GRADE 10 ENDTERM 1 EXAMS

ALL SUBJECTS

(SOCIAL SCIENCES PATHWAY)

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ALL SUBJECTS TESTED.

Core Mathematics, Essential Mathematics, English, Kiswahili, CSL, Literature, Fasihi, Geography, History and Citizenship, IRE,CRE,HRE, Business studies, French, German, Mandarin, ICT& Physical Education.

SMART-GRADE SERIES

For Marking Schemes
Mr Isaboke 0746 222 000 / 0753 222 000

MWALIMU CONSULTANCY

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

GEOGRAPHY(Theory)

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

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)**

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……

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

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……

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)**

……

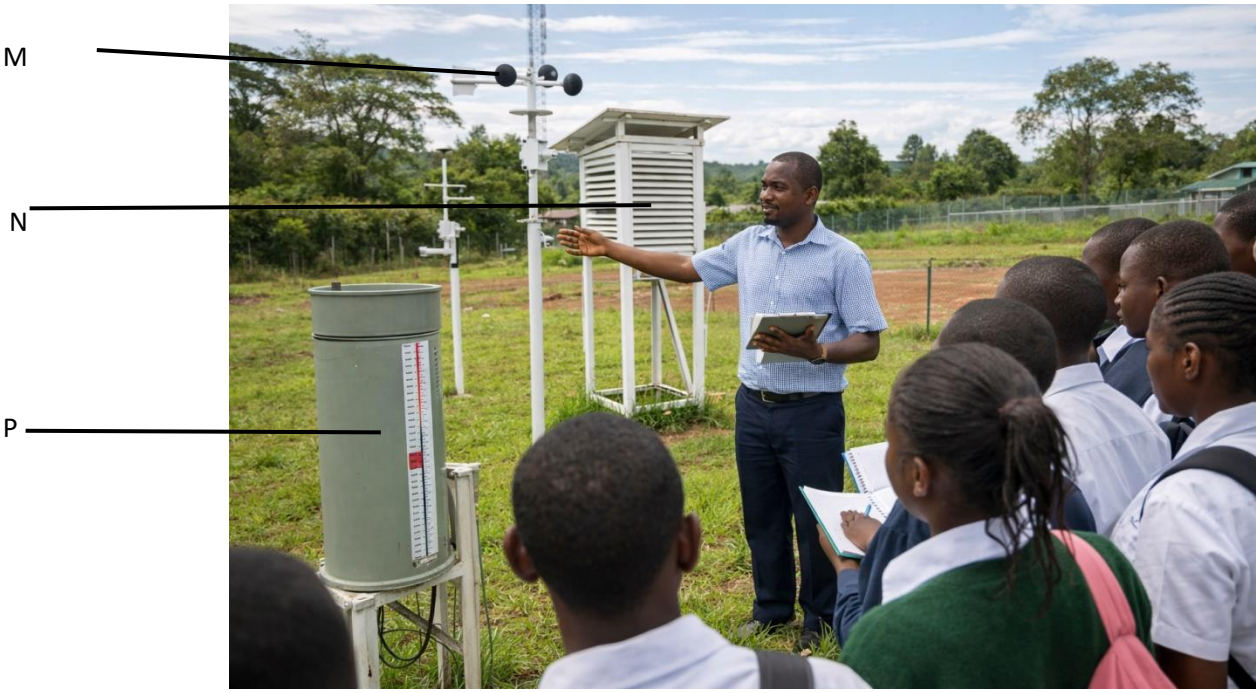
e) Explain TWO ways in which studying Geography can promote sustainable development in the area studied.
(2 marks)

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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)**

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

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

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

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

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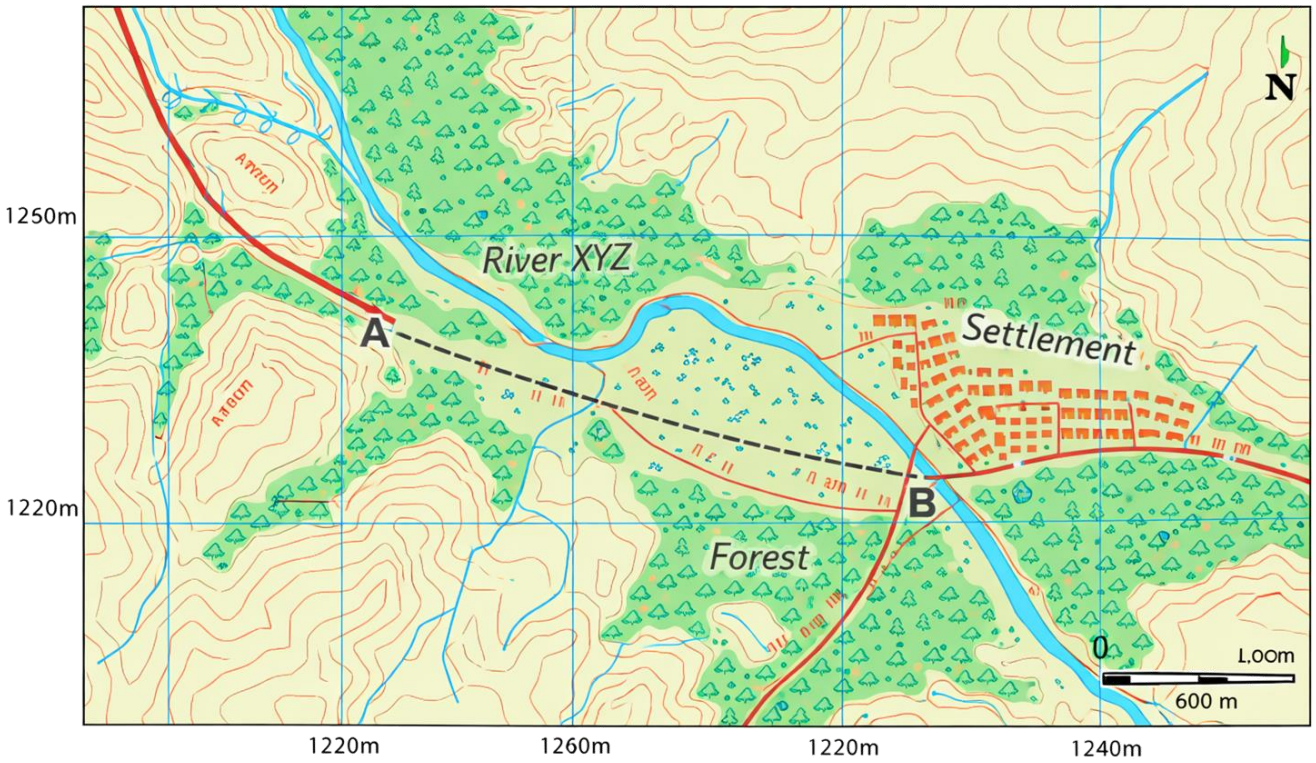
f) Identify the instrument labelled M ,N and P. **(3 marks)**

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)**

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

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

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

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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)**

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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)**

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



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

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

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

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

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

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

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

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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)**

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……

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

i.  **_____.**

ii.  **_____.**

iii.  **_____.**

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

.....

.....

.....

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

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

HISTORY AND CITIZENSHIP

TIME: 1½ HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

INSTRUCTIONS TO LEARNERS

a) Write your name, School, assessment number, signature and date on all the answer sheets provided.
b) Answer all the questions in the spaces provided.
c) **Read each question carefully** before writing your answer.
d) Ensure your answers are **clear, neat, and well-organized**.
e) Do **not** write in the margin.
f) **Check your work** before submitting the exam.
g) 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										

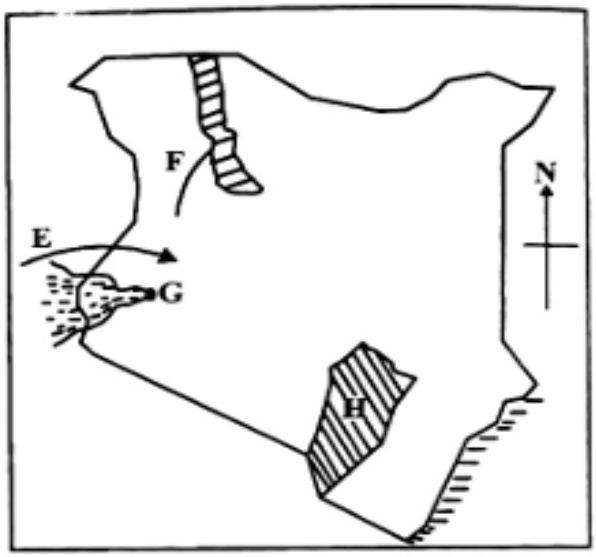
Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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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)**

……

……

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

……

……

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

……

……

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)**

……

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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)**

……

……

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

……

……

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

……

……

……

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)**

……

……

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

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4. Kenya has experienced several political changes since 1963.

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

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……

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

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……

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

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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)**

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

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

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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)**

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.....

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

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

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

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.....

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)**

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

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

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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)**

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.....

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

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

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



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

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

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

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

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

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

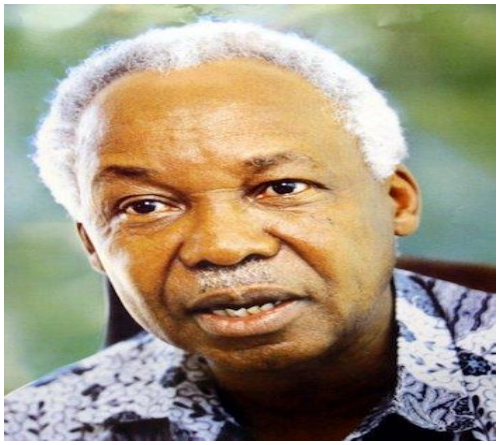
……

……

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



X



Y

X: _____.

Y: _____.

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

.....

.....

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

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.....

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

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

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

CRE(Theory)

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

INSTRUCTIONS TO LEARNERS

a) Write your name, School, assessment number, signature and date on all the answer sheets provided.
b) Answer all the questions in the spaces provided.
c) **Read each question carefully** before writing your answer.
d) Ensure your answers are **clear, neat, and well-organized**.
e) The **marks for each question** are indicated at the end of the question.
f) Use relevant **Biblical references** where necessary.

Performance Levels Grid

Item	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	5	6	6	6c(	6c(	7	7	7	8	8	8	9	9	10	10	10	TOTAL
Questi 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)**

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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)**

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

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

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

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

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

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

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

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

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

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

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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)**

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

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

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

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

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

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

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

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

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

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8. a) Define the terms:

i) Prophet **(1 mark)**

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ii) Prophecy **(1 mark)**

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.....

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

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

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

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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)**

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

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

COMMUNITY SERVICE LEARNING

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

INSTRUCTIONS TO LEARNERS

a) Write your name, School, assessment number, signature and date on all the answer sheets provided.
b) Answer all questions in Section A and any 4 questions from Section B.
c) Write your answers clearly and provide examples where necessary.
d) All questions are based on practical and theoretical aspects of Community Service Learning.
e) **Read each question carefully** before writing your answer.
f) Ensure your answers are **clear, neat, and well-organized**.
g) The **marks for each question** are indicated at the end of the question.
h) 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)**

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

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

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

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



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

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

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

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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 mks**

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

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

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

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

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





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

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

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

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

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

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

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



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

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

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

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

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

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

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

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9. Learners observed a picture showing individuals in an argument



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

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

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

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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)**

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

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

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

ESSENTIAL MATHEMATICS

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… **SCHOOL;** ……

CLASS…… **SCHOOL CODE**…… **SIGN**……

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 π = 3.14 or 22/7 where necessary.*
6. *Study all diagrams, graphs, and images carefully before answering.*

SCORE GRID

Question No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL
Marks	3	4	2	2	2	3	2	3	3	2	4	3	3	3	2	4	3	3	4	3	100
Learner's Score																					
Performance Level																					

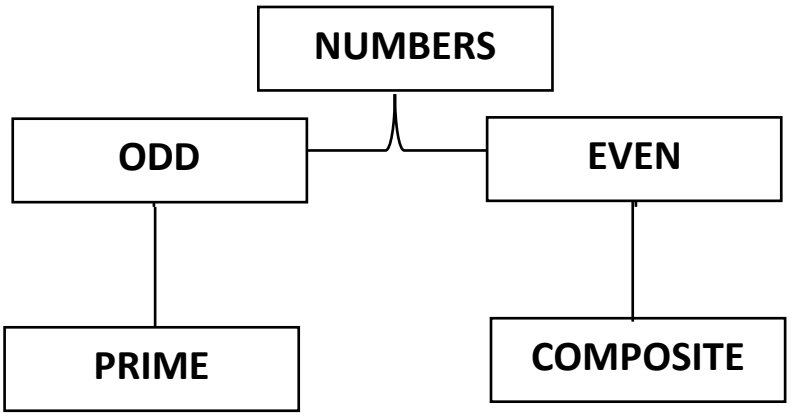
Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

CBC CBE SE

ESSENTIAL MATHEMATICS (100 Marks)

Answer all questions in this section.

1. **Mwangi drew a Number Classification Chart as shown below.**



(a) Classify the following numbers as **odd, even, prime or composite:** **(3 marks)**

i) 17: _____.

ii) 24: _____.

iii) 1: _____.

(b) Classify the following as **rational or irrational**: **(4 marks)**

√2, 0.25, π, 7/9

RATIONAL NUMBERS	IRRATIONAL NUMBERS

(c) Find the **reciprocal** of: **(2 marks)**

i) 5

ii) $\frac{2}{3}$

2. **Grade 10 learners made a chart showing the Laws of Indices**

(a) Express the following in index form**:** **(2 marks)**

i) 81

ii) $\frac{1}{16}$

(b) Simplify using laws of indices: **(3 marks)**

$(2^3 \times 2^5) \div 2^4$

(c) Evaluate: **(2 marks)**

$\log_{10} 1000$

(d) Using logarithms, evaluate: **(3 marks)**

$(4.2 \times 0.35) \div 0.007$

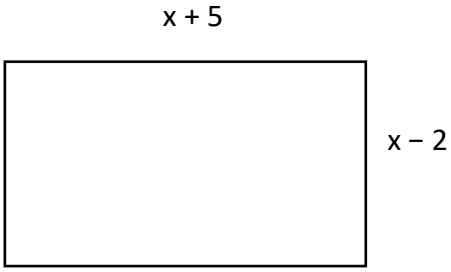
(e) State Three applications of logarithms in real life**.** **(3 marks)**

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……

3. Nafula drew the rectangles as shown below.



(a) Form a quadratic expression for the area of the rectangle. **(4 marks)**

(b) Expand and simplify: **(3 marks)**

$(x + 3)(x – 4)$

(c) Factorise completely: **(3 marks)**

$x^2 – 7x + 10$

(d) Solve the quadratic equation: **(3 marks)**

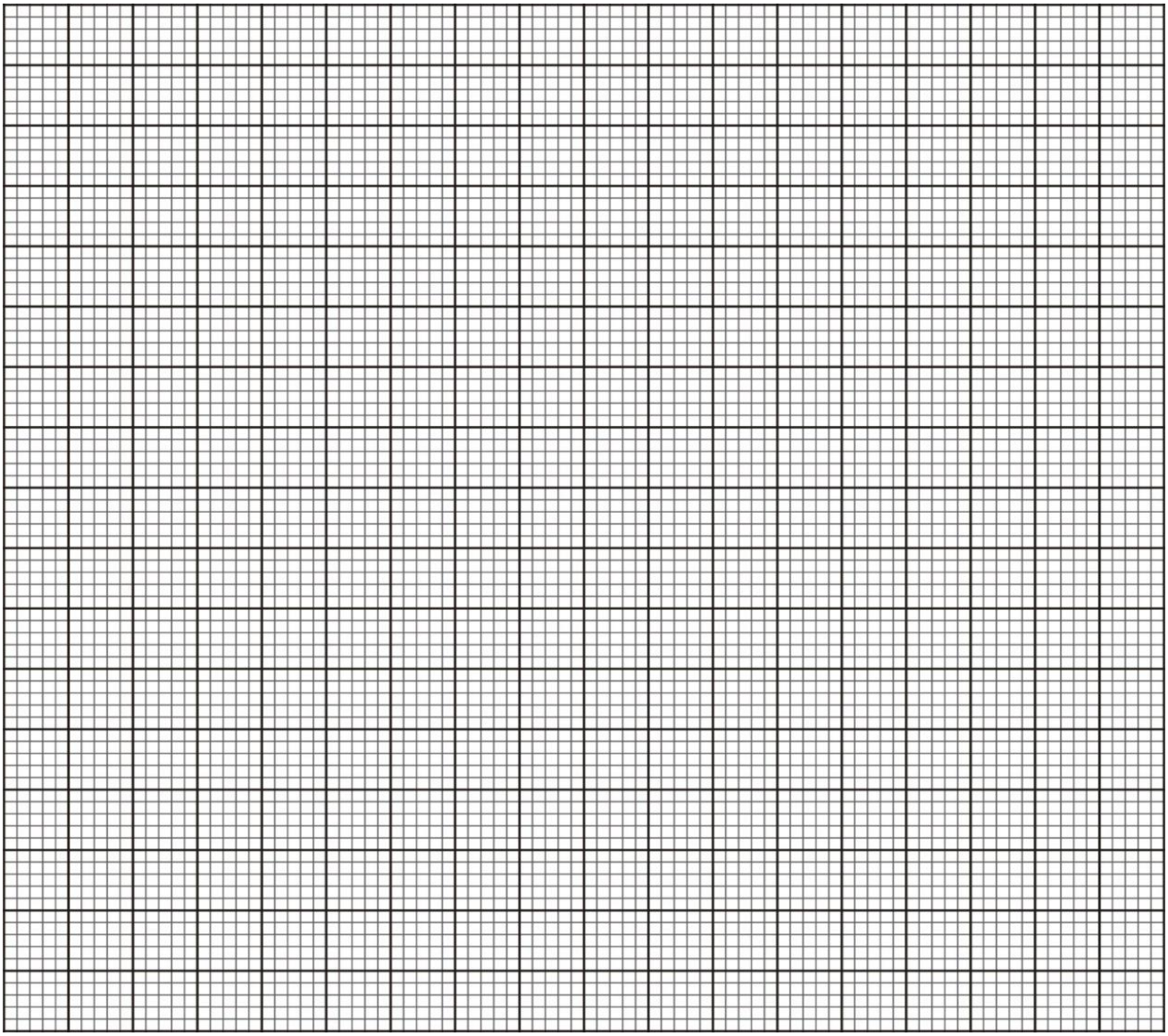
$x^2 - 5x - 6 = 0$

(e) A ball is thrown upward. Height h after t seconds is:

$h = t^2 + 4t$

(i) Write in standard form**.** **(2 marks)**

(ii) Sketch the graph and find when h = 0. **(4 marks)**



4.

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

……

……

(b) State TWO real-life applications of enlargement. **(4 marks)**

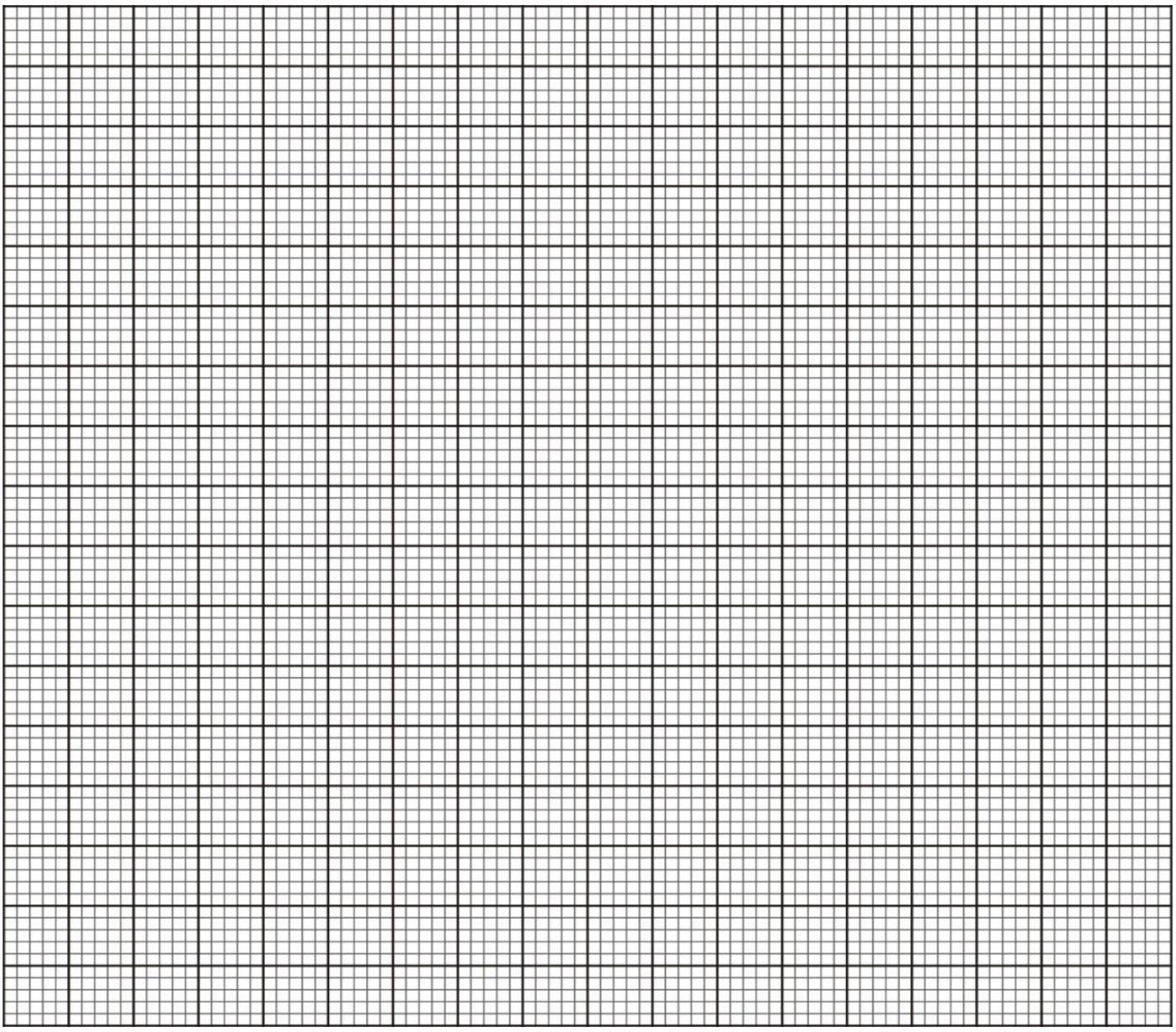
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5. The image of P(0,2) under an enlargement with a scale factor 3 is P^1(4,6). Find the co-ordinates of Q.

(2 marks)

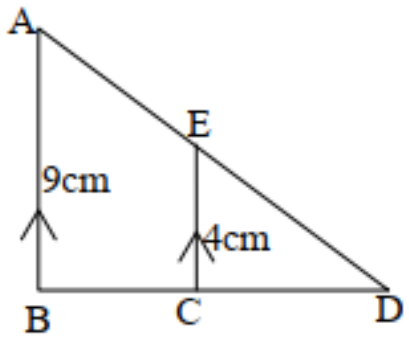


6. A model of a building is made using a scale 1:500.

a. Find the height of a room (in meters) in the building which is 5cm long on the model? A room has a floor area of $36m^2$. What is the corresponding area on the floor of the model. **(3 marks)**

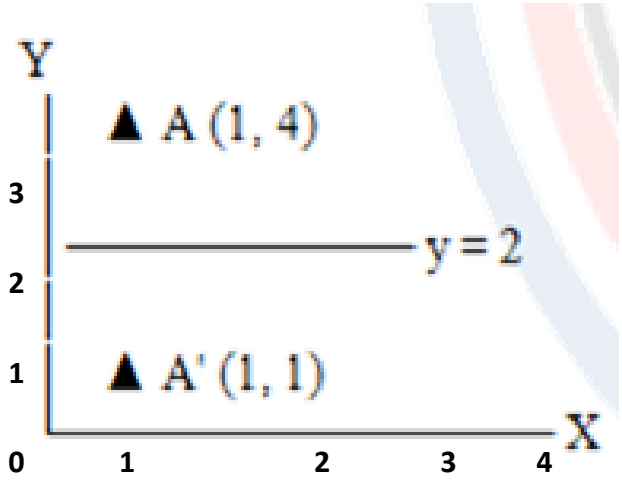
b. A room has a volume of $120m^3$. What is the corresponding volume of the model in cm^3? **(2 marks)**

7. In the triangle ABD, BA is parallel, to CE, given that BA= 9cm, CE = 4cm and AE =3cm, find the length of DE. **(3 marks)**



8. The surface area of two similar bottles are $12cm^2$ and $108cm^2$ respectively. If the larger one has a volume of $810cm^3$. Find the volume of the smaller one. **(3 marks)**

9. During a reflection and congruence lesson, Grade 10 learners drew the following illustration.



(a) State TWO properties of reflection. **(2 marks)**

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(b) Write the equation of the mirror line. **(1 mark)**

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(c) Name TWO triangle congruence tests. **(1 mark)**

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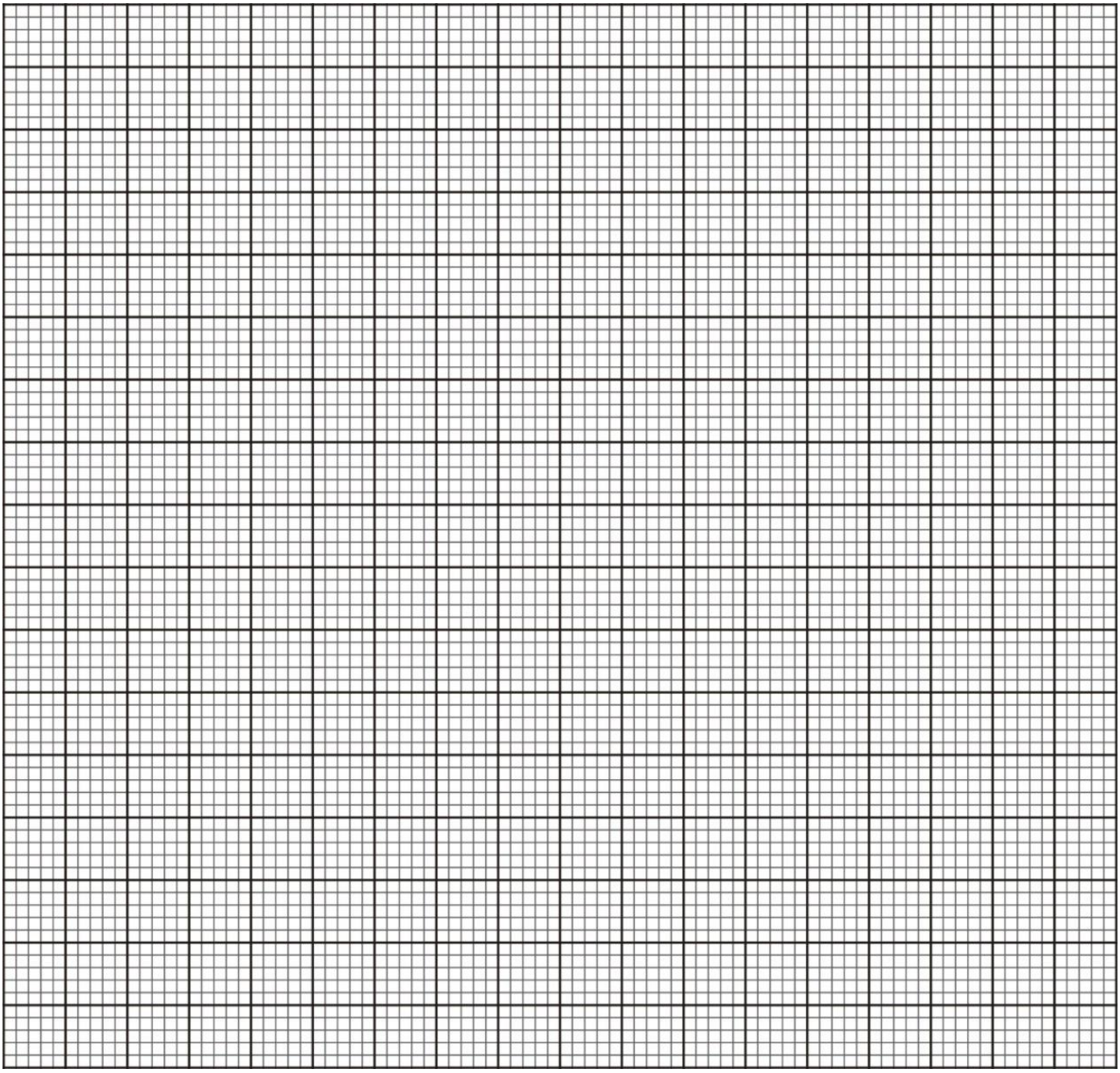
(d) Explain ONE use of reflection in daily life. **(1 mark)**

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9. Given that A’ (3, -3) is the image of A (-1, -5) under a reflection. Find the equation of the mirror line in the form of ax+by+c= 0. **(5 marks)**



10. Three planes **A, B,** and **C** leave an airport **P** simultaneously at 9.30 a.m. Plane **A** flies on a bearing of 070^{o} from P at a speed of 400km/h. Plane **B** flies on a bearing of 290^{o}at a speed of 500km/h. Plane **C** flies on a bearing of 162^{o} from P at a speed of 300km/h.
(**Use scale drawing for this question**)

a. Show by scale drawing, the relative positions of the 3planes A, B, and C three hours after leaving airport P. (Use scale 1cm represents 200km) **(4 marks)**

b. After 3 hours, **B** turns and head straight to the current position of **A** at the same speed it had. Determine the scale drawing, the time it takes to reach this point, to the nearest minute**.(3 marks)**

c. Determine the bearing and distance of **B** from **C** after the first 3 hours of flight after leaving **P.(2 mks)**

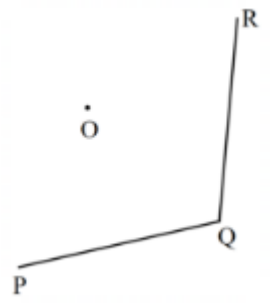
11. Find order of rotational symmetry of: **(4 marks)**

i) Square

ii) Equilateral triangle

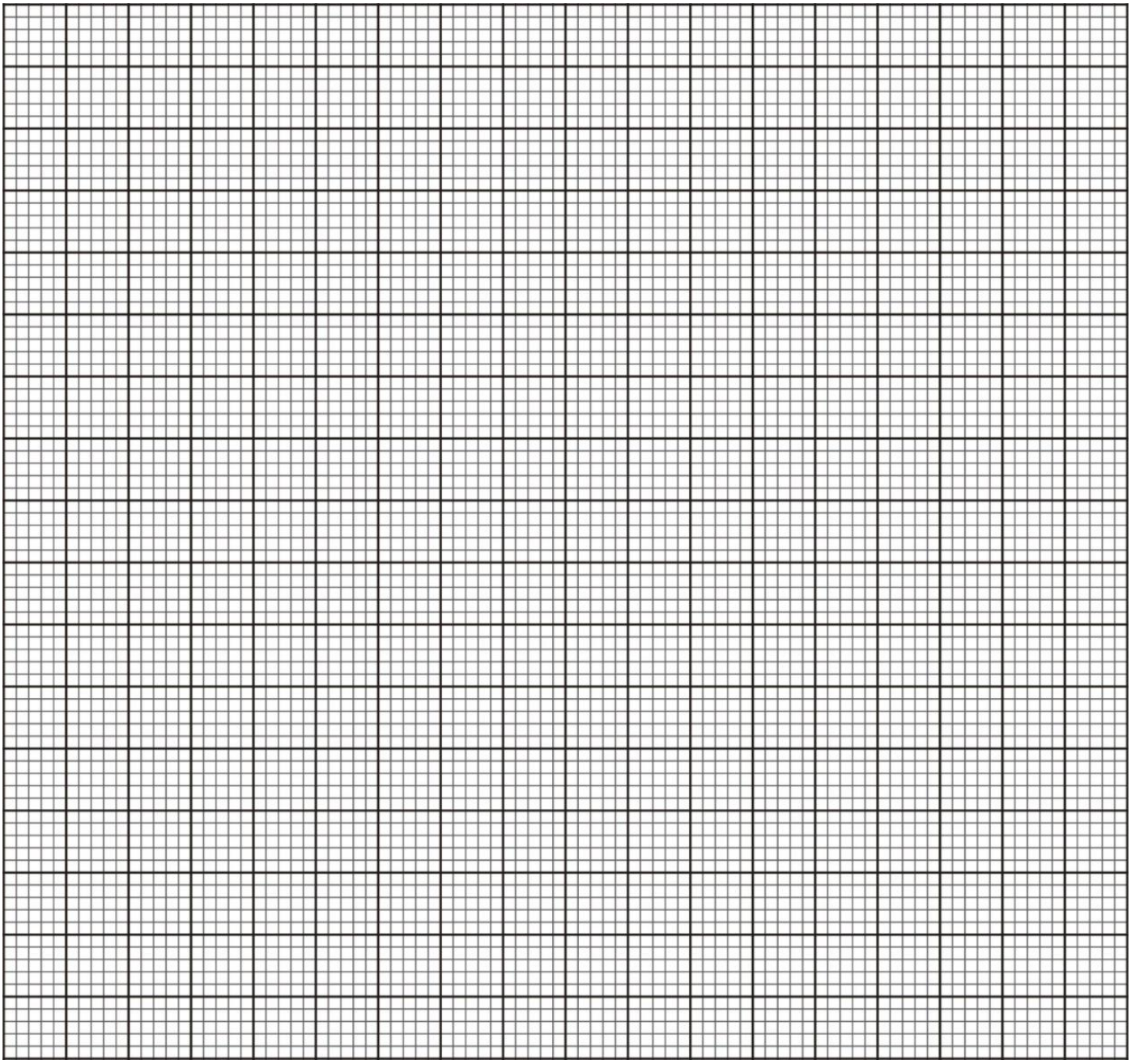
12. Explain how rotation shows congruence. **(4 marks)**

13. The lines PQ and QR are two sides of a figure whose rotational symmetry is of order 5 about O. Using a ruler and a pair of compasses only, complete the figure hence draw its lines of symmetry. **(3 marks)**



14.

a. On a Cartesian plane plot and draw the triangle ABC, A(1,2), B (1,6), C (5,5) **[2 Marks]**



b. Draw the image of triangle ABC after reflection on the line y=x axis **[2 Marks]**

c. Draw A"B"C" the image of ABC after reflection along y – axis **[2 Marks]**

d. Draw A"B"C" the image of A'B'C' after rotation through -180 about the origin **[2 Marks]**

e. Determine the mirror line that makes A'''B'''C''' the image of triangle ABC **[2 Marks]**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

CORE MATHEMATICS

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… **SCHOOL;** ……

CLASS…… **SCHOOL CODE**…… **SIGN**……

INSTRUCTIONS TO LEARNERS

a) ***Write your name, school, assessment number, date, school code and then sign.***
b) *Answer all questions provided.*
c) *Show all your working properly.*
d) *Use mathematical tables or a calculator where necessary.*

Question No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
Marks	3	3	3	3	10	10	7	10	7	3	3	3	4	3	4	4	3	3	10	10	10	100
Learner's Score																						
Performance Level																						

DESCRIPTION	SCORE
TOTAL SCORE	100
LEARNER'S SCORE	
PERFOMANCE 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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CORE MATHEMATICS: (100 Marks)

Answer all questions provided in this assessment paper.

1. Solve for x: $2^{x-3} \times 8^{x2+2} = 128$ **(3 marks)**

2. Use logarithms to evaluate $\sqrt[3]{\frac{1.23 \times 0.0468}{0.7782}}$ **(3 mks)**

3. Evaluate without using tables.

Log (3x+8) – 3 log 2= log(x-4) **(3mks)**

4. A classroom measures (x+2)m by (x-5)m. If the area of the classroom is $60m^2$. Find its dimensions.

(3mks)

5. Three solids, a cylinder, a sphere and a cone, are such that their radii are equal. It is also given that their surface areas are the equal. If the volume of the sphere is 904.9cm3. Find the volume of;(Give your answers to 4 s.f)

a) The cylinder **(4 mks)**

b) The cone. **(4mks)**

6. (a) A small filed was surveyed and the measurements recorded in the surveyor's filed book as in the table below.(AF=100M)

		F		
E	30	65		
		50	40	D
C	20	30		
		20	25	B
		A		

(i) Using a scale of 1cm to 10m , make an accurate drawing of the map of the filed. **(4mks)**

(ii) Find the area of the field. **(3mks)**

b)Assuming that the baseline used in (a) runs in a northerly direction, give the position of D, relative to A, using bearing and distance. **(3mks)**

7. The heights of trees seedlings in a nursery were measured and recorded as in the table below.

Height x cm	0-5	6-15	16-25	26-45	46-75
No of seedlings	7	46	71	64	11

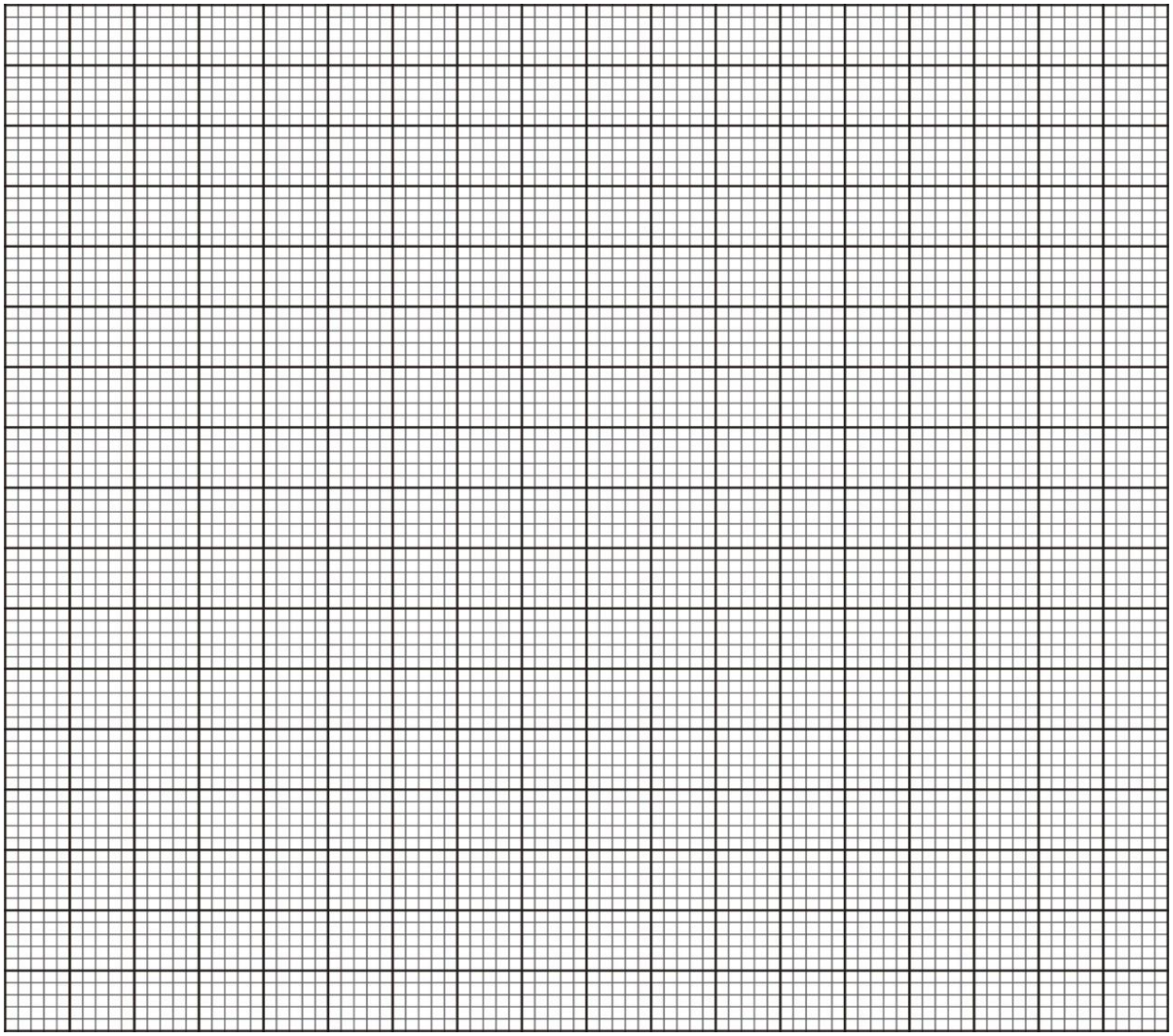
(a)Calculate the mean height. **(4 mks)**

(b) Using a scale of 1cm to represent 5 units along the horizontal axis, and a scale of 2cm to represent 5 units along the vertical axis, draw a histogram to represent the distribution. **(3mks)**

8. (a) Complete the table below for the equation $y=x^2+3x-6$ given $-6 \leq x \leq 4$. **(5 marks)**

X	-6	-5	-4	-3	-2	-1	0	1	2	3	4
Y	12			-6			-6				22

(b)using a scale of 1cm to represent 2 units in both axes draw the graph of $y=x^2+3x-6$.

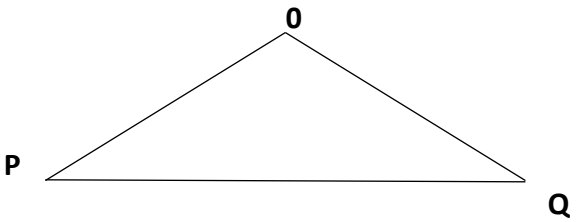


(c) Use the graph to solve the quadratic equations.

(i) $X^2+3x-6=0$ **(2mks)**

(ii) $X^2+3x-2=0$ **(3mks)**

9. (a) In the figure below O is the centre of the circle whose radius is 6cm and PQ is 9cm.



Calculate the area of major segment. **(4mks)**

(a) Find the area of a triangle ABC with sides 7cm, 9cm and 11cm long. **(3mks)**

10. A man withdrew some money from a bank. He spent $\frac{3}{10}$ of the money on his daughter's school fees and $\frac{3}{5}$ of the remainder on his son's school fees. If he remained with Ksh 10 500, calculate the amount of money he spent on son's school fees. **(3 marks)**

11. Solve for x **(3 marks)**

$9^{(x+1)} + 3^{(2x+1)} = 108$

12. The volume of two similar solid spheres are 4752 cm^3 and 1408 cm^3. If the surface area of the smaller sphere is 352 cm^2, find the surface area of the larger sphere. **(3 marks)**

13. When a given length of a piece of wire is divided into pieces measuring 20 cm or 24 cm or 26 cm or 28 cm, a piece of wire 7cm always remained. Find the length of wire. **(4 marks)**

14. Solve the equation $6x^2 - 13x + 6 = 0$ using the completing the square method. **(3 marks)**

15. Using a ruler and a pair of compasses only, construct a trapezium ABCD in which $AB = 5\ cm$, $AD = 6\ cm, DC = 10\ cm, \angle BAD = 105°$ and AB is parallel to DC. Draw a perpendicular from B to DC hence measure the height of the trapezium. **(4 marks)**

16. Two friends Ojwang and David live 40 km apart. One day Ojwang left his house at 9.00 a.m. and cycled towards David's house at an average speed of 15 km/h. David left his house at 10.30 a.m. on the same day and cycled towards Ojwang's house at an average speed of 25 km/h. Determine;

i. The time taken before the two friends met**.** **(3 marks)**

ii. The time they met. **(1 mark)**

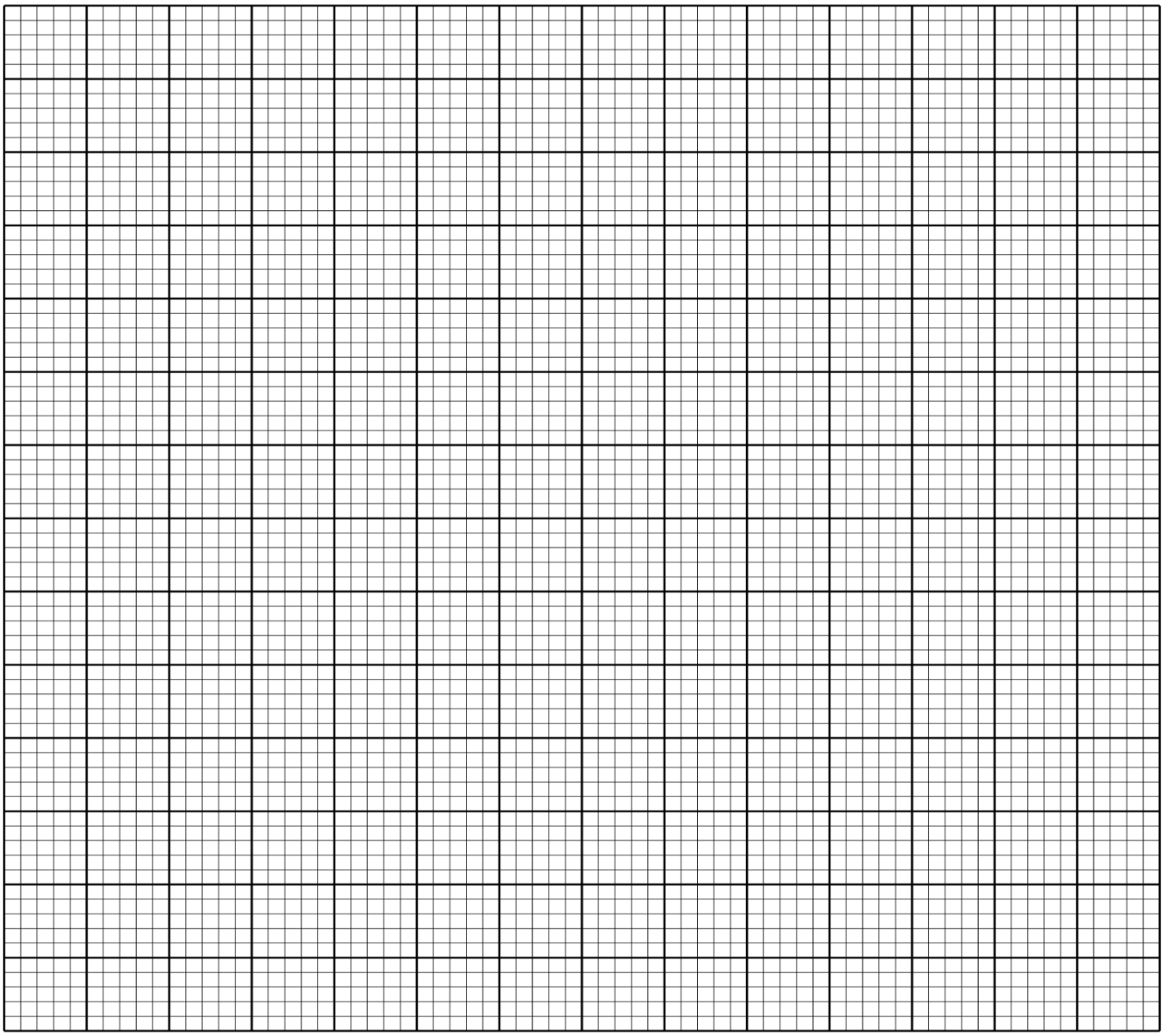
17. Simplify completely; $\frac{(m+5n)^2+(m-5n)^2}{3m^2+75n^2}$ **(3 marks)**

18. Use logarithms to evaluate. **(3 marks)**

$$\frac{39.51 \times 614}{0.758}$$

19. The vertices of a triangle ABC are A(1,1), B(4,1) and C(6,4)

a) On the grid below, draw the triangles.



i. ABC. **(1 mark)**

ii. $A'B'C'$, the image of triangle ABC under a negative quarter turn about the origin. **(2 marks)**

iii. $A''B''C''$, the image of triangle $A'B'C'$, under reflection in the line $y = x$. **(2 marks)**

b) Triangle $A'''B'''C'''$, with vertices $A'''(-1,-5)\ B'''(-4,-5) and\ C'''(-6,-2)$, is the image of , triangle $A''B''C''$, under a transformation **T**.

i. Draw the triangle $A'''B'''C'''$, **(1 mark)**

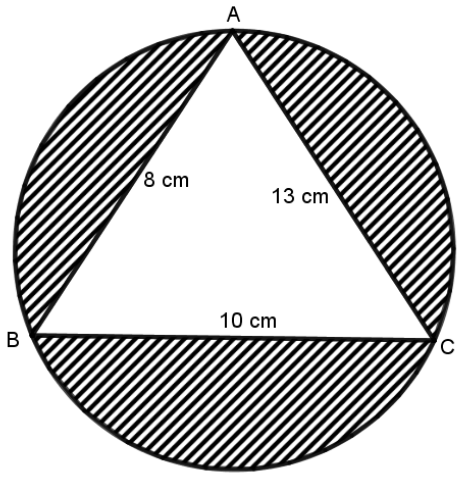
ii. Describe fully the transformation **T**. **(2 marks)**

c) State **any** pair of triangles which are:

i. Directly congruent. **(1 mark)**

ii. Oppositely congruent. **(1 mark)**

20. The figure below shows a triangle inside a circle. $AB = 8\ cm, BC = 10\ cm$ and $AC\ = 13cm$



Calculate

(a) The area of triangle ABC. **(3 marks)**

(b) Angle BAC **(2 marks)**

(c) The radius of the circle. **(2 marks)**

(d) Area of the shaded region. **(3 marks)**

21. A construction company makes concrete by mixing cement, sand and ballast such that the ratio of cement to sand is 1:2 and that of sand to ballast is 3:4.

a) Determine:

i. The ratio of cement to ballast in the concrete. **(2 marks)**

ii. The number of bags of ballast required to make a concrete with 27 bags of sand. **(2 marks)**

b) The cost of a bag of cement, sand and ballast is Ksh 680, Ksh 136 and Ksh 102 respectively. Calculate the cost of one bag of concrete. **(2 marks)**

c) The construction company requires to transport 30 tonnes of sand to a site using a tractor. The tractor carries a maximum of 3 600 kg of sand and costs Ksh 8 000 per trip. Calculate the least amount of money required to transport the sand to the site. **(4 marks)**

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

ENGLISH (Theory)

TIME: 1½ HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

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)**

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

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

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

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

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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)**

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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)**

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

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

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

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

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

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

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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."

.....

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.

.....

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

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

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TASK 5: READING PASSAGE **(5 MARKS)**

Extensive Reading & Vocabulary

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

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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**.

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

KISWAHILI

TIME: 2 HOURS

JINA……

NAMBA YA TATHMINI; …… SHULE; ……

DARASA…… 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																					

SEHEMU A: KISWAHILI LUGHA (ALAMA 70)

Jibu maswali yote

i. **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)**

.....

.....

.....

3. Mtazamo wa wazazi wa Asha ni upi? (**Alama 2)**

.....

.....

.....

4. Taja ushauri aliotoa mwalimu. **(Alama 2)**

.....

.....

.....

5. Taja kipengele kimoja cha fani kilichotumika katika mazungumzo haya. **(Alama 2)**

.....

.....

ii. **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

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

.....

.....

.....

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

.....

.....

3) Ni nani wanaohitajika kushirikiana ili elimu ifanikiwe? **(Alama 3)**

.....

.....

.....

4) Eleza maana ya neno *nguzo* kama lilivyotumika kwenye kifungu. **(Alama 2)**

.....

.....

.....

5) Toa kichwa mwafaka cha kifungu hiki. **(Alama 1)**

.....

6) Taja ujumbe mmoja unaopatikana katika kifungu. **(Alama 1)**

.....

.....

iii. 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

4) Bainisha aina ya maneno yaliyopigiwa mstari:

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

.....

.....

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

.....

.....

.....

5) Tunga sentensi moja kwa kutumia:

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

.....

.....

b) Kitenzi katika wakati uliopita. **(Alama 2)**

.....

.....

6) Badilisha sentensi ifuatayo kutoka wakati uliopo hadi wakati ujao:

a. Mwanafunzi anasoma kwa bidii. **(Alama 3)**

.....

.....

7) 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.

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

a) Kulingana na kifungu, kusoma vitabu huwasaidia wanafunzi kupata nini? **(Alama 1)**

.....

.....

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

.....

.....

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

.....

.....

.....

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

.....

.....

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

.....

.....

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

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

.....

.....

.....

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

.....

k) 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.

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

PHYSICAL EDUCATION (Theory)

TIME: 1½ HOURS

NAME……

ASSESSMENT NO; …… **SCHOOL;** ……

CLASS…… **SCHOOL CODE**…… **SIGN**……

INSTRUCTIONS TO LEARNERS

a) Write your name, School, assessment number, signature and date on all the answer sheets provided.
b) Answer all the questions in the spaces provided.
c) **Read each question carefully** before writing your answer.

Performance Levels Grid

Q.No.	1a	1b	2a	2b	2c	3a	3b	3c	4	5a	5b	5c	6a	6b	6c	7a	7b	7c	8a	8b	9a	9b	10a	10b	10c	10d	11	12a	12b	12c	12d	12e	12f	12g	12h	13a	13b	13c	13d	13e	Total
Marks	3	4	2	2	2	2	2	3	3	1	3	3	3	3	2	2	2	3	2	3	3	2	3	2	1	2	2	3	4	1	2	4	2	6	3	2	2	2	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	

KNEC CBE SE

SECTION A: THEORY (80 Marks)

Answer all questions in this section.

1.

a. Identify THREE facilities used in a game of football. (3 **marks**)

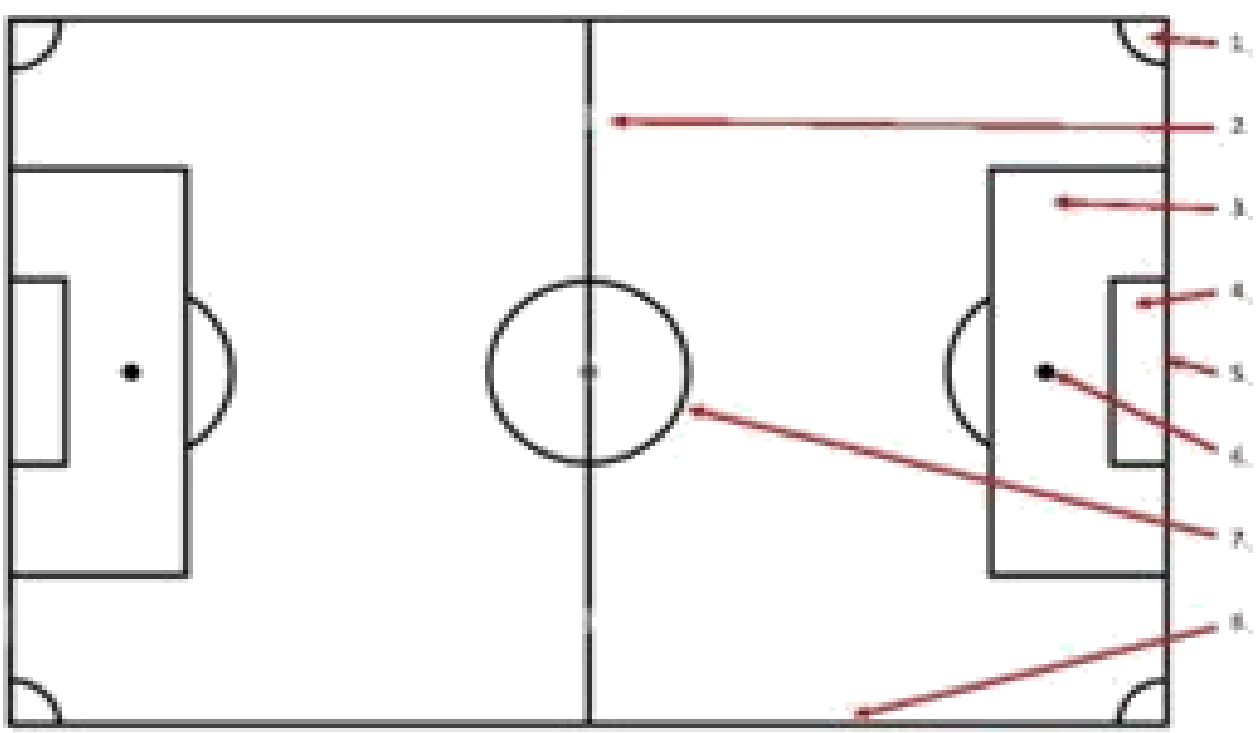
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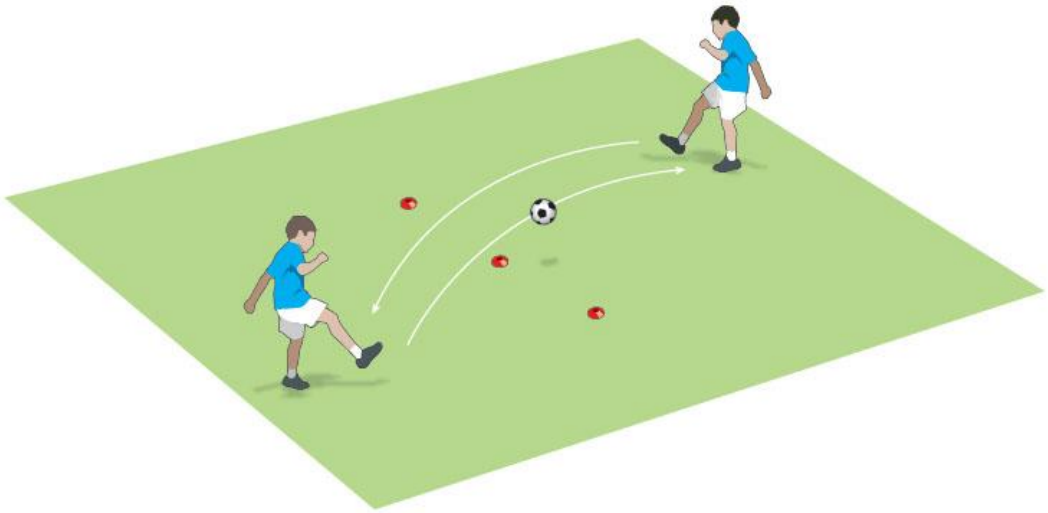
.....

b. Name the following areas of a soccer pitch. (4 **marks**)



1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.

2. The figure below shows execution of a lofted pass



(i) Describe the correct **stance** used before kicking the ball. (2 **marks**)

.....

.....

.....

(ii) Explain how the foot makes **contact** with the ball during a lofted pass. (2 **marks**)

.....

.....

.....

(iii) State TWO roles of **follow-through** in a lofted pass. (2 **marks**)

.....

.....

3. The figure below shows a defender marking an attacker



(i) Explain TWO techniques used in effective marking. **(2 marks)**

.....

.....

.....

(ii) Describe TWO dodging skills a player uses to beat an opponent. (2 **marks**)

.....

.....

.....

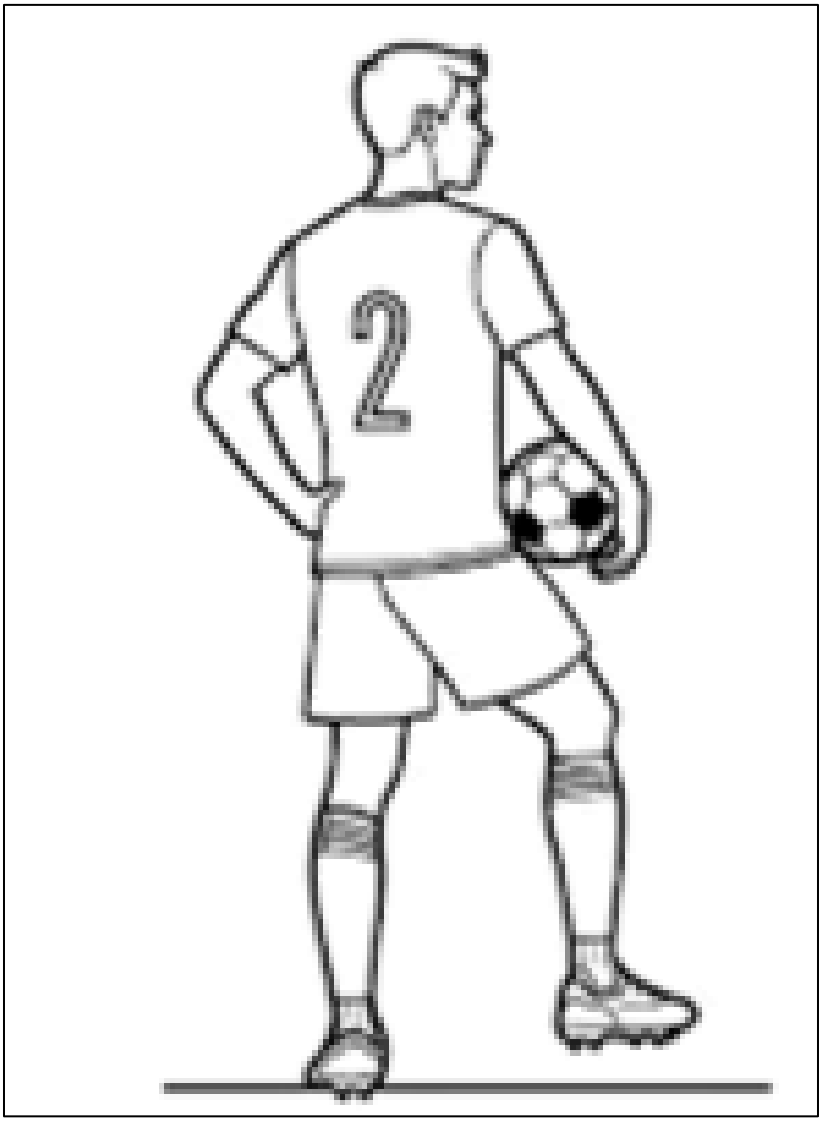
iii) Outline three qualities of a good marker in football. **(3 marks)**

.....

.....

.....

4. Use only three primary colours to make the defender attractive. **(3 marks)**



5. A player was seen in the following playing costume.



a. Who among the football player wears it? **(1 mark)**

.....

b. Identify THREE goalkeeping skills. **(3 marks)**

.....

.....

.....

c. State three safety rule observed by goalkeepers during play. **(3 marks)**

.....

.....

.....

6. Grade 10 learners were enjoying a netball game during a school inter-classes competition.



(i) Identify THREE facilities used in netball. (3 **marks**)

.....

.....

.....

(ii) Name THREE pieces of equipment used in netball. (3 **marks**)

.....

.....

.....

7.

a. Describe the correct **grip** used when performing a flip pass. (2 **marks**)

.....

.....

.....

b. State TWO safety precautions observed during a flip pass. (2 **marks**)

.....

.....

c. Identify the types of passes demonstrated below: (3 **marks**)

L



M



N



L: _____.

M: _____.

N: _____.

8.

a. Explain the importance of **timing** when executing a side pass. (2 **marks**)

.....

.....

.....

b. State THREE basic rules of netball observed during play. (3 **marks**)

……

……

……

9.

a. Identify the facilities used in volleyball. (3 **marks**)

b. Name TWO pieces of equipment used in volleyball. (2 **marks**)

……

……

10.

a. Describe correct **arm and finger placement** during setting. (3 **marks**)

……

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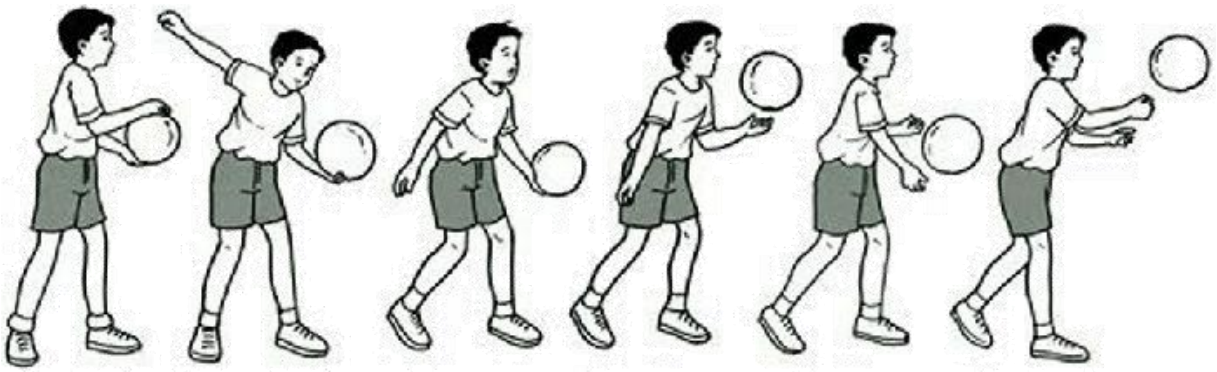
b. Explain TWO roles of follow-through in setting. (2 **marks**)

……

……

……

c. Amos is serving a ball in a game of volleyball



Identify the type of serve demonstrated **(1 mark)**

.....

d. State TWO safety rules observed during a volleyball game. (2 **marks**)

.....

.....

.....

11. Identify THREE facilities used in handball. (3 **marks**)

.....

.....

.....

12.

(i) Describe the correct **stance** used in handball passing. (2 **marks**)

.....

.....

.....

.....

(ii) Explain TWO advantages of accurate passing in handball. (4 **marks**)

.....

.....

.....

.....

(iii) State ONE safety rule observed in handball. (1 **mark**)

.....

.....

(iv) Identify THREE facilities used in basketball. (3 **marks**)

.....

.....

.....

(v) Name TWO pieces of equipment used in basketball. (2 **marks**)

.....

.....

(vi) Describe THREE techniques used in effective marking in basketball. (6 **marks**)

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.....

(vii) Identify THREE playing zones of a rugby pitch. (3 **marks**)

.....

.....

.....

(viii) Name TWO pieces of equipment used in rugby. (2 **marks**)

.....

.....

13.

(i) Explain TWO dodging techniques used in rugby. (4 **marks**)

.....

.....

.....

.....

(ii) Describe ONE marking technique used to stop an opponent. (1 **mark**)

.....

.....

(iii) Describe the correct **body position** during a grubber kick. (2 **marks**)

.....

.....

.....

(iv) State TWO safety rules observed when performing a grubber kick. (2 **marks**)

.....

.....

(v) Ole Pioneer Senior School bought the following balls. For which type of game are the ball used?

(4 marks)

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

ICT (Theory)

TIME: 1 Hr 50 Min

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

INSTRUCTIONS TO LEARNERS

a) *Write your name, School, assessment number, signature and date on all the answer sheets provided.*

b) *The exam has two sections SECTION A and SECTION B*

c) ***SECTION A (40 marks)****: Answer all questions.*

d) ***SECTION B (60 marks)****: Answer any six questions.*

e) ***Read each question carefully*** *before writing your answer.*

f) *Ensure your answers are* ***clear, neat, and well-organized****.*

g) *The* ***marks for each question*** *are indicated at the end of the question.*

h) *Do* ***not*** *write in the margin.*

i) ***Check your work*** *before submitting the exam.*

j) *Manage your time well to complete all questions.*

PERFORMANCE LEVELS AND SCORE GRID

Question No.	1	2	3	4	5	6	TOTAL
Marks	18	7	25	10	11	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	

CBC CBE SE

ICT: THEORY (80 MARKS)

Answer all questions in this section.

1. The village of **Tumaini** has been experiencing slow communication between the local clinic and the main referral hospital. This has caused delays in patient care. To solve this problem, the local council has decided to invest in **Information and Communication Technology (ICT) infrastructure**.

a) Define the following terms as used in ICT: (4 marks)

i. **Information:**

……

……

……

ii. **Technology:**

……

……

b) In the table below, identify FOUR ICT devices that could be used in Tumaini village. For each device, state its function, one advantage, and one disadvantage. (8 marks)

ICT Device	Function	One Advantage	One Disadvantage
Example: Smartphone	*Communication*	*Portable*	*Expensive data*
1.			
2.			
3.			

c) Explain THREE ways ICT can be used to solve community problems like the one faced in Tumaini village. (6 marks)

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2. The picture below *shows a learner using a computer with an incorrect sitting posture.*



a) Identify THREE physical strains or challenges the user may experience due to poor sitting posture. **(3 marks)**

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.....

b) List FOUR components that make up the ICT infrastructure of a modern organization. (4 marks)

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3. You have been employed as a **Computer Lab Assistant** in your school. On your first day, you notice that files are poorly organized, folders are missing, and there are no security controls on the computers.

a) Define an Operating System (OS). **(2 marks)**

.....

.....

b) Identify the Operating System or interface described below: **(4 marks)**

i. GUI used on iPhones: _____
ii. Open-source operating system commonly used on servers: _____
iii. Most common operating system for desktop computers: _____
iv. Interface where users type text commands: _____

c) Write the following abbreviations in full: **(3 marks)**

i. **C.P.U:** _____.
ii. **G.U.I:** _____.
iii. **O.S:** _____.

d) Outline FOUR steps used to create a new folder named "ICT_Project" on the desktop. (4 marks)

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e) Explain TWO security control measures that can be applied to files using an Operating System to prevent unauthorized access. (4 marks)

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f) List FOUR basic Operating System manipulations used to customize a computer interface. (8 marks)

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4. You are required to prepare a **formal report** for your school's **Green Environment Club**. The report must be well formatted, include images, and be easy to read and navigate.

a) Name THREE word processing applications you can use to prepare the report. (3 marks)

……

……

……

b) Explain the importance of the cursor in a word processor. (2 marks)

……

……

……

c) Match the following word processing icons with their name: (5 marks)

Undo

Save

Redo





d) Write the function of the following computer icons with their functions: (5 marks)

_____.



_____.

_____.

5. a) Describe FOUR steps followed when saving a document for the first time. (4 marks)

……

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b) **b) Name THREE editing tools in a word processor that helps correct spelling and grammar errors. (3 marks)**

……

……

……

c) Explain the meaning of the following terms: (4 marks)

i. **Character Formatting:**

_____

_____

ii. **Page Layout:**

_____

_____

6. a) Describe FOUR steps used to insert an automatic Table of Contents in a word processor. (4 marks)

……

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b) Briefly explain the purpose of the following advanced word processing features: (5 marks)

i. **Mail Merge:**

_____

_____

_____

_____

ii. **Track Changes:**

_____

_____

_____

_____

iii. **Hyperlink:**

_____

_____

_____

_____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

BUSINESS STUDIES(Theory)

TIME: 1½ HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

INSTRUCTIONS TO LEARNERS

a) Write your name, assessment number, class and date on all the answer sheets provided.
b) This paper consists of **TWO sections**:
c) 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	
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	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 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 Ken**ya.** **(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)**

.....

.....

.....

.....

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)**

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

LITERATURE IN ENGLISH

TIME: 1 HOUR

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

SECTION B: LITERATURE (40 MARKS)

QUESTION 1: ORAL LITERATURE(10 MARKS)

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

……

……

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

……

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……

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

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QUESTION 2: 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)**

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

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

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QUESTION 3: 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)**

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

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

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

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

KISWAHILI FASIHI

TIME: MUDA; SAA 1

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

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)**

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

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

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

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

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

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SWALI LA 3: USHAIRI (ALAMA 10)

8. Eleza maana ya ushairi. **(Alama 2)**

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

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

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

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

IRE(Theory)

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

INSTRUCTIONS TO LEARNERS

a) Write your name, School, assessment number, signature and date on all the answer sheets provided.

b) Answer all the questions in the spaces provided.

c) **Read each question carefully** before writing your answer.

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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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)**

……

……

……

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

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

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……

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

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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)**

……

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……

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

.....

.....

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

.....

.....

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

i) **Muhkamat** and **Mutashabihat**

.....

.....

.....

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

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.....

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

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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)**

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.....

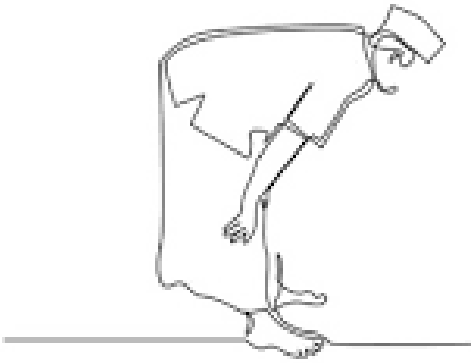
.....

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

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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)**

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.....

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

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

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

i) **Isnad**

.....

.....

ii) **Matn**

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.....

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

.....

.....

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

.....

.....

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)**

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



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

.....

.....

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

.....

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.....

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

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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)**

.....

.....

.....

.....

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

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

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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)**

.....

.....

.....

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

.....

.....

.....

.....

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

.....

.....

.....

.....

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)**

.....

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

MANDARIN

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

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																				

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	_____

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？

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

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

FRANCAIS

TIME: 1½ HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

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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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)**

_____

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_____

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_____

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_____

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_____

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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'

_____.

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
- le temps dans ta région
  (Describe either directions to your home OR the weather in your area.)

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

GERMAN

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

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							

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?

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.

_____
___.

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)

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 ENDTERM 1 EXAMS

SMARTGRADE SERIES – (SOCIAL SCIENCES PATHWAY)

HRE(Theory)

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SCHOOL CODE…… SIGN……

INSTRUCTIONS TO LEARNERS

a) Write your name, School, assessment number, signature and date on all the answer sheets provided.
b) Answer all the questions in the spaces provided.
c) **Read each question carefully** before writing your answer.
d) Ensure your answers are **clear, neat, and well-organized**.
e) Do **not** write in the margin.
f) **Check your work** before submitting the exam.
g) 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	

KNEC CBE SE
KNEC CBE SE
KNEC CBE SE

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)**

……

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……

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

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

……

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……

……

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

……

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……

……

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

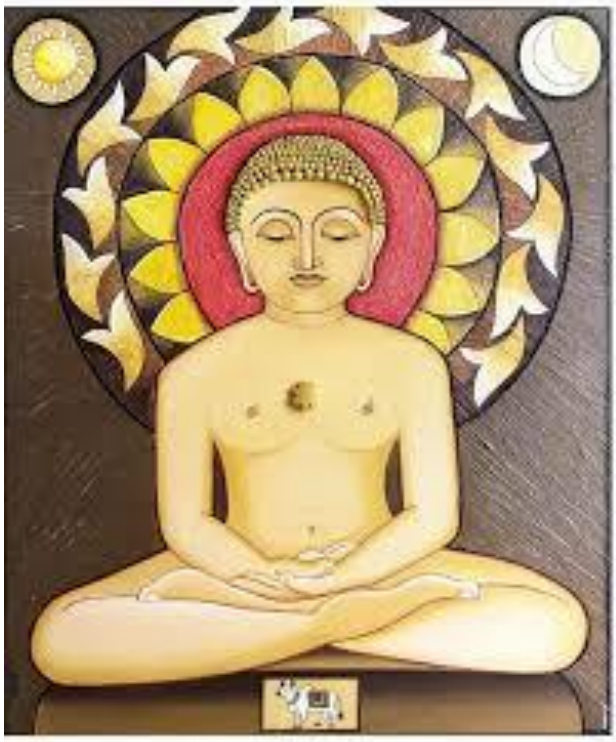
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2. A class prepares a presentation on Jain spiritual leaders and their contributions to society.



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

……

……

……

……

……

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)**

……

……

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……

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)**

……

……

……

……

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

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

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



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

……

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……

……

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

……

……

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)**

.....

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.....

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

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