



THE KENYA NATIONAL EXAMINATIONS COUNCIL

TEACHERS SCORING GUIDE

911/2 CREATIVE ARTS AND SPORTS ADAPTED FOR LEARNERS WITH VISUAL IMPAIRMENT SCHOOL BASED ASSESSMENT

GRADE 8 – 2026

This scoring guide has 13 printed pages

GUIDELINES FOR ASSESSMENT

This scoring guide provides guidance for assessing the Creative Arts and Sports Grade 7 School Based Assessment.

- (i) The guide has **two** sections: **Section A** comprises the written tasks in **Part I: Performing Arts, Part II: Physical Education and Sports**, and **Part III: Visual Arts**; **Section B** provides the Visual Arts practical task.
- (ii) Administer the practical task on a suitable day after learners have completed the written tasks to allow adequate time and attention for the activity.
- (iii) Prepare and handle the learner's artwork as follows:
 - a) Provide each learner with a suitable stiff surface of A3 size for the practical task.
 - b) Do not place ticks, marks or written comments on the front of the artwork while scoring. Record the score and any comments on the reverse side of the artwork so that the learner's work remains clean and suitable for portfolio evidence.
- (iv) Ensure the practical task is done within the school environment.
- (v) Explain the task requirements, tactile materials to be used and the assessment criteria to learners before they begin the practical task.
- (vi) Learners should work independently during the assessment. Do not create any part of the artwork for the learner or provide step-by-step assistance during the task.
- (vii) Instruct learners to create a tactile still-life composition from imagination showing a cup, plate and banana using raised lines and different textures materials.
- (viii) Provide adequate time for learners to plan and organise their ideas before creating the final tactile composition.
- (ix) Retain any planning work together with the final artwork in the learner's assessment portfolio as evidence of the creative process.
- (x) Ensure each learner's artwork is clearly identified with the learner's name, assessment number, class/stream and date.
- (xi) Use the rubric provided in this guide to assess learners' work.
- (xii) After scoring, record only the actual marks in the score sheet provided before uploading the scores to the designated KNEC CBA portal.
- (xiii) At the end of the assessment period, place each learner's assessed work in the learner's assessment portfolio for evidence and reference when required.
- (xiv) Where artworks contain raised or textured features, clear photographs may be taken and retained in the learner's e-portfolio to supplement the physical portfolio evidence.
- (xv) Keep the completed score sheet and other assessment records with the school administration and maintain a copy in the subject teacher's records.

The sections that follow provide the expected responses and marking guides for the written tasks and the practical task.

PART I: PERFORMING ARTS

1. (a) There are three crotchet beats in each bar

(1 mark)

- (b) Completing the rhythm

(3 marks)

(1 mark) (1 mark) (1 mark)

2. Melody

- (a) Scale of G major

Correct position of the 8 notes - 1 mark

Correct G clef - 1 mark

- (b) Composing a melody

Criterion	Marks
Correct use of $\frac{3}{4}$ time: each bar has 3 crotchet beats ($\frac{1}{2}$ mark per bar)	2
Uses only notes in G major	1
Correctly written as four complete bars, with suitable bar lines	1
Logical flow of melody (beginning and ending on 'doh')	1
Reasonable question (bar 1 and 2) and answer (bar 3 and 4) phrases	1
Total	6

3. Roles in a folk dance

(5 marks)

Item	Role in a traditional Kenyan dance performance
(i) Costumes	Costumes identify the community, age group, gender, occasion, or role of the dancers. They also make the performance colourful and attractive, support free movement, and may produce sound when decorated with items such as bells, shells, or beads. (1 mark)
(ii) Soloist	The soloist may lead the singing, introduce or respond to song lines, direct changes in the dance, and motivate the other performers. The soloist can also communicate the main message of the dance and display individual skill. (1 mark)
(iii) Body decor	Body decoration, such as body painting, beads, ornaments, or hairstyles, enhances the dancers' appearance and communicates cultural identity. It may also show the occasion, status, age group, role, or mood of the performers. (1 mark)
(iv) Dance movements	Dance movements express the theme, message, emotions, and story of the dance. They create rhythm and coordination with the song or instruments, reflect the community's cultural style, and make the performance lively and meaningful. (1 mark)
(v) Artefacts	Artefacts or props, such as shields, spears, calabashes, baskets, gourds, sticks, and fly whisks, make the dance realistic and visually interesting. They help communicate the setting, occupation, event, or message being presented. (1 mark)

4. Verse analysis

(6 marks)

Item	Expected response	Marks
	Amina	1
	In a school garden / garden	1
	Caring for the environment; protecting plants; teamwork in environmental conservation; peace through caring for nature	1
	"Golden sun smiles," "flowers dance," or "young green trees"	1
	"Buzz"	1
	Imagery helps the reader picture the garden vividly; the sound word helps the reader hear the bees and makes the verse lively/realistic	1

PART II: PHYSICAL EDUCATION AND SPORTS

5 (a) Component of physical fitness improved by the activity – (1 mark)

Flexibility – ability to move body joints through an appropriate range of motion.

Agility – ability to change body position or direction quickly and effectively.

Any one response to be awarded 1 mark.

5 (b) Importance of the identified component in sports activities – (1 mark)

- i. Enables a player to perform smoothly and accurately.
- ii. Helps a player control body movements effectively during sports activities.
- iii. Enables different body parts to work together efficiently.
- iv. Improves accuracy when performing sports skills.
- v. Helps a player respond appropriately to movement demands during a game.
- vi. Improves the performance of sporting skills.
- vii. Helps a player maintain better control and stability during movement.

Any one relevant response to be awarded 1 mark.

6 (a) Position at the start of a 1,500 m race – (1 mark)

- i. Stand behind the starting line in a comfortable starting position.
- ii. Place one foot slightly in front of the other with the body balanced and ready to move.
- iii. Lean the upper body slightly forward in readiness for the starting signal.
- iv. Keep the arms positioned naturally to assist the take-off.

Any one correct feature of the ready position to be awarded 1 mark.

6 (b) Strategies for maintaining good performance throughout the 1,500 m race – (2 marks)

- i. Maintain a steady and controlled pace throughout the race.
- ii. Avoid starting too fast so that energy is conserved for the later stages.
- iii. Use efficient breathing to maintain an adequate supply of oxygen.
- iv. Maintain good running posture
- v. Stay hydrated before the race and take fluids when appropriate.
- vi. Concentrate on the race and maintain a positive mental attitude.
- vii. Increase the pace gradually towards the finish

Any two strategies, each to be awarded 1 mark = 2 marks.

7 (a) Footwork action – (1 mark)

Pivoting – 1 mark.

7 (b) Mistakes made while performing pivoting – (1 mark)

- i. Lifting the landing foot before passing or shooting.
- ii. Dragging or sliding the landing foot while pivoting.
- iii. Changing the landing foot after establishing the landing foot.
- iv. Taking an extra step instead of pivoting around the landing foot.
- v. Moving the grounded foot illegally while turning.

Any one mistake to be awarded 1 mark.

7 (c) Reasons for performing pivoting in netball – (2 marks)

- i. To change direction of passing the ball
- ii. To evade/avoid or move away from a defender.
- iii. To create space from an opponent to pass the ball
- iv. To protect the ball from an opponent.
- v. To turn and identify a teammate in a better passing position.
- vi. To find a suitable passing option.
- vii. To maintain control and balance while preparing to pass or shoot.

Any two reasons, each to be awarded 1 mark = 2 marks.

8 (a) Performance of the overarm service in volleyball – (2 marks)

- i. Adopt a balanced stance with one foot slightly in front of the other and hold the ball in the non-serving hand.
- ii. Toss the ball upwards in front of the serving shoulder.
- iii. Draw the serving arm backwards with the elbow bent.
- iv. Swing the serving arm forward and strike the ball firmly with the hand.
- v. Transfer body weight forward as the ball is struck and follow through towards the target.

Any two correct and distinct actions, each to be awarded 1 mark = 2 marks.

8 (b) Actions that constitute/ make a correct overarm service – (2 marks)

- i. The server stands behind the end line when serving.
- ii. The ball is tossed into the air before being struck.
- iii. The ball is struck with one hand.
- iv. The ball is sent over the net into the opponents' court.
- v. The server uses a controlled forward swing and follows through.
- vi. The server does not step on or over the end line at the moment of service.

Any two correct actions, each to be awarded 1 mark = 2 marks.

9. Reasons for demonstrating sportsmanship – (2 marks)

- i. Promotes respect among players, officials and opponents.
- ii. Encourages fair and honest participation.
- iii. Promotes cooperation and teamwork.
- iv. Creates a positive and enjoyable sporting environment.
- v. Helps reduce conflict and unnecessary confrontation.
- vi. Encourages players to accept decisions made by officials.
- vii. Builds positive relationships between competing teams.
- viii. Promotes the values of discipline, respect and fairness.

Any two reasons, each to be awarded 1 mark = 2 marks.

OPTIONAL SPORTS

10 (a) Swimming – Treading Water – (2 marks)

skills that helps a swimmer to tread water effectively

- i. Maintain an upright body position with the head and shoulders above the water.
- ii. Use continuous leg movements, such as a circular or alternating kick, to maintain lift.
- iii. Use the arms to scull the water and support the body.
- iv. Coordinate the arm and leg movements smoothly and continuously.
- v. Maintain controlled breathing while keeping the body relaxed.
- vi. Use efficient, rhythmic movements rather than making sudden or excessive movements.

Any two correct skills/actions, each to be awarded 1 mark = 2 marks.

10 (b) Kenyan Indigenous Games – Tagging Game (2 marks)

Skills/actions that learners should practise to perform the tagging game successfully:

- i. **speed** – move quickly to catch an opponent or escape from the tagger.
- ii. **Dodging** – quickly move to the side or change direction to avoid being tagged.
- iv. **Agility** – move the body quickly and under control when chasing or avoiding other players.
- v. **Quick reaction** – respond rapidly to the movements of the tagger or other players.
- vi. **Spatial awareness** – identify open spaces and use them to avoid being tagged.

Any two correct skills/actions, each to be awarded 1 mark = 2 marks.

Part III: Visual Arts

TASK	CURRICULUM REFERENCE	TASK DESCRIPTION	COGNITIVE LEVEL
11	Grade 8 2.0 Creating and Performing 2.1 Drawing and Painting SLO (a) Discuss dominance in a picture p. 19	The learner is assessed on ability to explain ways of showing dominance in a drawing.	Understanding - explains known ways of creating dominance.
12	Grade 8 2.0 Creating and Performing 2.1 Drawing and Painting SLO (b) Classify complementary colours p. 19	The learner is assessed on the ability to state ways of creating strong contrast in a design.	Understanding - states known ways of creating contrast in a design.
13	Grade 8 2.0 Creating and Performing 2.6 Fabric Decoration SLO (d) + SLE alternate pattern. p. 29	The learner is assessed on the ability to identify an alternate repeat pattern and explain how it is formed.	Analysing; identifies the pattern and breaks down its sequence.
14	Grade 8 2.0 Creating and Performing 2.6 Fabric Decoration SLO (d) print using stencil p. 29	The learner is assessed on ability to state ways of making a stencil print neat and well defined.	Applying - relates practical printing procedures to a neat outcome.
15	Grade 8 2.0 Creating and Performing 2.11(a) Indigenous Kenyan Craft (Basketry) – Materials. SLE Materials p.40	The learner is assessed on the ability to select a suitable fibre for basketry and justify the choice.	Evaluating - makes a choice and supports it with a reason
16	Grade 7 2.0 Creating and Performing 2.1 Drawing and Painting SLO (b) + SLE draw a picture p. 6 Grade 8 2.0 Creating and Performing 2.1 Drawing and Painting SLO (d) Paint a still life p. 19	The learner is assessed on the ability to create a tactile still-life composition showing identifiable objects, use of space, overlap, depth, raised/textured form, neatness and presentation.	Creating - produces a tactile still-life composition from imagination using raised and textured materials to show form and depth

EXPECTED RESPONSES:

11. Two ways of showing dominance in a drawing. (2 marks)

- (i) **Making the main object larger** than the other objects.
- (ii) **Placing the main object in a noticeable position**, such as the centre or foreground.
- (iii) **Using texture or a raised outline** to make the main object stand out.
- (iv) **Adding more details** to the main object than to the rest.

Award 1 mark for each correct explanation = 2 marks

12. **Two ways of creating strong contrast in a design.**

- (i) Using rough and smooth texture
- (ii) Using thick and thin lines
- (iii) Using large and small shapes
- (iv) Using raised and flat areas
- (v) Placing shapes close together or far apart

Award 1 mark for any two correct reasons. Total 2 marks

13. (a) **The type of repeat pattern used is** alternate repeat pattern. **1 mark**

(b) **Explaining how the pattern is formed.**

- The pattern is created by repeating two different motifs/symbols in a regular sequence throughout the design.
- Musical symbols are repeated in A-B-A-B sequence, or
- two motifs are repeated in turns in a regular sequence or
- two different shapes are repeated one after another in the same order. **1 mark**

1 mark for identifying it as an alternate pattern.

1 mark for describing that different shapes/items repeat in turn.

Total = 2 marks

14. **Two ways of making a stencil print neat and well defined.**

- Holding or taping the stencil firmly so that it does not move.
- Using little paint/ink to avoid smudging.
- Applying paint carefully through the cut-out areas.
- Lifting the stencil carefully after printing.
- Wiping excess paint from the stencil before making another print.

Award 1 mark for any two correct points. Total = 2 marks

15. (a) **The fibre the learner should choose is** nylon fibre. **1 mark**

(b) **Reason for the answer in (a).**

- It is stronger/ more durable
- does not break easily /
- can carry fruits without tearing
- can carry heavy loads without breaking.

1 mark for choosing nylon and 1 mark for a correct reason. = 2 marks

MARKING AND SCORING GUIDE FOR WRITTEN TASKS

PART I: MUSIC RUBRIC

QUESTIONS	MARKS	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
1	4	Any learner scoring 4 out of the 4 marks	Any learner scoring 3 out of the 4 marks	Any learner scoring 2,1 or no mark out of the 4 marks
2	8	Any learner scoring 6 to 8 out of the 8 marks	Any learner scoring 3 to 5 out of the 8 marks	Any learner scoring 2,1 or no mark out of the 8 marks
3	5	Any learner scoring 5 out of the 5 marks	Any learner scoring 3 or 4 out of the 5 marks	Any learner scoring 2,1 or no mark out of the 5 marks
4	6	Any learner scoring 5 or 6 out of the 6 marks	Any learner scoring 3 or 4 out of the 6 marks	Any learner scoring 2,1 or no mark out of the 6 marks

PART II: PHYSICAL EDUCATION AND SPORTS RUBRIC

QUESTIONS	MARKS	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
5	2	Any learner scoring 2 out of the 2 marks	Any learner scoring 1 out of the 2 marks	Any learner scoring no mark out of the 2 marks
6	3	Any learner scoring 3 out of the 3 marks	Any learner scoring 2 out of the 3 marks	Any learner scoring 1 or no mark out of the 3 marks
7	4	Any learner scoring 4 out of the 4 marks	Any learner scoring 3 out of the 4 marks	Any learner scoring 2,1 or no mark out of the 4 marks
8	4	Any learner scoring 4 out of the 4 marks	Any learner scoring 3 out of the 4 marks	Any learner scoring 2,1 or no mark out of the 4 marks
9	2	Any learner scoring 2 out of the 2 marks	Any learner scoring 1 out of the 2 marks	Any learner scoring no mark out of the 2 marks
10	2	Any learner scoring 2 out of the 2 marks	Any learner scoring 1 out of the 2 marks	Any learner scoring no mark out of the 2 marks

PART III: VISUAL ARTS

CRITERIA	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Q.11 Ways of showing dominance in a drawing • <i>use size</i> • <i>use position</i> • <i>use texture or raised outline</i> • <i>use detail</i>	Correctly explains any two ways of showing dominance in a drawing.	Correctly explains one way of showing dominance in a drawing.	Does not explain any way of showing dominance in a drawing.
SCORE	2 marks	1 mark	0 mark
Q.12 Ways of creating strong contrast in a design • <i>use rough and smooth texture</i> • <i>use thick and thin lines</i> • <i>use large and small shapes</i> • <i>use raised and flat areas</i> • <i>place shapes close together or far apart</i>	Correctly states any two ways of creating strong contrast in a design.	Correctly states one way of creating strong contrast in a design.	Does not state any way of creating strong contrast in a design.
SCORE	2 marks	1 mark	0 mark
Q.13 Alternate repeat pattern • <i>identifies alternate repeat pattern</i> • <i>explains A-B-A-B/regular sequence</i>	Correctly identifies the pattern as alternate repeat pattern and explains how it is formed.	Correctly identifies the pattern or gives a correct explanation of how it is formed.	Does not identify the pattern and does not explain how it is formed.
SCORE	2 marks	1 mark	0 mark
Q.14 Ways of making a stencil print neat & well defined • <i>holding/taping stencil firmly</i> • <i>using little paint/ink</i> • <i>applying paint carefully</i> • <i>lifting/wiping stencil carefully</i>	Correctly states any two ways of making the print neat and well defined.	Correctly states one way of making the print neat and well defined.	Does not state any way of making the print neat and well defined.
SCORE	2 marks	1 mark	0 mark
Q.15 Choice of fibre and reason • <i>nylon fibre</i> • <i>strong/durable/does not break easily</i>	Correctly chooses nylon fibre and gives one correct reason for the choice.	Correctly gives either the fibre choice or one correct reason.	Does not choose nylon fibre and does not give a correct reason.
SCORE	2 marks	1 mark	0 mark

SECTION B: PRACTICAL TASK — VISUAL ARTS

Question 16: Tactile Still-life Composition

Criteria to be assessed:

1. Creation of tactile still-life objects
2. Arrangement, use of space, overlapping and depth by touch
3. Use of raised and textured materials to show form
4. Neatness, finishing and presentation

SCORING RUBRIC FOR PRACTICAL TASK

CRITERIA	MEETING EXPECTATION (LEVEL 3)	APPROACHING EXPECTATION (LEVEL 2)	BELOW EXPECTATION (LEVEL 1)
1. Creation of tactile still-life objects <i>-cup, plate and banana</i> <i>-identifiable by touch</i> <i>-suitable tactile features</i>	• Creates cup, plate and banana. • All three can be identified by touch. • Objects have raised/tactile features	• Creates any two objects. • Two can be identified by touch. • Some tactile features are used.	• Creates one or no required object. • Objects are not easily identified by touch. • Tactile features are missing or unclear.
SCORE	5 - 6 marks	3 - 4 marks	0 - 2 marks
2. Arrangement, use of space, overlapping and depth by touch <i>-arrangement</i> <i>-three quarters of space</i> <i>-overlap</i> <i>-front and back effect by touch</i>	• Objects are arranged as one group. • Uses about three quarters of the space. • Overlap and depth can be felt.	• Objects are partly arranged as a group. • Uses about half of the space. • Overlap or depth is partly felt.	• Objects are scattered or crowded. • Uses less than half of the space. • Overlap and depth are not felt.
SCORE	5 - 6 marks	3 - 4 marks	0 - 2 marks
3. Use of raised and textured materials to show form <i>-raised materials</i> <i>-textures</i> <i>-form</i>	• Uses suitable raised materials. • Uses different textures. • Forms of objects can be felt.	• Uses some raised materials. • Uses limited textures. • Some forms can be felt.	• Uses little or no raised material. • Textures are missing or unclear. • Forms cannot be felt clearly.
SCORE	4 - 5 marks	2 - 3 marks	0 - 1 marks
4. Neatness, finishing and presentation <i>-clean work</i> <i>-complete work</i> <i>-learner details</i>	• Work is complete and neat. • Materials are firmly attached. • Learner details are provided in Braille or on an assessor-assisted label.	• Work is partly complete with some untidiness. • Some materials are loosely attached. • Some learner details are missing.	• Work is incomplete or untidy. • Materials are poorly attached or missing. • Learner details are missing.
SCORE	4 marks	2 - 3 marks	0 - 1 mark

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	PERFORMANCE LEVEL
14 - 20 marks	Meeting Expectation (3)
07 - 13 marks	Approaching Expectation (2)
00 - 06 marks	Below Expectation (1)

Note: Use the actual marks awarded for each task to calculate the learner's total score. Do not add the performance levels. Upload the actual score, not the performance level, to the KNEC CBA portal.

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THE KENYA NATIONAL EXAMINATIONS COUNCIL

GRADE 8 – September 2026
911/2- CREATIVE ARTS AND SPORTS
Assessment Score Sheet

Name of Teacher		TSC NO:		Signature		Date	
Name of Principal		TSC NO:		Signature		Date	

Official School Stamp
