THE KENYA NATIONAL EXAMINATIONS COUNCIL

TEACHERS SCORING GUIDE

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

GRADE 7 – 2026

This scoring guide has 14 printed pages

Turn over

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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:
   i. Provide each learner with a suitable stiff surface of A3 size for the practical task.
   ii. 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 nature composition from imagination using raised lines and different textures to represent the required features.

(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

Question 1: Rhythm and metre (4 marks)

- Award 1 mark for each correctly placed bar line that creates bars with two crotchet beats each.
- Award a maximum of 4 marks.

Correct grouping:

Question 2: Letter names of notes (4 marks)

Item	Expected answer	Marks
(i)	D	1
(ii)	A	1
(iii)	C	1
(iv)	G	1
Total		**4**

Question 3 : Notes and Rests (4 marks)

(i) Minim 1 mark

(ii) Crotchet 1 mark

(iii) Semi breve 1 mark

(iv) Quaver 1 mark

Question 4 : Four-bar melody (4 marks)

Award marks as follows:

Criterion	Marks
Correct use of $\frac{2}{4}$ time: each bar has 2 crotchet beats (½ mark per bar)	2
Uses only notes in C major	1
Correctly written as four complete bars, with suitable bar lines	1
Total	**4**

Accept any musically valid four-bar melody that meets the stated conditions.

Question 5: Writing a Story (6 marks)

Expected feature	Marks
Clear beginning	1
Clear middle/problem	1
Clear ending/solution	1
Relevant environmental problem and solution	1
Appropriate storytelling technique stated	1
Logical 6 sentence story with clear expression	1
Total	**6**

Sample Response

Okolong' lived near a school compound with many trees.
One day, he found his fellow learners throwing plastic wrappers on the ground.
The compound became dirty and the wrappers blocked the drainage channel.
Okolong' informed the teacher and asked his classmates to help.
They collected the rubbish and put it in dustbins and unblocked the drainage channel.
From that day, the learners promised to keep the school clean.

PART II: PHYSICAL EDUCATION AND SPORTS

6(a) The component of physical fitness that the learner is developing.

Coordination (1 mark)

6(b) Why coordination important in sports

i. Enables a player to perform movements 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.

Any one response to be awarded -1 mark

7 a) To make the javelin land properly, a learner should

i. Release the javelin with the tip pointing forward and slightly downward.
ii. Throw the javelin at an appropriate angle, rather than straight upwards.
iii. Keep the javelin aligned with the direction of the throw.
iv. Follow through towards the target after releasing the javelin.
Any one response to be awarded 1 mark

7 b) The three main phases of the javelin throw in the correct order

i. Approach/run-up.
ii. Delivery/release.
iii. Follow-through/recovery.
Three phases each to be awarded 1 mark = 3 marks

8 (a) Type of pass that players can use in handball

i. **Chest pass** – hold the ball at chest level and push it towards the teammate using both hands.
ii. **Bounce pass** – direct the ball towards the floor so that it bounces once before reaching the teammate.
iii. **Overhead pass** – hold the ball above the head and throw it forward towards the teammate.
iv. **Shoulder/one-handed pass** – bring the ball beside/behind the shoulder and throw it accurately to the teammate.
v. **Side pass:** A pass made by moving or throwing the ball sideways to a teammate, usually to the left or right, to avoid an opponent.
vi. **Jump pass:** A pass made while the player is in the air. The player jumps and releases the ball to a teammate before landing.
vii. **Flick pass:** A quick pass made by using a short, sharp movement of the wrist or fingers to propel the ball accurately to a teammate.
Any two passes each to be awarded 1 mark = 2 marks

8 (b) Actions the attacking players can take to retain the ball possession

i. Pass quickly to an unmarked teammate.
ii. Move away from the defender before making the pass.
iii. Use a pass directed away from the defender.
iv. Change the direction of play by passing to a teammate in space.
v. Use an appropriate type of pass to avoid interception
Any two actions each to be awarded 1 mark = 2 marks

9 (a) Ball-trapping technique would be most appropriate

Chest trap (1 mark)

9 (b) Performance of the chest trap in football

i. positioning the body correctly behind/in line with the ball and presenting the chest as the controlling surface.
ii. relaxing/withdrawing the chest slightly on contact to cushion and bring the ball under control.
iii. Eyes on the ball
iv. Extending the hands outwards for balance
v. Leaning a little backwards
Any two skills each to be awarded 1 mark = 2 marks

10 Ways in which players can demonstrate fairness during a game.

i. Follow the rules of the game.
ii. Respect opponents and officials.
iii. Avoid cheating or deliberately breaking the rules.
iv. Accept the referee's decisions.
v. Play honestly and allow opponents a fair opportunity.
vi. Avoid actions intended to gain an unfair advantage.
Any two ways each to be awarded 1 mark = 2 marks

OPTIONAL QUESTIONS

The teacher to mark and award only one question (either 11a or 11b)

11 a) Actions the learner should demonstrate when performing the backstroke

i. Alternate the arms in a continuous backward/circular movement.
ii. Kick the legs alternately up and down.
iii. Keep the body streamlined and lying on the back.
iv. Keep the face above the water and maintain a stable body position.
v. Coordinate the arm action with the leg kick and breathing.

Any two Actions each to be awarded 1 mark = 2 marks

11 b) Actions you would advise your team to take in order to win the tug of war contest

i. Wait for the agreed signal before pulling.
ii. Pull together as a team and maintain a steady rhythm.
iii. Keep the feet firmly planted on the ground.
iv. Bend the knees and lean the body backwards while maintaining balance.
v. Maintain a firm grip on the rope.
vi. Communicate and work together throughout the contest.

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

Part III: Visual Arts

TASK	CURRICULUM REFERENCE	TASK DESCRIPTION	COGNITIVE LEVEL
12	**Grade 8** **2.0** Creating and Performing 2.1 Drawing and Painting SLO (c) Analyse cool and warm colours p.6 +SLE bullet 3	The learner is assessed on the ability to explain why warm colours would be suitable for a poster.	Understanding – gives reasons based on the effects and uses of warm colours.
13	**Grade 8** **2.0** Creating and Performing 2.1 Drawing and Painting SLO (a), (b) Balance in picture p.6	The learner is assessed on the ability to identify the type of balance described and explain the reason for the choice.	Analysing – identifies characteristics of balance and relates them to the composition
14	**Grade 8** 2.0 Creating and Performing 2.7 Animation-Flipbook SLO (d) SLE bullet 7 p.19 & 20	The learner is assessed on the ability to suggest ways of making a flip-book story animate clearly.	Applying – relates animation procedures to a practical outcome
15	**Grade 8** 2.0 Creating and Performing 2.1 Drawing and Painting SLE Mat mount pictures p. 6	The learner is assessed on the ability to explain features of a correctly done mat mounting.	Understanding – describes characteristics of correct mat mounting.
15	**Grade 8** 2.0 Creating and Performing 2.3 Sculpture SLO (b) Carving. SLE bullet 4 p.10	The learner is assessed on the ability to describe actions that would prevent a wooden carving from breaking during carving.	Applying – relates correct carving procedures to prevention of breakage
17	**Grade 7** **2.0** Creating and Performing 2.1 Drawing and Painting SLO (b) + SLE bullet 2 & 3 Create a nature composition using raised lines and textures adapted for learners with visual impairment. p. 6	The learner is assessed on the ability to create a tactile nature composition showing recognisable nature features, effective use of space, overlapping, depth, appropriate use of raised lines and textures, neatness and presentation.	Creating – produces a complete tactile nature composition by organising nature features and applying raised lines and textures to show form and depth.

EXPECTED RESPONSES:

12. **Two reasons why warm colours would be suitable for the poster.**
    (i) warm colours create a lively/exciting mood
    (ii) They attract attention/stand out clearly;
    (iii) They suggest energy, warmth, activity or celebration.
    (iv) Make the poster look welcoming/inviting.
    (v) Communicate a festive/celebratory atmosphere.

Award 1 mark for each correct explanation = 2 marks

13. (a) **The type of balance is** asymmetrical/informal balance **1 mark**

(b) **Reason for the answer**

- The objects on the two sides are different,
- One side has a large tree while the other has smaller shrubs, but they create balance.
- The features are not the same on both sides, but they still balance the composition visually.
- The arrangement is not the same on both sides of the centre line.
- The picture does not show mirror-like balance. **1 mark**

Award 1 mark for correctly identifying asymmetrical balance.
Award 1 mark for a correct reason showing that the sides are different
Total = 2 marks

14. **Two ways the learner can improve the flip book so that the pages turn easily.**
    - Hold the flip book firmly on one side.
    - Riffle/turn the pages quickly and evenly.
    - Turn the pages in the correct order.
    - Ensure the pages are well aligned before turning.
    - Ensure the pages are not stuck together.

Award 1 mark for each correct suggestion × 2 = 2 marks

15. **Two features of a correctly done mat mounting.**
    - Three sides have equal margins / The top, left and right margins are equal.
    - The bottom margin is slightly wider/larger than the other three sides/margins.

Award 1 mark each × 2 = 2 marks

16. **Correct action that would help prevent a wooden carving from breaking during carving.**

- Remove unwanted wood gradually instead of cutting deeply.
- Avoid applying too much pressure when carving.
- Support/hold the wood firmly while carving.
- Follow the outline carefully when removing wood.

Award 1 mark for each correct action × 2 = 2 marks

PART I : MUSIC RUBRIC

QUESTIONS	MARKS	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
1	**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
2	**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
3	**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
4	**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
5	**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
6	**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
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	**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
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
11	**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

MARKING AND SCORING GUIDE FOR WRITTEN TASKS

CRITERIA	MEETING EXPECTATION (LEVEL 3)	APPROACHING EXPECTATION (LEVEL 2)	BELOW EXPECTATION (LEVEL 1)
Q.12 Reasons why warm colours would be suitable for the poster • *attract attention* • *create a lively/exciting mood* • *suggest energy, warmth, activity or celebration* • *create a festive atmosphere* • *make the poster welcoming/inviting*	Correctly explains any **two** valid reasons why warm colours would be suitable for the poster.	Correctly explains **one** valid reason why warm colours would be suitable for the poster	Does **not** explain any valid reason why warm colours would be suitable for the poster.
SCORE	**2 marks**	**1 mark**	**0 mark**

Q.13 Type of balance and reason • *asymmetrical/informal balance* • *unequal arrangement* • *equal visual weight* • *not mirror-like*	Correctly identifies the balance as asymmetrical/informal and gives one valid reason	Correctly identifies the balance **or** gives one valid reason.	Does **not** identify the balance or give a valid reason.
SCORE	**2 marks**	**1 mark**	**0 mark**
Q.14 Ways of improving flip book • *Hold the flip book firmly on one side.* • *Riffle/turn the pages quickly and evenly.* • *Turn the pages in the correct order.* • *Ensure the pages are well aligned before turning.* • *Ensure the pages are not stuck together.*	Correctly suggests any **two** ways of making the pages turn easily.	Correctly suggests **one** way of making the pages turn easily	Does **not** suggest any correct way of making the pages turn easily.
SCORE	**2 marks**	**1 mark**	**0 mark**
Q.15 Features of a correctly done mat mounting • *equal top, left and right margins* • *wider bottom margin*	Correctly explains **two** features of a correctly done mat mounting	Correctly explains **one** feature of a correctly done mat mounting.	Does **not** explain any correct feature of a correctly done mat mounting
SCORE	**2 marks**	**1 mark**	**0 mark**
Q.16 Actions that would prevent a wooden carving from breaking during carving *- remove unwanted wood gradually* *- avoid excessive pressure* *- support/hold the wood firmly* *- follow the outline carefully*	Correctly describes any **two** actions that would prevent a wooden carving from breaking during carving	Correctly describes **one** action that would prevent a wooden carving from breaking during carving.	Does **not** describe any valid action that would prevent a wooden carving from breaking during carving.
SCORE	**2 marks**	**1 mark**	**0 mark**

SECTION B: PRACTICAL TASK — VISUAL ARTS

Question 17: Nature Drawing and Shading

Criteria to be assessed:

1. Drawing of nature features
2. Composition, use of space, overlapping and depth
3. Use of tone, blending and smudging
4. Neatness, finishing and presentation

SCORING RUBRIC FOR PRACTICAL TASK

CRITERIA	MEETING EXPECTATION (LEVEL 3)	APPROACHING EXPECTATION (LEVEL 2)	BELOW EXPECTATION (LEVEL 1)

1. Representation of nature features *-hills* *-plant forms* *-road/pathway/river recognisable tactile forms*	• Represents all the required nature features. • Nature features are clearly recognisable by touch. • Features are complete and well defined using raised lines and/or textures.	• Represents some of the required nature features. • Some features are recognisable by touch but lack clarity. • One feature may be incomplete or unclear.	• Represents few of the required nature features. • Features are difficult to recognise by touch. • Some features are incomplete or omitted.
SCORE	**5 - 6 marks**	**3 - 4 marks**	**0 - 2 marks**
2. Composition, use of space, overlapping and depth *-arrangement of features* *-three quarters of space* *-balance* *-foreground, middle and background*	• Features are arranged as one complete composition. • Three quarters of the space is used. • Composition is balanced. • Depth is shown through raised features to distinguish the different grounds	• Some features arranged as one composition. • About half to three quarters of the space is used. • Some balance is evident. • Depth is partly shown.	• Features are scattered or not arranged as one composition • Less than half of the space is used. • Balance is not evident. • Depth is not shown.
SCORE	**5 - 6 marks**	**3 - 4 marks**	**0 - 2 marks**
3. Use of raised lines and textures *- raised lines* *- variety of textures* *- tactile distinction* *- tactile clarity*	• Uses raised lines throughout the composition. • Uses different textures for different nature features. • Features can be clearly distinguished by touch. • Textures and raised lines enhance identification of forms and depth.	• Uses some raised lines and textures. • Some features can be distinguished by touch. • Limited variety of textures. • Tactile differences are partly evident.	• Uses few or no raised lines. • Uses little or no texture variation. • Features are difficult to distinguish by touch. • Tactile differences are not evident
SCORE	**4 - 5 marks**	**2 - 3 marks**	**0 - 1 mark**
4. Neatness, finishing and presentation *-clean work* *-complete work* *-learner details*	• Artwork is complete. • Work is clean and free from unnecessary marks. • No major smudges, tears or dirt marks are visible. • Full name, class, assessment number and date are correctly indicated	• Artwork is partially complete; some objects have unfinished areas. • One or two visible smudges, marks or dirt marks evident. • One or two learner identification details may be missing or incorrectly indicated.	• Artwork is unfinished; two or more objects have incomplete areas. • Several unnecessary marks, smudges, tears or dirt marks are visible. • Learner identification 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.*