**KENYA JUNIOR SCHOOL EDUCATION ASSESSMENT**

**GRADE 9 - ENGLISH PAPER 2 (901/2)**

**(Composition and Literary Analysis)**  
**Time: 1 hour 45 minutes**

**NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**SCHOOL:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**STREAM:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
**DATE:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INSTRUCTIONS**

a) Write your **Name, School, Stream, and Date** in the spaces provided.  
b) This question paper consists of **two sections: A and B**.  
c) Answer **ALL** questions in this paper.  
d) Write **ALL** the answers in the spaces provided.  
e) **Do NOT remove any pages** from this question paper.  
f) Answer the questions in **English**.

**ASSESSMENT RUBRIC**

| **RANGE (%)** | **LEVEL** |
| --- | --- |
| **80 - 100** | Exceeding Expectation |
| **60 - 79** | Meeting Expectation |
| **40 - 59** | Approaching Expectation |
| **0 - 39** | Below Expectation |

**LEARNER'S SCORE**

| **Section** | **Score (Out of Marks)** |
| --- | --- |
| **A** (Out of 15) | \_\_\_\_\_\_\_ |
| **B** (Out of 35) | \_\_\_\_\_\_\_ |
| **TOTAL SCORE** (Out of 50) | \_\_\_\_\_\_\_ |

**This paper consists of 8 printed pages. Candidates should check to confirm that all pages are printed as indicated and that no questions are missing.**

**SECTION A: COMPOSITION (15 MARKS)**

* + - 1. Write a **creative composition** of **150-200 words** on **one** of the following topics:

**THE MYSTERIOUS HOUSE IN OUR VILLAGE**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_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**SECTION B: ORAL LITERATURE (10 MARKS)**

* + - 1. **Read the following trickster narrative and answer the questions that follow.**

***The Clever Hare and the Greedy Hyena***

Once upon a time, in a vast savanna, there lived a cunning hare named Kalulu and a greedy hyena named Fisi. One day, Fisi invited Kalulu to his home for a feast. "Come, my friend, I have plenty of food," Fisi said, licking his lips.

Kalulu, knowing Fisi’s greedy nature, agreed but planned to be cautious. When he arrived, Fisi had a large pot of delicious meat boiling. "Eat as much as you want!" Fisi laughed. Kalulu, however, noticed that Fisi was not eating and was watching him closely.

"Why are you not eating?" Kalulu asked.

"I have a special way of eating. I first tie my stomach with a rope so I don’t overeat," Fisi lied.

Kalulu, pretending to believe, said, "That’s a great idea! Tie my stomach too."

Fisi quickly tied Kalulu's stomach tightly, hoping he wouldn’t eat much. But Kalulu, being clever, loosened the rope when Fisi wasn’t looking. He ate to his fill, while Fisi, thinking Kalulu was struggling, laughed to himself.

When Fisi finally untied himself, he rushed to the pot, only to find it empty! Kalulu wiped his mouth and said, "Thank you for the meal, my friend!" and hopped away.

**Questions (10 Marks)**

1. Who are the main characters in the story? (1 mark)
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What kind of character is Kalulu? (1 mark)

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1. Why did Fisi tie Kalulu’s stomach? (1 mark)

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1. How did Kalulu outsmart Fisi? (2 marks)

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1. What lesson do we learn from this story? (1 mark)

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1. What is the main theme of the story? (1 mark)

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1. Identify and explain one trickster feature in the story. (1 mark)

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1. What type of oral literature is this story? (1 mark)

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1. Identify one literary device used in the story and explain its effect. (1 mark)

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1. How would you describe Fisi’s character? (1 mark)

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**SECTION C: POETRY (10 MARKS)**

* + - 1. **Read the poem below and answer the questions that follow.**

***The Light of Education***

Education is a golden key,  
That unlocks doors for you and me.  
With knowledge, we can rise so high,  
And touch the stars in the sky.

In books, we find a world so wide,  
Where truth and wisdom both reside.  
It shapes our minds and helps us see,  
The endless possibilities.

Through numbers, words, and history’s song,  
We learn what’s right and what is wrong.  
It builds a path, so bright and true,  
Guiding us in all we do.

Without it, life is dark and tough,  
The road ahead is rough and rough.  
But with a book and heart so keen,  
A brighter future can be seen.

So cherish learning, take your stand,  
And shape tomorrow with your hand.  
For education lights the way,  
And leads us to a brighter day.

**Questions (5 Marks)**

1. What is the main theme of the poem? (1 mark)

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1. Identify and explain one figure of speech used in the poem. (1 mark)

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1. According to the poem, how does education help individuals? (1 mark)

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1. What is the poet’s attitude towards education? (1 mark)

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1. Suggest a suitable title for the poem if it were not given. (1 mark)

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**SECTION D: DRAMMA – *BRIDGES WITHOUT RIVER* (10 MARKS)**

* + - 1. **Read the following excerpt from the CBC short story *Bridges Without River* and answer the questions that follow.**

***Excerpt***

Amani stood at the edge of the broken bridge, staring at the deep river below. The old wooden planks had rotted away, making it impossible to cross. On the other side, her grandmother’s house stood, waiting. She had promised to bring medicine, but now, she was stuck.

She looked around and saw an old fisherman mending his net. "Sir, how do I get across?" she asked.

The man smiled and pointed to a narrow path through the forest. "There’s always another way," he said.

Amani hesitated, then took a deep breath and stepped forward.

**Questions (10 Marks)**

1. Who is the main character in the excerpt? (1 mark)

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1. What problem does Amani face in the story? (1 mark)

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1. What does the broken bridge symbolize? (1 mark)

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1. How does Amani solve her problem? (1 mark)

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1. What lesson can we learn from this story? (1 mark)

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1. Identify and explain one literary device used in the excerpt. (1 mark)

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1. What is the mood of the story at the beginning? (1 mark)

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1. How does the fisherman help Amani? (1 mark)

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1. What does the phrase "*There’s always another way*" mean in the story? (1 mark)

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1. Suggest a different title for the story. (1 mark)

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**SECTION E: NOVEL – *TEARS OF JOY* (10 MARKS)**

* + - 1. **Read the following excerpt from the novel *Tears of Joy* and answer the questions that follow.**

***Excerpt***

Nafula wiped a tear from her cheek as she stared at the school gate. She had worked so hard, and now she was finally here—her dream school. Just a year ago, she had nearly dropped out due to school fees challenges. Her mother had struggled, doing odd jobs to raise the money.

"Go and make us proud," her mother had told her that morning, holding her hands tightly.

As she stepped inside, Nafula smiled. Her heart was full of gratitude. No struggle was too big when one had determination and hope.

**Questions (10 Marks)**

1. Who is the main character in the excerpt? (1 mark)

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1. What challenge had Nafula faced? (1 mark)

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1. How did her mother support her? (1 mark)

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1. What emotions does Nafula feel in this excerpt? (1 mark)

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1. Identify the theme presented in the excerpt. (1 mark)

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1. What does the phrase *"Go and make us proud"* suggest? (1 mark)

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1. What is the significance of the school gate in the story? (1 mark)

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1. Identify and explain one literary device used in the excerpt. (1 mark)

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1. What lesson can be learned from Nafula’s experience? (1 mark)

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1. Suggest a suitable title for this excerpt if it were not part of *Tears of Joy*. (1 mark)

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**MARKING SCHEME**

**Section B: Oral Literature – Trickster Narrative (10 Marks)**

1. **Who are the main characters in the story?**
   * Kalulu (the hare) and Fisi (the hyena). (1 mark)
2. **What kind of character is Kalulu?**
   * He is clever and cunning. (1 mark)
3. **Why did Fisi tie Kalulu’s stomach?**
   * He wanted to prevent Kalulu from eating too much. (1 mark)
4. **How did Kalulu outsmart Fisi?**
   * He secretly loosened the rope and ate to his fill while Fisi thought he was struggling. (2 marks)
5. **What lesson do we learn from this story?**
   * Intelligence can overcome greed and trickery. (1 mark)
6. **What is the main theme of the story?**
   * Deception and wisdom. (1 mark)
7. **Identify and explain one trickster feature in the story.**
   * Kalulu uses cleverness to defeat a greedy character. (1 mark)
8. **What type of oral literature is this story?**
   * A trickster narrative. (1 mark)
9. **Identify one literary device used in the story and explain its effect.**
   * **Personification** – The animals talk and act like humans, making the story engaging. (1 mark)
10. **How would you describe Fisi’s character?**

* He is greedy and easily fooled. (1 mark)

**Section C: Poetry (5 Marks)**

1. **What is the main theme of the poem?**
   * The importance of education in shaping one’s future. (1 mark)
2. **Identify and explain one figure of speech used in the poem.**
   * **Metaphor** – “Education is a golden key” compares education to a key that opens opportunities. (1 mark)
3. **According to the poem, how does education help individuals?**
   * It gives knowledge, wisdom, and opportunities for success. (1 mark)
4. **What is the poet’s attitude towards education?**
   * Positive and encouraging. (1 mark)
5. **Suggest a suitable title for the poem if it were not given.**
   * "The Power of Knowledge" or "Education: The Path to Success." (1 mark)

**Section D: Short Story – *Bridges Without River* (10 Marks)**

1. **Who is the main character in the excerpt?**
   * Amani. (1 mark)
2. **What problem does Amani face in the story?**
   * The bridge is broken, preventing her from crossing the river. (1 mark)
3. **What does the broken bridge symbolize?**
   * Challenges and obstacles in life. (1 mark)
4. **How does Amani solve her problem?**
   * She takes an alternative path through the forest. (1 mark)
5. **What lesson can we learn from this story?**
   * There is always a solution to every problem. (1 mark)
6. **Identify and explain one literary device used in the excerpt.**
   * **Symbolism** – The broken bridge represents difficulties, and the alternative path represents new opportunities. (1 mark)
7. **What is the mood of the story at the beginning?**
   * Uncertain and worried. (1 mark)
8. **How does the fisherman help Amani?**
   * He shows her an alternative way to cross. (1 mark)
9. **What does the phrase "There’s always another way" mean in the story?**
   * It means that problems always have solutions if we look for them. (1 mark)
10. **Suggest a different title for the story.**

* "A New Path" or "Overcoming Barriers." (1 mark)

**Section E: Novel – *Tears of Joy* (10 Marks)**

1. **Who is the main character in the excerpt?**
   * Nafula. (1 mark)
2. **What challenge had Nafula faced?**
   * She almost dropped out of school due to financial problems. (1 mark)
3. **How did her mother support her?**
   * She did odd jobs to raise school fees. (1 mark)
4. **What emotions does Nafula feel in this excerpt?**
   * Gratitude, happiness, and relief. (1 mark)
5. **Identify the theme presented in the excerpt.**
   * Determination and perseverance. (1 mark)
6. **What does the phrase *"Go and make us proud"* suggest?**
   * Encouragement to work hard and succeed. (1 mark)
7. **What is the significance of the school gate in the story?**
   * It represents the beginning of a new journey in her life. (1 mark)
8. **Identify and explain one literary device used in the excerpt.**
   * **Imagery** – The description of Nafula wiping a tear and stepping inside creates a vivid emotional picture. (1 mark)
9. **What lesson can be learned from Nafula’s experience?**
   * Hard work and perseverance lead to success. (1 mark)
10. **Suggest a suitable title for this excerpt if it were not part of *Tears of Joy*.**

* "Against All Odds" or "The Journey to Success." (1 mark)

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