



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**911-1 Creative Arts and Sports
SCHOOL BASED ASSESSMENT
Project
Adapted for Learners with Visual Impairment
Grade 7 – 2026**

This project must be completed by 26th July 2026

This document consists of 11 printed pages.

NOTE TO THE TEACHER:

Included in this document are:

1. Guidelines for administration
2. Assessment tasks
3. Scoring rubric
4. Assessment score sheet
5. Teachers guidelines

1. Guidelines for administration

- i) This assessment is in 3 parts: **PART I Performing Arts, PART II Sports, PART III Visual Arts**
- ii) The task is to be done in class during the term.
- iii) Read through the scoring rubrics with the learners before they begin the assessment so that they understand what will be expected of their final artwork. [the rubric can be printed, downloaded into learners' digital devices, written out on the board or projected].
- iv) Ensure the work is carried out by each learner to completion.
- v) **All required materials should be improvised where applicable. Schools are encouraged to reuse materials.**

PART	CURRICULUM DESIGN(S)	Competencies assessed
I		
II		
III	Strand 2.0 Creating and Performing in Creative Arts and Sports 2.3 Javelin and Sculpture (b), (c) G7 p.10	The task assesses the learner's ability to: • develop ideas through sketching (<i>produce multiple sketches before execution</i>). • apply carving and engraving techniques to create raised recognisable animal forms. • use materials and tools correctly, including preparation and safe handling. • create relief using layering, rounding and surface detailing. • demonstrate neat craftsmanship. • use art to communicate an environmental message on animal conservation.

Schools are encouraged to carry out exhibitions to showcase the learners' artworks at the end of the assessment period. Take photographs or record videos as the learners carry out the tasks and upon completion keep as evidence.

2. ASSESSMENT TASKS

PART I Performing Arts

Assessment Task: Preparation and presentation of a Kenyan Group Folksong

Instructions to the Learner

With the guidance of the teacher, and in groups of **10 to 15 members**, you are required to:

1. Select an appropriate folksong from a **Kenyan community** for a performance lasting **2-3 minutes**.
2. Take a role either as a **soloist, instrumentalist, or member of the response group**, learn, and rehearse the folksong applying the following performance techniques:
 - (i) appropriate singing (clear tone, proper diction, well blended and projected voices, proper phrasing).
 - (ii) suitable interpretation and expression (tempo, dynamics, mood, and intensity)
 - (iii) coordinated gestures and body movements.
 - (iv) appropriate costumes, props and body adornments.
 - (v) overall musicianship (stage presence, confidence, artistic passion, focused concentration and expressiveness).
3. Perform the folksong for assessment, paying attention to the techniques in above.

PART II SPORTS – 20 Marks

This part consists of **five (5) tasks** as follows:

- | | |
|---|------------------|
| i) Research Work – Dribbling in Handball | (3 marks) |
| a) <i>Meaning of dribbling in handball (1 Mark)</i> | |
| b) <i>Two types of dribbles used in Handball (2 Mark)</i> | |
| ii) Research Work – Trapping of the ball in Football | (4 marks) |
| a) <i>Role of ball trap in football (1 Mark)</i> | |
| b) <i>Three types of ball trap in football (3 Mark)</i> | |
| iii) Performance of High Dribble in Handball | (5 marks) |
| iv) Performance of Sole Trap in Football | (4 marks) |
| v) Demonstration of Sportsmanship | (4 marks) |

Instructions to the Teacher

- i. Identify suitable, safe, and well-prepared areas for carrying out all the assessment tasks.
- ii. Ensure the safety and well-being of all learners throughout the assessment process.
- iii. Provide the required equipment, including handballs and footballs, or use improvised materials where necessary.
- iv. Organize learners properly to ensure smooth and effective participation in all tasks.
- v. Give learners enough time to carry out research, practice, and prepare for the tasks.
- vi. Allow learners to warm up before starting any performance-based activities.
- vii. Observe each learner carefully and assess their performance individually using the provided checklists.
- viii. Promote fairness, active participation, teamwork, and inclusion during all activities.
- ix. Work together with other teachers or support staff where necessary to support effective assessment.
- x. Support learners with special needs appropriately through assistive devices, peer support, or task adjustments where needed.
- xi. Instruct the learners to undertake research for dribbling and trapping in football. Score each learner's research work using the scoring guide provided
- xii. Organize learners in turns and instruct each learner to perform a high dribble from a clearly marked starting point to a designated endpoint over a set distance
- xiii. For the assessment of sole trap, a ground /rolling ball should be thrown /kicked to the learner who is being assessed for the learner to perform the sole trap
- xiv. For the assessment of the sole trap, organize learners in turns. Deliver a ground (rolling) ball by gently kicking or passing it towards the learner being assessed. Instruct the learner to control the ball using the sole of the foot.
- xv. Use the provided scoring guide consistently to ensure fair and accurate assessment of learner performance.
- xvi. Maintain clear and well-organized evidence of learners' achievement and progress through the use of portfolios, photographs, Videos and other relevant documentation

Task 3: Performance of High Dribble in Handball (Individual)**Checklist for Assessing Learner's Ability to Perform High Dribble in Handball**

No.	Skills of High Dribble	Descriptors	Marks
1	Control of the Ball	Keeps the ball close and under control while moving; ball does not bounce away or get lost	1
2	Use of Fingers and Wrist	Uses fingertips (not palm) to push the ball; demonstrates controlled wrist action	1
3	Dribble Height and Consistency	Maintains the ball at appropriate height (waist to chest); keeps steady and continuous rhythm	1
4	Movement While Dribbling	Moves smoothly and changes direction without losing control; maintains balance while moving	1
5	Head Position and Awareness	Keeps head up; shows awareness of space and other players	1
Maximum Marks			5 Marks

Task 4: Performance of Sole Trap in Football**Checklist for Assessing Learner's Ability to Perform Sole Trap in Football**

No.	Skills of the Sole Trap	Descriptors	Marks
1	Positioning of the Foot	Places the sole of the foot on top of the ball; foot aligned with direction of incoming ball	1
2	Control on Contact	Stops the ball dead or nearly dead on first contact; ball remains close	1
3	Timing and Coordination	Meets the ball at the right moment; demonstrates good eye-foot-body coordination	1
4	Body Balance and Readiness	Maintains balance (slight knee bend, stable stance); ready for next move (pass, dribble, turn)	1
Maximum Marks			4

Task 5: Demonstration of Sportsmanship (4 marks)**Checklist for Assessing Learner's Demonstration of Sportsmanship**

No.	Attributes of Sportsmanship	Descriptors	Marks
1	Adherence to Rules and Instructions	Follows instructions and rules; avoids cheating or unfair advantage	1
2	Cooperation in Group Work	Actively participates; shares roles and responsibilities	1
3	Respect for Peers	Uses polite language; accepts others' ideas and contributions	1
4	Positive Attitude	Shows enthusiasm; maintains composure whether successful or not	1
5	Honesty and Fair Play	Admits mistakes; works and plays fairly without manipulation	1
6	Responsibility and Self-Discipline	Completes tasks on time; demonstrates self-control	1
Demonstration of any four of the outlined attributes + Max marks 4			

PART III: VISUAL ARTS

TASK: Creating a tactile plaque on endangered animals in relief technique.

Materials required

- i) Thick drawing paper
- ii) Leaves of different sizes, thickness and texture
- iii) Soft materials for relief ((e.g. layered cardboard, foam, rubber slippers, soft wood where safe)
- iv) Safe carving/engraving tools (or improvised blunt tools)
- v) Stiff base/support
- vi) Thick paint or paint mixed with glue (to create texture)
- vii) Adhesive
- viii) Sandpaper or smoothing materials

Task description

Individually, create a tactile raised plaque representing endangered animals using relief and engraving techniques. The artwork should be designed to be understood through touch and to raise awareness about animal protection.

STEPS TO FOLLOW WHEN CREATING THE ARTWORK:

- STEP I:** Explore different endangered animals through discussion and tactile references. Select any **three** focusing on distinctive body shapes and textures.
- STEP II:** Create different tactile sketches or outlines of the **three** animals using raised lines, string, glue, or thick paint. Record the date on each sketch (with assistance if needed). Keep all sketches as part of the assessment portfolio.
- STEP III:** Prepare materials by cleaning surfaces, cutting and sorting materials by thickness and texture, ensuring materials lie flat and are safe to handle.
- STEP IV:** Layer two or three pieces of material for each animal to form raised shapes. Carve or engrave only the top layer to create rounded forms and surface details. Ensure the back of each form remains flat.
- STEP V:** Paint or texture the stiff base to provide tactile contrast with the raised forms. Allow the base to dry before mounting.
- STEP VI:** Roughen the backside of each relief form. Apply adhesive and mount the forms securely on the base. Arrange the animals so they are clearly separated and easy to explore by touch.
- STEP VII:** Smooth sharp edges and surfaces. Check that all forms are firmly attached. Ensure the plaque is safe to handle and suitable for display or touch exploration.

PART I: PERFORMING ARTS

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
Task 1 appropriate singing	Expressively sings folksong with a distinctly authentic tone, excellent diction, outstanding vocal blend and projection and remarkable phrasing.	Sings folksong with clear tone, clear diction, well blended and projected voices, and proper phrasing.	Sings folksong with a few inadequacies in either authenticity of tone, clarity of diction, blend and projection of voices, or phrasing.	Sings folksong with a many inadequacies in authenticity of tone, diction, blend and projection of voices, and phrasing
	4 marks	3 marks	2 marks	1 mark
Task 2 Interpretation and expression	Creatively performs folksong with meticulous interpretation and expression of tempo, dynamics, mood, and intensity.	Performs folksong with suitable interpretation and expression of tempo, dynamics, mood, and intensity.	Performs folksong with minor flaws interpretation and expression of either tempo, dynamics, mood, or intensity.	Performs folksong with minor flaws in either interpretation or expression of tempo, dynamics, mood, and intensity.
	4 marks	3 marks	2 marks	1 mark
Task 3 Coordinated body movements and gestures	Performs the folksong with well-coordinated body movements which are relevant and varied.	Performs the folksong with coordinated body movements.	Performs the folksong with some uncoordinated body movements.	Performs the folksong with many uncoordinated body movements.
	4 marks	3 marks	2 marks	1 mark
Task 4 Using costumes, props and adornments 4 marks	Artistically uses appropriate costumes, props and adornments in portraying identity and enhancing body movements in the performance of the folksong	Uses suitable costumes, props and adornments in portraying identity and enhancing body movements in the performance of the folksong	Uses costumes, props and adornments that have inadequacies in portraying identity and in enhancing body movements in the performance of the folksong	Uses costumes, props and adornments that neither portray identity nor enhance body movements in the performance of the folksong
	4 marks	3 marks	2 marks	1 mark
Task 5 Individual musicianship 4 marks	Consistently demonstrates outstanding confidence, focused concentration on their role and is highly expressive in the performance of the folksong.	Demonstrates confidence, focused concentration on their role and is expressive in the performance of the folksong.	Demonstrates developing levels of confidence, concentration on their role and expressiveness in the performance of the folksong.	Demonstrates limitations in levels of confidence, concentration on their role and expressiveness in the performance of the folksong.
	4 marks	3 marks	2 marks	1 mark

PART II SPORTS

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
3 marks	3 marks	2 marks	1 mark	0 marks
Task 6 Research Work: Dribbling in Handball	Learner who scores 3 out of three marks	Learner who scores 2 out of 3 marks	Learner who scores 1 out of 3marks	Learner who scores 0 out of 3 marks
4 marks	4 marks	3 marks	2 marks	0-1 marks
Task 7 Research Work: Trapping in football	Learner who scores all the 4 out of marks	Learner who scores 3 out of 4 marks	Learner who scores 2 out of 4 marks	Learner who scores 0 out of 4 marks
5 Marks	5 marks	3-4 marks	2 marks	0-1 marks
Task 8 High Dribble in handball	Learner who correctly demonstrates all the 5 specified skills of the High Dribble in handball	Learner who correctly demonstrates 3 or 4 skills of the High Dribble in handball	Learner who correctly demonstrates 2 skills of the High Dribble in handball	Learner who correctly demonstrates 1 or none of the specified skills of the High Dribble in handball
4 marks	4 marks	3 marks	2 marks	0-1 marks
Task 9 Sole trap in football	Learner who Accurately demonstrates all the 4 skills of the sole trap	Learner who Accurately demonstrates 3 out of 4 skills of the sole trap	Learner who Accurately demonstrates out of 4 skills of the sole trap	Learner who Accurately demonstrates only 1 or none of the specified skills of the of the sole trap
5 Marks	5 marks	3-4 marks	2 marks	0-1 marks
Task 10 Sportsmanship	Learner who demonstrates any 5 or more of the attributes of sportsmanship	Learner who demonstrates 3 or 4 attributes of sportsmanship	Learner who demonstrates 2 attributes of sportsmanship	Learner who demonstrates only 1 or none of the attributes of sportsmanship
Range for the Total Score	16 - 20	11 - 15	06 - 10	00 - 05

PART III: VISUAL ARTS- Scoring Rubric for Tactile Plaque on Endangered Animals (Relief technique)

CRITERIA	EXCEEDING EXPECTATION 4	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Task 11 A. Sketch (Planning & preparation) <i>(Max: 8)</i> <i>-2 sketches for each animal-6 sketches)</i> <i>-recognisable forms</i> <i>-Dated</i>	Two tactile sketches for each of three animals completed (total 6); all dated, with clearly raised outlines that can be identified by touch	Two tactile sketches for each animal completed but with uneven or raised lines; all dated	One/two tactile sketches (4) per animal only, sketches poorly raised; dates missing	Two (2) tactile sketches and /or missing, undated, or not related to final work
	7 - 8 marks	5 - 6 marks	3 - 4 marks	0 - 2 marks
Task 12 B. Execution skill <i>(Max: 8)</i> <i>-relief formation</i> <i>-Engraving</i>	Animals are clearly raised in relief using 2–3 layers; forms are rounded and recognisable by touch; top layer engraved for details; animals securely mounted on the base	Animals relief present and recognisable; layering evident but uneven; engraving applied with limited depth	Relief raised forms shallow; animals partly recognisable; little or no engraving detail	Flat forms; no clear relief or recognisable animal shapes
	7 - 8 marks	5 - 6 marks	3 - 4 marks	1 - 2 marks
Task 13 C. Craftsmanship <i>Finishing & attachment</i> <i>(Max:4)</i> <i>-sanding</i> <i>-smoothing</i> <i>-base paint</i> <i>-placement/mounting</i>	Surfaces smoothly sanded; edges safe to touch; backs properly roughened; forms firmly attached to base; work safe for handling	Surfaces mostly smooth; attachment secure with minor loose areas	Rough edges noticeable; weak attachment; excess adhesive present	Very rough finish; loose or detached forms; unsafe to handle
06 marks	04 marks	03 marks	02 marks	01 mark
RANGE	16 – 20 marks	09 - 15 marks	05 - 08 marks	00 - 04 marks

[illegible]

[illegible]

TEACHERS' GUIDELINES

PART II: SPORTS

Scoring guide for task 6 and task 7 of Sports

Task 6: Research Work – Dribbling in Handball (3 Marks)

a) Meaning of dribbling in handball (1 Mark)

Dribbling is the act of bouncing the ball continuously with one hand while moving.

Award 1 mark for a correct definition

b) Two types of dribbles used in handball (2 Marks)

High dribble

Low dribble

Award **1 mark each** for any correct dribble given by the learner

Task 7: Research Work – Trapping of the Ball in Football (4 Marks)

a) Role of ball trap in football (1 Mark)

- *It helps a player control the ball and gain possession to make the next play (pass, dribble, or shoot). (Award 1 mark for a correct role)*

b) Three types of ball trap in football (3 Marks)

- Sole trap (for ground balls)
- Inside foot trap
- Outside foot trap
- Thigh trap
- Chest trap

Award 1 mark each for any correct type (max 3):

Guidelines for the adaptation of tasks for learners with Visual Impairment

- Learners with visual impairment should be guided and supported appropriately during the performance of all the tasks.
- Appropriate pairing of learners for the purpose of assistance, prompting, guiding, or offering any necessary support is encouraged and recommended.
- Those with partial vision loss and can perform the activity like their peers who have no visual impairment should perform the assessment activities as prescribed and should be assessed like their sighted peers. However, necessary instructions and support should be given as may be appropriate.
- Learners should be allowed to use or may be provided with any assistive technology/adaptive technology/adapted device that may be necessary in the performance of the assessment tasks.
- Teachers/ Assessors are advised to modify the tasks to suit each learner with reference to curriculum outcome and learning experiences, and in the way learning and instructions for the skill being assessed was delivered to the learner.
- Learners with severe visual impairment including total vision loss should be guided by the teacher/aides/peers appropriately in order to:
 - Perform the assessment activities in the manner that was taught to them during instructions and learning processes.
 - Explain the process of performing/executing the PHE skill that is being assessed including details of the part(s) of the body that is/are used to perform the task. The criteria and the indicators/descriptors outlined in the checklists should guide the teachers/assessors in scoring and rating the learner's descriptions of the skill that is being assessed.

- vii. Assessment guidelines, checklists, scoring guides and assessment instructions provided should guide the teacher/assessor in assessing and rating the performance of each learner with visual impairment.

PART III: VISUAL ARTS GUIDELINES

Guide the learners to:

- (i) focus on touch and texture, not appearance. Collect suitable materials, specifically old rubber slippers or pieces of soft wood. Encourage early collection to avoid delays during execution.
- (ii) produce the required tactile sketches before final work. Outline simplified animal shapes clearly on the chosen material, showing learners how to draw shapes that can be carved effectively.
- (iii) demonstrate layering (2–3 layers) clearly before carving begins. select a stiff base, paint it in a colour that creates clear contrast, and arrange the carved forms thoughtfully to achieve balance.
- (iv) carve on the top layer only; the back must remain flat.
- (v) handle safe tool use and assist where necessary.
- (vi) roughen the back of carved forms before mounting to ensure firm adhesion.

Guide learners during finishing by checking smoothing/sanding, secure attachment and removal of excess adhesive so the plaque is neat and safe to handle.

1. Assessment scope

- Assess both the process and final product.
- Sketches form part of the assessment evidence and must be verified in learner portfolios.

2. Evidence to look for

- **Six dated** sketches submitted (*two for each selected animal*)
- Correct and safe use of carving/engraving tools
- A clear raised relief showing difference between carved forms and the base
- Secure mounting of forms to the base.

3. During Assessment

- Give continuous feedback during planning, relief formation, and finishing.
- Observe tool handling and control of technique during work.
- Do not penalise minor aesthetic differences if the process and technique are correctly applied.
- Assess strictly using the rubric descriptors, not comparing learners' work.
- Maintain consistency by scoring observable features.
- Record all scores in the official score sheet and upload to the portal within the given deadline.

4. Authenticity

- Work must be individually produced by each learner.
- Sketches and final work should show clear progression from planning to finishing.