



THE KENYA NATIONAL EXAMINATIONS COUNCIL

**SCHOOL BASED ASSESSMENT
TEACHERS SCORING GUIDE**

**CREATIVE ARTS
For Learners with Visual Impairment
GRADE 5
October 2024**

This scoring guide has 7 printed pages

PART I: Art and Craft

Ques	CURRICULUM DESIGNS	TASK DESCRIPTION
1.	Grade 5 1.0 Creating and Executing 1.1 Wind Musical Instrument (e) Drawing-crayon etching p.1	The learner is assessed on ability to control over their hand movements, as they carefully etch the design. <ul style="list-style-type: none"> • Creativity & Imagination as they visualize and design patterns to etch. • Colour layering techniques – as they layer colours and reveal hidden hues through etching
2.	Grade 5 2.0 Performing and Displaying 2.1 Athletics (b) making ropes using plaiting techniques. p.17	The learner is assessed on ability to source appropriate materials for plaiting while taking precautionary measures
3.	Grade 5 1.0 Painting & Mosaic (c) make mosaic p. 8	Learner assessed on ability to analyse pieces of art and identify characteristics associated with the techniques.
4.	Grade 5 2.0 Performing & Displaying 2.2 Fabric decoration (c) decorate fabric using circles and marbling techniques of tie & dye p.19	The learner is assessed on the level of critical thinking and problem solving, ability to identify and describe the sequential steps followed in the tie and dye process
5	Grade 5 3.0 Appreciation in Creative Arts 3.1 Analysis of Creative Arts p. 33	The learner is assessed on display skills

EXPECTED RESPONSES:

1. Two important steps must be taken to create a crayon etching

- First, colour the entire surface with different crayon layers, ensuring the colours underneath are bright and varied.
- Cover the crayon layer with a solid black crayon or paint, then use a pointed tool to gently scratch away the black layer to reveal the colourful design underneath.

Any step correct steps well explained = 2 marks

2. Two safety measures they must observe when collecting materials for weaving the mats.

- Wash hands
- Careful with sharp objects
- Be careful while splitting sisal using sharp tools to avoid injuries.
- Wear long sleeved clothes or cover bodies fully to prevent itchiness due sap.

Any 2 × 1 = 2 marks

1. Two characteristics of mosaic

- Small regular or irregular pieces of coloured paper used
- Only one material i.e. paper has been used
- Material stuck on a flat surface
- Spaces in between the stuck pieces of paper to create the pattern

Any 2 × 1 = 2 marks

4. Arranging the labels to show the correct steps followed in the tie and dye process II, IV, III, I

Correct order 2 × 1 = 2 marks

5. Two reasons that made them like the display

- The displays were likely well-organized, making it easy for visitors to move around and enjoy the artwork.
- The use of different textures or interactive elements might have made the exhibition more engaging and appealing to a wide audience.
- Pictures well mounted
- Clearly labelled.
- Well-spaced
- Variety

Any 2 × 1 = 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)
Q1 Crayon etching steps	Correctly explains the crayon etching steps	Correctly identifies one step	Incorrect response
SCORE	2	1	0
Q.2 safety measures <i>-cover body, -sharp objects</i> <i>-wash hands,</i>	States 2 correct measures	States 1 correct measure	States non or incorrect
SCORE	2	1	0
Q.3 Characteristics of the artwork (mosaic) <i>-mono media</i> <i>-Spaces in between pieces</i>	Correctly identifies 2 characteristics	Incorrectly and/or identifies one characteristic	Incorrectly identifies the characteristics
SCORE	2	1	0
Q.4. Correct order of the steps in tie and dye	Correctly arranges all steps on order	Mentions two steps t incorrectly	Mentions all steps incorrectly
SCORE	2	1	0
Q.5. artworks in display board <i>-even space between artworks-well mounted</i> <i>-Clearly labelled.-Well-spaced</i> <i>-Variety</i>	States 3 correct reasons	States 2 correct reasons	unable to correctly state correct reason
SCORE	2	1	0

SCORE RANGE AND PERFORMANCE LEVEL FOR PART 1: QUESTION 1-5

RANGE	Performance level
06 - 10 marks	Meeting Expectation (3)
01 - 05 marks	Approaching Expectation (2)
00 marks	Below Expectation (1)

SECTION B: PRACTICAL**Q.6. Calligraphy****Criteria to be assessed:**

- (a) Calligraphy presentation/ slanting angle,
- (b) formation of ascenders and descenders,
- (c) Flow & Spacing
- (d) Neatness and presentation

CRITERIA	MEETING EXPECTATION 3	APPROACHING EXPECTATION 2	BELOW EXPECTATION 1
(a) Calligraphy presentation <i>Slanting Angle & Letter Consistency</i>	/ Beautifully executed, with careful attention to style, letter shapes, and flourishes Correct and consistent slant with uniform letter formation throughout.	adequately executed but lacks flair or consistency in style Mostly correct slant with minor inconsistencies in letter shapes.	inconsistent lettering and little attention to detail Slant is inconsistent, and letters vary in shape and alignment.
SCORE	3	2	0 – 1
Accuracy of transcription (Calligraphy/Braille) Formation of Ascenders & Descenders	transcribed accurately with no errors in either calligraphy or Braille format.	The transcription is mostly accurate, with a few minor errors/ Most ascenders and descenders are well-formed, with minor issues in size or shape.	Transcription contains significant errors Ascenders and descenders are not distinct, lacking proper height or proportion.
SCORE	3	2	0 - 1
(c) Flow & Spacing <i>-letter spacing</i> <i>-word spacing</i> <i>-use of space within page (balance)</i>	consistent and appropriate spacing between letters, words, and characters, making it easy to read and follow in either calligraphy or Braille format	Some spacing between letters, words, and characters with a few inconsistencies	-Writes message with limited spacing between letters, words and/or words Making it difficult to read
SCORE	3	2	0 - 1
(d) Neatness and presentation	neat and well-organized, with consistent spacing and formatting. The poem is arranged cleanly and appears professional in tactile or Braille format	Neat, with some minor inconsistencies in spacing or formatting. The poem is readable and mostly organized.	disorganized, with uneven spacing or poor formatting that affects readability
SCORE	3	2	0 - 1

SCORE RANGE AND PERFORMANCE LEVEL FOR THE PRACTICAL TASK

RANGE	Performance level
12 - 15 marks	Meeting Expectation (3)
07 - 11 marks	Approaching Expectation (2)
00 - 06 marks	Below Expectation (1)

PART II -MUSIC

7. Roles of components

a) Songs: They carry the message of the dance

(1 mark)

b) Costumes: -They enhance dance movements
-They identify the community

1 mark for any correct response

(1 mark)

c) Musical Instruments : - They enrich the performance
-Play introduction and interludes
- They identify the community

1 mark for any correct response

(1 mark)

8. Note hand signs

a) *Soh*

(1 mark)

b) *Mi*

(1 mark)

c) *Re*

(1 mark)

9. Taa-aa. ta-te taa

1 mark for minim (taa-aa)

1 mark for quavers (Ta-te)

1 mark for crotchet (taa)

(3 marks)

10. Air is blown through that hole to produce sound

(1 mark)

PART III PHYSICAL AND HEALTH EDUCATION

Question Number	Expected responses	Marks
11	Step trap	1 Mark
12	(i) Ball control	Any 2 responses X1 mark each= 2 Marks
	(ii) For moving forward	
	(iii) Avoid the opponent	
	(iv) Create space to pass the ball or shoot	
13	Instep Kick	1 Mark
14	Barrel	1 Mark
15	(i) Batting	Any 2 responses X1 mark each= 2 Marks
	(ii) Fielding	
	(iii) Bowling	
	(iv) Running the posts	
16	Easily break when dry	Any 1X1= 1Mark
	Heavy	
	Soft when wet	
17	In visual baton change, the athlete receiving the baton looks back to see the baton but in non-visual baton change, the athlete receiving the baton does not look back	2 Marks
TOTAL		10 MARKS

PERFORMANCE LEVELS FOR PARTS II & III RANGE	PERFORMANCE LEVEL
10 marks	Exceeding Expectation (4)
06 - 09 marks	Meeting Expectation (3)
04- 06 marks	Approaching Expectation (2)
00-03 marks	Below Expectation (1)

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