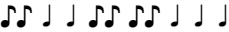


Section A (30 marks)

1. D. Occasion
2. A.
3. B. (i), (iii), (iv)
4. A. highness or lowness of sound.
5. D. Quaver
6. D. (i), (iii), (iv)
7. B. Projection
8. A. 
9. C. D sharp and B
10. B. To create employment
11. D. (ii)
12. A. the character in the verse.
13. C. Interval
14. A. (This option shows a crotchet note and its corresponding rest.)
15. A. Backdrop
16. B. It engaged the audience in the story
17. C. Amos
18. B. (iii) (ii) (i) (iv)
19. C. maintain a healthy life through physical fitness.
20. D. have the ball and an opportunity to score.
21. D. side pass.
22. C. middle-distance race where athletes run for 3.75 laps on a field.
23. B. (i), (ii), (v), (iv), (iii)
24. B. Approach, take-off, flight, landing.
25. C. Zubeida
26. A. Love.
27. B. Tolerance and respect.
28. A. Drug gives advantage to the performer.
29. C. the area occupied by objects.
30. A. Symmetrical
31. D. Rhythm
32. C. Intermediate colour
33. B. It attracts the viewer's attention.
34. A. Landscape drawing
35. C. Form
36. B. Carving
37. A. Red
38. C. Three
39. B. Frame
40. A. To align the pattern.

Section B (60 marks)

Part I: Performing Arts (24 marks)

Answer ALL the questions in the spaces provided after each question.

41. Write the letter names for each of the notes on the treble staff below. (4 marks)

(i) E

(ii) G

(iii) C

(iv) F

42. The following rhythmic values represent a phrase in 3/4 time: Rewrite it, grouping the notes appropriately and inserting bar lines. (4 marks)

| ♩ . | ♩ ♩ ♩ | ♩ |

43. Learners of Juhudi Junior School prepared a Kenyan folksong for entertainment during their school's Parents' Day. Their teacher asked them to use appropriate costumes and music instruments in the folksong performance.

(a) Outline five roles of costumes in this performance. (5 marks)

- i. **Visual Representation:** Costumes help depict the characters, setting, and context of the folksong, making the performance more engaging and understandable.
- ii. **Cultural Significance:** Costumes can represent the specific culture or community from which the folksong originates, adding authenticity and educational value.
- iii. **Enhancing Aesthetics:** Well-designed costumes make the performance visually appealing, capturing the audience's attention and creating a more immersive experience.
- iv. **Character Development:** Costumes can highlight the personality traits or roles of the performers, enriching the storytelling aspect of the folksong.
- v. **Facilitating Movement:** Costumes should allow for ease of movement, enabling performers to dance and act freely without restriction.

(b) Identify five roles played by instruments in this performance. (5 marks)

- i. **Providing Rhythm:** Instruments maintain the tempo and beat of the song, essential for both performers and audience to follow.
- ii. **Creating Melody:** Instruments play the tune of the folksong, adding musical depth and emotional expression.
- iii. **Adding Harmony:** Some instruments provide harmonic support, enriching the texture of the music.
- iv. **Enhancing Dynamics:** Instruments can vary the loudness and softness of the music, creating dramatic effects and highlighting different sections of the song.
- v. **Setting the Mood:** Different instruments can evoke various emotions and atmospheres, contributing to the overall impact of the performance.

44. During their school's Parents Day, learners from Waso Junior School performed a group verse that they had presented at the Regional Drama festival and ranked at a qualifying 2nd position. The parents found the learner's presentation interesting.

(a) Identify two ways in which the parents could have responded to the performance. (2 marks)

- i. **Clapping and Cheering:** This shows immediate appreciation and enthusiasm for the performance.
- ii. **Providing Verbal Feedback:** Parents could offer compliments or constructive comments after the performance.

(b) Identify two aspects that could have influenced the choice of theme for the verse. (2 marks)

- i. **Current Social Issues:** The theme might reflect relevant social problems or topics.
- ii. **Cultural Values:** The verse could be based on traditional stories, values, or historical events.

(c) Outline two areas of improvement the regional adjudicators could have advised the learners to work on. (2 marks)

- i. **Vocal Projection:** Ensuring all performers can be heard clearly.
- ii. **Stage Presence:** Improving the performers' confidence and engagement with the audience.

Part II: Sports (18 marks)

Answer questions 45 and 46. For question 47 and 48, answer only ONE of them.

45. During a school's Sports Day, learners used staggers when starting the 800 meters race.

(a) Give the reason for starting the race on staggers. (2 marks)

- i. To ensure all runners cover the same distance. Staggers compensate for the curve at the start of the race, making the starting lines different for each runner.

(b) Outline two commands the runners were given when starting the race. (2 marks)

- i. "On your marks": Runners take their starting positions.
- ii. "Set": Runners prepare to start, usually by raising their hips.

46. Grade 7 learners were playing football in two teams. One of the team members was made a referee. Their teacher asked them to respect their teammates, opponents, and the referee. Identify four ways they would show respect to the referee. (4 marks)

- i. Accepting the referee's decisions without arguing.
- ii. Avoiding any form of dissent or abusive language.
- iii. Following the rules of the game as instructed by the referee.
- iv. Thanking the referee at the end of the match.

47. A teacher introduced learners to a water entry skill during swimming.

(i) What is a water entry activity? (2 marks)

- i. A water entry activity involves safely entering a swimming pool or other body of water.

(ii) Describe two water entry methods applied by the learners. (4 marks)

- i. **Shallow Dive:** This involves bending at the waist and entering the water headfirst at a shallow angle.
- ii. **Jump Entry:** This involves jumping into the water feet first.

(iii) Describe how the backstroke swimming style is performed. (4 marks)

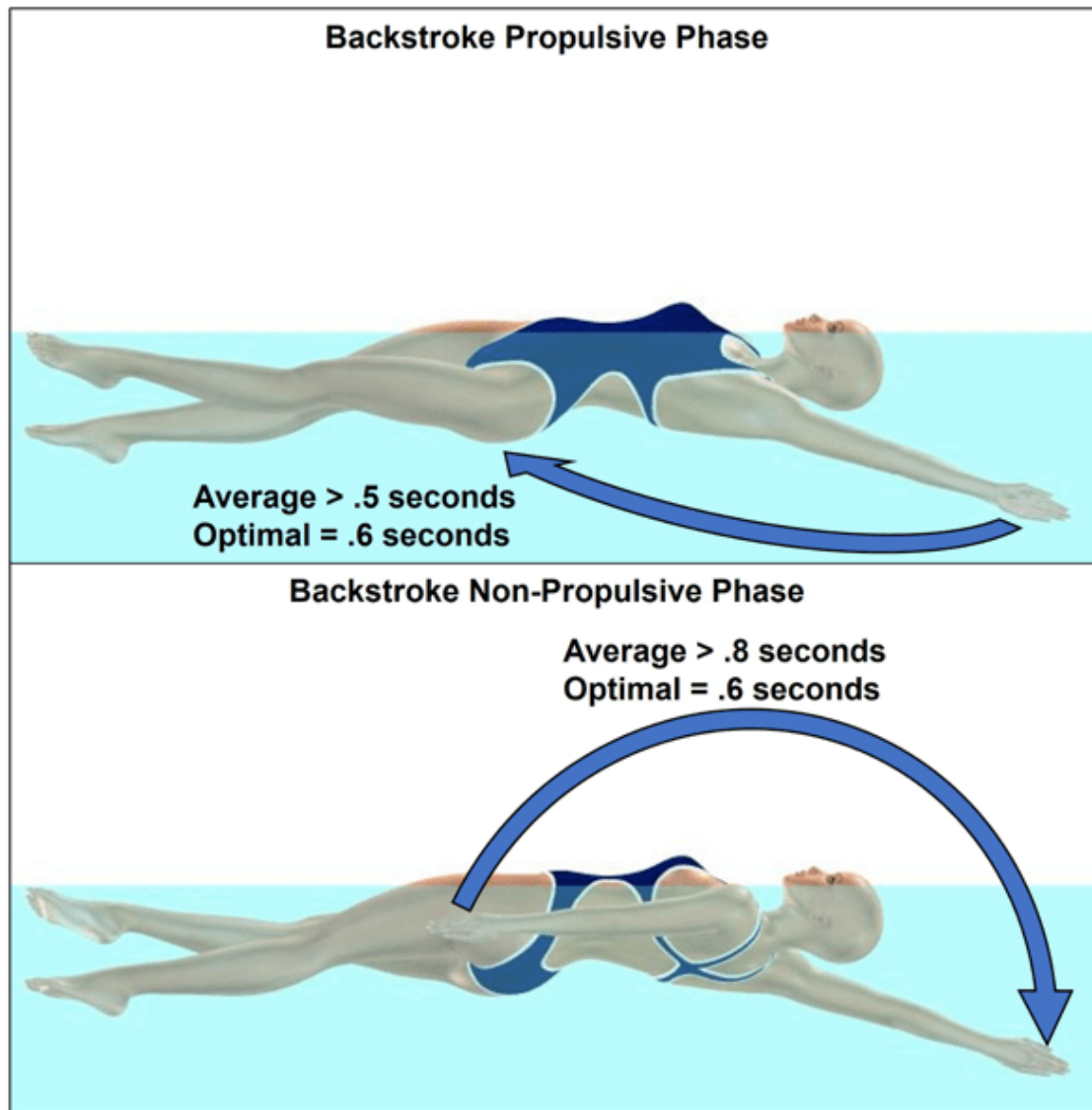


FIG. 2 > The model demonstrates the propulsive phase (top image) and non-propulsive phase (bottom image) of backstroke.

- i. The swimmer lies on their back in the water.
- ii. Arms move in an alternating motion, extending overhead and pulling through the water.
- iii. Legs kick in a flutter motion, providing propulsion.
- iv. The swimmer maintains a horizontal body position.

OR

48. During a sports lesson, learners were introduced to tagging games.

(i) What is a tagging game? (2 Marks)

A tagging game is a chasing game where players try to "tag" or touch other players.

(ii) How are tagging games played in your community? (4 marks)

Note: Since THIS IS specifics of your community, example.

One common version is "it" or "tag," where one person is designated as "it" and tries to tag the other players. Once tagged, that player becomes "it."

(iii) Explain how a winner is determined in a tagging game. (2 marks)

Tagging games often don't have a single winner. The game continues until a set time limit, or until players decide to stop.

(iv) Outline two reasons for participating in a tagging game. (2 marks)

- i. To improve cardiovascular fitness through running and chasing.
- ii. To develop agility and coordination.

Part III: Visual Arts (18 marks)

Answer ALL the questions in the spaces provided after each question.

50. (a) As a curator at an art gallery, part of the preparation process for an exhibition involves ensuring artworks are properly mounted to enhance visual impact. In the reproduction below of a painting, use dotted lines to mark how the artwork would look like when mounted. (2 marks)



- *Note: dotted lines surrounding the artwork, creating a border or frame.*

(b) Learners displayed their artworks during an open day and visitors were impressed at the way the exhibition space was used. Describe two ways of making an art display space exciting. (2 marks)

- i. **Varied Heights:** Displaying artworks at different levels (e.g., some hung higher, some lower, some on pedestals) can create visual interest.
- ii. **Thematic Grouping:** Arranging artworks by theme, style, or color can help visitors understand the works and create a cohesive experience.

51. During a picture-making activity, learners made an artwork using the crayon etching technique. Outline four steps they followed in the process. (4 marks)

1. Apply several layers of different colored crayons thickly on the paper.
2. Cover the crayon layers with a layer of black crayon or ink.
3. Use a sharp tool to scratch away the black layer, revealing the colors underneath to create a design.
4. Clean off any crayon shavings to reveal the finished artwork.

52. Learners in an art appreciation lesson analyzed various aspects of the reproduction of a painting depicting a serene village scene with houses nestled among trees and a winding path. Analyze the possible title for the painting and discuss how the subject matter and use of space are applied in the artwork. (10 marks)

- i. **Possible Title:** "Village Harmony," "Tranquil Haven," "A Peaceful Retreat," "Countryside Serenity." These titles reflect the calm and peaceful nature of the scene.
- ii. **Subject Matter:** The subject matter is a serene village scene. This choice evokes feelings of peace, tranquility, and nostalgia. The houses nestled among the trees suggest a close relationship between the community and nature. The winding path invites the viewer to enter the scene and explore.
- iii. **Use of Space:** The artist likely employs a sense of depth to create a realistic depiction of the village. Foreground elements (like the start of the path) are more detailed, while background elements (distant houses and trees) are less so. Overlapping elements (trees in front of houses) also contribute to the illusion of depth. The use of negative space (the sky, open fields) can emphasize the village's isolation and peace. The winding path leads the eye through the composition, creating a sense of movement and guiding the viewer's gaze.