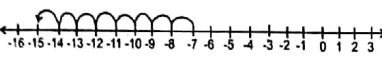




TARGETER WINGS JUNIOR SCHOOL ASSESSMENT GRADE 8 - 2024 MARKING SCHEME

Wings
004

MATHS

1. 
2. One hundred and fifty-eight thousand three hundred and eighty-two.
3. $\frac{4}{65}$
4. 200 people
5. $\frac{5}{11}$
6. 390m
7. 160m²
8. Sh. 4000
9. 35
10. 12km/hr
11. 50cm
12. 6 $\frac{1}{4}$ m²
13. 1.0334, 1.1403, 1.2334, 1.3234, 1.3334
14. 45m
15. 12 $\frac{1}{2}$ % or 12.5 %
16. 5 sides
17. 60°
18. Sh. 2416
19. 5 < x < 12
20. 500 litres
21. 192cm²
22. Sh. 1800
23. a) September
b) January
c) 56mm
24. 26m
25. m=5 and n = -2
26. 15 hours
27. 132°
28. a) 110°
b) 18ha

ENGLISH SECTION A

READING COMPREHENSION

1. Fishing was just an economic activity.
2. To attract fish once in the water.
3. Refreshing/reviving/energizing/ renewing. e.t.c.
4. He caught a big crab instead of a fish.
5. The huge Nile perch that Jonah had caught.
6. He was satisfied that his father was rich/wealthy.
7. He was old and economical/ageing and frugal.
8. Bonte believed that his father would die of heart attack so he thought of doing something (fake suicide) that would really scare him to death.
9. Angry - because his only son had played him a nasty trick.
Happy - because it was not a real suicide.

SECTION B:

(GRAMMAR)

10. happiness
11. drowsiness
12. ability
13. profession
14. was
15. These
16. is
17. were
18. himself
19. itself
20. themselves
21. into
22. off
23. without
24. on with
25. after

SECTION C:

(ORAL LITERATURE AND POETRY)

26. Loyal/faithful/reliable.
27. He was frightened by the snake.
28. Courageous/daring/protective/ sacrificial.
29. Never act in haste/think before acting.
30. Child violence/child soldiers/civil wars.
31. General public/governments/leaders.
32. Kids killing kids, where all these guns come from?
33. Children fighters/soldiers getting illegal training to kill all irrespective of children.
34. He was not confident/he was nervous.
35. He wanted the rhino's precious horn.
36. Poachers.
37. A gun/rifle.

WRITING

The teacher to evaluate the learner's composition.

KISWAHILI

1. Kuchomwa/kuteketezwa na moto.
2. Nyayo zake zilifunikwa na utandu wa buibui wawindaji wakadhani ni za zamani wakageuka na kuelekea kwingine.
3. Wawindaji/ukame/mafuriko/ magonjwa.
4. Nyati.
5. Uhalifu.
6. B
7. Watu huogopa kushirikiana nao.
8. D
9. Mawasiliano.
10. Mawasiliano ni hali ya kutuma na kupokea ujumbe na usafirishaji wa mizigo.
11. Vyombo vya habari ni vipengele muhimu vya mawasiliano.
12. Barua pepe zimechukua nafasi ya barua zilizotumiwa kwa njia ya posta.

13. a) Mishi ni mke wa Mabula.
b) Mishi kuwekwa kundi moja na watoto.
c) i) Ndoa - jukumu la mke katika ndoa; Mishi angekuwa mke wa maana ya mke.
ii) Mzozo - Mabula anamfanya Mishi kama prefect wa watoto.
d) i) Kuchanganya ndimi - class prefect/games prefect au music prefect.
ii) Maswali ya balagha-usipowapa watoto mwongozo atawapa nani?/mwongozo katika michezo ya watoto.
iii) Methali - mwanzo wa ngome ni lele.
iv) Tashhisi/uhuishaji-nashindwa kuelewa kwa nini mambo madogo yanakuchenga.
e) i) Mbishi-anabishana na mume wake kwa muda mrefu.
ii) Si mtiifu kwa mume wake.

14. B
15. D
16. A
17. C
18. D
19. Unga.
20. Huzuni/huruma.
21. Mle.
22. Mwalimu atathmini majibu ya wanafunzi.
23. Kitanda hakitandikwi.
24. baya.
25. Zulia hilo lake lilifumwa na mshonaji yule.
26. v, i, iii, iv, ii
27. Jumatano.
28. Charo alitaka kujua wakati ambapo soko linasafishwa.
29. a) Novela ni utungo wa kawaida ulio na ploti ya moja kwa moja na wahusika wachache ilhali tamthilia ni tanzu uliotungwa kwa lugha ya majibizano baina ya wahusika.
b) i) Sauti - huimbwa kwa sauti na mahadhi ya chini.
ii) Urudiaji - huimbwa kwa kurudiarudia maneno
iii) Miondoko ya mwili-huhusisha miondoko ya mwili/ kucheza viungo vya mwili.
c) i) Mashujaa katika mighani hufa kwa kusaliwa na watu wa karibu.
ii) Mashujaa huwa na uwezo usiokuwa wa kawaida/ mashujaa hutetea maslahi ya wanyonge.
d) Mighani ni hadithi zinazohusu mashujaa katika jamii fulani ilhali visasili ni hadithi za

- kihistoria zinazosimulia kuhusu asili ya mambo fulani.
e) Hujenga ploti na maudhui/ kujenga sifa za wahusika wengine.

INSHA

29. Mwalimu asahihisha insha.

INTEGRATED SCIENCE

- Diffusion
- i. Helium - He
ii. Magnesium - Mg
iii. Copper - Cu
iv. Nitrogen - N
v. Fluorine - F
- i. Copper(II) oxide - Copper + oxygen
ii. Carbon dioxide - Carbon + oxygen
iii. Sodium chloride - Sodium + chlorine
- i. 1 - Eye piece - enables one to look through to observe the specimen
ii. 3 - Fine adjustment knob - brings image into sharp focus by raising or lowering the body tube through shorter distances
iii. 11 - arm - used to hold when using or carrying the microscope
- Gases do not have a fixed/ definite shape

6.

Indicator	Acidic Solution	Basic Solution
Methyl orange	Red	Yellow
Phenolphthalein	Colourless	Pink
Litmus paper	Red	Blue

- a) Solid - the particles are very close together, they do not move, vibrate in their fixed positions
b) Liquid - the particles are close together but not as close as in solids, there are little spaces between them, can flow / move about
c) Gas - there are lots of spaces between them. Particles move freely and fast
- a. i. The skin
ii. The kidneys
iii. The lungs
b. i. Kidneys - filters dirt from the blood/ removes waste
ii. Ureter - carries urine from the kidneys to the bladder
iii. Bladder - stores urine temporarily
iv. Urethra - allows urine to pass to the outside
c. i. Cause itchy skin
ii. Cause a burning sensation
iii. Cause the skin to weaken and become more prone to injuries and infections
- i. Used to make jewellery
ii. Medals and trophies
iii. To make toiletries such as soap, cosmetics, lotions, etc
iv. Production of energy
v. Provide food nutrients and ingredients
- a. The hydrated copper (II) sulphate turned white

- anhydrous Copper (II) Sulphate
 - It changed back to blue
 - temporary
- i. Making ice cream
ii. Making candles
iii. Drying clothes
iv. Formation of dew
v. Making ice cubes
vi. Formation of rain
 - i. Shows the route to use and exit the affected area in case of fire
ii. This is the point to assemble in case of fire
iii. Used to alert people to exit the area/ premises with a fire outbreak
 - i. Fuel
ii. Oxygen
iii. Heat
 - i. Permanent change
ii. Temporary change
 - i. Drinking plenty of water
ii. Protecting it from the sun
iii. Eating a healthy diet
iv. Exercising regularly

SOCIAL STUDIES

- a) It is the stage where surviving species isolated themselves as they adapted the new environment
b) Evolution - It is a gradual change of living organisms from a simpler form to a more complex form
c) Mutation - it is the abrupt change in form, dictated by climatic factors or genetic components.
d) Archaeology the study of fossils and human remains.
- Australopithecus
- a) Taung - South Africa/Botswana
b) Omo valley - Ethiopia
c) Olduvai Gorge - Tanzania
d) Fort Ternan - Kenya
- a) To establish the exact areas where the fossils were found
b) For historical reference
c) To know how man lived.
d) To establish the exact time of discovery.
- a) Greece - Greeks
b) Portugal - Portuguese
c) China - Chinese
- a) Favourable climate
b) Trade
c) Geographical position
d) Availability of food.
- a) Rural - urban migration. This is the movement from the rural areas to urban areas.
b) Urban - rural. This is the movement of people from the urban areas to rural areas.
c) Rural - rural migration. This is the movement of people from one rural area to another.
d) Urban - urban migration. It is the movement of people from one urban area to another.
e) Emigration - This is the movement of people from their country into our country.

- a) Emotional intelligence- it is the ability to handle a difficult situations.
b)
i) Good performance in school, at work
ii) Supportive family and friends
iii) Positive childhood experience
iv) Environmental factors
- a) Resilience - the ability to recover after facing a challenge.
b)
i) A good communicator/orator
ii) Has the ability to apply self control
iii) Able to manage emotions
- a) Decrease in food production
b) Deforestation due to demand for more land
c) High rate of unemployment in urban areas
d) Establishment of slums in urban areas
e) Congestion in urban areas
f) Increase in crime
g) Spread negative ideas.
- a) Socio - cultural diversity - It is the recognition, acceptance and action integration of a wide range of cultural, social and democratic differences within a society or community.
b)
i) Ethnic diversity
ii) Language diversity
iii) Cultural diversity
iv) Religious diversity
- a) Negotiation - involves two people who are in conflict; sometimes they can invite a third party.
b) Mediation - involves a third party who tries to look for possible solution to the conflict and gives suggestions on how to reconcile.
c) Litigation - this involves taking the matter to court. It is also called the legal process or judicial process
d) Dialogue - involves two people or parties discussing the cause of their conflict and agreeing to reconcile with a third party.
- a) The ability to understand and share the feelings of others
b) Empathy - understanding and sharing the feelings of others
Sympathy - feeling of pity and sorrow for someone else's misfortune.
- a) Sharing with a friend you trust
b) Looking or seeking for help from experts
c) Avoiding being idle and engaging in recreational activities
- $51^{\circ} + 17^{\circ} = 68^{\circ}$
 $1^{\circ} = 4\text{min}$
 $68^{\circ} = ?$
 $\frac{68 \times 4}{1} = 272\text{min}$
 $\frac{272\text{min}}{60} = 4\text{hrs } 32\text{mins}$

12.00noon

- 4.32

7.28am

C.R.E.

1. - Adam and Eve were forbidden from eating the fruit from the tree of knowledge of good and evil.
- They disobeyed God and ate the forbidden fruit.
2. a) Adam and Eve were sent out of the garden of Eden.
b) Pain and suffering became part of human experience.
c) Human beings began killing each other
3. a) Assertiveness
b) Decision making
c) Effective communication.
4. a) Love
b) Kindness
5. a) He was beaten
b) He was crucified on the cross
6. a) We should have faith in God.
b) We should follow instructions given.
c) We should believe in God's promises.
7. It is an agreement between two or more separate partners.
8. Through faith God answers their prayers.
9. a) Denying God
b) Doing immoral acts
c) Practising witchcraft
10. a) He was promised a son
b) He was promised a great name
c) He promised protection
11. a) Trees bring rain
b) Trees protect soil erosion
12. a) We should have faith in God
b) We should obey God and those in authority
c) We should not be greedy
13. a) Jesus has power over all kinds of illnesses
b) We should have faith in Jesus
14. a) Christians should have faith when faced with challenges
b) Christians should call on Jesus for help when faced with challenges.
15. a) The Lord rejected him as a king.
b) The spirit of the Lord departed from him.
16. a) School dropout.
b) Feeling of guilt and stress
17. a) Samuel's sons had failed as judges
b) Other nations had kings.
18. It signified the presence of God
19. a) Gospels
b) Historical books
20. a) Assertiveness
b) Decision making
21. a) Romans
b) Galatians
c) Phillipians
22. He sent Jesus to die on the cross for our sins
23. a) It enables people to read and understand the Bible easily
b) It helped in the work of evangelisation

I.R.E.

1. Qur'an
2. Oral form
3. a) The prophet taught his wives and asked them to teach other women
b) The prophet promised huge rewards for those who memorise and teach the Qur'an.
c) The prophet used to recite the Qur'an in the daily prayers.
4. Abubakr Assidiq (R.A)
5. a) Qur'an recitation competition
b) Translating the Qur'an into many languages
c) Reciting the Qur'an during swalat.
6. The thirty portions of the Qur'an
7. Manzil
8. a) They are short and precise
b) The condemn shirk and idol worship
c) They remind people about the day of judgement.
9. He was a wise man.
10. a) He demonstrated some activities and asked the swahaba to repeat
b) He used to repeat the hadith several times until the Swahabas understood.
11. Teachers were sent to empires to teach the new converts.
12. To worship him
13. a) Taurat Musa (A.S)
b) Zabur Daud (A.S)
c) Injil Issa (A.S)
d) Qur'an Muhammad (S.A.W)
14. a) They prove that Allah (S.W.T) is powerful
b) They differentiate Allah (S.W.T) from His creatures.
15. a) To teach mankind about the powers of Allah (S.W.T)
b) To warn man about the punishment of Allah (S.W.T)
16. They all enjoin good and forbid evil.
17. The Injil (Gospel)
18. a) Musa (A.S)
b) Ibrahim (A.S)
19. Istikharah
20. a) Putting on Ihram
b) Performing sa'ay
c) Performing tawaaf

PRE-TECHNICAL STUDIES



1. Types of injuries caused by fire at a workplace:
 - Burns
 - Smoke inhalation.
2. Safety measure observed by the man on the right side:

- Wearing a helmet (head protection).
3. Work environment requiring the safety gear shown:
 - Places with loud noises (e.g. construction sites or factories).
 4. Online safety threats at a work place:
 - Phishing attacks.
 - Cyberbullying.
 - Unauthorized access.
 5. Try square and tape measure.
 6. Zigzag, diagonal and spiral.
 7. Ruler, tape measure, calipers and spirit level.
 8. Malware, human error, phishing attacks.
 9. Kamau was practising antivirus software installation represented by the Avast symbol.
 10. Monitor and printer.
 11. Hard drive.
 12. Easily editable and shareable.
 13. Desktop and laptop.
 14. Computer: electronic device used to process data into information.
Data: Raw facts or information.
Information: Processed data with context and meaning.
 15. Analogue thermometers, analogue speedometer.
 16. • Business Studies: is a subject that teaches students about the principles and practices involved in running a business.
• Communication is the process of exchanging information, ideas or feelings between individuals or groups. It involves speaking, listening, writing, and non-verbal cues such as body language.
• Consumer Protection: refers to laws, regulations and practices designed to safeguard consumers from unfair or deceptive business practices.
 17. Clarity of message and feedback.
 18. Written communication provides a permanent record.
 19. Audience.
 20. Government Rules and Laws:
 - The government makes rules to make sure businesses treat customers and investors fairly.
 - Doing Research: Before buying something or investing money, people should look up for information to make sure they're making smart choices.
 21. Mobile phones and emails.
 22. KEBS - Kenya Bureau of Standards.
CMA - Capital Markets Authority.

AGRICULTURE & NUTRITION

- (i) Framed suspended garden
(ii) Vegetables- kales, spinach, coriander, capsicum, onions
Herbs
Legumes - beans, peas, cow peas.
- Value addition is the process of transforming raw agricultural produce into other products of higher quality.
- Grinding and milling into flour
Packaging
Frying
Roasting
- Roof top water harvesting
Use of gutters
Use of diversion channels
Using storage tanks
Using shallow water pans
Using water ponds
- Location, accessibility, type of crop to be irrigated, size of the farm, size of the storage unit, cost, slope of the land.
- Plastic tanks, metallic tanks, concrete tanks.
- I. Poultry fold
II. Wire mesh, wood materials, nails, hammer
III. The fold helps the poultry to access sunlight, the poultry are able to access vegetation to supplement feeds.
- Grassed water ways, stone lines, strip cropping, soil bunds, trash lines.
- Beheading – this is cutting the neck muscles of poultry to separate the head from the body.
Defeathering – this is scalding the poultry into hot water for few minutes to loosen the feathers and then pluck them out.
Singeing- holding defeathered chicken over a flame for few minutes to burn the hair like structures left on the skin.
Removing of offal- this is removing the internal organs of the poultry.
- Scaling, gutting, cleaning, salting, and frying.
- Salting removes water from the fish thus increasing its shelf life.
- It requires little amount of water
Makes good use of little space
Easy to manage thus it requires less labour
It is ideal for urban areas and congested places
It provides fresh vegetables for the family
It helps save money used for buying vegetables.
- Container garden, wick innovative drip, hanging pots, tyre garden, multi- storey garden, organic sack garden

CREATIVE ARTS

- Artistic forms that are perceived and appreciated by sight or by eyes; they include; paintings, drawings, photomontage, dance, drama and film.
- Enhances cohesion
- Promotes identity
- Preserves culture
- Promotes good health
- Promotes patriotism
- Football
- Volleyball
- Netball
- Athletics
- Rugby
- Handball
- Body
- Action
- Space
- Time
- Energy
- a) A wheel that shows the relationship between colours
b) red, yellow, blue
c) Orange, purple, green
- Character
- Theme
- Setting
- o Taa-aa-aa-aa
♪ Taa-aa
♪ Taa
♪ Tate
- a) - Scissors
- Razorblade
- Pen knife
b) - Euphorbia sap
- Pine resin
- Baking flour paste
- 
- Bass clef
- $\frac{3}{4}$ 3 crotchet (quarter note) beats in every bar
- a) This is the lowness or highness of sound in music
b) 
G A B C D E F G
(award one mark for the bass clef and half a mark for each note that is correctly identified and noted on the staff)
- A drawing of non-living objects
- He mixed equal amounts of a primary colour and a secondary colour together.
- a) Sharp
b) Flat

FRENCH

1. Les résultats

- Le passage.
- La femme.
 - Mon père
 - Quarante deux ans.
 - Habite
 - Cinq enfants
 - Totalement.
 - docteur.
 - belle
 - amicable
 - élégante
 - chanter
 - Danser
 - écouter la musique
 - gentille.
 - Manger les bananes.
 - Kiswahili
 - anglais
 - Swahili
 - Kikuyu
 - Et un peu de français.
 - Grande.
 - Policier.
 - un pilot
 - les amis.
 - mon père.

N.B please mark in any order given as long as the sentences make sense.

Grammaire 2.

- Je m'appelle**
- Ça va bien merci.
- J'habite à****
- J'ai****ans.
- Je suis****
- Ma mère s'appelle***
- Mon père s'appelle***
- Oui, je suis un/une étudiant(e)
- Ma grande mère s' appelle***
- Mon grand père s'appelle**.

Grammaire 3.

- mon
- Ma
- Mes
- ma
- Mes.

Grammaire 4.

- My name is Christine
- She is kind
- Ma mother is called Jennifer.
- Good morning Mr. Joshua
- Goodbye my father-
- My grand mother is called Njeri-
- My grand father is called Mr Mutua-
- He is a boy -
- I live in Mombasa -
- My aunt is elegant -