BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS *(SOCIAL SCIENCES-PATHWAY)*



BRILLIANT STUDENTS GRADE TEN END TERM 1 SERIES 1 EXAMS (SOCIAL SCIENCES –PATHWAY)

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ORDER OF THE SUBJECTS TESTED

(ALPHABETICALLY ARRANGED)

1. **MATHEMATICS ESSENTIAL**
2. **ENGLISH & LITRATURE**
3. **KISWAHILI & FASIHI**
4. **COMMUNITY SERVICE LEARNING (C.S.L)**
5. **BUSINESS STUDIES**
6. **C.R.E (CHRISTIAN RELIGIOUS EDUCATION)**
7. **FRENCH**
8. **GEOGRAPHY**
9. **GERMANY**
10. **HISTORY & CITIZENSHIP**
11. **H.R.E (HINDU RELIGIOUS EDUCATION)**
12. **I.R.E (ISLAMIC RELIGIOUS EDUCATION)**
13. **MANDARIN**

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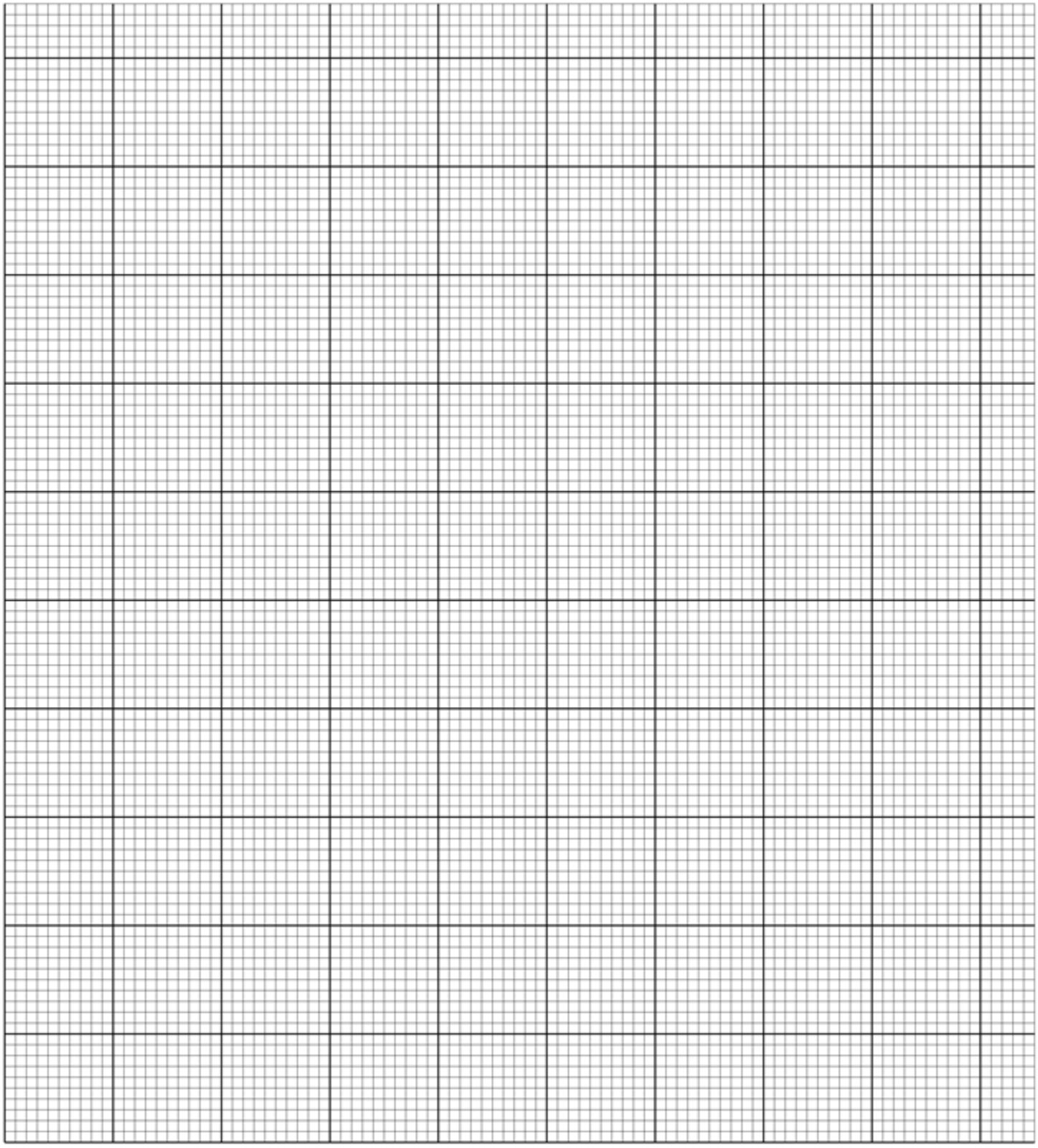
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- Poetry & Ushairi Qsns.... e.t.c



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BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 ESSENTIAL MATHEMATICS END TERM 1 MARCH/APRIL

PATHWAY: S.T.E.M, SOCIAL SCIENCE, ARTS AND SPORT

Time: 2 Hours

COMPETENCY BASED EDUCATION CKEAB 002

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature**: _____.

INSTRUCTIONS TO LEARNERS

1. *Answer ALL questions in this paper*
2. *Show all working clearly. Marks will be awarded for method.*
3. *Non-programmable calculators may be used.*
4. *All answers should be written in the spaces provided.*
5. *Take $\pi = 3.14$ or 22/7 where necessary.*
6. *Study all diagrams, graphs, and images carefully before answering.*

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

SCORE GRID

ROW / QN	1 a	1 b	1 c	2	3	4	5	6	7	8	9	10 a	11 b	11	12	13	14	15	a	b (i)	17b(ii)	17b(ii)	17 c	18 a	18 b	19 a	19 b	19 c	19 d	20a(i)	20a(ii)	20 b	20 c	21 a	21 b
Marks	2	3	1	4	3	3	3	3	3	3	3	1	2				3	3	3	2	1	2	2	5	5	1	4	2	3	1	2	4	3	5	5
Learner's Score																																			
Performance Level																																			

DESCRIPTION	SCORE
TOTAL SCORE	100
LEARNER'S SCORE	
PERFOMANCE LEVEL	

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ESSENTIAL MATHEMATICS (100 Marks)

Answer all questions in this section.

1. *A farmer divides his land among his three children as shown in the information chart below.*

Information chart:

i. *First child receives 2/5 of the land*

ii. *Second child receives 1/3 of the land*

iii. *Third child receives the remainder*

If the Total land area is 450 hectares

a) *Calculate the fraction of land received by the third child. Show your working.* ***(2 marks)***

b) *Calculate how many hectares each child receives.* ***(3 marks)***

c) *Express the ratio of land distribution among the three children in simplest form.* ***(1 mark)***

2. Use logarithm tables in all your steps to evaluate: leaving your answer to four decimal places (4mks)

$$\sqrt[3]{\frac{38.32 \times 12.964}{86.37 \times 6.285}}$$

3. When a certain number **x** is divided by 30, 45 or 54, there is always a remainder of 21.

Find the least value of the number **x** (3mks)

4. Find the value of **x** (3mks)

$2^{(x-3)} \times 8^{(x+2)} = 128$

5. Evaluate without using a calculator (3mks)

$$\frac{\left(1\frac{3}{7}-\frac{5}{8}\right)\times\frac{2}{3}}{\frac{3}{4}+1\frac{5}{7}\div\frac{4}{7}of\,2\frac{1}{3}}$$

6. Without using tables and calculators, evaluate

$$\sqrt[3]{\frac{0.032+0.0608}{1.28\times0.4}}$$

(3mks)

7. Use tables of squares, square roots and reciprocals to evaluate correct to 4 s.f

$$\frac{3}{\sqrt{0.0136}} - \frac{2}{(3.72)^2}$$

(3mks)

8. Simplify the following expressions by reducing it to a single fraction

$$\frac{2x-5}{4} - \frac{1-x}{3} - \frac{x-4}{2}$$ (3mks)

9. Sixteen men working at the rate of 9hrs a day can complete a piece of work in 14 days.

How many more men working at the rate of 7 hours a day would complete the same job in 12 days?(3mks)

10. Solve the equation;(3mks)

$$9^{x+1} + 3^{2x+1} = 36$$

11, A triangle ABC is formed by the points A (3,4), B (-7,2), and C (1,-2).

(a) Find the coordinates of the mid-points k of AB and p of AC (1 mk)

(b) Find the equation of the perpendicular bisector of the line kp (2 mks)

12. Two similar cans have different heights 8cm and the other one 10cm. If the surface area of the larger can is 480cm^2, find the surface area of the smaller can. (3 marks)

13.Find the value of x that satisfies the equation log (2x – 11) – log 2 =log 3 – log x(3 marks)

14. A metal hemisphere of radius 12cm is melted done and recast into the shape of a cone of base radius 6cm. Find the perpendicular height of the cone (3mks)

15. Solve the inequality and show the solution on the number line. (3mks)

$3-2x \angle x \angle 2x+5$

16 .The angle of elevation of the top of a tree from a point P on the horizontal ground is24.5°. From another point Q, five metres nearer to the base of the tree, the angle of elevation of the top of the tree is 33.2°. Calculate to one decimal place, the height of the tree (3mks)

17.Three town P,Q and R are such that P is on a bearing of 120° and 20 km from Q. Town R is on bearing of 220° and 12km from P

a) Using a scale of 1 cm to 2 km, draw and locate the positions of the three towns. (3mks)

b) Measure

i) the distance between Q and R in kilometres. (2mks)

ii)the bearing of P from R. (1mk)

iii)the bearing of R from Q. (2mks)

c)Calculate the area of the figure bounded by PQR. (2mks)

18.The information below shows the entries in a surveyor's field book after a survey of a farm.

XY = 280m is the baseline. All measurements are in metres

	280	**Y**
B 105	230	110E
	190	
	160	45E
A 100	90	
	40	95G
X	O	

(a) Use a scale of 1cm represents 20m to draw the map of the farm (5mks)

(b) Estimate the area of the farm in hectares (5mks)

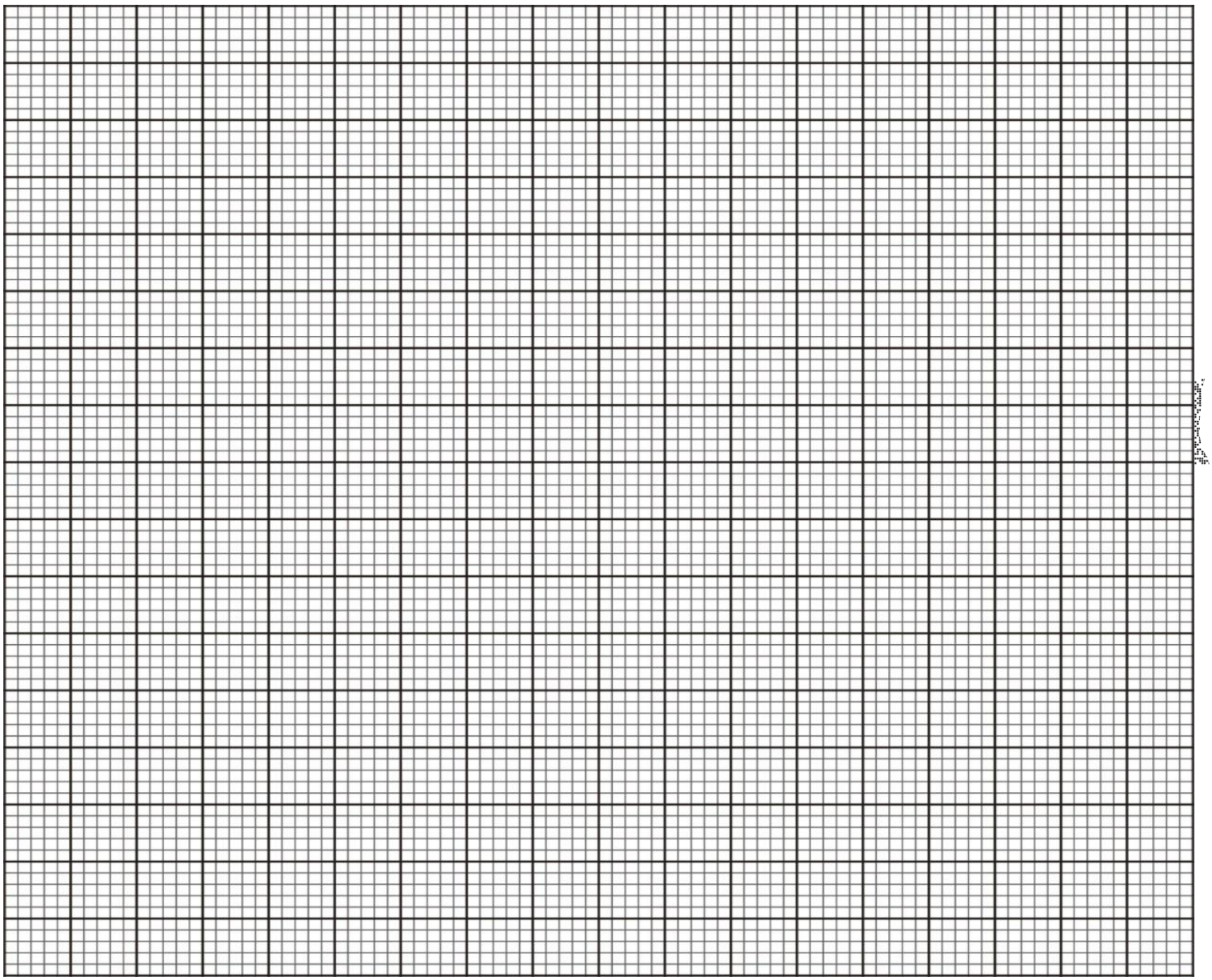
19. Triangle PQR has vertices P(3,2), Q(-1,1) and R(-3,-1).

(a) Draw PQR on the grid provided. (1mk)

(b) Under a rotation the vertices of $P^1Q^1R^1$ are $P^1(1,4)$, $Q^1(2,0)$ and $R^1(4,-1)$. Find the centre and angle of rotation using points P and Q. (4mks)

(c) Triangle PQR is enlarged with scale factor 3 centreO(0,0) to give triangle $P^2Q^2R^2$. Draw triangle $P^2Q^2R^2$ and state its co-ordinates. (2mks)

(d) Triangle $P^1Q^1R^1$ undergoes reflection in line y = -x to give triangle $P^3Q^3R^3$. draw $P^3Q^3R^3$ and state its coordinates.



20 The results of a mathematics test that a hundred students took are as shown below:-

Marks	No. of students
30-34	4
35-39	6
40-44	10
45-49	14
50-54	**X**
55-59	24
60-64	14
65-69	6

(a) Determine

(i) the value of **X** (1mk)

(ii) The modal class(2mks)

(b) Calculate the mean(4mks)

(c) The median (3mks)

21.A country bus left Nairobi at 10.45a.m and traveled towards Mombasa at an average speed of 60km/h. A matatu left Nairobi at 1:15p.m on the same day and traveled along the same road at an average speed of 100km/h. The distance between Nairobi and Mombasa is 500km.

(a) Determine the time of the day when the matatu overtook the bus (5mks)

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(b) Both vehicles continue towards Mombasa at their original speeds. How long had the Matatu waited before the bus arrived? (5mks)

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 ENGLISH (Theory) TERM 1 MARCH/APRIL

PATHWAY: S.T.E.M, SOCIAL SCIENCE, ARTS AND SPORT

Time: 2½ Hours

COMPETENCY BASED EDUCATION CKEAB 003

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. Signature: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, school, assessment number, date, school code and sign
2. Answer all questions in Section A (70 marks) and Section B (30 marks).
3. Write your answers in the spaces provided.
4. Ensure your writing is legible, neat, and grammatically correct.
5. Manage your time well to complete both sections.
6. Where a question has sub-questions (a, b, c, d), answer all parts.
7. For summary questions, stick to the number of words required.
8. When rewriting sentences, follow the instructions given in brackets.
9. Maintain polite language and etiquette in dialogue and communication questions.
10. After finishing, recheck your work before submitting.

Performance Levels Grid

Item / Question	1a	1b	1c	1d	1e	1f	1g	2a	2b	2c	2d	2e	2f	2g	3	4a	4b	4c	4d	4e	5	6	7a	7b	7c	8a	8b	8c	9a	9b	9c	9d	TOTAL
Marks	2	2	2	2	2	2	3	2	2	2	3	2	2	2	10	4	2	2	3	4	5	10	2	4	4	3	2	5	2	3	3	2	110
Learner's Score																																	
Performance Level																																	

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SECTION A: ENGLISH GRAMMAR (100 MARKS)

TASK 1: LISTENING AND SPEAKING. (15 MARKS)

Teacher to read the dialogue aloud twice. Learners listen attentively.

Dialogue: ***"A Lesson in Courtesy"***

Amina walked into the Sunrise Hotel looking tired after a long journey. The reception area was busy, with guests checking in and staff attending to phone calls.

Receptionist: Good afternoon, Madam. Welcome to Sunrise Hotel. How may I assist you?
Amina: Good afternoon. I have a reservation under the name Amina Hassan.
Receptionist: Kindly allow me a moment as I confirm your booking.
Amina: Certainly. Thank you.
Receptionist: (after checking) Yes, Ms. Hassan, your room is ready. May I see your identification, please?
Amina: Of course. Here it is.
Receptionist: Thank you very much. Your room is on the third floor. Breakfast is served from six to ten in the morning.
Amina: That sounds great. One more thing, could I get assistance with my luggage?
Receptionist: Absolutely. I will call the porter immediately.
Amina: I appreciate your help.
Receptionist: You are most welcome. Enjoy your stay with us.

QUESTIONS

a) Identify **two characters** in the dialogue. (2 marks)

i. _____.
ii. _____.

b) State **two key services** offered by the hotel. (2 marks)

i. _____.
ii. _____.

c) Describe the **setting** of the dialogue. (2 marks)

i. _____.
ii. _____.

d) Identify **two polite expressions** used in the dialogue. (2 marks)

i. _____.

ii. _____.

e) State **two etiquette practices** demonstrated. (2 marks)

i. _____.

ii. _____.

f) Identify **two words** from the dialogue containing the sounds: (2 marks)

i. /ɒ/: _____. _____.

ii. /ɔ:/ : _____. _____.

g) Explain **why identifying key information is important for lifelong learning**. (3 marks)

i. _____.

ii. _____.

TASK 2: READING COMPREHENSION (15 MARKS)

Reading Fluency, Previewing, Skimming & Scanning

Read the following comprehension and use it to answer the following questions.

Community action plays a vital role in shaping societies across the world. When people come together with a shared purpose, they are able to address challenges that would otherwise seem overwhelming. From cleaning neighbourhoods to supporting vulnerable members of society, community initiatives foster unity and responsibility.

In many Kenyan communities, young people have taken the lead in addressing environmental issues. Tree planting, waste management campaigns and water conservation projects have become common activities spearheaded by schools and youth groups. These actions not only improve the environment but also instil a sense of ownership among participants.

One notable benefit of community action is the development of leadership skills. Learners who participate in community projects learn how to communicate effectively, resolve conflicts and make responsible decisions. These skills are essential both in school and beyond.

Community action also promotes intercultural understanding. In diverse communities, people from different cultural backgrounds work together, share ideas and respect one another’s traditions. This interaction strengthens social cohesion and reduces conflict.

However, community initiatives are not without challenges. Limited resources, lack of cooperation and poor planning can hinder success. Despite these challenges, communities that embrace teamwork and innovation often overcome obstacles.

Education institutions play a crucial role in promoting community action. Through Community Service Learning (CSL), learners connect classroom knowledge with real-life experiences. Reflection allows learners to assess their actions and improve future initiatives.

In conclusion, community action empowers individuals and strengthens society. By working together, communities create lasting solutions and nurture responsible citizens.

QUESTIONS

a) What is the **main idea** of the passage? (2 marks)

i. _____.
ii. _____.

b) Identify **two environmental activities** mentioned. (2 marks)

i. _____.
ii. _____.

c) State **two leadership skills** gained through community action. (2 marks)

i. _____.
ii. _____.

d) Explain how community action promotes **intercultural understanding**. (3 marks)

i. _____.
ii. _____.
iii. _____.

e) Identify **two challenges** faced by community initiatives. (2 marks)

i. _____.
ii. _____.

f) Explain the role of **reflection** in CSL. (2 marks)

i. _____.

ii. _____.

g) Give the meaning of the word *"cohesion"* as used in the passage. (2 marks)

_____

_____

TASK 3: BROKEN PASSAGE (10 MARKS)

*Fill in each blank with the **most appropriate word**.*

Effective communication requires good listening skills. Many learners struggle because they are easily _____ (1) during conversations. Identifying the _____ (2), context and intention of a speaker helps listeners focus on key _____ (3). In addition, proper _____ (4) and polite expressions enhance mutual _____ (5). Listening is not only essential in school but also in _____ (6) learning and everyday _____ (7). Avoiding noise, maintaining eye contact and taking _____ (8) are some strategies for effective listening. These skills help learners become confident _____ (9) and responsible _____ (10).

TASK 4: GRAMMAR IN USE (15 MARKS)

Word Classes & Sentence Fluency

a) Identify the nouns and classify them as **common or proper**: (4 marks)
"Peter and his friends visited Nairobi National Park."

_____

_____

b) Replace the underlined noun with an appropriate **pronoun**: (2 marks)
"The teacher praised the teacher for good leadership."

_____

_____

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c) Fill in the blanks using suitable **determiners**: (2 marks)

i) _____ learner must respect community rules.

ii) _____ books on the table belong to the library.

d) Rewrite the following sentence to correct the **run-on sentence**: (3 marks)

Community projects are important they promote unity and responsibility.

_____

_____

e) Join the sentences using a **coordinating conjunction**: (4 marks)

The learners planned the project. The learners lacked enough resources.

_____

_____

TASK 5: READING PASSAGE (5 MARKS)

Extensive Reading & Vocabulary

Explain **five benefits** of extensive reading to learners. (5 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

TASK 6: WRITING COMPOSITION (10 MARKS)

Write a **composition of 300–350 words** on **ONE** of the following:

a) *Narrative:*

Describe a situation where you used good etiquette and it solved a problem.

OR

b) *Expository:*

Responsible decision-making is a key life skill that shapes the future of young people and the society they live in.

Using this statement as the opening sentence, **continue the composition** to explain the **importance of responsible decision-making among young people**.

In your composition, you may refer to:

i. *Education and career choices*
ii. *Peer pressure*
iii. *Use of technology and social media*
iv. *Health and personal safety*
v. *Relationships and community life*

Your composition should be **300–350 words**, well-organized into paragraphs, and written in **clear, correct English**.

SECTION B: LITERATURE (40 MARKS)

QUESTION 7: ORAL LITERATURE(10 MARKS)

a) Define **oral literature**. (2 marks)

_____

_____

b) Identify **four genres** of oral literature. (4 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

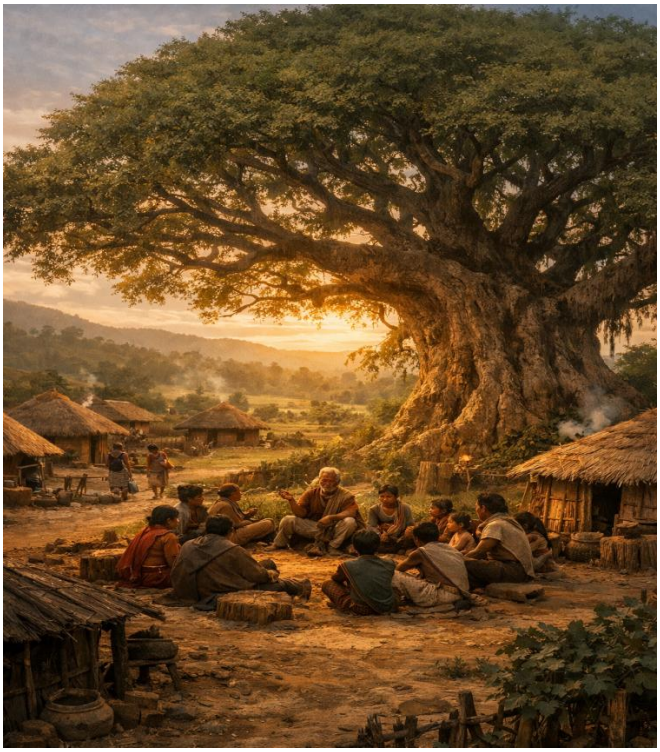
c) Explain **two functions** of oral literature in society. (4 marks)

i. _____.

ii. _____.

QUESTION 8: ORAL NARRATIVE (10 MARKS)

The Drum That Spoke at Midnight



Long, long ago, before the hills were cut by roads and before the rivers were bridged by stone, there lived a peaceful community at the edge of the Great Forest. The people of this village valued unity, respect, and hard work. Every evening, elders gathered under the giant mugumo tree to tell stories that guided the young and reminded everyone of their shared values.

Among the treasured possessions of the village was a sacred drum known as *Nyang'oma*. It was believed that the drum spoke only when danger threatened the community. The elders warned that the drum must never be beaten for fun or pride, for it carried the voice of the ancestors. Many young people listened, but some doubted the power of the drum.

One such youth was Kori, a brave but proud young man who believed strength mattered more than wisdom. One night, when the elders were away, Kori took the drum and beat it loudly to impress his friends. At first, they laughed and danced, mocking the warnings of the elders.

Suddenly, the wind howled, the sky darkened, and wild animals roared from the forest. The ground trembled, and fear gripped the youths. The drum continued beating on its own, louder and louder, as if crying for help. The young people realized they had awakened a warning meant for the entire village.

The elders rushed back and quickly calmed the drum through prayers and rituals. They explained that the drum had sensed a real danger—a wildfire spreading through the forest toward the village. Because the drum was beaten early, the villagers were able to work together and stop the fire before it reached their homes.

Ashamed of his actions, Kori knelt before the elders and the community, admitting his mistake. The elders forgave him but reminded everyone that wisdom grows from listening and respecting traditions. Kori was given the responsibility of guarding the drum to teach him humility and responsibility.

From that day on, the village learned that traditions were not empty stories but lessons passed down for survival. Whenever the elders began a story, the children listened closely, knowing that within the tales lay guidance for life. And so, the drum never spoke again—because the people had learned to listen.

a) Identify **three features** of oral narratives. (3 marks)

i. _____.
ii. _____.
iii. _____.

b) State **two types** of oral narratives. (2 marks)

i. _____.
ii. _____.

c) Explain **three lessons** learned from oral narratives. (5 marks)

i. _____.
ii. _____.
iii. _____.

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QUESTION 9: POETRY (10 MARKS)

Below is a poem, use it to answer question 9

SONG OF THE RISING SUN

At dawn the rooster crows across the valley,
Mist rises slowly from the green tea farms,
Children walk barefoot on dusty village paths,
Their laughter mixing with the sound of bells,
As mothers wave them off toward hopeful dreams.

The sun climbs high above the acacia trees,
Matatus roar along the busy highway,
Traders shout prices in the open market,
Tomatoes gleam red like courage in hard times,
While coins change hands with faith in tomorrow.

By afternoon the drums of life grow louder,
A football rolls on fields of dry brown earth,
Young voices chant songs of unity and pride,
Elders sit beneath the shade of wisdom,
Sharing tales of struggle, loss, and victory.

When evening paints the sky in gold and fire,
Smoke curls softly from the cooking fires,
Families gather close around the hearth,
Stories bloom like stars in the quiet night,
Binding hearts with threads of shared belonging.

And when the moon guards Kenya's silent hills,
Dreams rise gently with the distant drums,
Hope whispers in every sleeping home,
For though the road is rough and long ahead,
The nation walks together toward the light.

a) Identify the **type of poem**. (2 marks)

_____.

b) State **three elements of poetry** used. (3 marks)

i. _____.

ii. _____.

iii. _____.

c) Explain the **subject matter** of the poem. (3 marks)

_____.

_____.

_____.

_____.

_____.

d) State **two reasons** why poetry is important in society. (2 marks)

i. _____.

ii. _____.

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GREDI 10 KISWAHILI MUHULA 1 MARCH/APRIL

PATHWAY: S.T.E.M, SOCIAL SCIENCE, ARTS AND SPORTS

Time: Saa 2

ELIMU YA MSINGI WA UMAHIRI CKEAB 003

LEARNER'S DETAILS

Jina: _____.

Shule: _____.

Namba ya Tathmini: _____. **Tarehe:** _____.

Namba ya Shule: _____. **Saini**: _____.

MAELEKEZO KWA MTAHINIWA

1. Andika jina yako,jina ya shule,namba ya mtihani,tarehe na kisha weka saini.
2. Soma maswali yote **kwa makini** kabla ya kuyajibu.
3. Mtihani una sehemu mbili:
4. Jibu **maswali yote** katika sehemu zote mbili.

VIWANGO VYA KUTATHMINI

Swali .	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jumla
Alama	2	2	2	2	2	2	1	3	2	1	1	1	1	1	2	2	2	2	3	10	100
Alama ya mtahiniwa																					
Kiwango cha tathmini																					

Karatasi hii ina kurasa 11 zilizopigwa chapa.Mwanafunzi ahakikishe kwamba kurasa zote zipo

GEUZA KURASA

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SEHEMU A: KISWAHILI LUGHA (ALAMA 70)

Jibu maswali yote

KAZI YA 1: KUSIKILIZA NA KUZUNGUMZA

Mwalimu atasoma mazungumzo yafuatayo mara MBILI. Sikiliza kwa makini kisha ujibu maswali.

Mazungumzo

Asha: Shikamoo mwalimu. Leo nimefurahi sana kwa sababu shule yetu imeanzisha klabu ya ubunifu wa kidijitali.

Mwalimu: Marahaba Asha. Hilo ni jambo zuri sana. Unadhani klabu hiyo itawanufaisha vipi wanafunzi?

Asha: Itatusaidia kujifunza matumizi ya teknolojia, kama kuhariri video, kutengeneza mawasilisho na hata kubuni programu rahisi.

Mwalimu: Ni kweli. Teknolojia ni muhimu sana katika dunia ya leo. Je, wazazi wako wamelipokeaje wazo hilo?

Asha: Wamefurahia sana. Wanasema itaniandaa kwa ajira za baadaye na kunifanya nijitegemee.

Mwalimu: Hilo ni wazo zuri. Lakini kumbuka nidhamu na matumizi bora ya muda.

Asha: Nimekuelewa mwalimu. Nitazingatia hilo.

Maswali

1. Taja mada kuu ya mazungumzo. (Alama 2)

   _____

   _____

2. Eleza faida MOJA ya klabu ya ubunifu wa kidijitali kulingana na mazungumzo. (Alama 2)
   a. _____
   b. _____
3. Mtazamo wa wazazi wa Asha ni upi? (Alama 2)
   a. _____
   b. _____
4. Taja ushauri aliotoa mwalimu. (Alama 2)
   a. _____
   b. _____

5. Taja kipengele kimoja cha fani kilichotumika katika mazungumzo haya. (Alama 2)
    a. _____
    b. _____

KAZI YA 2: KUSOMA KWA UFAHAMU

Katika jamii ya sasa, elimu imekuwa nguzo muhimu ya maendeleo ya mtu binafsi na ya taifa kwa ujumla. Kupitia elimu, vijana hupata maarifa, stadi na maadili yanayowawezesha kuelewa mazingira yao, kutatua changamoto mbalimbali na kushiriki kikamilifu katika ujenzi wa taifa. Elimu huwafungua macho wanafunzi ili waweze kutambua vipaji vyao, kuvikuza na kuvitumia kwa manufaa yao na ya jamii inayowazunguka.

Mtaala wa umilisi umeanzishwa ili kuhakikisha kuwa elimu inayotolewa shuleni haizingatii kuhifadhi taarifa pekee bali inalenga kukuza uwezo wa mwanafunzi kufikiri kwa kina, kuwa mbunifu na kujitegemea. Kupitia mtaala huu, wanafunzi hufundishwa stadi za maisha, kama vile kufanya kazi kwa ushirikiano, kuwasiliana kwa ufasaha, kutumia teknolojia na kufanya maamuzi sahihi. Hali hii huwasaidia wanafunzi kujiandaa vyema kwa maisha ya baadaye na kwa soko la ajira linalobadilika kila siku.

Hata hivyo, mafanikio ya elimu hayawezi kupatikana bila ushirikiano wa karibu kati ya walimu, wazazi na jamii kwa ujumla. Walimu wanawajibika kutoa maarifa na kuwaongoza wanafunzi, wazazi wanapaswa kutoa malezi bora na kuunga mkono shughuli za kielimu, huku jamii ikitoa mazingira salama na yenye motisha kwa kujifunza. Bila mshikamano huu, hata sera bora za elimu haziwezi kuzaa matunda. Kwa hiyo, ni wajibu wa kila mwanajamii kuthamini elimu na kushiriki kikamilifu katika kuiimarisha ili kuhakikisha maendeleo endelevu ya taifa.

Maswali

6. Eleza umuhimu wa elimu kwa mujibu wa kifungu. (Alama 2)

    _____

    _____

7. Taja lengo kuu la mtaala wa umilisi. (Alama 1)

    _____

    _____

8. Ni nani wanaohitajika kushirikiana ili elimu ifanikiwe? (Alama 3)
    a. _____
    b. _____
    c. _____
9. Eleza maana ya neno *nguzo* kama lilivyotumika kwenye kifungu. (Alama 2)

    _____

    _____

10. Toa kichwa mwafaka cha kifungu hiki. (Alama 1)

    _____

    _____

11. Taja ujumbe mmoja unaopatikana katika kifungu. (Alama 1)

    _____

    _____

KAZI YA 3: PENGO – KIFUNGU KILICHOPASUKA

Jaza nafasi zilizoachwa wazi kwa neno sahihi.

Lugha ni chombo muhimu cha _____ (12) katika jamii. Kupitia lugha, watu huweza _____ (13) mawazo yao, hisia na maarifa. Bila lugha, _____ (14) yangekuwa magumu sana. Ni jukumu la kila mtu _____ (15) lugha yake ili isiangamie. Shuleni, wanafunzi hufundishwa _____ (16) lugha kwa usahihi.

KAZI YA 4: SARUFI NA MATUMIZI YA LUGHA

17. Bainisha aina ya maneno yaliyopigiwa mstari:

a) *Mwanafunzi* anasoma kwa bidii. (Alama 1)

_____

_____

b) Walimu *wanahamasisha* wanafunzi. (Alama 2)

_____

_____

18. Tunga sentensi moja kwa kutumia:

a) Nomino ya ngeli ya A-WA. (Alama 2)

_____

_____

b) Kitenzi katika wakati uliopita. (Alama 2)

_____

_____

19. Badilisha sentensi ifuatayo kutoka wakati uliopo hadi wakati ujao:

a. Mwanafunzi anasoma kwa bidii. (Alama 3)

_____

_____

20. Sahihisha makosa ya uakifishaji katika sentensi ifuatayo:

a. mwalimu alisema elimu ni muhimu sana (Alama 4)

_____

_____

KAZI YA 5: KUSOMA KWA UFAHAMU

Kusoma vitabu ni mojawapo ya shughuli muhimu sana katika kukuza elimu na maendeleo ya mwanafunzi. Kupitia usomaji wa vitabu mbalimbali, wanafunzi hupata fursa ya kupanua upeo wa mawazo yao na kuelewa masuala tofauti yanayohusu maisha ya kila siku, historia, sayansi, teknolojia na masuala ya kijamii. Vitabu huwafungulia wanafunzi milango ya maarifa mapya ambayo huenda wasingepata kwa kusikiliza au kutazama pekee. Kadiri mwanafunzi anavyoendelea kusoma vitabu vingi, ndivyo anavyozidi kuongeza hazina ya maarifa yake na kuwa na mtazamo mpana kuhusu dunia inayomzunguka.

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Zaidi ya hayo, kusoma vitabu huwasaidia wanafunzi kukuza msamiati wao na kuimarisha matumizi sahihi ya lugha. Kupitia maneno mapya wanayokutana nayo katika vitabu, wanafunzi hujifunza maana zake, matumizi yake katika sentensi na muktadha unaofaa wa kuyatumia. Hali hii huwafanya wawe na uwezo mzuri wa kujieleza kwa maandishi na kwa mazungumzo, iwe ni darasani, nyumbani au katika jamii. Mwanafunzi anayependa kusoma huonyesha ufasaha wa lugha, ujasiri wa kuzungumza na uwezo wa kupanga mawazo yake kwa mtiririko mzuri.

Aidha, kusoma vitabu huwajengea wanafunzi nidhamu ya kujifunza na tabia ya kujitegemea. Mwanafunzi anayejenga utamaduni wa kusoma huwa na uwezo wa kujifunza peke yake bila kutegemea maelezo ya mwalimu kila wakati. Hii humsaidia kukuza fikra za kina, ubunifu na uwezo wa kutatua matatizo. Vilevile, vitabu huchangia kukuza maadili mema kama uvumilivu, bidii na kuheshimu mitazamo tofauti, hasa anaposoma hadithi na maandiko yanayowasilisha uzoefu wa watu mbalimbali.

Kwa ujumla, kusoma vitabu ni nguzo muhimu ya mafanikio ya mwanafunzi kitaaluma na kimaisha. Wazazi, walimu na jamii kwa pamoja wana wajibu wa kuwahamasisha wanafunzi kusoma vitabu kwa kuweka mazingira yanayofaa kama vile maktaba, vitabu vya kuvutia na muda maalum wa kusoma. Kwa kufanya hivyo, wanafunzi wataweza kukuza upeo wa mawazo yao, kuongeza maarifa na kuwa raia wenye uwezo wa kujieleza kwa ufasaha na kuchangia ipasavyo katika maendeleo ya taifa.

Maswali

21. Kulingana na kifungu, kusoma vitabu huwasaidia wanafunzi kupata nini? (Alama 1)

_____

_____

22. Taja jambo MOJA ambalo mwanafunzi anayependa kusoma huwa nalo kulingana na kifungu. (Alama 1)

_____

_____

23. Eleza kwa ufupi jinsi kusoma vitabu kunavyosaidia kukuza msamiati wa mwanafunzi. (Alama 1)

_____

_____

24. Kwa nini mwanafunzi anayesoma vitabu mengi huwa na uwezo mzuri wa kujieleza? (Alama 1)

_____

_____

25. Eleza mchango wa vitabu katika kukuza nidhamu ya kujifunza kwa mwanafunzi. (Alama 1)

_____

_____

26. Eleza namna kusoma vitabu kunavyoweza kumsaidia mwanafunzi kujitegemea kimaisha. (Alama 2)

_____

_____

27. Unadhani ni kwa nini wazazi na walimu wanapaswa kuwahamasisha wanafunzi kusoma vitabu?
Toa hoja MBILI. (Alama 2)

i. _____

ii. _____

28. Toa maoni yako binafsi: Je, kusoma vitabu kunaweza kuchangia vipi maendeleo ya taifa? (Alama 1)

_____

_____

29. Eleza maana ya *upeo wa mawazo*. (Alama 2)

_____

_____

30. Toa neno moja lenye maana sawa na *maarifa*. (Alama 2)

_____

_____

31. Tunga sentensi moja kwa kutumia neno *kujieleza*. (Alama 2)

_____

_____

KAZI YA 6: UANDISHI – INSHA (ALAMA 10)

Chagua MOJA kati ya maswali yafuatayo:

1. Andika insha ya **wasifu** kuhusu mtu aliyekuhimiza kielimu. (Maneno 250–300)

AU

2. Andika **barua ya kirafiki** kwa rafiki yako ukimwalika kushiriki shughuli ya kijamii shuleni.

SEHEMU B: KISWAHILI FASIHI (ALAMA 30)

SWALI LA 1: FASIHI SIMULIZI (ALAMA 10)

1. Eleza maana ya fasihi. (Alama 2)

_____

_____

2. Eleza maana ya fasihi simulizi. (Alama 2)

_____

_____

3. Taja sifa TATU za fasihi simulizi. (Alama 3)

a) _____

b) _____

c) _____

4. Eleza umuhimu WA MOJA wa fasihi simulizi katika jamii. (Alama 3)

_____

_____

SWALI LA 2: HADITHI – HEKAYA NA HURAFI (ALAMA 10)

5. Tofautisha kati ya hekaya na hurafa. (Alama 4)

_____

_____

_____

_____

6. Taja sifa TATU za hekaya au hurafa. (Alama 3)

i. _____

ii. _____

iii. _____

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7. Eleza umuhimu wa hadithi hizi katika jamii. (Alama 3)

i. _____

ii. _____

iii. _____

SWALI LA 3: USHAIRI (ALAMA 10)

8. Eleza maana ya ushairi. (Alama 2)

_____

_____

9. Taja sifa TATU za ushairi kama utanzu wa fasihi. (Alama 3)

i. _____

ii. _____

iii. _____

10. Tofautisha kati ya ushairi wa arudhi na ushairi huru. (Alama 3)

_____

_____

_____

11. Eleza dhima MBILI ya ushairi katika jamii. (Alama 2)

i. _____

ii. _____

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 COMMUNITY SERVICE LEARNING TERM 1 MARCH/APRIL

PATHWAY: S.T.E.M, SOCIAL SCIENCE,ARTS AND SPORTS

Time: 2 Hours

COMPETENCY-BASED EDUCATION CKEAB 003

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature**: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. Answer all questions in Section A and any 4 questions from Section B.
3. Write your answers clearly and provide examples where necessary.
4. All questions are based on practical and theoretical aspects of Community Service Learning.
5. **Read each question carefully** before writing your answer.
6. Ensure your answers are **clear, neat, and well-organized**.
7. The **marks for each question** are indicated at the end of the question.
8. Do **not** write in the margin.

Performance Levels Grid

Item	1a(i)	1a(ii)	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c	5a	5b	5c	6a	6b	6c	7a	7b	7c	7d	8a	8b	8c	9a	9b	9c	10a	10b	10c	TOTAL
Question Marks	2	2	2	2	3	2	2	4	2	2	2	3	2	4	2	2	3	2	2	2	3	3	2	2	3	3	3	3	3	3	3	2	80
Learner's Score																																	
Performance Level																																	

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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SECTION A: (80 Marks)

Answer all questions in this section.

1. A group of learners from Malengo Senior School organized a holiday activity where they cleaned a local market, recorded their experiences, reflected on what they learned, and presented solutions to the community.

a) Define the following terms:

i) Community (2 marks)

_____

_____

ii) Community Service Learning (CSL) (2 marks)

_____

_____

b) State **two differences** between *Community Service* and *Community Service Learning*. (2 marks)

_____

_____

_____

_____

c) Identify **two principles of CSL** demonstrated in the scenario above. (2 marks)

_____

_____

2. The diagram above represents a stage involved in CSL.



a) Name **three components** of Community Service Learning. (3 marks)

i. _____

ii. _____

iii. _____

b) Explain the role of **reflection** in CSL. (2 marks)

i. _____

ii. _____

c) State **two benefits of CSL** to the learner. (2 marks)

i. _____

ii. _____

3. Learners observed the following issues in their community:

i. *Poor waste disposal*

ii. *Youth unemployment*

iii. *Insecurity at night*

iv. *Limited access to clean water*

a) Categorize the above needs into **four categories** of community needs. (4 marks)

Community Issue	Category

b) State **two reasons** why it is important to identify community needs before starting CSL activities. (2 marks)

i. _____

ii. _____

c) Name **two community stakeholders** who can help address these needs. (2 marks)

i. _____

ii. _____

4. **a)** Define *community resources*. (2 marks)

_____

_____

b) Identify **three locally available resources** that can support CSL activities. (3 marks)

i. _____

ii. _____

iii. _____

c) Explain **two ways** learners can document community needs and resources. (2 marks)

i. _____

ii. _____

5. A CSL group is preparing to elect leaders for a community project.





a) State **four qualities of an effective leader**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Identify **two leadership styles** suitable for CSL activities. (2 marks)

i. _____

ii. _____

c) Give **one reason** why leadership is important in CSL. (2 marks)

_____

_____

6. **a)** List **three leadership roles** in managing CSL group activities. (3 marks)

i. _____

ii. _____

iii. _____

b) Describe **two guidelines** that should govern CSL leadership. (2 marks)

i. _____

ii. _____

c) Explain how **public speaking skills** can enhance leadership effectiveness. (2 marks)

i. _____

ii. _____

7. Learners from different cultural backgrounds are working together on a CSL project.



a) Define *intercultural competence*. (2 marks)

_____

_____

b) Identify **three elements** of intercultural competence. (3 marks)

i. _____

ii. _____

iii. _____

c) State **three challenges** that may hinder intercultural harmony. (3 marks)

i. _____

ii. _____

iii. _____

d) Explain **two ways** CSL promotes social cohesion in the community. (2 marks)

i. _____

ii. _____

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8. **a)** Define *public self-awareness*. (2 marks)

_____

_____

b) State **three factors** that influence public self-awareness. (3 marks)

i. _____

ii. _____

iii. _____

c) Explain **three ways** a positive public image benefits an individual. (3 marks)

i. _____

ii. _____

iii. _____

9. Learners observed a picture showing individuals in an argument



a) Identify **three situations** where conflicts may arise in the community. (3 marks)

i. _____

ii. _____

iii. _____

b) State **three methods** of resolving conflicts peacefully. (3 marks)

i. _____

ii. _____

iii. _____

c) Explain why peaceful conflict resolution is important in society. (3 marks)

i. _____

ii. _____

iii. _____

10. A learner must decide whether to join peers in vandalizing public property or report the issue to authorities.

a) State **three steps** in the decision-making process. (3 marks)

i. _____

ii. _____

iii. _____

b) Identify **three qualities** of a responsible decision. (3 marks)

i. _____

ii. _____

iii. _____

c) Give **two consequences** of irresponsible decision-making. (2 marks)

i. _____

ii. _____

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 BUSINESS STUDIES (Theory) TERM 1 MARCH/APRIL

PATHWAY: S.T.E.M, SOCIAL SCIENCE, ARTS AND SPORT

Time: 1 Hour 30 Minutes

COMPETENCY BASED EDUCATION CKEAB 003

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature**: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, assessment number, class and date on all the answer sheets provided.
2. This paper consists of **TWO sections**:
3. Answer **ALL questions**.

SCORE GRID

ITEM	Q1	Q2	Q3	Q4	Q5	Q6	TOTAL
Number	1	2	3	4	5	6	—
Question Marks	20	15	15	15	23	10	**80**
Learner's Score							
Performance Level							

Performance Levels Grid

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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SECTION A: (80 Marks)

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Answer all questions in this section.

1. A microfinance club in the community wants to explain the importance of money to its members.

a) Identify **four security features** present on Kenyan currency. (4 marks)

i. _____.
ii. _____.
iii. _____.
iv. _____.

b) Explain **three functions of money** in everyday financial transactions. (3 marks)

i. _____.
ii. _____.
iii. _____.

c) Justify **two reasons why the demand for money is important** for economic development. (2 marks)

i. _____.
ii. _____.

d) Examine **two factors that determine the supply of money** in an economy. (2 marks)

i. _____.
ii. _____.

e) State **one ethical practice** in the use of money in financial transactions. (1 mark)

_____

_____

2. A start-up company is planning to expand.

a) Analyse **two reasons why setting business goals is important**. (2 marks)

i. _____.
ii. _____.

b) List **four factors** to consider when setting goals for a business. (4 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

c) Formulate **one SMART short-term goal** and **one SMART long-term goal** for the company. (4 marks)

Short term goal	*Long term goal*

3. A school tuckshop wants to prepare a **budget for the next term**.

a) Explain **two reasons why budgeting is important** in business. (2 marks)

i. _____.

ii. _____.

b) List **four types of business budgets** used for financial planning. (4 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

c) A school tuckshop plans to prepare a budget for the next month. The **projected income** is **Ksh 50,000**. The planned **expenses** are as follows:

i. Rent: Ksh 10,000

ii. Salaries: Ksh 15,000

iii. Stock: Ksh 20,000

Prepare a **simple budget table** showing the projected income, planned expenses, and balance.

4. A new business wants to open a bank account.

a) Explain **two reasons why banking is important** in an economy. (2 marks)

i. _____.

ii. _____.

b) List **three types of accounts** offered by banks. (3 marks)

i. _____.

ii. _____.

iii. _____.

c) State **one ethical practice** in banking. (1 mark)

_____.

_____.

d) Mention **one recent trend in banking** in Kenya. (2 marks)

_____.

_____.

5. A community survey shows that people engage in different economic activities.

a) Explain the difference between **needs and wants**, giving one example of each. (2 marks)

_____.

_____.

_____.

_____.

b) Analyse **three types of economic resources** used to satisfy human needs. (3 marks)

i. _____.

ii. _____.

iii. _____.

c) Classify **three business activities** into primary, secondary, and tertiary categories. (3 marks)

i. _____.

ii. _____.

iii. _____.

d) State **two importance of business activities** in an economy. (2 marks)

i. _____.

ii. _____.

6. A student wants to compare business ownership types in Kenya.

a) Describe **one advantage and one disadvantage** of a sole proprietorship. (2 marks)

_____.

_____.

b) State **one source of finance** for a partnership and one **for a cooperative society**. (2 marks)

_____.

_____.

c) Analyse **one way each of these businesses contributes to economic growth**: (4 marks)

i. Sole proprietorship:

_____.

ii. Cooperative society:

_____

d) A cooperative is planning a new income-generating project. State **two management practices** they should follow to ensure success. (4 marks)

i. _____.

ii. _____.

7. A business in the community wants to implement a social responsibility program.

a) Justify **two reasons why businesses should practice social responsibility**. (2 marks)

i. _____.

ii. _____.

b) Examine **two challenges** a business may face when carrying out social responsibility activities. (2 marks)

i. _____.

ii. _____.

c) Investigate **two social responsibility activities** that can be carried out in your school or community. (4 marks)

i. _____.

ii. _____.

d) Explain **two benefits of business social responsibility** to the society. (4 marks)

i. _____.

ii. _____.

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BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 CRE (Theory) TERM 1 MARCH/APRIL

PATHWAY: SOCIAL SCIENCE

Time: 1 Hour 50 Minutes

COMPETENCE ASSESSMENT EXAMINATION CKEAB 003

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature**: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. **Read each question carefully** before writing your answer.
4. Ensure your answers are **clear, neat, and well-organized**.
5. The **marks for each question** are indicated at the end of the question.
6. Use relevant **Biblical references** where necessary.

Performance Levels Grid

Item	1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c	5a	5b	5c	5d	6a	6b	6c(i)	6c(ii)	7a	7b	7c	8a	8b	8c	9a	9b	10a	10b	10c	TOTAL
Question Marks	2	6	2	4	3	3	4	4	2	5	2	3	5	2	2	1	2	6	3	2	2	6	2	2	4	4	6	4	2	4	4	80
Learner's Score																																
Performance Level																																

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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SECTION A: THEORY (80 Marks)

Answer all questions in this section.

1. A Grade 10 learner observed that the Bible guides Christians in daily life.

a) Define the Bible. (2 marks)

_____

_____

b) Identify **three human authors** inspired to write the Bible. (3 marks)

i. _____.

ii. _____.

iii. _____.

c) Organize the following Old Testament books into **their main categories**. (3 marks)

Joshua, Genesis Job,

Category	Books
The Pentateuch	
Historical Books	
Wisdom	

d) Identify one **literary form** used in the Bible and give one example. (2 marks)

i. _____.

ii. _____.

iii. _____.

2. a) State **five methods** used to study the Bible. (5 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

b) Explain **two benefits** of studying the Bible daily. (4 marks)

i. _____.

ii. _____.

c) Using the **inductive method**, summarize what you learn from **Matthew 13:44-46**. (1 mark)

_____

_____

_____

3. a) Explain the **origin and consequences of sin**. (3 marks)

i. _____.

ii. _____.

iii. _____.

b) Outline **God's plan of salvation** after the fall of man. (3 marks)

i. _____.

ii. _____.

iii. _____.

c) State **two ways Christians respond** to God's redemptive work. (2 marks)

i. _____.

ii. _____.

d) Explain how knowledge of redemption can **influence daily life**. (2 marks)

i. _____.

ii. _____.

4. a) Define the term **"good stewardship."** (1 mark)

_____

_____

b) From **Genesis 1:26-28**, identify **two lessons** about stewardship. (2 marks)

i. _____.

ii. _____.

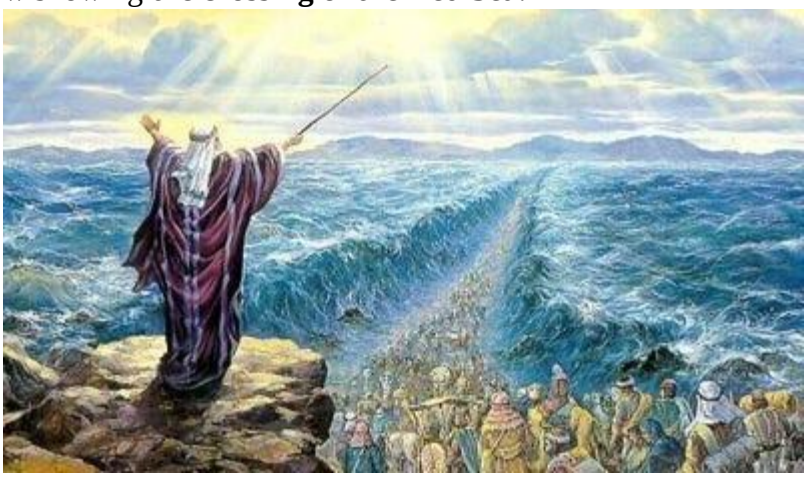
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c) Give **two examples** of good stewardship in school or community. (2 marks)

i. _____.

ii. _____.

5. Use the diagram below showing **the crossing of the Red Sea**.



a) Name **two ways God cared for the Israelites** during the Exodus. (2 marks)

i. _____.

ii. _____.

b) Explain how the **Passover foreshadows Jesus Christ's atonement**. (3 marks)

i. _____.

ii. _____.

iii. _____.

6. a) Outline **how the Sinai Covenant was made**. (3 marks)

i. _____.

ii. _____.

iii. _____.

b) List **five of the Ten Commandments**. (2 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

c) Explain **two ways Israelites worshipped God in the wilderness**. (2 marks)

i. _____.

ii. _____.

d) Outline three **modern-day application** of the Ten Commandments. (3 marks)

i. _____.

ii. _____.

iii. _____.

7. a) Identify two **forms of idol worship** in society today. (2 marks)

i. _____.

ii. _____.

b) Outline **Elijah's fight against Baalism** in Israel. (3 marks)

i. _____.

ii. _____.

iii. _____.

c) Explain **two lesson** Christians can learn from Elijah's flight to Mount Horeb. (2 marks)

i. _____.

ii. _____.

d) Suggest **three life skills** needed to fight social injustices today. (3 marks)

i. _____.

ii. _____.

iii. _____.

8. a) Define the terms:

i) Prophet (1 mark)

_____

_____

ii) Prophecy (1 mark)

_____

_____

b) Outline **three categories of prophets** in the Old Testament. (3 marks)

i. _____
ii. _____
iii. _____

c) Explain **the importance of prophets** to Israel. (3 marks)

i. _____
ii. _____
iii. _____

d) State **one way prophecy in the Old Testament relates to the New Testament**. (2 marks)

_____

_____

_____

_____

9. A community is experiencing social injustice and religious extremism.

a) Analyse **how knowledge of Old Testament prophets can guide Christians** today. (4 marks)

_____

_____

_____

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b) Explain **two ways Christians can avoid being misled by false prophets**. (2 marks)

c) Design **a short community awareness poster** to educate people on loyalty to God and social justice. (4 marks)

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 Français TERM 1 MARCH/APRIL

PATHWAY: SOCIAL SCIENCE

Time: 1 Hour 30 Minutes

COMPETENCY-BASED EDUCATION CKEAB 003

Détails de l'élève

Nom : _____

École : _____

Numéro d'évaluation : _____ **Date :** _____

Code de l'école : _____ **Signature :** _____

INSTRUCTIONS AUX CANDIDATS

1. Écrivez votre nom, votre école, votre numéro d'évaluation, votre signature et la date sur toutes les feuilles de réponses fournies.
2. Répondez à toutes les questions dans les espaces prévus.
3. Cet examen comprend **Section A (50 points)** et **Section B (50 points)**, pour un total de **100 points**.
4. **Répondez à toutes les questions de la Section A.**
5. Dans la **Section B**, répondez à toutes les questions.
6. Écrivez vos réponses clairement et lisiblement.
7. Utilisez des exemples et des phrases complètes lorsque nécessaire.
8. Vérifiez l'orthographe et la grammaire pour maximiser vos points.

Performance Levels Grid

Question No.	1	2	3	4	5	6	7	TOTAL
Marks	10	15	15	15	10	10	10	85
Learner's Score								
Performance Level								

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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Tournez la page.

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SECTION A: LISTENING FOR INFORMATION (10 MARKS)

Question 1: Listening Passage – Introduction and Friends

(Teacher reads or plays the passage twice)

Audio Passage (Teacher's Copy):

Bonjour ! Je m'appelle Sophie. J'ai quinze ans. Je suis grande et belle. Mon ami s'appelle Marc. Il est petit mais très intelligent. Il aime le football et il déteste la musique forte. Mon anniversaire est en juin et celui de Marc est en août.

a) Qui parle dans le passage ? **(1 mark)**

_____.

b) Décris Sophie physiquement. **(2 marks)**

_____.

c) Qu'est-ce que Marc aime ? **(1 mark)**

_____.

d) Écris **UNE chose** que Marc n'aime pas. **(1 mark)**

_____.

e) Complète la phrase :
Marc est _____ mais intelligent. **(1 mark)**

f) Identifie le son correct : **(1 mark)**
Le mot *jeune* contient le son :
/ʒ/ ou /ʃ/

g) Écris **DEUX verbes** entendus dans le passage. **(2 marks)**

i. _____.

ii. _____.

SECTION B: READING FOR VOCABULARY (15 MARKS)

Question 2: Reading Passage – Family and Greetings

Bonjour ! Voici ma famille. C'est mon père, ma mère et mes deux sœurs. Mon père s'appelle Paul. Ma mère est gentille. Le soir, nous disons « Bonsoir » et le matin « Bonjour ».

a) Relève **DEUX salutations** du texte. **(2 marks)**

i. _____.

ii. _____.

b) Que signifie *mes deux sœurs* ?
(What does *mes deux sœurs* mean?) **(1 mark)**

_____.

c) Associe le mot au membre de la famille. **(2 marks)**

Mot (Word)	**pictures)**
Père	
Mère	
Grand-père	
Grand-mère	

d) Écris **TROIS mots** du texte qui parlent de la famille. **(3 marks)**

i. _____.

ii. _____.

iii. _____.

e) Complète la phrase avec un mot du texte : **(1 mark)**

Le matin, on dit _____.

f) Donne le contraire de *Bonsoir*. **(1 mark)**

Bonsoir.: _____.

g) Écris **UNE phrase correcte** avec le mot *famille*. **(5 marks)**

_____.

_____.

_____.

_____.

_____.

SECTION C: WRITING – INFORMATIVE WRITING (15 MARKS)

Question 3: Writing About Family and Friends

a) Sélectionne et écris CINQ noms de la famille et nombres. **(5 marks)**

Père un Mère deux Frère trois Sœur quatre Grand-père cinq Grand-mère

Famille (Family)	**Nombres (Numbers)**

b) Complète les mots suivants : **(3 marks)**

i) fr__re

ii) s__ur

iii) bonj__r

c) Rearrange the words to form a correct French sentence. **(3 marks)**

appelle / mon / Jean / père / s'

_____.

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d) Écris **TROIS phrases simples** pour présenter ta famille. **(4 marks)**

(Write THREE simple sentences to introduce your family.)

_____.

_____.

_____.

_____.

_____.

SECTION D: GRAMMAR (15 MARKS)

Question 4: Pronouns, Verbs and Possessives

a) Associe le pronom au verbe correct : **(2 marks)**

Pronom	**Verbe (être)**
Je	___
Il	___

b) Complète avec **mon, ma ou mes** : **(2 marks)**

(Complete with *mon*, *ma* or *mes*)

i) _____ mère

ii) _____ amis

c) Conjugue le verbe entre parenthèses :

(Conjugate the verb in brackets:) **(1 mark)**

Je _____ (habiter) à Nairobi.

d) Réorganise les mots pour former une phrase correcte : **(2 marks)**

(Rearrange the words to form a correct sentence:)

français / parle / elle

_____.

e) Complète avec la forme correcte du verbe : **(2 marks)**
(Complete with the correct verb form:)

Nous _____ (avoir) deux frères.

f) Écris **TROIS phrases correctes** en utilisant : **(6 marks)**
je / il / nous
(Write THREE correct sentences using *je*, *il*, *nous*.)

_____

_____

_____

SECTION E: LISTENING & SPEAKING – READING FOR COMPREHENSION (10 MARKS)

Question 5: Reading Passage

Dans ma maison, la cuisine est derrière le salon. La table est devant la porte. Aujourd'hui, il fait beau. J'aime le soleil mais je n'aime pas la pluie.

a) Où est la cuisine ? **(2 marks)**
_____.

b) Où est la table ? **(2 marks)**
_____.

c) Quel temps fait-il aujourd'hui ? **(2 marks)**
_____.

d) Écris **UNE chose** que la personne aime. **(2 marks)**
_____.

e) Relève **DEUX prépositions** du texte. **(2 marks)**

i. _____.

ii. _____.

SECTION F: GUIDED WRITING & GRAMMAR (10 MARKS)

a) Complète avec la bonne préposition : **(2 marks)**

La tasse est _____ la table.

(sur / dans)

b) Classe les mots suivants : **(4 marks)**

la pluie, le vent, la chaise

Météo	**Maison**
_____	_____

c) Réécris la phrase correctement : **(2 marks)**

est / lit / le / chambre / dans / la

_____.

d) Écris **DEUX phrases** sur le temps. **(2 marks)**

i. _____.

ii. _____.

SECTION G: ORAL ASSESSMENT (10 MARKS)

(Conducted separately)

Oral Task 1: Introduction

Présente-toi en français. **(4 marks)**

Oral Task 2: Family or Friend

Parle de **UN membre** de ta famille ou d'un ami. **(3 marks)**

Oral Task 3: Directions or Weather

Décris soit : **(3 marks)**

- le chemin vers ta maison

  OR

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- le temps dans ta région

  (Describe either directions to your home OR the weather in your area.)

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 **GEOGRAPHY (Theory)** **TERM 1** **MARCH/APRIL**

PATHWAY: S.T.E.M, SOCIAL SCIENCE, ARTS AND SPORT

ENDTERM ASSESSMENT Time: 2 Hours

MARCH-APRIL **COMPETENCY BASED EDUCATION CKEAB 003**

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature**: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. **Read each question carefully** before writing your answer.
4. Ensure your answers are **clear, neat, and well-organized**.
5. The **marks for each question** are indicated at the end of the question.
6. Manage your time well to complete all questions.

Performance Levels Grid

Question No.	1	2	3	4	5	6	TOTAL
Marks	8	11	13	12	15	21	80
Learner's Score							
Performance Level							

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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SECTION A: THEORY (80 Marks)

Answer all questions in this section.

1. A group of Grade 10 learners visited a nearby town to study land use, transport and human activities in the area. The photograph below shows some of the activities observed in the town, including a farming area, a road network, a market and a river.



a) Define Geography. (2 marks)

_____

_____

b) State TWO main branches of Geography. (2 marks)

i. _____.

ii. _____.

c) Identify ONE activity shown in Figure 1 that relates to Physical Geography. (1 mark)

_____

_____

d) Identify ONE activity shown in Figure 1 that relates to Human Geography. (1 mark)

_____

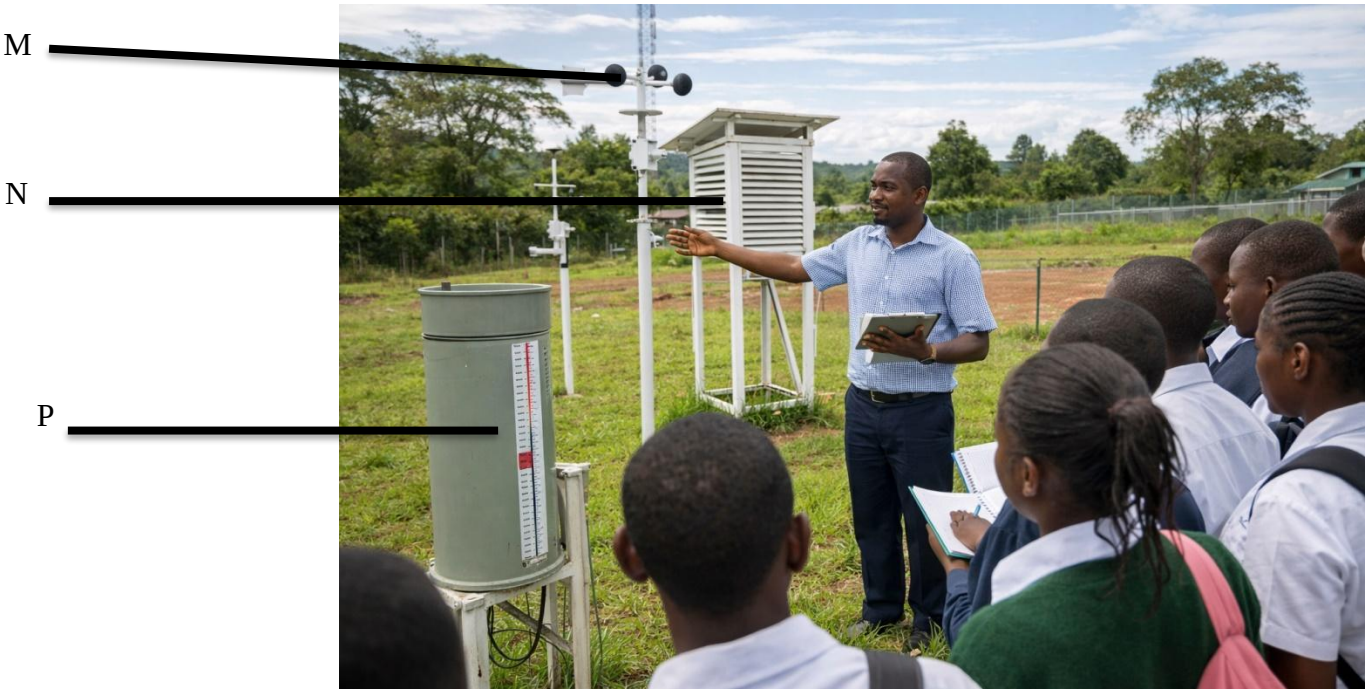
_____

e) Explain TWO ways in which studying Geography can promote sustainable development in the area studied. (2 marks)

i. _____.

ii. _____.

2. During a school career day, a resource person from the Kenya Meteorological Department gave a talk to learners on careers related to Geography.



a) Name the branch of Geography that deals with the study of weather and climate. (1 mark)
_____.

b) State TWO careers related to Geography. (2 marks)

i. _____.

ii. _____.

c) Give TWO factors a learner should consider when choosing a Geography-related career. (2 marks)

i. _____.

ii. _____.

d) Explain TWO ways in which Geography is related to Environmental Science. (2 marks)

i. _____.

ii. _____.

e) State TWO importance of Geography in day-to-day life. (2 marks)

i. _____.

ii. _____.

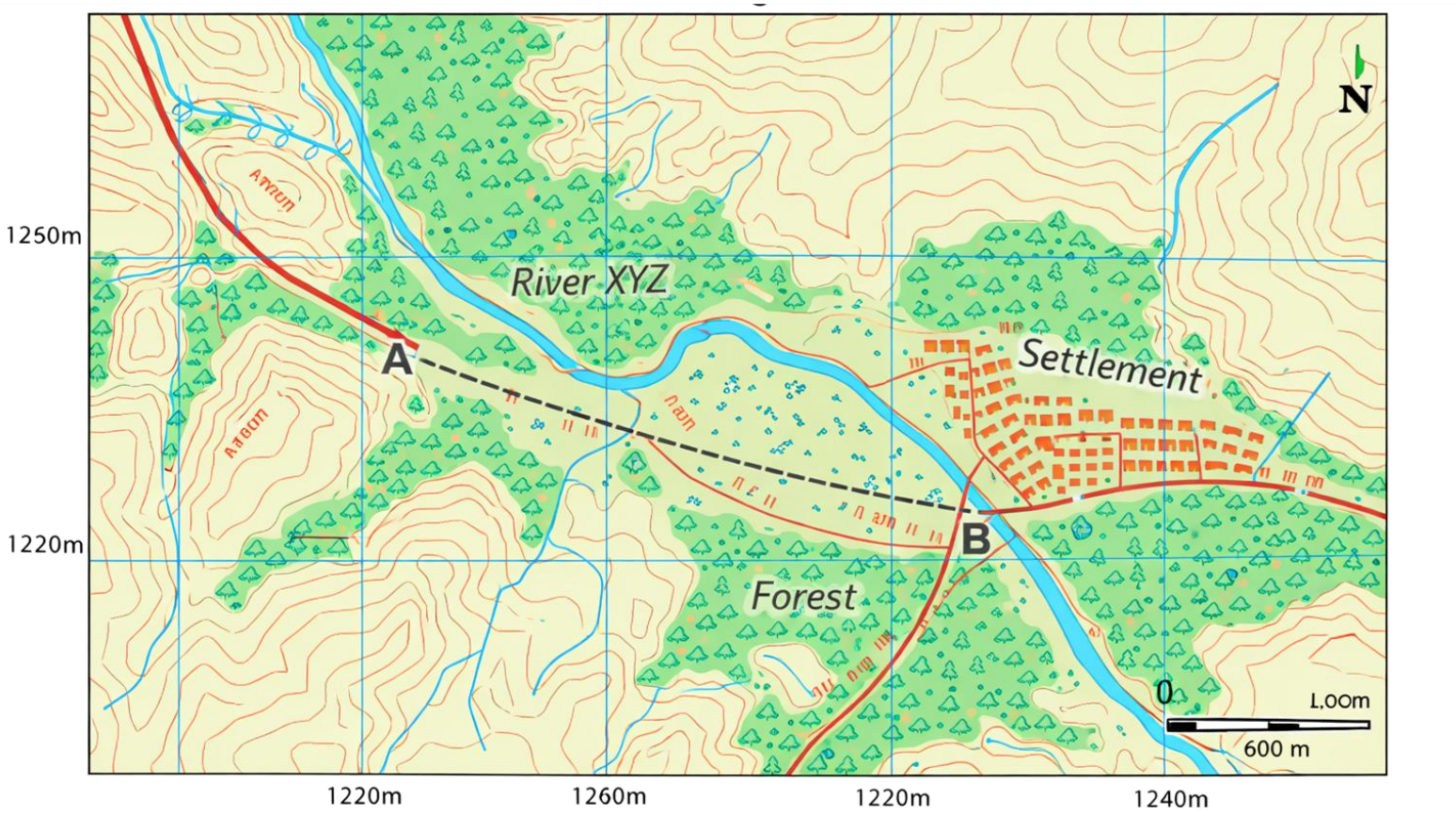
f) Identify the instrument labelled M ,N and P. (3 marks)

M: _____. N: _____. P: _____.

SECTION B: (30 MARKS)

3. Below is an extract of a topographical map of area PQR showing contours, a river, forested areas and a settlement.

AREA PQR



a) Identify the method used to represent relief in the map above. (1 mark)

_____

b) State TWO other methods used to represent relief on maps. (2 marks)

i. _____.

ii. _____.

c) Using the map above, describe the drainage pattern of the area. (3 marks)

i. _____.

ii. _____.

iii. _____.

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d) Identify TWO economic activities suggested by the vegetation shown on the map. (2 marks)

i. _____.

ii. _____.

e) Draw a simple sketch section along line AB shown in Figure 3. (marks)

f) State THREE ways in which map reading skills contribute to national development. (3 marks)

i. _____.

ii. _____.

iii. _____.

4. Learners collected data on monthly rainfall recorded at the school weather station for one year.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Rainfall (mm)	45	55	120	210	180	95	70	85	110	160	190	75

a) State ONE importance of statistics in Geography. (2 marks)

_____

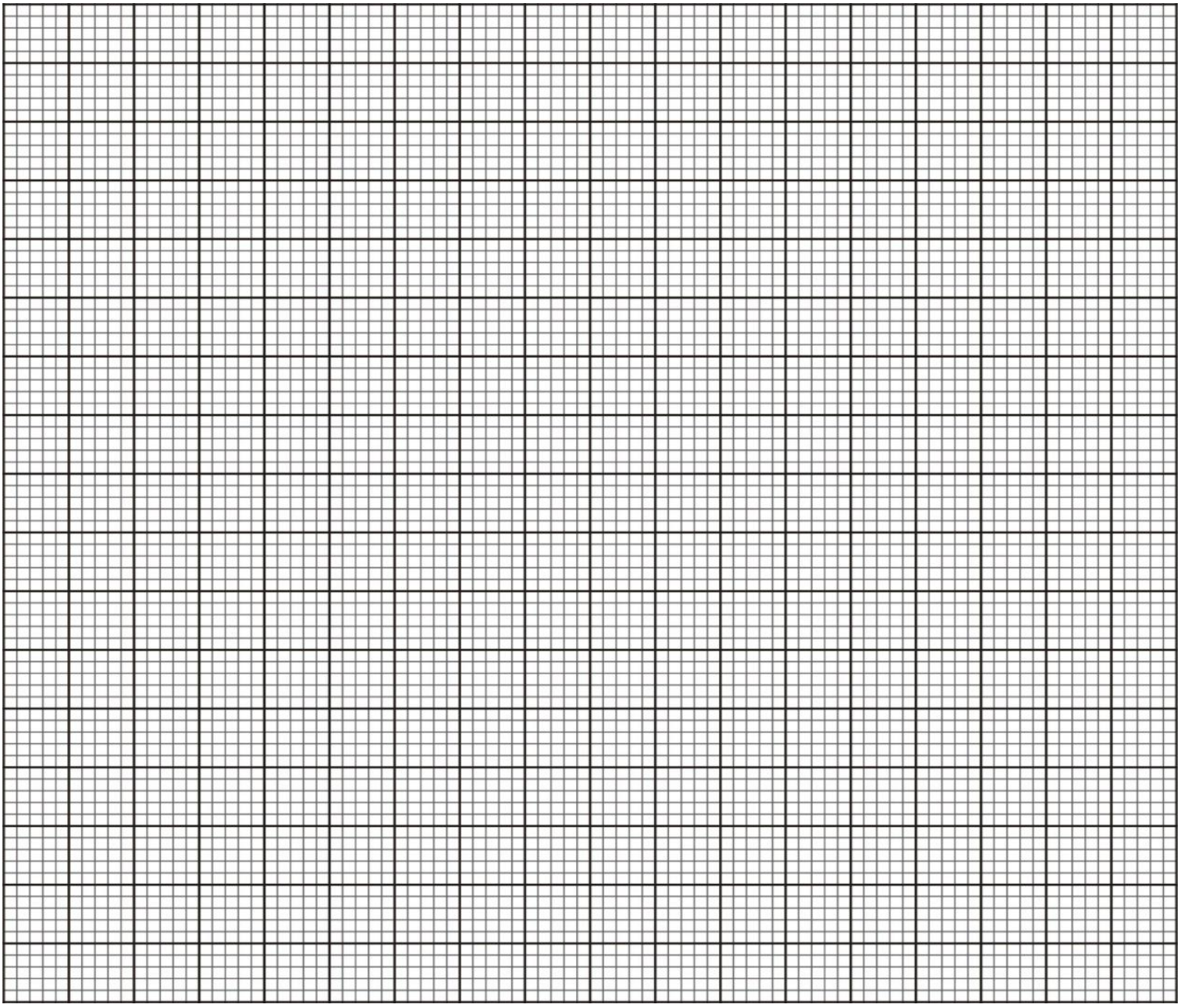
_____

b) Calculate the mean monthly rainfall for the year. (2 marks)

c) Name the method of data collection used in this study. (1 mark)

_____.

d) Draw a bar graph to represent the rainfall data. (5 marks)



e) State TWO limitations of using statistics to explain geographical facts. (2 marks)

i. _____.

ii. _____.

5. The figure below shows a digital map displayed on a computer screen.



a) Define Geographic Information System (GIS). (2 marks)

_____

_____

b) Distinguish between GIS and Global Positioning System (GPS). (4 marks)

_____

_____

_____

_____

c) Name THREE components of GIS. (3 marks)

i) _____.

ii) _____.

iii) _____.

d) State THREE uses of GIS in geographical studies. (3 marks)

i) _____.

ii) _____.

iii) _____.

e) Give THREE ways in which GIS is useful in day-to-day life. (3 marks)

i) _____.

ii) _____.

iii) _____.

6. Figure 5 shows samples of igneous, sedimentary and metamorphic rocks.

a) Define a rock. (2 marks)

_____

_____

b) Mr.Mwangi displayed the following examples of rocks on a white board. Classify the rocks according to their mode of formation.



Classification of Rocks(6 marks)

Igneous Rocks	Sedimentary Rocks	Metamorphic Rocks

c) Describe ONE characteristic of intrusive igneous rocks. (1 mark)

_____

_____

d) Name TWO areas in Kenya where igneous rocks are found. (2 marks)

i) _____.

ii) _____.

e) Identify the type of rocks shown below. (3 marks)

i.  _____.

ii.  _____.

iii.  _____.

e) State TWO significance of rocks in Kenya. (2 marks)

i) _____.

ii) _____.

f) State TWO methods used to study rocks in the local environment. (2 marks)

i) _____.

ii) _____.

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BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 GERMAN TERM 1 MARCHAPRIL

PATHWAY: SOCIAL SCIENCE

Time: 2 HOURS

COMPETENCY-BASED EDUCATION CKEAB 003

Schülerdaten

Name: _____

Schule: _____

Bewertungsnummer: _____ Datum: _____

Schulcode: _____ Unterschrift: _____

Anweisungen für die Prüflinge

1. Schreiben Sie Ihren Namen, Ihre Schule, Ihre Bewertungsnummer, Ihre Unterschrift und das Datum auf allen bereitgestellten Antwortbögen.
2. Beantworten Sie alle Fragen in den vorgesehenen Feldern.
3. Diese Prüfung besteht aus Abschnitt A (50 Punkte) und Abschnitt B (50 Punkte), insgesamt 100 Punkte.
4. Beantworten Sie alle Fragen in Abschnitt A.
5. Beantworten Sie in Abschnitt B alle Fragen.(orals)
6. Schreiben Sie Ihre Antworten klar und gut lesbar.
7. Verwenden Sie nach Bedarf Beispiele und vollständige Sätze.
8. Überprüfen Sie Rechtschreibung und Grammatik, um Ihre Punkte zu maximieren.

SCORE GRID

Question No.	1	2	3	4	5	6	TOTAL
Marks	10	15	20	15	10	10	80
Learner's Score							
Performance Level							

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GERMAN ASSESSMENT TEST: (80 Punkte)

Beantworten Sie alle Fragen in diesem Abschnitt.

SECTION A: LISTENING AND DIALOGIC SKILLS *(10 MARKS)*

Question 1: Greetings, Pronunciation and Intonation (10 marks)

The teacher reads the dialogue below **twice**.

Anna: Guten Morgen! Wie heißt du?
Ben: Guten Morgen! Ich heiße Ben. Und du?
Anna: Ich heiße Anna. Wie geht es dir?
Ben: Mir geht es gut, danke.

a) **Nenne zwei deutsche Begrüßungen aus dem Dialog.**
(Name two German greetings from the dialogue.) (2 marks)

i. _____.

ii. _____.

b) **Wie fragt Anna nach dem Namen?** (2 marks)

i. _____.

ii. _____.

c) **Was antwortet Ben auf „Wie geht es dir?“** (2 marks)

i. _____.

ii. _____.

d) **Schreibe zwei Wörter mit typisch deutschen Lauten aus dem Dialog.** (2 marks)

i. _____.

ii. _____.

e) **Warum sind Aussprache und Intonation wichtig in der Kommunikation?**
(Why are pronunciation and intonation important in communication?) (2 marks)

i. _____.

ii. _____.

SECTION B: READING COMPREHENSION – FAMILY *(15 MARKS)*

Question 2: Lesen – Familie (15 marks)

Ich heiße Lukas. Ich bin fünfzehn Jahre alt. Ich komme aus Kenia.
Ich habe eine große Familie. Mein Vater heißt Peter und meine Mutter heißt Anna.
Ich habe zwei Brüder und eine Schwester.
Wir wohnen zusammen und verbringen viel Zeit miteinander.

a) **Wie alt ist Lukas?** (2 marks)

_____.

b) **Nenne zwei Familienmitglieder von Lukas.** (2 marks)

i. _____.

ii. _____.

c) **Wie viele Geschwister hat Lukas?** (2 marks)

i. _____.

ii. _____.

d) **Wo wohnt Lukas mit seiner Familie?** (2 marks)

. _____.

e) **Nenne zwei Informationen über Lukas aus dem Text.** (4 marks)

i. _____.

ii. _____.

f) **Warum ist Familie wichtig laut dem Text?** (3 marks)

i. _____.

ii. _____.

iii. _____.

SECTION C: GRAMMAR *(20 MARKS)*

Question 3: Verbs, Pronouns and Questions (20 marks)

a) **Konjugiere das Verb „sein“ im Präsens.** (4 marks)

i. ich _____
ii. du _____
iii. er _____
iv. wir _____

b) **Setze die richtigen Personalpronomen ein.**
(Fill in the correct personal pronouns.) (4 marks)

i. ___ heiße Maria.
ii. ___ wohnen in Nairobi.
iii. ___ ist mein Bruder.
iv. ___ seid meine Eltern.

c) **Wähle das richtige Possessivpronomen.**
(Choose the correct possessive pronoun.) (4 marks)

i. Das ist ___ Mutter. (mein / meine)
ii. Das ist ___ Vater. (sein / seine)
iii. ___ Haus ist groß. (unser / unsere)
iv. ___ Schwester ist nett. (ihr / ihre)

d) **Bilde Fragen mit W-Fragen.**
(Form questions using W-questions.) (4 marks)

i. ___ heißt du?
ii. ___ wohnst du?

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e) **Antworte mit Ja oder Nein.**

(Answer using Yes or No.) (4 marks)

i. Hast du Geschwister?

ii. Wohnst du in Kenia?

SECTION D: WRITING – DESCRIPTIVE WRITING *(15 MARKS)*

Question 4: Meine Familie (15 marks)

Schreibe einen kurzen Text über deine Familie (80–100 Wörter).

Dein Text soll enthalten:

i. deinen Namen

ii. Anzahl der Familienmitglieder

iii. Beziehungen (Vater, Mutter, Geschwister)

iv. eine kurze Beschreibung deiner Familie

SECTION E: READING COMPREHENSION – HOME *(10 MARKS)*

Question 5: Lesen – Zuhause (10 marks)

Ich wohne in einem Haus.

Das Haus hat ein Wohnzimmer, eine Küche und zwei Schlafzimmer.

In der Küche gibt es einen Tisch und Stühle.

Mein Lieblingszimmer ist das Wohnzimmer.

a) **Wo wohnt die Person?** (2 marks)

_____.

b) **Nenne zwei Zimmer im Haus.** (2 marks)

i. _____.

ii. _____.

c) **Was gibt es in der Küche?** (2 marks)

_____.

d) **Welches Zimmer ist das Lieblingszimmer?** (2 marks)

_____.

e) **Warum ist ein Zuhause wichtig?** (2 marks)

i. _____.

ii. _____.

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SECTION F: SPEAKING & ORAL ASSESSMENT *(10 MARKS – DONE ORALLY)*

Question 6: Dialogue and Conversation (10 marks)

Learners will be assessed on:

a) **Dialog führen über Familie oder Zuhause**
(Conduct a dialogue about family or home.) (4 marks)

b) **Zahlen von 20–100 korrekt aussprechen**
(Correct pronunciation of numbers 20–100.) (2 marks)

c) **Farben nennen**
(Name colours correctly.) (2 marks)

d) **Preise nennen und darauf reagieren**
(State prices and respond appropriately.) (2 marks)

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

/GRADE 10 HISTORY AND CITIZENSHIP TERM 1 MARCH/APRIL

PATHWAY: SOCIAL SCIENCE

Time: 1 Hour 30 Minutes

COMPETENCY BASED EDUCATION CKEAB 003

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature**: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. **Read each question carefully** before writing your answer.
4. Ensure your answers are **clear, neat, and well-organized**.
5. Do **not** write in the margin.
6. **Check your work** before submitting the exam.
7. Manage your time well to complete all questions.

Question No.	1	2	3	4	5	6	7	8	9	TOTAL
Marks	10	9	6	8	8	10	13	8	8	80
Learner's Score										
Performance Level										

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

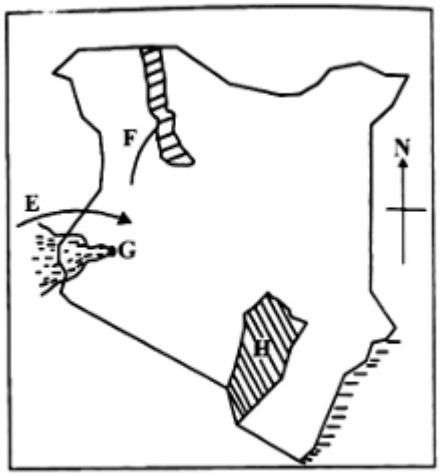
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Prefer Calling Amobi Group of Examiners @ 0743 333 000 or 0706 851 439 For Marking Schemes

HISTORY AND CITIZENSHIP:(80 Marks)

Answer all questions in this section.

1. A group of learners visited the **National Museums of Kenya**, where they observed exhibitions showing the migration and settlement of Kenyan communities.



a) Which language group used the route shown by the arrows marked **E** during their migration into Kenya?

_____.

b) Apart from the language group identified in (a) above, name **two other main linguistic groups** found in Kenya. (2marks)

i._____.

ii. _____.

c) State **two reasons for migration** of linguistic groups in Kenya. (2 marks)

i._____.

ii. _____.

d) State **two effects of migration and settlement** on Kenyan communities. (2 marks)

i._____.

ii. _____.

e) Identify **one area of settlement** for each of the following groups: (3 marks)

i) Bantu: _____.

ii) Nilotic: _____.

iii) Cushitic: _____.

f) Outline **two benefits of cultural diversity** in Kenya. (2 marks)

i._____.

ii. _____.

2. Learners watched a documentary on the arrival of Europeans in Kenya.



a) State **two reasons** why the British established colonial rule in Kenya. (2 marks)

i._____.

ii. _____.

b) Identify **two methods** used by the British to establish colonial rule. (2 marks)

i._____.

ii. _____.

c) Outline **three steps** followed in the process of establishing colonial rule in Kenya. (3 marks)

i._____.

ii. _____.

iii._____.

d) Write the year in which Kenya became. (2 marks)

i. British Protectorate: _____.

ii. British Colony: _____.

3. During a school debate, learners discussed the importance of public resources in Kenya.

a) Define **public resources**. (2 marks)

_____

_____

b) Identify **two types of public resources** in Kenya. (2 marks)

i._____.

ii. _____.

c) State **two reasons** why public resources should be used sustainably. (2 marks)

i._____.

ii. _____.

4. Kenya has experienced several political changes since 1963.

a) Identify **two major political developments** in Kenya since independence. (2 marks)

i._____.

ii. _____.

b) State **two political challenges** Kenya has faced since independence. (2 marks)

i._____.

ii. _____.

c) Explain **two solutions** to political challenges in Kenya. (2 marks)

i._____.

ii. _____.

d) Write in full the following political parties in Kenya. (2 marks)

i. K.A.N.U: _____.

ii. K.A.D.U: _____.

5. During a history and citizenship lesson, Learners watched a documentary about Kenyan General Elections.



a) Name the body responsible for conducting elections in Kenya. (1 mark)

_____.

b) State **two guidelines** governing elections in Kenya. (2 marks)

i._____.

ii. _____.

c) Outline **three stages** of the electoral process in Kenya. (3 marks)

i._____.

ii. _____.

iii._____.

d) State **two measures** taken by IEBC to curb election malpractices. (2 marks)

i._____.

ii. _____.

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6. Early humans gradually changed their way of life.

a) State **two factors** that led to the transition from a migratory to a sedentary lifestyle. (2 marks)

i._____.

ii. _____.

b) Define the **Neolithic Revolution**. (2 marks)

_____

_____

c) Identify **three advancements** that took place during the Neolithic period. (3 marks)

i._____.

ii. _____.

iii._____.

d) State **two contributions** of the Neolithic Revolution to modern society. (2 marks)

i._____.

ii. _____.

e) Name **one African pastoral community**. (1 mark)

_____.

7. Ancient African civilizations played an important role in world history.

a) Name the **most well-known ruler (king)** of the Wanga Kingdom during the 19th century. (1 mark)

_____.

b) State **TWO factors** that led to the development of the Wanga Kingdom. (2 marks)

i._____.

ii. _____.

c) Explain **TWO political or administrative practices** used in the Wanga Kingdom. (2 marks)

i._____.

ii. _____.

d) State **TWO contributions** of the Wanga Kingdom to modern society in Kenya. (2 marks)

i._____.

ii. _____.

e) What title was given to the king of Buganda? (1 mark)

_____.

f) Identify the **region** where the Nyamwezi Chiefdom was found. (1 mark)

_____.

g) State **TWO factors** that led to the rise of the Nyamwezi Chiefdom. (2 marks)

i._____.

ii. _____.

h) Explain **TWO roles** played by Nyamwezi leaders in society. (2 marks)

i._____.

ii. _____.

i) Identify **ONE similarity** between the Wanga and Buganda kingdoms. (1 mark)

i._____.

ii. _____.

8. The Berlin Conference greatly influenced Africa's history.



a) State **two decisions** made during the Berlin Conference of 1884–1885. (2 marks)

i._____.

ii. _____.

b) Identify **two reasons** for the colonization of Africa. (2 marks)

i._____.

ii. _____.

c) Explain **two effects** of colonization on African societies. (2 marks)

i._____.

ii. _____.

d) State **two reasons** why colonial rule eventually came to an end in Africa. (2 marks)

i._____.

ii. _____.

9. African leaders played a key role in ending colonial rule.

a) Define **nationalism**. (2 marks)

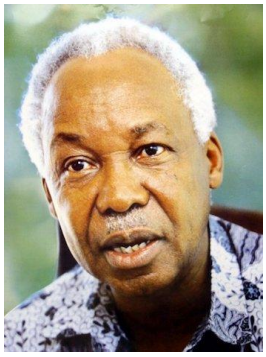
_____

_____

b) Identify the following African leaders. (2 marks)



X



Y

X: _____.

Y: _____.

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c) Identify **two factors** that influenced the rise of nationalism in Africa. (2 marks)

i._____.

ii. _____.

d) Name **two African leaders** associated with nationalism. (2 marks)

i._____.

ii. _____.

e) State **three contributions** of African nationalists to independence movements. (3 marks)

i._____.

ii. _____.

iii._____.

f) Explain **three ways modern African states promote nationalism** today. (3 marks)

i._____.

ii. _____.

iii._____.

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 H.R.E. (Theory) TERM 1 MARCH/APRIL

PATHWAY: SOCIAL SCIENCE

Time: 1 Hour 40 Minutes

COMPETENCY BASED EDUCATION CKEAB 003

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature**: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. **Read each question carefully** before writing your answer.
4. Ensure your answers are **clear, neat, and well-organized**.
5. Do **not** write in the margin.
6. **Check your work** before submitting the exam.
7. Manage your time well to complete all questions.

Performance Levels Grid

Question No.	1	2	3	4	5	TOTAL
Marks	20	15	15	10	10	70
Learner's Score						
Performance Level						

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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Prefer Calling Amobi Group of Examiners @ 0743 333 000 or 0706 851 439 For Marking Schemes

SECTION A: THEORY (70 Marks)

Answer all questions in this section.

1. Learners are studying how Paramatma manifests to guide humanity through different forms and ages.



a) Explain the meaning of **Manifestation of Paramatma** in relation to human spiritual understanding. (4 marks)

_____

_____

b) Identify the **THREE members of the Trimurti** and state **ONE role** of each. (6 marks)

i._____.

ii._____.

iii._____.

c) Choose **TWO Dashavatars** and state **ONE lesson** learnt from each for self and community development. (4 marks)

i._____.

ii._____.

d) Explain how teachings of Dashavatars can help solve **ONE emerging social issue** today. (3 marks)

i._____.

ii._____.

iii._____.

e) State **THREE ways** learners can promote the teachings of Dashavatars in daily life. (3 marks)

i._____.

ii._____.

iii._____.

2. A class prepares a presentation on Jain spiritual leaders and their contributions to society.



a) Name **FIVE Jain Tirthankars** studied. (5 marks)

i._____.

ii._____.

iii._____.

iv._____.

v._____.

b) State **ONE major contribution** made by **ANY THREE** of the named Tirthankars. (6 marks)

	Tirthankars	**Major contribution**
i.		
ii.		
iii.		

c) Explain **TWO ways** the teachings of the Tirthankars have positively impacted society. (4 marks)

i._____.

ii._____.

3. Learners explore Buddhist understanding of Paramatma as Dhamma through teachings and modern scholars.



a) Explain the Buddhist understanding of **Paramatma as Dhamma**. (4 marks)

_____

_____

_____

_____

b) Identify **TWO Buddhas of the past or future** and explain how their existence uplifts faith. (4 marks)

i._____.

ii._____.

c) State **THREE qualities of a Buddha** and explain how **ONE quality** strengthens personal faith. (5 marks)

i._____.

ii._____.

iii._____.

d) Give **TWO ways** Buddhist teachings influence modern society positively. (2 marks)

i._____.

ii._____.

4. Learners conduct research on Sikh Gurus and their guidance for communal living.



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a) Name **ANY FOUR Sikh Gurus**. (4 marks)

i._____.

ii._____.

iii._____.

iv._____.

b) State **TWO social contributions** made by the Sikh Gurus. (4 marks)

i._____.

ii._____.

c) Explain **ONE teaching** of the Gurus that promotes safety and communal welfare. (2 marks)

_____

_____

5. A comparative study is conducted on scriptures from Hinduism, Jainism, Buddhism and Sikhism.



a) Match each faith with **ONE major scripture**: (4 marks)

i. Hinduism: _____.
ii. Jainism: _____.
iii. Buddhism:_____.
iv. Sikhism: _____.

b) Explain **TWO challenges** faced during the development of religious scriptures. (4 marks)

i._____.

ii._____.

c) State **TWO ways** scriptures promote harmonious coexistence in society. (2 marks)

i._____.

ii._____.

Prefer Calling Amobi Group of Examiners @ 0743 333 000 or 0706 851 439 For Marking Schemes

BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

GRADE 10 I.R.E (Theory) TERM 1 MARCH/APRIL

PATHWAY: SOCIAL SCIENCE

Time: 1 Hour 30 Minutes

COMPETENCY-BASED EDUCATION CKEAB 003

LEARNER'S DETAILS

Name: _____.

School: _____.

Assessment Number: _____. **Date:** _____.

School Code: _____. **Signature**: _____.

INSTRUCTIONS TO LEARNERS

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. **Read each question carefully** before writing your answer.
4. **PERFORMANCE LEVELS GRID**

Question No.	1	2	3	4	5	6	7	8	9	10	Total
Marks	10	8	7	6	8	6	6	10	10	9	80
Learner's Score											
Performance Level											

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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Prefer Calling Amobi Group of Examiners @ 0743 333 000 or 0706 851 439 For Marking Schemes

ISLAMIC RELIGIOUS EDUCATION: THEORY (80 Marks)

Answer all questions in this section.

1. During an IRE lesson, learners are shown an illustration of early Muslims preserving the Qur'an using parchments, bones, and memorisation.

a) State **TWO circumstances** that led to the compilation of the Qur'an during the reign of **Caliph Abu Bakr (R.A.)**. (2 marks)

i._____.

ii._____.

b) Explain **TWO reasons** that led to the standardisation of the Qur'an during the reign of **Caliph Uthman (R.A.)**. (4 marks)

i._____.

ii._____.

c) Describe **TWO stages** involved in the compilation of the Qur'an. (2 marks)

i._____.

ii._____.

d) State **TWO significances** of compiling and standardising the Qur'an. (2 marks)

i._____.

ii._____.

2. A learner notices Qur'anic texts written with vowel marks (tashkīl) and without them.

a) What is meant by **diacriticalisation of the Qur'an**? (2 marks)

._____.

._____.

b) Identify **TWO circumstances** that led to diacriticalisation of the Qur'an. (2 marks)

i._____.

ii._____.

c) State **TWO significances** of diacritical marks in the Qur'an. (2 marks)

i._____.

ii._____.

d) Identify **TWO types** of diacritical marks used in the Qur'an. (2 marks)

i._____.

ii._____.

3. a) Differentiate between the following pairs of verses: (4 marks)
   i) **Muhkamat** and **Mutashabihat**

   _____

   _____

   ii) **Al-'Am** and **Al-Khaas**

   _____

b) State **TWO reasons** why understanding types of verses is important in Qur'anic interpretation. (3 marks)

i._____.

ii._____.

4. A teacher explains that some Qur'anic verses were revealed in response to specific events or questions.

a) Define **Asbābu al-Nuzūl**. (2 marks)

_____.

_____.

b) Identify **THREE kinds** of Asbābu al-Nuzūl. (3 marks)

i._____.

ii._____.

iii._____.

c) State **ONE benefit** of studying Asbābu al-Nuzūl. (1 mark)

._____.

._____.

5. Learners listen to a recitation of Surah al-Furqan describing the qualities of the servants of Allah.



a) Identify **TWO qualities** of the servants of Allah mentioned in Surah al-Furqan (Q.25:61–77). (2 marks)

i._____.

ii._____.

b) Explain **THREE teachings** derived from the selected verses. (3 marks)

i._____.

ii._____.

iii._____.

c) Describe **THREE ways** learners can apply these teachings in their daily lives. (3 marks)

i._____.

ii._____.

iii._____.

6. a) Define the following terms: (2 marks)
   i) **Isnad**

   _____

   _____

   ii) **Matn**

   _____

   _____

b) State **TWO qualities** of a reliable **Muhaddith**. (2 marks)

i._____.

ii._____.

c) Identify **TWO criteria** used to determine the authenticity of a Hadith. (2 marks)

i._____.

ii._____.

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7. A Hadith lesson focuses on caring for the environment, strengthening kinship, and promoting brotherhood.

a) State **ONE teaching** from each of the following Hadith: (3 marks)
i) Hadith on environment

_____
_____

ii) Hadith on kinship

_____
_____

iii) Hadith on brotherhood

_____
_____

b) Explain **THREE ways** Muslims can promote brotherhood in society. (3 marks)

i._____.

ii._____.

iii._____.

8. *Muslims performin Swalatul Jumu'ah and Swalatul 'Idd)*



a) State **TWO conditions** for the validity of **Swalatul Jumu'ah**. (2 marks)

i._____.

ii._____.

b) Identify **TWO differences** between Swalatul Jumu'ah and Swalatul 'Idd. (4 marks)

i._____.

ii._____.

c) Explain **TWO significances** of Swalatul 'Idd to the Muslim community. (4 marks)

i._____.

ii._____.

9. A Muslim community gathers to perform funeral rites for a deceased member.

a) Name the **FOUR funeral rites** performed for a deceased Muslim. (4 marks)

i._____.

ii._____.

iii._____.

iv._____.

b) Explain **THREE reasons** why funeral rites are considered **Fardh Kifayah**. (3 marks)

i._____.

ii._____.

iii._____.

c) State **THREE ways** funeral rites show respect for the deceased. (3 marks)

i._____.

ii._____.

iii._____.

10. An Islamic charity organisation in Kenya is educating Muslims on zakat collection and distribution.

a) Identify **THREE challenges** facing the administration of zakat in Kenya. (3 marks)

i._____.

ii._____.

iii._____.

b) State **THREE significances** of zakat to socio-economic development. (3 marks)

i._____.

ii._____.

iii._____.

c) Explain **FOUR categories** of people eligible to receive zakat. (4 marks)

i._____.

ii._____.

iii._____.

iv._____.

d) Calculate the zakat payable on **KSh 100,000** saved for one year. *(Rate: 2.5%)* (3 marks)

e) State **TWO ways** proper administration of zakat promotes economic development. (2 marks)

i._____.

ii._____.

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BRILLIANT STUDENTS G10 END TERM 1 SERIES 1 EXAMS

SENIOR SCHOOL

GRADE 10　　第一学期　　2026年2月

PATHWAY: SOCIAL SCIENCE

MANDARIN **CKEAB 002**

考试时间：1小时40分钟

学生信息

姓名：_____　　学校：_____

考试号：_____　　日期：_____

学校代码：_____　　签名：_____

考生须知

1. 在提供的空格中填写您的姓名和考试号。
2. 在提供的空格中填写学校名称和学校代码。
3. 在提供的空格中填写考试日期并签名。
4. 本试卷分为两部分：A部分和B部分。
5. 请**回答本试卷中的所有问题**。
6. 所有答案均应写在试卷提供的空格中。
7. 不得撕掉试卷的任何页面。

仅供官方使用

Question No.	1a	1b	1c	1d	2a	2b	2c	2d	3	4a	4b	Total Written	5a	5b	5c	5d	6a	6b	Total Orals	Grand Total
Marks	8	4	4	4	5	7	6	7	25	5	10	70	5	10	8	7	15	15	30	100
Learner's Score																				
Performance Level																				

本试卷共有**5页印刷**。考生应检查试卷，确保所有页面均已按说明印刷，且没有缺题。

请翻到下一页

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SECTION A: WRITTEN (70 MARKS)

PART A: READING (20 MARKS)

你正在参加一个 **国际学生交流活动 (guójì xuéshēng jiāoliú huódòng)**。
请阅读下面的短文。

(短文 Duǎnwén)

大家好 (Dàjiā hǎo)！
我叫 **Wáng Jié（王杰）**，今年 **shí liù suì（十六岁）**。
我住在 **Nàiluóbǐ（内罗毕）**，那是一个 **hěn piàoliang（很漂亮）** 的城市。

我家有 **sì kǒu rén（四口人）**：
爸爸 (bàba)、妈妈 (māma)、妹妹 (mèimei) 和我。

我爸爸是 **yīshēng（医生）**，他在医院工作 (gōngzuò)。
我妈妈是 **lǎoshī（老师）**，她很认真 (rènzhēn)。
我的妹妹喜欢 **huàhuà（画画）**，也喜欢唱歌 (chànggē)。

我喜欢 **kàn shū（看书）** 和 **tī zúqiú（踢足球）**，
但是我不喜欢 **zǎo qǐ（早起）**。

Questions

a) 回答问题 (Huídá wèntí) – 8 marks

i) 这个学生叫什么名字？(jiào shénme míngzi)
ii) 他今年多大？(jīnnián duō dà)
iii) 他住在哪里？(zhù zài nǎlǐ)
iv) 谁喜欢画画？(shéi xǐhuān huàhuà)

b) 从短文中找词语 (4 marks)

i) 医生 (yīshēng)
ii) 老师 (lǎoshī)
iii) 医院 (yīyuàn)
iv) 喜欢 (xǐhuān)

c) 根据短文完成表格 (4 marks)

家庭成员 (Jiātíng chéngyuán)	描述 (Miáoshù)
爸爸 (bàba)	_____
妈妈 (māma)	_____
妹妹 (mèimei)	_____
王杰	_____

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d) 这篇短文的主题是什么？

(Zhè piān duǎnwén de zhǔtí shì shénme?) – 4 marks

PART B: LANGUAGE USE (25 MARKS)

a) 填空：选择正确的代词 (Tiánkòng) – 5 marks

i) ___ 叫 Lǐ Míng（李明）。
ii) ___ 是我的朋友 (péngyou)。
iii) ___ 住在上海 (Shànghǎi)。
iv) ___ 喜欢游泳 (yóuyǒng)。
v) ___ 是老师 (lǎoshī)。

b) 用正确的动词形式填空 – 7 marks

i) 我 ___ (shì 是) 学生 (xuéshēng)。
ii) 我们家 ___ (yǒu 有) 五个人。
iii) 爸爸 ___ (gōngzuò 工作) 在医院。
iv) 妹妹 ___ (xǐhuān 喜欢) 唱歌。
v) 我 ___ (zhù 住) 在城市。
vi) 妈妈 ___ (shì 是) 老师。
vii) 我们 ___ (xuéxí 学习) 中文。

c) 填写正确的“的 (de)”结构 – 6 marks

i) 这是 ___ (wǒ de 我的) 书包。
ii) 他是 ___ (tā de 他的) 哥哥。
iii) 我们去 ___ (wǒmen de 我们的) 学校。
iv) 那是 ___ (tāmen de 他们的) 房子。
v) 她喜欢 ___ (tā de 她的) 家。
vi) 这是 ___ (wǒ de 我的) 狗。

d) 写出正确的疑问句 (7 marks)

i) 你 ___ (ma 吗) 喜欢中文？
ii) 他 ___ (zài 在) 哪儿住？
iii) 你 ___ (yǒu 有) 宠物吗？
iv) 她 ___ (jǐ 几) 岁？
v) 你爸爸 ___ (shì 是) 什么工作？
vi) 他们 ___ (xǐhuān 喜欢) 运动吗？
vii) 学校 ___ (zài 在) 哪里？

Prefer Calling Amobi Group of Examiners @ 0743 333 000 or 0706 851 439 For Marking Schemes

PART C: WRITING (25 MARKS)

写作 (Xiězuò)：80–100字

请用 **汉字 + 拼音** 写一篇短文，介绍你自己和你的家庭。

内容包括：

- 姓名 (xìngmíng) 和 年龄 (niánlíng)
- 居住地 (zhù zài nǎlǐ)
- 家庭成员 (jiātíng chéngyuán)
- 喜欢和不喜欢的事情

要求：
✓ 使用 是 shì、有 yǒu、住 zhù、喜欢 xǐhuān
✓ 使用“的 de”
✓ 至少 3 个形容词 (xíngróngcí)

（书写区）

_____
_____
_____
_____
_____

SECTION B: ORALS (30 MARKS)

PART A: LISTENING (15 MARKS)

Task 1: Pronunciation (5 marks)
听音辨词：

- 家庭 jiātíng
- 学校 xuéxiào
- 医生 yīshēng
- 喜欢 xǐhuān
- 城市 chéngshì

Task 2: Listening Comprehension (10 marks)

听一段**关**于 **家庭或学校生活** 的短文，回答问题：
i) 主要讲什么？
ii) 有哪些人？
iii) 谁喜欢什么？
iv) 住在哪里？
v) 主题是什么？

PART B: SPEAKING (15 MARKS)

Task 1: 自我介绍 (Zìwǒ jièshào) – 8 marks

- 姓名、年龄
- 学校
- 家庭成员
- 爱好

Task 2: 日常对话 (Rìcháng duìhuà) – 7 marks

- 描述物品位置：上 shàng、下 xià、里 lǐ
- 谈健康与习惯

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