

# KENYA NATIONAL EXAMINATION AND ASSESSMENT PREDICTION SERIES

## ENDTERM 2 ASSESSMENT 2025

### GRADE 9

### ENGLISH PP2

### MARKING SCHEME

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

##### TASK 1: COMPOSITION

1. Write your composition in the spaces provided. Write a composition beginning: The heavy storm started suddenly. We were all caught unawares as the dark clouds gathered quickly overhead.

The heavy storm started suddenly. We were all caught unawares as the dark clouds gathered quickly overhead. A distant rumble of thunder grew louder, and the gentle rustle of leaves turned into a violent thrashing. The air grew heavy, charged with an unsettling electricity. We were out in the open field, playing our usual evening game of football, completely oblivious to the rapidly approaching danger until the first fat drops of rain splattered onto our faces.

Panic immediately set in. Our laughter died in our throats, replaced by gasps of surprise and shouts of alarm. We scrambled to gather our belongings, but the wind picked up with frightening intensity, whipping around us, threatening to rip our jerseys clean off. Mama had always warned us about playing too far from home when the sky looked threatening, but we, in our youthful exuberance, had dismissed her warnings as overly cautious. Now, we regretted our carelessness deeply.

The rain intensified, coming down in sheets that blurred our vision. It felt like a thousand tiny needles pricking our skin. We huddled together for a moment, disoriented, before sprinting towards the nearest shelter – a dilapidated, abandoned shack at the edge of the field. The roof was partially caved in, and the walls were riddled with holes, but it offered a sliver of protection from the relentless downpour and the howling wind. Inside, it was dark and damp, smelling of old wood and earth.

We shivered, our teeth chattering, more from fear than cold. Lightning flashed, momentarily illuminating the dark interior, followed by ear-splitting thunder that shook the very foundations of the shack. Each clap sent a fresh wave of terror through us. My younger brother, Ken, started to cry, burying his face in my side. I tried to comfort him, patting his back, but my own heart was pounding like a drum against my ribs. We waited, huddled together, listening to the fury of the storm outside, praying for it to end. The minutes stretched into an eternity, each one filled with the sounds of nature's raw power. Tree branches snapped, and the wind shrieked like a banshee. It was the longest, most terrifying storm we had ever experienced.

Finally, as abruptly as it had begun, the storm began to subside. The thunder lessened, the rain tapered off to a drizzle, and the oppressive darkness slowly gave way to a muted, watery light. We cautiously peered outside. The field was a muddy mess, and several trees had been uprooted. But the air felt fresh and clean, washed by the storm. As we emerged from the shack, muddy and shaken but safe, we realized the invaluable lesson the storm had taught us: to always respect the power of nature and to heed the warnings of those who knew better. We hurried home, eager for the warmth and comfort of Mama's embrace, with a newfound appreciation for safety and shelter.

## SECTION B: LITERARY ANALYSIS (35 MARKS)

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

2. Read the story below and then answer the questions that follow. Long ago, Elephant and Tortoise were arguing about who was stronger. Elephant boasted about his size and strength, saying no one could defeat him. Tortoise, though small, was clever. He challenged Elephant to a tug-of-war. Elephant laughed, agreeing easily. Tortoise then secretly went to River-horse and challenged him to the same tug-of-war, without revealing his plan. River-horse, proud of his strength, also agreed. On the appointed day, Tortoise took a very long, strong rope. He gave one end to Elephant, hiding the other end in the bushes and taking it to the river where River-horse was waiting. He tied the other end to River-horse, again without either animal seeing the other. Then, Tortoise stood in the middle and shouted, "Ready!" Elephant and River-horse began to pull with all their might, each thinking they were pulling against Tortoise. They pulled and pulled, growing tired but neither could win. Finally, exhausted, they both gave up. Elephant and River-horse were amazed that Tortoise could be so strong. Tortoise simply smiled, his clever plan having worked perfectly.

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

- i. Two animal characters: **Elephant, Tortoise, and River-horse**. (Any two are acceptable.)
- ii. A human character: There are **no human characters** mentioned in this story.

(b) Imagine you are telling this story to a younger sibling. Give two ways you would make it more engaging. (2 marks)

- i. I would use **voice modulation** to imitate the loud, booming voice of Elephant and River-horse, and a quiet, cunning voice for Tortoise, to make the characters come alive.
- ii. I would use **gestures and facial expressions**, such as puffing out my chest when Elephant boasts, or making a sly smile when Tortoise enacts his plan, to convey the emotions and actions of the characters.
- iii. I would also **add sound effects** for the pulling, like "Huuuuff! Puuuuull!" to make the tug-of-war more dramatic.

(c) What does Tortoise's action of challenging both Elephant and River-horse show about his character? (2 marks)  
Tortoise's action shows that he is **clever** and **resourceful**. He uses his intelligence to outsmart the stronger animals rather than relying on physical strength. It also shows he is **cunning** and **strategic**.

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

- i. Boasting (1 mark) "Elephant boasted about his size and strength, saying **no one could defeat him**."
- ii. Surprise (1 mark) "Elephant and River-horse were **amazed** that Tortoise could be so strong."

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

The moral lesson is that **intelligence and cleverness can overcome brute strength**. It teaches us that it's not always about how big or strong you are, but how smart and resourceful you can be. "Brains over brawn."

### TASK 3: POETRY (5 marks)

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

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

There are **four** stanzas in this poem.

(b) Identify two rhyming pairs of words from the poem. (2 marks)

i. **begins** and **grins**

ii. **hear** and **year**

iii. **play** and **day**

iv. **bright** and **might**

v. **goodbye** and **sky**

vi. **stay** and **day** (Any two pairs are acceptable)

(c) What feeling is expressed in the line "Friends gather close with happy grins"? (2 marks)

The feeling expressed is **happiness, friendship, and joy**. It suggests a positive and welcoming atmosphere among the students.

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

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

(a) Where does the action in this scene take place? (2 marks)

The action in this scene takes place in a **village market**.

(b) What is the main problem in this scene? (2 marks)

The main problem in this scene is that **Juma's little brother, Kofi, is missing**, and Juma is worried about him.

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

i. **Caring/Responsible**: Juma is clearly worried about his brother, as shown by his dialogue: "Oh, I'm so worried!" and "Oh, thank you so much, Fatuma! I was so worried." This indicates he cares deeply for Kofi.

ii. **Grateful**: Juma expresses sincere thanks to Fatuma for finding Kofi: "Oh, thank you so much, Fatuma!" and "Thank you again, Fatuma." He also thanks Mama Zawadi for her help.

(d) What does Fatuma's action of helping Kofi show about her? (2 marks)

Fatuma's action of helping Kofi shows that she is **kind, compassionate, and helpful**. She noticed a lost and scared child and immediately took action to assist him and reunite him with his brother.

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

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

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

The setting of this part of the novella is an **old house on a small hill overlooking a village**.

(b) Describe two reactions the villagers had towards the old house. (4 marks)

- i. The villagers **whispered stories about it being haunted**. This shows they held superstitious beliefs and feared the house.
- ii. The villagers **perceived the strange occurrences as signs of ghosts** initially. They only realized it was the silence of being empty much later, after the Mwangi family moved in and brought life back to the house.

(c) Name two members of the Mwangi family mentioned in this section. (2 marks)

- i. **Mr. Mwangi**
- ii. **Njeri** (their daughter)

(d) What message does this section of the novella convey about old, empty places? (2 marks)

This section conveys the message that **old, empty places can seem eerie or "haunted" simply due to their silence and lack of activity, and that bringing life, warmth, and human presence can transform them**. It suggests that the perceived eeriness is often a result of emptiness rather than supernatural phenomena.