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**COMPETENCE BASED EDUCATION**

**KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT**

**701/2**

**ENGLISH** *(Composition and Literary Analysis)*

**Paper 2**

**June 2025**

**Time: 1 hour 50 minutes**

**INSTRUCTIONS TO CANDIDATES**

1. Write your name and assessment number in the spaces provided.
2. Write the name and code of your school in the spaces provided.
3. Write the date of the assessment and sign in the spaces provided.
4. This question paper consists of two sections: **A** and **B.**
5. Answer **ALL** questions in this paper.
6. Write **ALL** the answers in the spaces provided in this question paper.
7. Do **NOT** remove any page from this question paper.
8. Answer the questions in **English.**

**For official use only**

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| --- | --- | --- |
| **SECTION** | **A** | **B** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TASK** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** |
| Question 1 | Question 2 | Question 3 | Question 4 | Question 5 |
|  |
| **Maximum Score** | **15** | **10** | **5** | **10** | **10** |
| **Candidate’s Score** |  |  |  |  |  |
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*This paper consists of 8 printed pages.* *Candidates should check the question paper to ascertain that all the pages are printed as indicated and that no questions are missing.*

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Turn over

**SECTION A: COMPOSITION (15 MARKS)**

**TASK 1: COMPOSITION**

1. Write your composition in the spaces provided.

Write a composition about an exciting journey you once took.

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**SECTION B: LITERARY ANALYSIS (35 MARKS)**

Answer ALL questions in this section.

**TASK 2: ORAL LITERATURE**

1. Read the story below and then answer the questions that follow. (10 marks)

In the days of old, there was a severe famine in the land. All the animals were hungry, but none as clever as Rabbit. One day, Rabbit heard about a tree in a faraway land that bore delicious, ripe fruits all year round. The journey was long and dangerous, but hunger gnawed at Rabbit's stomach.

Rabbit decided he must find this tree. He packed a small bag with dried leaves and set off. Along the way, he met Fox, who was also looking thin and hungry.

"Where are you going, Rabbit?" asked Fox, his eyes gleaming.

"Oh, just for a walk," lied Rabbit, knowing Fox was sly.

Fox did not believe him but continued on his own path. Rabbit walked and walked, facing many challenges, until finally, he saw the tree. It was magnificent, laden with bright red fruits. Rabbit ate until he was full and gathered as much fruit as he could carry.

On his way back, he again met Fox, who looked even weaker. Fox smelled the sweet scent of the fruit.

"Rabbit, you found food! Where did you get it?" Fox demanded.

Rabbit smiled. "Ah, my friend, I found a small bush with a few berries. Not much, but it helped." Rabbit knew better than to reveal the secret of the tree to cunning Fox. He shared a few berries he had picked earlier, not the special fruits.

Fox, though still hungry, thanked him and went on his way. Rabbit returned home safely with his treasure, having outsmarted the greedy Fox through his cleverness and caution. That is the end of my story.

(a) Identify the following in this story. (2 marks)

i. Opening formula

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ii. Closing formula

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(b) Imagine you are to tell this story to your friends. Give two actions you would use to make the story more interesting. (2 marks)

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(c) What does Rabbit say in the story that shows he is cunning? (2 marks)

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(d) Give an example of each of the following features of style in this story.

(i) Adjectives (1 mark)

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(ii) Dialogue (1 mark)

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(e) What moral lesson do we learn from this story? (2 marks)

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**TASK 3: POETRY**

1. Read the poem below and then answer the questions that follow. (5 marks)

**The School Bell**

The school bell rings, a happy sound,

As friends gather all around.

It calls us in to learn and grow,

To read and write, and seeds to sow.

At break time, it rings out loud,

Calling children from the crowd.

For games and fun, a joyful cry,

Beneath the vast and open sky.

(a) How many stanzas are in this poem? (1 mark)

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(b) Identify two words from the poem that end in ‘**ry**’. (2 marks)

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(c) What is the role of the school bell? (2 marks)

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**TASK 4: DRAMA**

1. Read the section of a play acted by grade 7 learners below and the then answer the questions that follow. (10 marks)

**Act Three**

**Scene One**

*(A village square. A crowd has gathered. ANNA stands nervously before CHIEF MWANZA and the VILLAGE ELDERS.)*

**CHIEF MWANZA:** Anna, you have been accused of taking maize from the communal store without permission. Do you have anything to say?

**ANNA:** (Voice trembling) Honourable Chief, Elders, I... I did take some maize.

*(Murmurs ripple through the crowd.)*

**VILLAGER 1**: See! She admits it!

**VILLAGER 2:** That is theft!

**CHIEF MWANZA:** Silence! (The crowd quietens.) Anna, why did you do this?

**ANNA:** It was not for myself. My children... they have been sick and hungry for three days. We had nothing left to eat. I knew it was wrong, but I could not watch them suffer.

*(The crowd is silent. Some people look at Anna with pity.)*

**ELDER 1:** But there are rules, Anna. The communal store is for everyone, distributed fairly.

**ANNA:** I know. I am sorry. I was desperate. I will work to repay the maize as soon as my children are well.

**CHIEF MWANZA:** (Looks at the Elders, then back at Anna) Desperation is a powerful force. Elders, what is your counsel?

*(The Elders whisper among themselves as Anna waits anxiously.)*

(a) Where do the events in this scene of the play take place? (2 marks)

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(b) What is the main conflict in this scene of the play? (2 marks)

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(c) With examples, identify two character traits of Anna. (4 marks)

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(d) What shows that Chief Mwanza is considering the situation carefully? (2 marks)

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**TASK 5: NOVELLA**

1. Read the section of a novella below and then answer the questions that follow. (10 marks)

The old lighthouse keeper, Mr. Silas, polished the giant lens until it gleamed. Outside, the sea was restless, grey waves crashing against the rocky shore. His granddaughter, Lily, watched him from the doorway, a sketchbook in her hands. She loved visiting her grandfather in the lighthouse, a tall, lonely tower that stood as a guardian over the coast.

"Grandpa," she said, her voice soft, "doesn't it get lonely up here?"

Mr. Silas smiled, his eyes crinkling at the corners. "Lonely? Not really, Lily. The sea is my company, and the ships are my friends passing by." He paused, looking out at the horizon. "Besides, the light keeps me company. It's a very important job, making sure the ships find their way safely in the dark and the fog."

Lily walked closer, looking up at the powerful lamp. "It's so bright," she whispered.

"It needs to be," Mr. Silas replied. "It's a guide. A promise that they are close to land, that they are not lost." He patted her head. "Just like kindness is a light in the world, Lily. It guides people when they feel lost."

Lily thought about this, then looked out at the vast sea. The lighthouse seemed less lonely now; it felt like a symbol of hope and guidance. She decided to draw the lighthouse, its light cutting through the grey sky, a beacon for all who needed it.

(a) What is the setting of the story? (2 marks)

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(b) Describe two character traits of Mr. Silas. (4 marks)

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(c) Apart from Mr. Silas, name one other character in this story. (2 marks)

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(d) What does the lighthouse symbolize in this story? (2 marks)

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MARKING SCHEME

**SECTION A: COMPOSITION (15 MARKS)**

**TASK 1: COMPOSITION (15 Marks)**

* The composition will be assessed based on the following criteria:
  + **Content and Relevance (5 marks):**
    - The story is about an exciting journey.
    - The journey is clearly described and engaging.
    - The excitement of the journey is evident.
    - The narrative is logical and flows well.
  + **Organization and Structure (3 marks):**
    - Clear beginning, middle, and end.
    - Ideas are presented in a logical sequence.
    - Appropriate paragraphing is used.
  + **Language and Grammar (5 marks):**
    - Correct grammar and sentence structure.
    - Appropriate vocabulary.
    - Correct spelling and punctuation.
    - Varied sentence structure.
  + **Creativity and Style (2 marks):**
    - Originality and imaginative use of language.
    - Engaging and vivid descriptions.
    - A personal voice is evident.
* **Marking Guidelines:**
  + Award marks based on the level of achievement in each criterion.
  + Consider the overall impact and effectiveness of the composition.
  + Deduct marks for significant errors in grammar, spelling, and punctuation that impede understanding.
  + Recognize and reward creative and well-written pieces.
* **Possible Content Points (Examples - not exhaustive):**
  + Destination of the journey.
  + Mode of transport.
  + Companions during the journey.
  + Events that made the journey exciting (e.g., unexpected encounters, challenges overcome, beautiful scenery, new experiences).
  + Sensory details (sights, sounds, smells, feelings).
  + Personal reflections and emotions during the journey.
  + The climax or most exciting part of the journey.
  + The conclusion of the journey and its impact.

**SECTION B: LITERARY ANALYSIS (35 MARKS)**

**TASK 2: ORAL LITERATURE (10 marks)**

**(a) Identify the following in this story. (2 marks)** **(i) Opening formula (1 mark):** In the days of old, there was a severe famine in the land. \* *Award 1 mark for identifying the phrase that signals the beginning of a traditional story.* **(ii) Closing formula (1 mark):** That is the end of my story. \* *Award 1 mark for identifying the phrase that signals the end of the story.*

**(b) Imagine you are to tell this story to your friends. Give two actions you would use to make the story more interesting. (2 marks)** Using different voice tones for Rabbit and Fox. (1 mark) Imitating the sound of Rabbit's footsteps as he journeys. (1 mark) Using gestures to show Rabbit packing his bag or Fox smelling the fruit. (1 mark) Pausing at suspenseful moments, like when Fox asks where Rabbit got the food. (1 mark) Showing facial expressions of cunning for Rabbit and greed for Fox. (1 mark) \* *Award 1 mark for each relevant and distinct action suggested.*

**(c) What does Rabbit say in the story that shows he is cunning? (2 marks)**

\* "Oh, just for a walk," lied Rabbit, knowing Fox was sly. (1 mark)

\* "Ah, my friend, I found a small bush with a few berries. Not much, but it helped." Rabbit knew better than to reveal the secret of the tree to cunning Fox. (1 mark)

\* *Award 1 mark for each relevant quote or clear paraphrase that demonstrates Rabbit's cunning.*

**(d) Give an example of each of the following features of style in this story.** \* **(i) Adjectives (1 mark):**

\* severe famine

\* hungry animals

\* clever Rabbit

\* faraway land

\* delicious, ripe fruits

\* long and dangerous journey

\* small bag

\* thin and hungry Fox

\* sly Fox

\* magnificent tree

\* bright red fruits

\* sweet scent

\* cunning Fox

\* greedy Fox

\* *Award 1 mark for identifying any correct adjective from the story.* \*

**(ii) Dialogue (1 mark):**

\* "Where are you going, Rabbit?" asked Fox.

\* "Oh, just for a walk," lied Rabbit.

\* "Rabbit, you found food! Where did you get it?" Fox demanded.

\* "Ah, my friend, I found a small bush with a few berries. Not much, but it helped."

\* *Award 1 mark for identifying any correct line of dialogue from the story, including the speaker.*

**(e) What moral lesson do we learn from this story? (2 marks)**

\* Cleverness can help one overcome challenges. (1 mark)

\* It is wise to be cautious of greedy people. (1 mark)

\* Self-preservation is a natural instinct. (1 mark)

\* Honesty is not always the best policy when dealing with the cunning (can be debated). (1 mark)

\* Greed can lead to one being outsmarted. (1 mark)

\* *Award 1 mark for each relevant and well-stated moral lesson.*

**TASK 3: POETRY (5 marks)**

**(a) How many stanzas are in this poem? (1 mark)**

\* There are two stanzas in this poem.

\* *Award 1 mark for the correct number of stanzas.*

**(b) Identify two words from the poem that end in ‘ry’. (2 marks)**

\* cry (1 mark)

\* sky (1 mark)

\* *Award 1 mark for each correctly identified word.*

**(c) What is the role of the school bell? (2 marks)**

\* It signals the start of learning time, calling children into class. (1 mark)

\* It signals break time, calling children out for games and fun. (1 mark)

\* *Award 1 mark for each distinct and correct role of the school bell as described in the poem.*

**TASK 4: DRAMA (10 marks)**

**(a) Where do the events in this scene of the play take place? (2 marks)**

\* The events take place in a village square. (1 mark)

\* A crowd has gathered, suggesting a public space within the village. (1 mark)

\* *Award 1 mark for identifying the village square and 1 mark for mentioning the gathering of the crowd as evidence.*

**(b) What is the main conflict in this scene of the play? (2 marks)**

\* The main conflict is between Anna, who took maize due to her children's hunger, and the community's rules about the communal store. (2 marks)

\* *Award 1 mark for identifying Anna's action and motivation, and 1 mark for identifying the opposing force of the community rules.*

**(c) With examples, identify two character traits of Anna. (4 marks)**

\* **Desperate:** She admits to taking the maize because her children "have been sick and hungry for three days" and they "had nothing left to eat." (2 marks - 1 for trait, 1 for example)

\* **Caring/Motherly:** She took the maize "not for myself" but for her sick and hungry children, showing her concern for their well-being. (2 marks - 1 for trait, 1 for example)

\* **Remorseful/Sorry:** She says, "I knew it was wrong," and "I am sorry," indicating she understands she broke the rules. (2 marks - 1 for trait, 1 for example)

\* **Responsible:** She offers to "work to repay the maize as soon as my children are well," showing a willingness to take accountability for her actions. (2 marks - 1 for trait, 1 for example)

\* *Award 2 marks for each correctly identified trait with a relevant supporting example from the text.*

**(d) What shows that Chief Mwanza is considering the situation carefully? (2 marks)**

\* He silences the villagers ("Silence!") to hear Anna's explanation. (1 mark)

\* He asks Anna directly for her reasons ("Anna, why did you do this?"). (1 mark) \* He acknowledges the power of her situation ("Desperation is a powerful force."). (1 mark)

\* He seeks the counsel of the Elders ("Elders, what is your counsel?"). (1 mark) \* He looks at the Elders and then back at Anna, indicating contemplation. (1 mark)

\* *Award 1 mark for each relevant action or statement by Chief Mwanza that demonstrates careful consideration.*

**TASK 5: NOVELLA (10 marks)**

**(a) What is the setting of the story? (2 marks)**

\* The story is set at an old lighthouse. (1 mark)

\* The lighthouse is located on a rocky shore by the sea. (1 mark)

\* *Award 1 mark for identifying the lighthouse and 1 mark for mentioning its location by the sea/rocky shore.*

**(b) Describe two character traits of Mr. Silas. (4 marks)**

\* **Dedicated/Responsible:** He diligently polishes the giant lens, highlighting his commitment to his important job of ensuring the safety of ships. (2 marks - 1 for trait, 1 for example)

\* **Content/Not Lonely:** Despite living in a "tall, lonely tower," he says, "Not really, Lily. The sea is my company, and the ships are my friends passing by," showing he finds companionship in his surroundings and work. (2 marks - 1 for trait, 1 for example)

\* **Caring/Kind:** He has his granddaughter Lily visiting and draws a parallel between the lighthouse's light guiding ships and kindness guiding people, suggesting a gentle and thoughtful nature. (2 marks - 1 for trait, 1 for example)

\* **Wise/Philosophical:** He reflects on the importance of the light and connects it to the broader concept of kindness as a guide in life. (2 marks - 1 for trait, 1 for example) \* *Award 2 marks for each correctly identified trait with a relevant supporting example from the text.*

**(c) Apart from Mr. Silas, name one other character in this story. (2 marks)** \* Lily (2 marks)

\* *Award 2 marks for correctly identifying Lily.*

**(d) What does the lighthouse symbolize in this story? (2 marks)**

\* The lighthouse symbolizes guidance for ships navigating the sea. (1 mark)

\* On a deeper level, it also symbolizes hope and safety for those who might be lost. (1 mark)

\* Mr. Silas compares its light to kindness, suggesting it also symbolizes guidance in life. (1 mark)

\* *Award 1 mark for each relevant symbolic meaning of the lighthouse identified from the story.*