



THE KENYA NATIONAL EXAMINATIONS COUNCIL
KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT

911/1
CREATIVE ARTS AND SPORTS
PROJECT ASSESSMENT

Grade 9 - 2026

SCORING GUIDE

This document consists of 11 printed pages.

Turn over

1. INSTRUCTIONS TO THE TEACHER

This Summative Assessment Project consists step-by-step guidelines to learners as outlined below.

- (i) Each learner should carry out the tasks individually, however there are tasks that may require group work.
- (ii) Guide the learners through each task to ensure individual undertaking of the tasks as prescribed.
- (iii) Take learners through the scoring rubrics before undertaking the tasks so that they understand what will be expected of their final work.
- (iv) Each learner should assemble a comprehensive assessment portfolio that contains evidence of work done at each stage/level of the task execution
- (v) The activities should be carried out during the term.
- (vi) Every learner is required to complete all the tasks.
- (vii) Materials can be improvised where applicable. Schools are encouraged to reuse materials.
- (viii) Learners with special needs should be supported to carry out the tasks as is appropriate.

2. TEACHER GUIDELINES FOR THE VISUAL ARTS ASSESSMENT TASK

1. Before Photography

Guide learners to prepare a planning portfolio that should include:

- (i) Research notes on the selected theme (Music or Sports)
- (ii) Research notes on the three viewpoints
- (iii) Sketches showing all three viewpoints
- (iv) Sketches related to the chosen subject (sport activity or musical performance)
- (v) Identification of at least **three** safety and ethical issues, for example:
Permission/consent, safe distance from performers or players, safe environment and equipment handling
- (vi) Teachers must use the provided rubric to:
 - guide learners before and during the task;
 - score each criterion separately;
 - score learners objectively against the stated criteria;
- (vii) Learners should be made aware of what is being assessed at each stage.

NOTE: Learners should not begin photography before submitting this evidence.

2. During Photography

Ensure that learners:

- (i) Take exactly 9 photographs (3 viewpoints × 3 photographs each)
- (ii) Clearly demonstrate:
 - Bird's eye view
 - Worm's eye view
 - Eye-level view
- (iii) Capture action or movement
- (iv) Observe the identified safety and ethical issues

Give immediate corrective feedback throughout the assessment period, with focus on the *viewpoints, subject placement, action and movement and craftsmanship*. Record scores per

criterion in the official assessment record sheet. Ensure scores are accurate, complete and supported by evidence

3. After Photography

Confirm that learners:

- (i) Print all 9 photographs at 10 cm × 15 cm
- (ii) Accurately cut and glue the photographs
- (iii) Mount photographs on A3 (29.7 cm × 42 cm) paper
- (iv) Arrange photographs in a logical sequence that tells a story
- (v) **Submit:**
 - a. Planning portfolio (notes + sketches)
 - b. Mounted final presentation

Assessment must be based only on submitted and visible evidence. At the end of the assessment period upload scores to the assessment portal within the timelines provided following the prescribed upload procedures.

2. SCORING RUBRICS

2.1 Scoring Rubric for Music

(30 marks)

Assess each learner during the performance of the song *Early One Morning* and award scores based on the criteria provided in the rubric below:

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
(i) Pitch and rhythm	Artistically performs the song with consistent accuracy in pitch and rhythm.	Performs the song with accurate pitch and rhythm.	Performs the song with a few inaccuracies in either pitch or rhythm.	Performs the song with many inaccuracies in both pitch and rhythm.
	7 marks	5 - 6 marks	3 - 4 marks	1 - 2 marks
(ii) Vocal technique	Sings with an expressive tone, outstanding voice projection, and exceptional breath control that supports proper phrasing.	Sings with clear tone, well-projected voice, and appropriate breath control that supports proper phrasing.	Sings with a few inconsistencies in either tone, voice projection or breath control.	Sings with many inconsistencies in tone, voice projection and breath control.
	7 marks	5 - 6 marks	3 - 4 marks	1 - 2 marks
(iii) Diction/Pronunciation	Performs the song with expressive and consistent diction/pronunciation of words	Performs the song with clear diction/pronunciation of words	Performs the song with some inconsistencies in diction/pronunciation of words	Performs the song with many inconsistencies in diction/pronunciation of words
	4 marks	3 marks	2 marks	1 mark
(iv) Performance directions	Performs the song with consistency and precision in interpretation of tempo and dynamics as indicated in the music	Performs the song with correct interpretation of tempo and dynamics as indicated in the music	Performs the song with some inaccurate interpretation of either tempo or dynamics as indicated in the music.	Performs the song with difficulty in interpretation of tempo and dynamics as indicated in the music.
	4 marks	3 marks	2 marks	1 mark
(v) Compatibility with accompaniment	Performs skillfully and fluently with accompaniment maintaining consistent intonation, steady tempo and correct rhythm.	Performs with accompaniment maintaining pitch (intonation), tempo, and rhythm	Performs with accompaniment with a few inconsistencies in maintaining either pitch (intonation), tempo or rhythm	Performs with accompaniment with many inconsistencies in maintaining pitch (intonation), tempo and rhythm
	4 marks	3 marks	2 marks	1 mark
(vi) Musicianship	Demonstrates an exceptional level of stage presence, outstanding artistic passion, focused concentration and exemplary expressiveness in performing the song.	Demonstrates a developed level of stage presence, artistic passion, focused concentration and expressiveness in performing the song.	Demonstrates a developing level of stage presence, artistic passion, concentration or expressiveness in performing the song.	Demonstrates a limited level of stage presence, artistic passion, concentration and expressiveness in performing the song.
	4 marks	3 marks	2 marks	1 mark

2.1 Scoring Rubric for Verse

(10 marks)

LEVEL CRITERIA	4 EXCEEDING EXPECTATION	3 MEETING EXPECTATION	2 APPROACHING EXPECTATION	1 BELOW EXPECTATION
Verse content & structure (4 marks)	Clear PCI theme; strong, focused message; well-ordered lines with good flow.	Theme clear; message makes sense; generally logical order.	Theme partly clear; message simple; some disordered or weak lines.	Theme unclear; message confused; lines disjointed.
	4 marks	3 marks	2 marks	1 mark
Vocal delivery (4 marks)	Voices clear and well-projected; words easily heard; group mostly together in pace and entries.	Generally clear and audible; few unclear words; group mostly together.	Projection/diction uneven; several timing or togetherness issues.	Hard to hear or understand; group frequently not together.
	4 marks	3 marks	2 marks	1 marks
Expression & simple movement/props (2 marks)		Gestures, expressions, stance and any simple props clearly support the message and show confidence.	Some relevant gestures/expressions; basic confidence; props/movement partly support message.	Little or no purposeful expression, movement or use of props; very weak presence.
	4 marks	2 marks	1 mark	0 mark

PART 3: SPORTS - Sports Exploration.

(30 marks)

Level Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
(i) Express understanding of various aspects of the chosen sport: • Rules • Playing area • Materials required • Equipment • Uniform (6 marks)	Express understanding of 6 or more aspects of the chosen game (Rules, playing area, materials required, equipment and uniform).	Express understanding of 3 or 4 aspects of the chosen game (Rules, playing area, materials required, equipment and uniform).	Express understanding of 2 aspects of the chosen game (Rules, playing area, materials required, equipment and uniform).	Express understanding of 1 or none of the aspects of the chosen game (Rules, playing area, materials required, equipment and uniform).
	6 marks	4 marks	2 marks	1 mark
(ii) Improvisation of materials that reflects • Relevance • Innovativeness • Functionality • Safety • Durability • Aesthetic • Accept any other relevant quality (6 marks)	Improvised materials to have 5 or more of the following qualities: Relevance, Innovativeness, Functionality, Safety, Durability, Aesthetic	Improvised materials to reflect 3 or 4 of the following qualities: Relevance, Innovativeness, Functional, Safety, Durability, Aesthetic	Improvised materials to reflect 2 of the following qualities: Relevance, Innovativeness, Functional, Safety, Durability, Aesthetic	Improvised materials to reflect 1 or none of the following qualities: Relevance, Innovativeness, Functional, Safety, Durability, Aesthetic
	6 marks	4 marks	2 marks	1 mark

(iii) Organizing and playing the sport while fostering team and sportsmanship spirit. • <i>Identification of an appropriate playing area for the chosen sport /modification</i> • <i>Team formation</i> • <i>Game organization</i> • <i>Adherence to rules</i> • <i>Skill execution</i> • <i>Sportsmanship</i> (6 marks)	Organize and play the sport of choice while portraying 5-6 or more skills that include: Identification of an appropriate playing area for the chosen sport /modification, Team formation, Game organization, Adherence to rules, Skill execution, Sportsmanship.	Organize and play the sport of choice while portraying 3 or 4 of the following skills: Identification of an appropriate playing area for the chosen sport /modification, Team formation, Game organization, Adherence to rules, Skill execution, Sportsmanship.	Organize and play the sport of choice while portraying 2 of the following skills: Identification of an appropriate playing area for the chosen sport /modification, Team formation, Game organization, Adherence to rules, Skill execution, Sportsmanship.	Organize and play the sport of choice while portraying 1 or none of the following skills: Identification of an appropriate playing area for the chosen sport /modification, Team formation, Game organization, Adherence to rules, Skill execution, Sportsmanship.
	6 marks	4 marks	2 marks	1 mark
(iv) Identification of career opportunities related to sport through research and making presentations in a format of choice. • <i>Professional player</i> • <i>Coach</i> • <i>Referee</i> • <i>Sports journalist</i> • <i>Nutritionist</i> • <i>Accept any other correct response</i> (6 marks)	Identify through research 5 or 6 career paths related to the chosen sport such as professional player, coach, referee, sports journalist, nutritionist. Make a presentation in a format of choice.	Identify through research 3 or 4 career paths related to the chosen sport such as professional player, coach, referee, sports journalist, nutritionist. Make a presentation in a format of choice.	Identify through research 2 career paths related to the chosen sport such as professional player, coach, referee, sports journalist, nutritionist. Make a presentation in a format of choice.	Identify through research 1 career paths related to the chosen sport such as professional player, coach, referee, sports journalist, nutritionist. Make a presentation in a format of choice. (5 marks)
	6 marks	4 marks	2 marks	1 mark

(v) Reflecting on personal performance, team dynamics and application of learnt skills. • <i>Understanding of the sport</i> • <i>Clarity of mind</i> • <i>Personal growth</i> • <i>Team dynamic</i> • <i>Application of learnt skills</i>	Reflects on 5 or 6 aspects that exhibits understanding of the sport, clarity of mind, personal growth, team dynamic and application of learnt skills.	Reflects on 3 or 4 aspects that exhibits understanding of the sport, clarity of mind, personal growth, team dynamic and application of learnt skills.	Reflects on 2 aspects that exhibits understanding of the sport, clarity of mind, personal growth, team dynamic and application of learnt skills.	Reflects on 1 or none of the aspects that exhibits understanding of the sport, clarity of mind, personal growth, team dynamic and application of learnt skills.
(6 marks)	6 marks	4 marks	2 marks	1 mark

PART 4: VISUAL ARTS - Scoring Rubrics for Photography
(30 marks)

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
(i). Research Skills & Sketching <i>- Research notes</i> <i>-Viewpoint sketches (bird's eye, worm's eye, normal)</i> <i>-Theme sketches (music or sport)</i> <i>-Safety & ethical considerations</i>	Portfolio includes all 4 components: • research notes, • sketches showing all three viewpoints, • sketches related to the chosen theme, and • at least 3 clearly stated safety/ethical issues	Portfolio includes 4 components • Research notes • sketches of at least two viewpoints • sketches related to theme • 2–3 safety/ethical issues	Portfolio includes • 2 components; • sketches incomplete or unrelated to viewpoints; • fewer than 2 safety/ethical issues	• Minimal or no planning evidence; • sketches missing; • safety/ethical issues not identified
	7 - 8	5 - 6	3 - 4	0 - 2
(ii). Visual Coverage <i>-required viewpoints (bird's eye, worm's eye, eye level);</i> <i>-Correct number of photographs</i> <i>-Presence of subject matter</i> <i>-Presence of action/movement</i>	• All 9 photographs present; • all three viewpoints clearly demonstrated through camera position • subject matter (<i>music or sport</i>) identifiable in all photos; • action or movement visible in at least 6 photographs	• All 9 photographs present; • all three viewpoints demonstrated; • subject matter identifiable; • action visible in 4–5 photographs	• 6–8 photographs present OR fewer than three viewpoints clearly demonstrated; • subject matter identifiable in some photos; • action visible in fewer than 4 photographs	• Less than 6 photographs present; • fewer than two viewpoints demonstrated; • subject matter unclear; • insignificant or no visible action
	7 - 8	5 - 6	3 - 4	0 - 2
(iii) Photography Skills <i>- Subject matter clarity</i> <i>- Subject placement within picture frame</i> <i>- Capture of action</i> <i>- Clarity of photo</i> <i>-sharp & lighting</i>	• All 9 photographs show clearly visible identifiable subject matter; • subject is deliberately within picture frame;	• 7–9 photographs show identifiable subject matter; • subject placement allows the subject to be seen; • action visible in 4–5 photographs;	• 4–6 photographs show identifiable subject matter; • subject placement is inconsistent, partially cutting off or obscuring the subject;	• Fewer than 4 photographs clearly show the subject; • poor subject placement makes the subject difficult to identify; • insignificant and/or no visible action;

Criteria	Exceeding Expectation (Level 4)	Meeting Expectation (Level 3)	Approaching Expectation (Level 2)	Below Expectation (Level 1)
	• action/movement is evident in at least 6 photographs; • photos are clear, sharp, details are visible (not too dark or too bright)	• most photographs are clear, with minor blur or lighting issues	• action visible in fewer than 4 photographs; • several photographs are blurred or too dark and/or light	• most photographs are blurred or very dark/bright
	7 - 8	5 - 6	3 - 4	0 - 2
(iv) Craftsmanship <i>-Cutting accuracy</i> <i>-Gluing skill (glue control)</i> <i>-Spacing & layout on A3</i> <i>-Story sequence</i>	• All 9 photographs printed at 10 × 15 cm, • accurately and neatly cut along edges, firmly glued; • evenly spaced on A3; • sequence is logical and clearly tells a story	• All 9 photographs are printed and mounted; • minor cutting or spacing irregularities present; • sequence suggests a story though transitions may be unclear	• 6–8 photographs mounted OR poor • cutting/gluing evident; • spacing uneven or overcrowded; • story sequence is unclear	• Less than 6 photographs mounted; • photographs poorly cut, loosely attached, overlapping, • randomly placed with • no evident sequence
	6	4 - 5	2 - 3	0 - 1



KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT
911/1 CREATIVE ARTS AND SPORTS PROJECT SCORE SHEET – 2026

	PART 1: MUSIC 30 marks						Part 2: Theatre 10			PART 3: SPORTS 30 marks					PART 4: VISUAL ARTS 30 marks				Total
Criteria Assessment Number	(i) 7	(ii) 7	(iii) 4	(iv) 4	(v) 4	(vi) 4	(i) 4	(ii) 4	(iii) 2	(i) 6	(ii) 6	(iii) 6	(iv) 6	(v) 6	(i) 8	(ii) 8	(iii) 8	(iv) 6	100