

KENYA NATIONAL EXAMINATION AND ASSESSMENT PREDICTION SERIES

ENDTERM 2 ASSESSMENT 2025

GRADE 8

ENGLISH PAPER 1

MARKING SCHEME

SECTION A: COMPOSITION (15 MARKS)

TASK 1: COMPOSITION

1. Write a composition beginning: The day started like any other. Little did I know that by sunset, my life would have changed completely.

(Model Answer - This is just one example, and learners can write various creative stories as long as they follow the prompt and demonstrate good writing skills.)

The day started like any other. Little did I know that by sunset, my life would have changed completely. The morning sun streamed through my window, waking me gently. I stretched, yawned, and got ready for school, my mind preoccupied with an upcoming history test. Everything felt routine: breakfast with my family, the usual chatter on the way to school, and the familiar faces in the classroom. The history lesson felt particularly long that day, each date and event blurring into the next.

During the lunch break, my friend, Alex, seemed unusually excited. "Guess what?" he whispered, his eyes wide. "My uncle, who works at the wildlife sanctuary, just called. They found a lost baby elephant! He needs help, and he asked if we could come after school." My heart skipped a beat. A baby elephant! This was far from routine. My family lived near the sanctuary, and I had always dreamed of helping animals.

After what felt like an eternity, the school bell finally rang. Alex and I practically sprinted home, quickly explained the situation to our parents, who, to our surprise, readily agreed. "Just be careful and listen to Alex's uncle," my mother cautioned, handing us packed snacks. We arrived at the sanctuary as the sun began its slow descent, painting the sky in hues of orange and purple. Alex's uncle, a kind man with weathered hands, greeted us warmly. He led us to a shaded enclosure where a small, bewildered baby elephant stood, its trunk twitching nervously.

Its mother had been lost to poachers, and the calf was severely dehydrated and distressed. My role was simple yet profound: to gently offer it water and help prepare special milk formula. As I knelt, pouring water into a trough, the baby elephant hesitantly extended its trunk and touched my hand. It was a moment of pure connection, a vulnerable creature reaching out for comfort. I spent hours there, slowly gaining its trust, stroking its wrinkled skin, and talking to it in soft tones. The fear in its eyes gradually lessened, replaced by a tentative curiosity.

By the time the last rays of sunlight faded and the stars began to pepper the darkening sky, the baby elephant, now named "Duma," was resting more peacefully. I felt an overwhelming sense of purpose and compassion that I had never experienced before. As I walked home in the dim light, the history test, school, and all my previous worries seemed distant and insignificant. My hands were dirty, my clothes smelled faintly of hay and elephant, but my heart was full. That day, I hadn't just helped an animal; I had discovered a deep passion within myself, a clear direction for my future. Little did I know that by sunset, my life would have changed completely, setting me on a path dedicated to conservation and caring for the wild.

SECTION B: LITERARY ANALYSIS (35 MARKS)

TASK 2: ORAL LITERATURE (10 marks)

2. Read the story below and then answer the questions that follow.

Spider was known for his greed. One day, he heard that the Sky God was inviting everyone to a feast, but only those who brought themselves. Spider wanted to go, but he didn't want to carry himself because he was lazy.

So, Spider collected all sorts of sticky threads. He spun a very long thread and tied one end to his waist. Then, he asked his children to each hold onto a part of the thread and hide in different corners of the land. He told them that when he shouted a special word, they should all pull him towards the sky.

When the day of the feast arrived, Spider shouted the special word. All his children pulled, and Spider was lifted into the sky. He arrived at the Sky God's feast without carrying himself.

However, the Sky God was wise. He knew Spider's trick. After the feast, when it was time to go down, the Sky God announced that everyone should jump down. Spider couldn't jump because he would fall. He was trapped in the sky, all because of his greed and trickery.

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

- i. A trickster character: **Spider**
- ii. A wise character: **Sky God**

(b) If you were to narrate this story in a school assembly, give two ways you would make it lively for the audience. (2 marks)

- i. **Use varying voice tones and dramatic pauses** when narrating Spider's trickery and the Sky God's wisdom.
- ii. **Incorporate gestures and facial expressions** to show Spider's laziness and greed, and the Sky God's knowing gaze. (Other valid answers: use songs, involve the audience with questions, use sound effects, etc.)

(c) What does Spider's plan to reach the Sky God's feast reveal about his character? (2 marks)

Spider's plan reveals that he is **lazy** and **cunning/tricky**. He devises an elaborate scheme to avoid carrying himself, showing his unwillingness to put in effort and his desire to manipulate others.

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

- i. Dialogue (1 mark) **"When he shouted a special word, they should all pull him towards the sky."** (This implies a direct instruction or command given by Spider, functioning as dialogue).
- ii. Irony (1 mark) **It is ironic that Spider, who used trickery to get to the feast, ends up trapped in the sky because of his inability to follow the simple instruction to jump down, a consequence of his own deceit.**

(e) What important lesson can be learned from this story? (2 marks)

The important lesson is that **greed and trickery often lead to negative consequences/punishment**. Spider's laziness and deceit ultimately leave him trapped, showing that dishonest actions do not pay off in the long run.

TASK 3: POETRY (5 marks)

3. Read the poem below and then answer the questions that follow.

Our Village Market Early in the morning light, The market square is a busy sight. Vendors call out, their voices strong, Selling their goods all day long. Fruits and vegetables, fresh and bright, Clothes and crafts, a colorful flight. People gather, friends meet and greet, The heart of our village, oh so sweet. As evening falls, the crowds depart, Leaving behind an empty heart. But tomorrow brings the same old cheer, To our beloved market square, so dear.

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

The subject of this poem is **the daily life and importance of a village market.**

(b) Identify two words in the poem that create a sense of sound. (2 marks)

- i. **call** (from "Vendors call out")
- ii. **singing** (implicitly from "voices strong" or the general activity, though "call out" is more direct) (*Another possible answer: "chatter" if it were in the poem, but "call out" is the best direct sound word.*)

(c) What does the phrase "the heart of our village" suggest about the market? (2 marks)

The phrase "the heart of our village" suggests that the market is **the central and most vital/important place** in the village. It is where life, activity, and community connections thrive.

TASK 4: DRAMA (10 marks)

4. Read the section of a play below and then answer the questions that follow.

A classroom. Teacher Wanjiku is writing on the blackboard. Two learners, Kamau and Njeri, are talking quietly.

TEACHER WANJIKU: (Turning around) Kamau, Njeri, is there something you would like to share with the rest of the class?

KAMAU: (Looking down) No, Madam. We were just... asking about the homework.

NJERI: Yes, Madam. We didn't understand question number three.

TEACHER WANJIKU: (Sighing) You know you should be paying attention when I explain. Now, listen carefully. For question three... (She begins to explain). (Another learner, Omondi, raises his hand.)

TEACHER WANJIKU: Yes, Omondi?

OMONDI: Madam, can you please explain it again? I also didn't understand.

TEACHER WANJIKU: (Smiling patiently) Of course, Omondi. It's important that everyone understands. Let's go through it one more time, slowly. (The teacher continues to explain the question.)

(a) Where does this scene of the play take place? (2 marks)

This scene of the play takes place in a **classroom.**

(b) What is the main issue being addressed in this scene? (2 marks)

The main issue being addressed in this scene is the **learners' lack of understanding regarding a homework question** (specifically, question number three).

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

- i. **Observant/Attentive:** She notices Kamau and Njeri talking quietly even when her back is turned, indicated by "Teacher Wanjiku: (Turning around) Kamau, Njeri, is there something you would like to share with the rest of the class?"
- ii. **Patient/Understanding:** Despite initially sighing at Kamau and Njeri's inattention, she patiently re-explains the concept when Omondi asks, and states, "It's important that everyone understands. Let's go through it one more time, slowly." (*Other possible answers: firm, dedicated, etc., if well supported by examples.*)

(d) What does the learners' need for clarification suggest about learning? (2 marks)

The learners' need for clarification suggests that **learning is not always a one-time process** and that **students may require repetition or different approaches to fully grasp concepts**. It also implies that effective learning involves active participation and the courage to ask questions when confused.

TASK 5: NOVELLA (10 marks)

5. Read the section of a novella below and then answer the questions that follow.

The small island was home to a close-knit community. They relied on fishing for their livelihood and lived peacefully with the rhythm of the sea. One day, a large, modern fishing ship arrived near their shores. The ship had powerful nets and sophisticated equipment. At first, the islanders were curious. But soon, they noticed that the ship was catching a huge number of fish, far more than they ever did. Their own catches started to dwindle. Fear began to spread among the community. Old Man Kai, the wisest among them, warned that if the big ship continued, their fishing grounds would be empty, and their way of life would be destroyed. The younger people grew angry, wanting to confront the ship's crew. The future of their island and their traditions hung in the balance.

(a) What is the main setting of this part of the novella? (2 marks)

The main setting of this part of the novella is a **small island community** that relies on fishing, located near the **sea**.

(b) Describe two ways the arrival of the fishing ship affected the island community. (4 marks)

- i. **Economic impact:** The islanders' own fish catches started to dwindle because the large ship was overfishing, threatening their livelihood.
- ii. **Emotional/Social impact:** The community experienced fear, and the younger people grew angry, causing tension and potentially conflict within the community or with the ship's crew.

(c) Name two groups of people mentioned in this section of the novella. (2 marks)

- i. **The islanders** (or the close-knit community/fishing community)
- ii. **The crew of the large, modern fishing ship** (or the younger people, or Old Man Kai as an individual leader of the islanders)

(d) What conflict is emerging in this part of the novella? (2 marks)

The emerging conflict is between the **traditional, sustainable way of life of the island community and the destructive, large-scale modern fishing practices** of the arriving ship, which threatens their resources and traditions. This is also an internal conflict between different responses within the community (wisdom of Old Man Kai vs. anger of younger people).