



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
TEACHER'S
SCORING GUIDE**

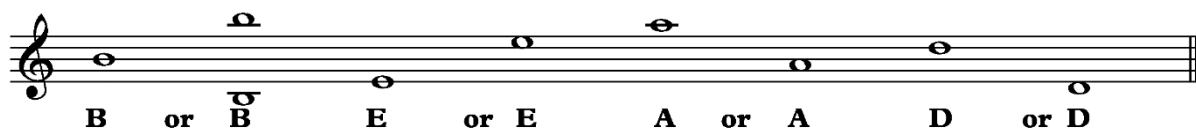
**CREATIVE ARTS AND SPORTS
GRADE 8
OCTOBER 2024**

This scoring guide has 13 printed pages

PART I: PERFORMING ARTS

SCORING GUIDE

1. Writing notes on treble staff



1/2 mark for each correct response x 4 = Total 2 marks

2. Writing an answering phrase to a given opening

1 mark for each bar x 2 bars = 2 marks

3. Correct the rhythm and add bar lines where appropriate.



1/2 mark for grouping notes in each bar x 2 = 1 mark

1/2 mark for correctly written bar lines x 2 = 1 mark

Total 2 marks

4. Roles of the instrument(s) you are playing in that performance.

- (i) Add tone colour
- (ii) Enrich the texture
- (iii) Establish the beat
- (iv) Keep time/tempo/pace/speed
- (v) Sustain rhythm

1 mark each for two correct responses = 2 marks

5. Give **two** reasons why music is important in a traditional marriage ceremony.
- (i) To congratulate the couple
 - (ii) To welcome the bride to her new home
 - (iii) To send off the bride from her paternal home
 - (iv) To praise the parents
 - (v) To educate on the importance of family as a unit in the community
 - (vi) To bless/pray for the newlyweds

1 mark each for two correct responses = 2 marks

6. Roles of the sisal skirts in the performance.
- (i) To magnify the dance/waist movements
 - (ii) To colour the performance
 - (iii) To make the performance attractive

1 mark each for two correct responses = 2 marks

7. Meaning of terms as used in music.

- (i) Da capo– repeat from beginning or go back to the beginning of a piece
- (ii) Tempo – is the speed or pace of a piece of music

1 mark each for two correct responses = 2 marks

8. Roles of the songs in the story.

- (i) To entertain the audience
- (ii) To highlight key moments in the story
- (iii) To make the story more interesting
- (iv) To invoke feelings/emotions
- (v) To cue the sections
- (vi) As interludes
- (vii) To introduce the story
- (viii) To end the story
- (ix) To enhance the message
- (x) To enhance the memorability of the story
- (xi) For continuity of the story

1 mark each for two correct responses = 2 marks

9. Ways through in which to involve the audience in storytelling.

- (i) Asking them to sing along

- (ii) Asking questions (rhetorical, open-ended, or interactive)
- (iii) Asking them to show gestures and expressions
- (iv) Invite feedback and comments

1 mark each for two correct responses = 2 marks

10. Elements of verse.

- (i) Character
- (ii) Theme
- (iii) Setting

1 mark each for two correct responses = 2 marks

11. Uses of props in the performance of a verse. (2 marks)

- (i) To enhance the message
- (ii) To complement and motivate the character
- (iii) Sets the scene
- (iv) Gives a physical metaphor the audience can relate with
- (v) identifying a particular time/place/setting

1 mark each for two correct responses = 2 marks

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
18 - 22 marks	Exceeding Expectation (4)
12 - 17 marks	Meeting Expectation (3)
06 - 11 marks	Approaching Expectation (2)
00 - 05 marks	Below Expectation (1)

PART II: PHYSICAL EDUCATION AND SPORTS

Question Number	Expected responses	Marks
12	Agility is a component of physical fitness that involves the ability to move quickly and change direction while maintaining control and balance.	2 marks
13	<ul style="list-style-type: none"> i. The athlete stands with feet hip-width apart, with one foot slightly ahead of the other ii. Knees Slightly bent to maintain a strong and balanced posture iii. Upper body lean slightly forward iv. Elbows are bent at about 90 degrees, with one arm slightly in front and the other behind v. Eyes focused straight ahead on the track or the first few meters 	Any 2 responses X1 mark each= 2 Marks
14	Overhead pass- the ball is held and propelled with the two hands. It is pulled from behind the head	1 Mark
	Overarm pass- the ball is held with one hand and propelled by the hand	1 Mark
15	<ul style="list-style-type: none"> i. Avoiding Defenders ii. Creating Space to pass iii. Create Scoring Opportunities iv. Protecting the Ball v. Breaking Défense 	Any 2 responses X 1 mark each= 2 Marks
16	<ul style="list-style-type: none"> i. to put the opponent under pressure ii. to disrupt the opponent's formation iii. to make a score iv. to control the pace of the game v. to maintain the lead in a game 	Any 2 responses X 1 mark each= 2 Marks
17	<ul style="list-style-type: none"> i. hands form a triangle shape with the thumbs and index fingers. ii. The fingers are spread wide apart, with the thumbs facing toward each other but not touching. iii. The wrists should be flexible and the palms facing upward iv. Hands Above the Forehead v. The elbows are bent and positioned wide enough to maintain stability and control 	Any 2 responses X 1 mark each= 2 Marks
18	<ul style="list-style-type: none"> i. energy conservation ii. better breathing and oxygen flow iii. preventing early fatigue iv. improved coordination and balance v. enabling a strong finish (kick) 	Any 2 responses X 1 mark each= 2 Marks
TOTAL		14

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
12 - 14 marks	Exceeding Expectation (4)
08 - 11 marks	Meeting Expectation (3)
04 - 07 marks	Approaching Expectation (2)
00 - 03 marks	Below Expectation (1)

PART III: VISUAL ARTS

TASK	CURRICULUM DESIGNS	TASK DESCRIPTION
1	Grade 8 – Q.19 2.0 Creating and Performing 2.1 Picture Making (c) P. 8	The learner is assessed on critical thinking and problem solving as they analyze a picture to explain how dominance is created using colour.
	Grade 8 - Q.20 2.0 Creating and Performing 2.1 Picture Making (a) p. 8	The learner assessed on learning to learn as they associate the face patterns done in face painting and shapes to the types of shapes learnt in class.
	Grade 7 - Q.21 2.7 Storytelling & Animation -flipbook	The learner is assessed on ability to manipulate a flipbook and highlight its features
	Grade 8 - Q.22 2.0 Creating and Performing 2.6 Fabric Decoration (b) p. 32	The learner is tested on critical thinking, as they think through the tie and dye process to explain the reason for beginning with light colours in tie and dye.
	Grade 8 – Q.23 2.0 Creating and Performing 2.3 Athletics and Montage (c) p. 14	Learner assessed on critical thinking as they analyze the artwork to critique correct application of the characteristics of montage composition.
2	Grade 8 – 24 2.0 Drawing or Painting p.19 Still life	Learners assessed on ability to observe and still from observation, painting and shading skills to create an illusion of depth

1. The performance levels should **not** be added up to get a total score. The actual scores for each question have been provided in the question paper and this scoring guide.
2. Use the assessment sheet provided to record the scores.
3. Upload the **actual score** in the CBA portal and **NOT** the performance levels. Use the performance levels for reporting the learner's performance.

EXPECTED RESPONSES:

19. How colour was used to create dominance

- (i) Strategically placing one apple with brilliant red colour against the grey apples created a sense of dominance within the composition.
- (ii) Colour contrast was used whereby the red apple is painted in a bright colour as the rest of apples painted in grey thus making the red apple to stand out.

Any 1 × 2 = 2 marks

20. Description of face painting in terms of the types of shapes utilized to enhance the performers' appearance.

- (i) Geometric and inorganic shapes: Face painting includes geometric shapes such as triangles, circles, and ovals to create structured patterns that enhance the performer's appearance. These shapes added symmetry and visual interest to the face painting.
- (ii) Curvilinear Shapes: Curved lines and shapes, such as arcs, that create dynamic and flowing design.

Citing an example of shape = 1 mark
Explanation on how it enhances appearance = 1 mark
Total = 2 marks

21. Sequential steps followed to produce a flip book

- (i) Drawing: On each sheet of paper, draw a single frame of the animation according to the planned sequence. Start with the initial pose or scene and progressively depict the movement or change in subsequent frames.

1 × 1 = 1 mark

(ii) Binding: Once satisfied with the drawings, secure the pages together to form the flip book. Use a binder clip along the top edge of the pages or bind them together with adhesive along one edge.

1 × 1 = 1 mark

Total = 2 marks

22. Reason for beginning a tie and dye process with a lighter colour

(i) Better colour absorption: Lighter colors tend to absorb dyes more readily than darker colors. Starting with a lighter base allows for more vibrant and uniform dye absorption, resulting in brighter and more saturated hues in the finished produce

(ii) Easier to overdye: Lighter colours provide a neutral canvas that can be easily over dyed with darker or more intense colours if desired.

(iii) Avoiding colour muddling/jumblng: Starting with a lighter base colour helps prevent the mixing or muddling of dyes, especially when using multiple colours.

Any 2 × 1 = 2 marks

23. Two characteristics of montage that were missing in the composition.

(i) Lack of scaling/proportion, tiny forms/animals appear in the foreground, yet they are supposed to be in the background.

(ii) Some forms are floating, yet the composition is supposed to be composite.

Any two correct characteristics = 1 mark each

Total = 2 marks

CRITERIA FOR ASSESSMENT

Note: This task has only 3 performance levels. Work with them as indicated.

CRITERIA	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
Q.19 Creating dominance using colour <i>-colour contrast</i> <i>-bright colour against dark/dull colours</i>	Correctly highlights colour contrast and explains how bright colour dominates as it is contrasted with dark/dull colour	Correctly highlights colour contrast or explains how bright colour dominates as it is contrasted with dark/dull colour	Does not highlight colour contrast nor explains how bright colour dominates as it is contrasted with dark/dull colour
SCORE	2	1	0
Q.20 Description of face painting (shapes)	Correctly associates patterns with shapes	Associates some patterns with shapes	Has challenges linking patterns with shapes
SCORE	2	1	0
Q.21 Creating a flip book <i>-drawing images on frames and arranging in a sequence.</i> <i>-binding the frames for flipping.</i>	Correctly outlines the steps in the correct order.	Outlines one correct step or states the steps but not sequentially.	Does not outline the correct steps.
SCORE	2	1	0
Q.22 Tie and Dye process <i>- light colours allow darker colours to be visible.</i>	Shows sufficient understanding of tie and dye process and clearly explains why light colours precede dark colours in tie and dye	Shows some understanding of tie and dye process and attempts to explain why light colours precede dark colours in tie and dye	Shows no understanding of the tie and dye process.
SCORE	2	1	0
Q.23 Montage characteristics <i>-proportion of forms</i> <i>-incorrect placements of forms in the foreground & background</i> <i>-floating forms</i>	Correctly identifies two missing features/ characteristics of montage in the artwork.	Correctly identifies one missing feature/ characteristic of montage in the artwork.	Does not identify the missing characteristics in the artwork.
SCORE	2	1	0

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
08 - 10 marks	Meeting Expectation (3)
05 - 07 marks	Approaching Expectation (2)
00 - 04 marks	Below Expectation (1)

CRITERIA	EXCEEDING EXPECTATION (4)	MEETING EXPECTATION (3)	APPROACHING EXPECTATION (2)	BELOW EXPECTATION (1)
A. Drawing skill <i>Accuracy of forms</i> <ul style="list-style-type: none"> • <i>Proportion of forms in relation to each other</i> 	<ul style="list-style-type: none"> • All forms reflect the actual object, are proportionally correct in reference to each other. 	<ul style="list-style-type: none"> • Forms reflect the actual object, are proportionally correct in reference to each other. 	<ul style="list-style-type: none"> • Some forms reflect the actual object, are proportionally incorrect. 	<ul style="list-style-type: none"> • Forms are distorted, hindering their recognition.
	08 marks	06 marks	04 marks	02 marks
Placement of forms <i>Overlapping Forms creating depth</i>	<ul style="list-style-type: none"> • forms correctly overlapped to create depth. 	<ul style="list-style-type: none"> • forms overlapped to create depth. 	<ul style="list-style-type: none"> • Linear arrangement of forms creating a chart like effect 	<ul style="list-style-type: none"> • Forms are randomly arranged.
	04 marks	03 marks	02 marks	01 mark
Use of $\frac{3}{4}$ of the drawing space <ul style="list-style-type: none"> • <i>use of space (forms occupies at least half of the drawing space)</i> 	<ul style="list-style-type: none"> • uses $\frac{3}{4}$ of the space with forms centrally placed and balanced 	<ul style="list-style-type: none"> • uses $\frac{1}{2}$ of the space with some forms centrally placed 	<ul style="list-style-type: none"> • Less than a $\frac{1}{4}$ of the space is covered with the forms and/or some forms are squeezed on one side 	<ul style="list-style-type: none"> • Most and/or all forms are squeezed on one side and occupies less than half the space.
	04 marks	03 marks	02 marks	01 mark

B. Shading/Painting skill. <ul style="list-style-type: none"> • <i>Smooth transition</i> • <i>3D effect (shades, shadows, highlights)</i> • <i>Textural effect</i> 	Shading is consistent , smooth, accurate with varied value ranges, highlights, mid tones and within the outlines of the forms. Accurately simulated texture	Shading is smooth, with value ranges, highlights, and within the outlines of the forms. Correctly simulated texture	Shading is rough, with some value ranges, and/or no highlights and spreads out of some of the forms. Rough texture	Shading is inconsistent, with no value ranges, and/or no highlights and spreads out of most of the forms, lacks textural effect
06 marks	04 marks	03 marks	02 marks	01 mark
RANGE	16 - 20 marks	11 -15 marks	06 -10 marks	00 - 05 marks

Q. 24 Practical Scoring Guide

SCORE RANGE AND PERFORMANCE LEVEL

RANGE	Performance level
16 - 20 marks	Exceeding Expectation (4)
11 - 15 marks	Meeting Expectation (3)
06 - 10 marks	Approaching Expectation (2)
00 - 05 marks	Below Expectation (1)

