuiba si kula.
50	A	Shule inatupa maarifa muhimu kwa maisha yetu.

HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA.

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GREDI YA 9: KISWAHILI KARATASI 2
NEMBO: 010 MWAKA: 2025

MWONGOZO WA KUSAHISHA

SEHEMU A: ZOEZI I – INSHA (Alama 15)

Maagizo: Andika insha yenye maneno 300–350, kumaliza na:
"Nilijifunza kuwa maamuzi ya busara huokoa maisha na heshima ya mtu."

Mfano wa insha:

Kichwa: *Umuhimu wa Maadili na Busara Katika Maisha ya Kila Siku*

Maisha ya kila mtu yamejengwa kwa msingi wa maadili na busara. Kila hatua tunayoichukua inapaswa kuzingatia matokeo yake. Nilipokuwa mdogo, mara nyingi niliona wenzangu wakifanya maamuzi haraka bila kuzingatia heshima au hatari. Hii mara nyingi ilisababisha migogoro na hasira. Nilijifunza kuwa busara ni kama mwongozo unaotupeleka kwenye njia sahihi.

Mfano wa hali ya maisha: Siku moja, rafiki yangu alikimbia kuvunja sheria za shule kwa kucheza ovyo wakati wa masomo. Matokeo yake, alikosa kupata alama nzuri na kuudhi mwalimu. Niliona wazi kuwa maamuzi ya busara yasingepeleka kwenye tatizo hili. Kwa upande mwingine, marafiki waliokuwa makini na waliheshimu sheria walifanikiwa kupata matokeo bora.

Katika familia yangu, wazazi wangu wananisisitiza kufanya maamuzi yenye busara. Hii inahusisha kuzingatia maadili, kushirikiana, na kuheshimu wengine. Kupitia mazoezi haya, nimejifunza kuwa maamuzi ya busara yanahakikisha usalama, mafanikio, na heshima ya mtu.

Hitimisho:
Kwa hivyo, kila mtu anatakiwa kufikiria kabla ya kuchukua hatua. Busara hutoa mwongozo, na maadili huthibitisha heshima katika jamii. Nilijifunza kuwa maamuzi ya busara huokoa maisha na heshima ya mtu.

SEHEMU B: ZOEZI II – FASIHI SIMULIZI (Alama 10)

Hadithi: Kuku na Kondo

Majibu:

a) **Aina za wahusika** (2):
I. Wahusika wa kweli (Kondo, Kuku)
II. Wahusika wa kidhahania / hadithi (mfano: wananchi wa kijiji)

b) **Sifa mbili za Kondo** (2):
I. Uzembe / kutojituma.
II. Anakubali kubadilika baada ya kupata ushauri.

- Vilevile: alivutiwa na kujituma baada ya aibu.

c) **Mbinu za lugha mbili** (2):
I. Ufafanuzi / maelezo ya matendo (narration)
II. Mabadiliko ya hali ya wahusika (action-reaction)

- Pia inaweza kuhesabiwa: ushauri na onyo (dialogue).

d) **Funzo kuu** (2):
I. Bidii na mshikamano huzaa mafanikio.
II. Uzembe husababisha matatizo.

e) **Methali inayolingana** (2):
I. "Usio na bidii hapati matokeo."
II. "Kila jitihada kubwa huanza kidogo."
III. "Haba na haba hujaza kibaba."

Mchanganyiko wa majibu mengine:

- "Asiyesikia la mkuu huvunjika guu."
- "Penye nia pana njia."

SEHEMU B: ZOEZI III – NOVELA (Alama 15)

Dondoo: Hospitali, Daktari Muna, Musa, Said

Majibu:

a) **Mandhari mawili** (2):
I. Hospitali / afya
II. Mshikamano wa kijamii

b) **Sifa mbili za Daktari Muna** (2):
I. Upole / huruma
II. Kitaalamu / msaada wa kimfumo

c) **Changamoto ya Mama Musa** (2):
I. Kuhangaika kwa mwanawe aliyejeruhiwa
II. Hali ya mfadhaiko na huzuni

d) **Matukio makuu matatu** (3):
I. Musa aliyejeruhiwa akifika hospitali
II. Mama Musa kuhangaika kwa huzuni
III. Said kuleta msaada wa kifedha

e) **Mbinu ya lugha** (1):
I. Ufafanuzi wa matukio / narrative

- Vilevile: maelezo ya hisia / descriptive language

f) **Maudhui mawili** (2):
I. Mshikamano wa kijamii
II. Msaada na huruma

Mchanganyiko wa majibu mengine:

- Umuhimu wa mshikamano na mshikamo wa kijamii.
- Huruma na msaada kwa wahitaji.

SEHEMU B: ZOEZI IV – TAMTHILIA (Alama 10)

Onyesho: Baraza la kijiji

Majibu:

a) **Umuhimu wa mahali** (2):
I. Baraza la kijiji ni mahali pa maamuzi ya kijamii
II. Wazee wanashirikiana kushughulikia matatizo ya vijana

b) **Sifa mbili za Bi Rehema** (2):
I. Hekima / busara
II. Upole na mshikamano

c) **Tofauti ya mitazamo** (2):
I. Mzee Rashid anapendekeza adhabu kali
II. Bi Rehema anapendekeza mwongozo na elimu

d) **Vipengele vya lugha vilivyotumika** (2):
I. Maongezi ya moja kwa moja (direct speech / dialogue)
II. Hisia na maelezo ya wahusika

e) **Maudhui mawili** (2):
I. Umuhimu wa mwongozo kwa vijana
II. Adhabu dhidi ya elimu na mshikamano

SEHEMU B: ZOEZI V – USHAIRI (Alama 5)

Shairi: *Juhudi*

Majibu:

a) **Idadi ya beti** (1): 4 beti
b) **Mpangilio wa vina beti ya kwanza** (1): AABB
c) **Ujumbe mkuu** (2):
I. Bidii na subira huzaa mafanikio
II. Changamoto hufundisha na kuleta maarifa

d) **Mbinu moja ya lugha** (1):
I. Kinafananisho / metaphors (“Njia ya maisha ni ngumu” – kuonesha maisha kama njia yenye changamoto)

- Vilevile: usemi wa maneno yenye taswira

HUU N DIO UKURASA WA MWISHO ULIOPIGWA CHAPA.

KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 9: PRETECHNICAL STUDIES PP1
CODE: 010 YEAR: 2025
MARKING SCHEMES

SECTION A: MULTIPLE CHOICE QUESTIONS (30 Marks)

Q. No	Answer	Explanation
1	B	Protective clothing prevents injuries such as cuts, burns, or chemical spills in the workshop.
2	B	Outline lines define the outer edges of an object.
3	C	RAM is temporary memory, not a storage device.
4	B	PowerPoint is designed specifically for making presentations.
5	C	Metallic materials are good conductors of electricity, so “poor conductor” is false.
6	B	Switch off the power first to prevent further electric shock.
7	B	Spanner(adjustable spanner) tightening and opening bolts
8	C	Pine is classified as a softwood.
9	B	An entrepreneur starts and manages a business.
10	C	A mallet is used for striking.
11	B	Dimension lines indicate the size of objects in a technical drawing.
12	B	KEBS sets standards and issues quality marks in Kenya.
13	B	Overheating of cooking oil is a common cause of fire.
14	B	Good housekeeping is not a hazard; it prevents hazards.
15	B	An operating system controls hardware and software.
16	C	An eight-sided shape is an octagon.
17	B	The symbol indicates “flammable” materials.
18	C	Wool is natural, not synthetic.
19	B	Budgeting starts with estimating income.
20	C	Monitor is an output device.
21	A	Capital Markets Authority protects investors in Kenya.
22	B	Micrometer screw gauge measures small internal diameters accurately.
23	B	A plane is used to smooth wood.
24	A	Isometric projection shows three dimensions.
25	C	Polythene bags pollute the environment because they do not decompose easily.
26	C	Scanner is used for scanning documents.
27	B	Concrete is made from sand, gravel, cement, and water.
28	B	Good money is acceptable by all.
29	B	Saving involves delaying gratification and setting aside part of income.
30	A	Visual programming uses blocks and icons instead of text.

SECTION B: STRUCTURED QUESTIONS (50 Marks)

31. Mary wants to start a tailoring business.

a) List three resources she needs:

i. Sewing machine
ii. Fabrics and threads
iii. Measuring tape

(Other possible answers: scissors, needles, pins, chalk, buttons, zippers, mannequins, patterns, cutting table, iron, ironing board, storage cabinets, design books, sewing kits, safety equipment, mannequin stands, overlock machine, embroidery machine, rulers, workshop space)

b) State two reasons why keeping financial records is important:

i. To track income and expenses
ii. To prepare accurate reports for decision-making

(Other answers: for auditing, for tax purposes, to avoid losses, to plan budgets, to secure loans, to evaluate business performance, to monitor cash flow, to prevent fraud, to calculate profit, to set pricing, to manage savings, to monitor debt, to record investments, to track sales trends, for accountability, to monitor stock, for business growth planning, for insurance claims)

32. Learners collected different wastes.

a) Three biodegradable wastes:

i. Vegetable peels
ii. Fruit scraps
iii. Paper

(Other options: leaves, grass clippings, food leftovers, tea leaves, coffee grounds, flowers, wood shavings, eggshells, manure, garden waste, sawdust, newspaper, cardboard, banana fibers, cotton rags, coconut husks, vegetable stalks, rice husks, plant trimmings)

b) Two advantages of recycling waste:

i. Reduces environmental pollution
ii. Conserves natural resources

(Other answers: saves landfill space, reduces energy usage, creates employment, reduces greenhouse gases, promotes sustainability, reduces raw material costs, produces new products, improves community hygiene, educates people on resource use, promotes circular economy, reduces water pollution, prevents soil contamination, reduces global warming, encourages innovation, reduces dependence on non-renewables, improves economy, encourages responsible consumption, reduces waste disposal costs, preserves wildlife habitats)

33. In technical drawing lessons.

a) Two advantages of using instruments when drawing:

i. Accuracy in measurements
ii. Neatness of drawings

(Other answers: saves time, improves presentation, consistency in scale, avoids errors, helps in making precise angles, professional appearance, easy replication, facilitates technical communication, improves clarity, aids in dimensioning, supports standardization, reduces wastage of materials, ensures proportionality, supports learning, builds confidence, allows precision in curved lines, aids plotting, ensures proper alignment, reduces manual strain)

b) Two types of projection drawings:

i. Orthographic projection
ii. Isometric projection

(Other answers: Oblique projection, Perspective projection, Axonometric projection, Plan view, Elevation view, Sectional view, Pictorial drawing, 3D CAD projection, Multiview drawing, Third-angle projection, First-angle projection, Cross-section drawing, Side view, Top view, Exploded view, Dimetric projection, Trimetric projection, Technical sketch, Freehand sketch)

34. A carpenter uses hardwood and softwood.

a) Two uses of softwood:

i. Making doors
ii. Making windows

(Other answers: furniture, ceiling panels, roofing, paneling, crates, scaffolding, flooring, plywood, veneer, wall framing, fencing, decorative trims, molds, shelves, partitions, light structures, toys, interior woodwork, ladders)

b) Two examples of hardwoods:

i. Mahogany
ii. Teak

(Other answers: Ebony, Oak, Rosewood, Walnut, Cherry, Maple, Beech, Ash, Birch, Hickory, Iroko, Acacia, Sal, Elm, Merbau, Chestnut, Jarrah, Wenge, Sheesham)

35. Tools and equipment.

a) Two marking-out tools:

i. Pencil
ii. Ruler

(Other answers: Try square, Divider, Marking gauge, Compass, Chalk, Scratch awl, Measuring tape, Vernier caliper, Protractor, Scriber, Tri-square, Angle ruler, Story pole, Square ruler, Plotting pen, Gauge block, Laser marker, Set square, Centre punch)

b) Two ways of maintaining workshop tools:

i. Cleaning after use
ii. Oiling moving parts

(Other answers: Storing properly, Sharpening blades, Avoiding misuse, Checking for wear, Tightening loose parts, Painting metal to prevent rust, Using protective covers, Calibrating instruments, Replacing worn-out parts, Avoiding moisture exposure, Labeling tools, Regular inspection, Avoid dropping, Using toolboxes, Following manufacturer guidelines, Using protective coatings, Lubricating, Handling carefully, Avoiding overloading tools)

36. Computers face security threats.

a) Two computer viruses:

i. Trojan
ii. Worm

(Other answers: Spyware, Ransomware, Adware, Macro virus, File infector virus, Boot sector virus, Polymorphic virus, Resident virus, Non-resident virus, Multipartite virus, Phishing attack, Keylogger, Logic bomb, Rootkit, Backdoor virus, Email virus, Script virus, Malware, Virus hoax)

b) Two ways of preventing unauthorized access:

i. Use strong passwords
ii. Install antivirus software

(Other answers: Regular updates, Firewall installation, Two-factor authentication, Encryption of data, User access control, Secure network, Anti-spyware software, Backup data, Lock computers physically, Avoid sharing passwords, Monitor login attempts, Security policies, Biometric authentication, Limit USB usage, Secure cloud storage, Log off when not in use, Disable guest accounts, Patch management, Educate users)

37. Raised platforms/scaffolds.

a) Two uses of scaffolds:

i. Provide access to high work areas
ii. Support workers and materials

(Other answers: Painting walls, Building ceilings, Repair work, Maintenance, Bricklaying, Plastering, Electrical installation, Roof work, Window installation, Inspection, Construction, Installing signage, Cleaning high areas, Decorating, Supporting temporary structures, Construction of bridges, Installing lights, Access to machinery, Safety during construction, Temporary storage)

b) Two dangers of careless use:

i. Falls from height
ii. Collapsing of scaffold

(Other answers: Injuries from falling objects, Electrocution near wires, Slips and trips, Cuts or bruises, Bone fractures, Head injuries, Entanglement, Structural failure, Falling tools, Strains from overreaching, Overloading, Poor footing, Lack of guardrails, Weak planks, Rusted metal components, Poor assembly, Weak scaffolding ties, Lack of supervision, Inadequate inspection, Wind hazards)

38. Jane's family budget.

a) Total income:
12,000 + 8,500 + 20,000 = **Ksh. 40,500**

b) Total expenses:
10,000 + 12,500 + 7,000 + 3,000 + 2,000 + 6,000 = **Ksh. 40,500**

39. Visual programming.

a) Define visual programming:
Programming using graphical elements such as blocks, icons, or diagrams instead of text-based code.

b) Two features of Scratch programming:

i. Drag-and-drop coding blocks
ii. Sprite-based programming

(Other answers: Interactive stage, Event-driven programming, Costumes and backdrops, Sound integration, Animation support, Loops and control blocks, Variable management, Custom blocks, Broadcasting messages, Real-time testing, User-friendly interface, Code snapping, Multiple sprites handling, Easy debugging, Stage coordinates, Online sharing, Project saving, Tutorials and help, Code reuse)

40. Fire safety in workshops.

a) Two causes of fire in a school laboratory:

i. Chemical reactions
ii. Faulty electrical equipment

(Other answers: Overheated Bunsen burners, Overheated cooking oil, Friction, Sparks, Open flames, Improper storage of flammables, Spilled solvents, Overloaded sockets, Careless use of matches, Smoking, Gas leaks, Static electricity, Combustible dust, Broken wires, Flammable liquids near heat, Broken glass causing sparks, Ignition of paper, Improper ventilation, Heat sources near flammables)

b) Two fire safety rules:

i. Keep flammable materials away from heat sources
ii. Know the location of fire extinguishers

(Other answers: Avoid overloading electrical circuits, Switch off equipment when not in use, No smoking, Use safety equipment, Maintain good housekeeping, Follow chemical handling guidelines, Report fire hazards, Ensure proper ventilation, Clear exit routes, Avoid using damaged equipment, Educate students on fire safety, Use fire blankets, Keep water buckets nearby, Conduct fire drills, Do not block fire exits, Store chemicals properly, Avoid using open flames, Wear protective gear, Label flammable materials clearly)

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 9: PRETECHNICAL STUDIES PP2
CODE: 010 YEAR: 2025
MARKING SCHEMES

Project Teachers' Guide

TASK 1: TECHNICAL DRAWING (15 Marks)

Apparatus & Materials

- Drawing board
- T-square
- Set square / Triangle
- Pencils (2H, HB)
- Eraser
- Scale ruler
- Compass (if needed)

Procedure

1. Observe the isometric view of the tray carefully.
2. Draw the front elevation (view from arrow X) in first angle projection.
3. Draw the end elevation (right side view).
4. Draw the plan (top view).
5. Add at least six key dimensions (e.g., length, width, height, compartment width, compartment depth, tray thickness).
6. Add a simple title block: "Tray Drawing", learner's name, assessment number, scale (1:1).

Expected Answers / Teacher Guidelines

Criteria	Expected Response / Observation	Marks
Correct orthographic projection (front, end, plan)	First angle projection correctly represented	5
Accuracy of lines and shapes	Lines straight, edges correctly aligned, proportional to isometric view	3
Inclusion of 6 dimensions	Correct length, width, height, compartment width, depth, thickness	4
Neatness and clarity	Clean lines, no smudges, properly spaced	2
Correct title block	Tray Drawing, Name, Assessment Number, Scale 1:1	1

Total: 15 Marks

TASK 2: WOODWORK – DOVETAIL JOINT (15 Marks)

Materials Provided

- Timber Piece A: 150mm × 40mm × 20mm
- Timber Piece B: 150mm × 40mm × 20mm

Tools Required

- Marking gauge
- Try square
- Measuring tape / steel rule
- Pencil
- Tenon saw
- Wood chisel (12mm or 18mm)
- Mallet / Hammer
- Vice

Procedure

1. Mark out the dovetail joint accurately on both timber pieces.
2. Use a tenon saw to cut along marked lines (shoulders and tails).
3. Remove waste with chisel and mallet carefully.
4. Fit the pieces together ensuring a tight dovetail joint.
5. Check for flush and even alignment.

Expected Answers / Teacher Guidelines

Criteria	Observation / Standard	Marks
Accuracy of marking out	Lines clear, tails and pins correctly marked	5
Accuracy of cuts	Cuts straight, correct depth, clean	5
Quality of joint fit	Tight fit, flush surfaces, no gaps	4
Neatness & finish	Smooth edges, no splinters, properly finished	1

Total: 15 Marks

TASK 3: BASIC ELECTRICAL WIRING – SERIES CIRCUIT (10 Marks)

Materials Provided

- Baseboard (100mm × 150mm)
- Battery holder (2 × AA or D cells)
- Batteries (2 × AA or D)
- SPST switch
- Lamp holder + 2.5–3V bulb
- Small buzzer (3V)
- Insulated wires (~1m)

Tools Required

- Small screwdriver (flat/Phillips)
- Wire strippers / cutters

Procedure

1. Mount battery holder, switch, bulb, and buzzer on the baseboard.
2. Cut and strip wires as required.
3. Connect in **series**: Battery → Switch → Bulb → Buzzer → Back to battery.
4. Ensure secure connections and proper insulation.
5. Test the circuit; bulb and buzzer should operate when switch is ON.

Expected Answers / Teacher Guidelines

Criteria	Observation / Standard	Marks
Correct circuit assembly	Components connected in series; correct orientation	5
Functionality	Bulb lights and buzzer sounds when switch is ON	3
Neatness of wiring	Wires tidy, no tangling, properly insulated	1
Safety handling	Correct handling of batteries, wires, and tools	1

Total: 10 Marks

GRAND TOTAL: 40 Marks

Section	Marks
Technical Drawing	15
Woodwork	15
Electrical Wiring	10
Total	40

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KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT (KJSEA)

GRADE 9: SOCIAL STUDIES
CODE: 010 YEAR: 2025
MARKING SCHEMES

SECTION A: MULTIPLE CHOICE QUESTIONS (20 Marks)

No.	Answer	Explanation
1	A	The instrument shown is a **rain gauge**, used to measure rainfall.
2	D	Planet Mars is identified by its reddish appearance.
3	B	The **Constitution of Kenya 2010** protects human rights in Kenya.
4	C	Career track X in technical science involves practical skills and problem-solving.
5	B	A rain gauge is used to **measure rainfall**. Other options are mismatched.
6	B	The Constitution guides governance and is the highest law in the country.
7	B	**Australopithecus** walked upright and had a small brain. Other options are mismatched.
8	B	4 cm × 1:100,000 = 4 × 1 km = **40 km** on the ground.
9	D	A news anchor presents the news, which is part of **journalism**.
10	C	**Right to vote** is a political right of Kenyan citizens.
11	D	Direct exchange requires double coincidence of wants; barter has this challenge.
12	C	Sending representatives to resolve disputes is **negotiation**.
13	C	**Judiciary** interprets the law in Kenya.
14	B	Denying school admission violates the **right to education**.
15	C	Rewarding oneself for achieving goals is **self-reinforcement**.
16	A	Jomo Kenyatta introduced the **Harambee** spirit after independence.
17	B	Moving from urban to rural areas is **urban–rural migration**.
18	A	**Kariba Dam** is built on the Zambezi River.
19	A	Pottery, iron smelting, and weaving are **indigenous technologies**.
20	B	The **Kingdom of Mali** mainly traded **salt**.

SECTION B: STRUCTURED QUESTIONS (60 Marks)

TASK 1: Mapwork (5 Marks)

21a. Methods to show relief on a map:
i. **Contour lines** – lines joining points of equal height above sea level.
ii. **Spot heights** – specific points showing exact elevation.
iii. **Shading/Relief shading** – using shadow effects.
iv. **Hachures** – short lines indicating slope.
v. **Layer tinting** – colors to represent elevation.

21b. Convert R.F. 1:100,000 to statement scale:
i. 1 cm on map = 1 km on ground.
ii. 1:100,000 = 1 cm : 1 km.

21c. Settlement pattern on steep slopes:
i. **Dispersed settlement**
ii. **Scattered homesteads**
iii. **Terraced settlement**

SECTION B: STRUCTURED QUESTIONS MARKING SCHEME

TASK 2: Citizenship (5 Marks)

Q22

a) Value demonstrated (1 mark)
i. Honesty
ii. Responsibility
iii. Integrity
iv. Respect for others' property
v. Accountability
vi. Ethical behavior

b) Civic responsibilities of Kenyan citizens (2 marks)
i. Paying taxes
ii. Obeying the law
iii. Voting in elections
iv. Protecting the environment
v. Participating in community service
vi. Reporting crimes
vii. Respecting public property
viii. Promoting peace
ix. Observing civic duties
x. Assisting in disaster response
xi. Participating in public health campaigns
xii. Respecting cultural diversity
xiii. Attending school (where applicable)
xiv. Serving on juries
xv. Advocating for human rights
xvi. Helping vulnerable groups
xvii. Recycling and waste management
xviii. Supporting public infrastructure
xix. Promoting tolerance
xx. Being patriotic

c) Qualities of a global citizen (2 marks)

i. Respect for human rights
ii. Awareness of global issues
iii. Tolerance
iv. Empathy
v. Responsibility
vi. Ethical behavior
vii. Environmental consciousness
viii. Social justice orientation
ix. Communication skills
x. Cultural sensitivity
xi. Active participation in global issues
xii. Cooperation
xiii. Critical thinking
xiv. Humanitarian attitude
xv. Peace advocacy
xvi. Lifelong learning
xvii. Conflict resolution skills
xviii. Volunteerism
xix. Adaptability
xx. Fairness

TASK 3: History (30 Marks)

Q23

a) Advantages of observation method (2 marks)

i. Provides first-hand evidence
ii. Authentic interpretation
iii. Accurate recording
iv. Captures details
v. Can verify oral traditions
vi. Visual learning
vii. Complements other sources
viii. Evidence-based conclusions
ix. Immediate data collection
x. Helps in artifact analysis

b) Factors that led to rise of Ancient Egypt (2 marks)

i. Fertile land along the Nile
ii. Availability of water for irrigation
iii. Predictable flooding of Nile

iv. Strategic location for trade
v. Rich natural resources
vi. Organized political structures
vii. Development of agriculture
viii. Mild climate for crops
ix. Availability of building materials
x. Defense advantages

c) Prehistoric sites in Africa:
A. Fayun Depression in Egypt
C. Olduvai Gorge (Tanzania)

d) Reasons why Portuguese built Fort Jesus (2 marks)
i. Protect trade routes
ii. Defend against rival Europeans
iii. Store goods
iv. Control local population
v. Military base
vi. Naval operations
vii. Assert dominance
viii. Administrative headquarters
ix. Safe harbor for ships
x. Monitor local activities

e) Effects of Indian Ocean trade (2 marks)
i. Growth of coastal towns
ii. Cultural exchange
iii. Wealth accumulation
iv. Introduction of Islam
v. Urbanization
vi. Improved navigation skills
vii. Introduction of new crops
viii. Development of local industries
ix. Expansion of markets
x. Architectural influence
xi. Linguistic influence
xii. Enhanced craft specialization
xiii. Political alliances
xiv. Increased social stratification
xv. Spread of technologies
xvi. Diversification of diet
xvii. Growth of ports

xviii. Enhanced security measures
xix. Development of local governance
xx. Enhanced trade networks

f) Social and economic role of Asante Kingdom (2 marks)

- **Social:**
  i. Preservation of culture
  ii. Administration
  iii. Education
  iv. Festivals
  v. Military organization
  vi. Law enforcement
  vii. Judiciary
  viii. Religion leadership

- **Economic:**
  i. Trade in gold
  ii. Kola nuts
  iii. Slaves
  iv. Crafts
  v. Agriculture
  vi. Taxation
  vii. Market regulation
  viii. Resource management

g) Reasons Africans resisted colonial rule (2 marks)
i. Oppression
ii. Loss of land
iii. Forced labor
iv. Cultural suppression
v. Taxation
vi. Political marginalization
vii. Exploitation of resources
viii. Violation of rights
ix. Imposition of unfair laws
x. Denial of education

h) Methods used by British to establish colonial rule (2 marks)
i. Treaties with local chiefs
ii. Military conquest
iii. Taxation
iv. Colonial administration

v. Introduction of foreign laws
vi. Infrastructure control
vii. Co-optation of chiefs
viii. Relocation
ix. Imposition of cash crops
x. Missionary activities

i) Challenges faced by African nationalists (2 marks)
i. Repression by colonial authorities
ii. Lack of funding
iii. Internal disagreements
iv. Arrests and imprisonment
v. Exile
vi. Propaganda by colonial powers
vii. Communication difficulties
viii. Limited literacy
ix. Tribal divisions
x. Lack of international support

j) Contributions of Pan-Africanism (2 marks)
i. Promoted unity
ii. Encouraged independence
iii. Anti-colonial advocacy
iv. Cultural revival
v. Education promotion
vi. Economic cooperation
vii. Diplomatic solidarity
viii. Reduced exploitation
ix. Promotion of African identity
x. Peace campaigns

k) Roles of women in pre-colonial African societies (2 marks)
i. Farming / food production
ii. Family care
iii. Craft production
iv. Trade
v. Religious roles
vi. Medicine / healing
vii. Political advising
viii. Community organization
ix. Weaving
x. Food preservation

l) Importance of studying history (2 marks)

i. Understand past events
ii. Learn from past mistakes
iii. Preserve culture
iv. Build identity
v. Develop critical thinking
vi. Promote citizenship
vii. Guide future decisions
viii. Understand social evolution
ix. Learn about achievements
x. Inspire innovation

m) World heritage sites (2 marks)

i. Fort Jesus, Mombas- Kenya
ii)Meroe-Sudan

iii)Great pyramid of Giza-Egypt

iv)Timbuktu-Mali

TASK 4: Geography (30 Marks)

a) **Causes of earth movements (2 marks)**
   i. Tectonic plate movements
   ii. Volcanic eruptions
   iii. Earthquakes
   iv. Landslides
   v. Isostatic adjustment
   vi. Human activities
   vii. Erosion-induced subsidence
   viii. Sediment load
   ix. Glacial activity
   x. Faulting
   xi)magma movement within the mantle
   xii)gravitational force.
   xiii)radioactivity within the core

b) Vegetation regions

- **P:** Equatorial rainforest
- **Characteristics of L:savvanah vegetation**

No.	Characteristic	Explanation

i	Scattered trees	Trees are widely spaced due to low rainfall and frequent fires.
ii	Tall grasses	Dominant grasses grow up to 2–3 meters, adapted to grazing and fires.
iii	Seasonal growth	Grasses and some trees grow mainly during the rainy season.
iv	Drought-resistant plants	Plants have deep roots and thick bark to survive dry periods.
v	Fire-resistant	Many plants can regenerate quickly after periodic fires.
vi	Presence of shrubs	Shrubs grow between trees and grasses, adapted to dry conditions.
vii	Few trees	Tree cover is limited, often acacia or baobab species.
viii	Adapted to grazing	Vegetation can withstand feeding by herbivores like zebras and antelopes.
ix	Open landscape	Provides a habitat suitable for large grazing animals.
x	Rich soil in some areas	Soils may support grasses but are often nutrient-poor for crops.
xi	Thorny plants	Many trees and shrubs have thorns to reduce browsing by animals.
xii	Seasonal water availability	Streams or rivers may dry up in the dry season.
xiii	Sparse undergrowth	Less dense undergrowth due to fire and grazing pressure.
xiv	Mixed vegetation types	Grasses, shrubs, and scattered trees occur together.
xv	Wildlife support	Provides grazing and browsing areas for herbivores and habitats for predators.
xvi	Climate adaptation	Vegetation is adapted to hot temperatures and low rainfall.
xvii	Soil conservation	Grass cover reduces soil erosion during heavy rains.
xviii	Nutrient cycling	Decomposition of grasses enriches the soil over time.
xix	Low biodiversity compared to forests	Fewer tree species but high herbivore diversity.
xx	Predominantly tropical	Found in tropical and subtropical regions with distinct wet and dry seasons.

c) Theories on solar system origin

i. Nebular hypothesis

ii. Protoplanet hypothesis / Planetesimal hypothesis

iii. Big Bang theory

iv. Laplace's theory

v. Tidal hypothesis

vi. Capture theory

vii. Modern accretion theory/creation theory/passing star theory

d) Types of climate in Africa

i. Tropical

ii. Arid / Desert

iii. Temperate

iv. Mediterranean

v. Equatorial

vi. Semi-arid

vii. Highland

viii. Savanna

ix. Sub-tropical

x. Monsoon

e) Hydroelectric power projects

i. A – Aswan High Dam (Egypt)

ii. E – Seven-Fork-scheme Dam (Kenya)

f) Benefits of hydroelectric power (3 marks)

i. Provides electricity
ii. Irrigation support
iii. Flood control
iv. Industrial growth
v. Employment
vi. Tourism
vii. Renewable energy source
viii. Reduces fossil fuel use
ix. Supports domestic water supply
x. Fisheries

g) Reasons for rapid urbanization

i. Rural-urban migration for jobs
ii. Better social services
iii. Education opportunities
iv. Health facilities
v. Industrial opportunities
vi. Infrastructure
vii. Housing
viii. Security
ix. Lifestyle
x. Entertainment

h) Instruments and measurements

i. Thermometer – air temperature
ii. Rain gauge – amount of rainfall
iii. Wind vane – wind direction
iv. Barometer – atmospheric pressure

i) Factors influencing climate

i. Latitude
ii. Altitude
iii. Ocean currents
iv. Distance from sea
v. Prevailing winds
vi. Vegetation cover
vii. Topography
viii. Human activities
ix. Aspect / slope
x. Pollution

j) Human activities causing water pollution

i. Industrial discharge
ii. Domestic sewage
iii. Agricultural runoff
iv. Oil spills
v. Dumping plastics
vi. Deforestation causing siltation
vii. Mining
viii. Sand harvesting
ix. Tourism
x. Transportation

k) Weather station instruments

i. K –Anemometer
ii. L –Sunshine Recorder
iii. M –Rain gauge

TASK 5: Life Skills (10 Marks)

a) Effects of poor communication (2 marks)

i. Misunderstandings
ii. Low productivity
iii. Conflicts
iv. Mistakes
v. Delays
vi. Poor teamwork
vii. Low morale
viii. Reduced efficiency
ix. Absenteeism
x. Loss of clients

b) Healthy ways of managing stress (2 marks)

i. Exercise
ii. Meditation / relaxation
iii. Deep breathing
iv. Adequate sleep
v. Time management
vi. Seeking support
vii. Hobbies
viii. Yoga
ix. Counseling
x. Positive thinking

xi. Healthy diet
xii. Listening to music
xiii. Journaling
xiv. Socializing
xv. Avoid harmful substances
xvi. Laughter
xvii. Mindfulness
xviii. Prayer
xix. Creative arts
xx. Walking in nature

c) Benefits of teamwork in school (3 marks)
i. Promotes collaboration
ii. Enhances problem-solving skills
iii. Builds communication skills
iv. Encourages mutual support
v. Develops leadership skills
vi. Boosts creativity
vii. Improves decision-making
viii. Fosters responsibility
ix. Promotes trust among peers
x. Encourages sharing of ideas
xi. Reduces workload
xii. Builds self-confidence
xiii. Encourages inclusivity
xiv. Strengthens social skills
xv. Promotes conflict resolution
xvi. Enhances motivation
xvii. Improves project outcomes
xviii. Develops negotiation skills
xix. Prepares students for future work environments
xx. Encourages accountability

d) Stages in problem-solving (3 marks)
i. Identifying the problem
ii. Analyzing the problem
iii. Generating possible solutions
iv. Evaluating alternatives
v. Selecting the best solution
vi. Implementing the solution
vii. Monitoring and reviewing

viii. Brainstorming
ix. Seeking advice or guidance
x. Setting objectives
xi. Prioritizing solutions
xii. Testing the solution
xiii. Recording outcomes
xiv. Reflecting on the process
xv. Revising the solution if necessary
xvi. Communicating results
xvii. Collaborating with others
xviii. Considering resources available
xix. Identifying challenges
xx. Ensuring sustainability of the solution

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