GRADE 10 MIDTERM 1 EXAMS

ALL SUBJECTS

(ARTS & SPORTS PATHWAY)

Compilation of Standard set of Mid-Term 1 Exams for the Current Grade 10 Class.

ALL SUBJECTS TESTED.

Sports and Recreation, Fine Arts, Music and Dance, Theatre and Film, Core Mathematics, Essential Mathematics, English, Kiswahili, CSL, ICT &Physical Education,

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SERIES 1

For Marking Schemes

Mr Isaboke 0746 222 000 / 0753 222 000

MWALIMU CONSULTANCY

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

SPORTS AND RECREATION (Theory)

TIME: 1 HOUR 30 MINUTES

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… 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. ***Check your work** before submitting the exam.*

Performance Levels Grid

No.	1a	1b	1c	1d	1e	2	3	4	5	6	7	8	9a	9b	10a	10b	11a	11b	12a	12b
Marks	2	2	2	2	2	2	2	2	2	2	5	5	4	6	4	6	4	6	4	6
Learner's Score																				
Performance Level																				

Section	Max Marks	Learner Score
A	70	
B	30	
TOTAL	100	

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(70 Marks)

Answer all questions in this section.

1. During a school Sports and Recreation week, learners participated in fitness sessions involving stretching, strength activities, endurance exercises, and posture awareness drills.

a) State **two examples** of dynamic stretches used during warm-up activities. **(2 marks)**

i. _____.

ii. _____.

b) Identify **two characteristics** of static stretching. **(2 marks)**

i. _____.

ii. _____.

c) Name **two muscular strength activities** that use body weight only**.** **(2 marks)**

i. _____.

ii. _____.

d) List **two examples** of low-impact cardiovascular endurance activities. **(2 marks)**

i. _____.

ii. _____.

e) Identify **two types of defective posture** commonly observed in learners. **(2 marks)**

i. _____.

ii. _____.

2.

Explain why **dynamic stretching** is recommended before sports activities. **(2 marks)**

i. _____.

ii. _____.

iii. _____.

iv. _____.

v.

3. Describe **two differences** between muscular strength and muscular endurance activities. **(2 marks)**

Muscular strength	Muscular endurances

4. Explain how **group fitness activities** help improve cardiovascular endurance**. (2 marks)**

i. _____.

ii. _____.

iii. _____.

iv. _____.

5. Describe **two effects** of poor sitting posture on physical performance. **(2 marks)**

i. _____.

ii. _____.

iii. _____.

iv. _____.

6. Explain the importance of **balance and control** when performing strength exercises. (**2 marks)**

i. _____.

ii. _____.

7. During a fitness lesson, some learners perform stretches incorrectly and complain of discomfort. Analyse **three possible mistakes** in stretching form and suggest **appropriate corrections**.

(5 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

8. A learner tires quickly during running games but performs well in short, powerful activities. Evaluate the learner's **muscular strength, muscular endurance, and cardiovascular endurance**, and suggest **ways to improve weaknesses**. **(5 marks)**

9. During a warm-up session before a sports competition:

a) Compare **static and dynamic stretching** using **four clear points**. **(4 marks)**

b) Describe **three safety rules** observed when performing stretching exercises. **(6 marks)**

10. Learners used the following tools during a sports lesson.

a) Name the following tools. (4 marks)



A



B



C



D

A: _____

B: _____

C: _____

D:_____

b) Ouline **three muscular endurance activities** and explain how they improve performance. **(6 marks)**

_____

_____

_____

_____

_____

_____

_____

11. During interval training sessions in school:

a) Explain **four benefits** of cardiovascular endurance to overall health. **(4 marks)**

_____

_____

_____

_____

_____

_____

_____

b) Describe **two high-impact** and **two low-impact** cardiovascular activities. **(6 marks)**

_____

_____

_____

_____

_____

_____

_____

_____

12. Learners were observed during walking, running, jumping, throwing, and kicking drills.

a) Distinguish between **correct posture** and **defective posture** during physical activities. **(4 marks)**

b) Analyse the effects of **kyphosis, lordosis, and scoliosis** on sports performance**. (6 marks)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

SPORTS AND RECREATION (Practical)

TIME: 1 HOUR 30 MINUTES

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

No.	Task 1i: Correct body form & posture	Task 1ii: Controlled range of motion & balance	Task 1iii: Smooth, fluid movement & safety awareness	Task 2i: Correct technique & movement control	Task 2ii: Appropriate range of motion & balance	Task 2iii: Endurance, effort, safe execution	Task 3i: Active participation & sustained effort	Task 3ii: Correct posture during movement	Task 3iii: Safety awareness & coordination
Marks	3	3	4	4	3	3	4	4	2
Learner's Score									
Performance Level									

SECTION C: PRACTICAL / PROJECT SECTION (30 MARKS)

ALL tasks are compulsory.

TASK 1: FLEXIBILITY – STATIC & DYNAMIC STRETCHING (10 MARKS)

Tools / Apparatus

i. Exercise mats(improvise if need be)
ii. Cones
iii. Stopwatch
iv. Open space / field

Activity

Learners demonstrate selected dynamic and static stretches.

Assessment Criteria

i. Correct body form and posture (3 marks)
ii. Controlled range of motion and balance (3 marks)
iii. Smooth, fluid movement and safety awareness (4 marks)

TASK 2: MUSCULAR STRENGTH & MUSCULAR ENDURANCE (10 MARKS)

Tools / Apparatus

i. Improvised weights (water bottles, sandbags)
ii. Exercise mats
iii. Stopwatch

Activity

Learners perform:

- ✓ One muscular strength activity
- ✓ One muscular endurance activity

Assessment Criteria

- ✓ Correct technique and movement control **(4 marks)**
- ✓ Appropriate range of motion and balance **(3 marks)**
- ✓ Endurance, effort, and safe execution **(3 marks)**

TASK 3: CARDIOVASCULAR ENDURANCE & POSTURE (10 MARKS)

Tools / Apparatus

i. Cones
ii. Whistle
iii. Stopwatch
iv. Open field / track

Activity

Learners participate in:

i. Short cardiovascular endurance drills (group or interval training)
ii. Demonstration of correct posture during movement

Assessment Criteria

- ✓ Active participation and sustained effort **(4 marks)**
- ✓ Correct posture during walking, running, jumping or throwing **(4 marks)**
- ✓ Safety awareness and coordination **(2 marks)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

FINE ARTS (Theory)

TIME: 2 HOURS 30 MINUTES

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

INSTRUCTIONS TO LEARNERS

a) *Write your name, School, assessment number, signature and date on all the answer sheets provided.*
b) *This examination consists of* ***Section A (25 marks)*** *and* ***Section B (75 marks)****, totaling* ***100 marks****.*
c) ***Answer all questions in Section A.***
d) *In* ***Section B****, answer* ***Question 6 and any other two questions****.*
e) *Answer all the questions in the spaces provided.*
f) ***Read each question carefully*** *before writing your answer.*
g) *Ensure your answers are* ***clear, neat, and well-organized****.*
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 Grid

Section	Max Marks	Learner Score
A	60	
B	40	
TOTAL	100	

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 (60 Marks)

Answer all questions in this section.

1. During an art exhibition at your school, learners display drawings showing different uses of lines, shapes, textures and balance.

a) i) State **four elements of 2-dimensional art** used in drawing. **(4 marks)**

_____

_____

_____

_____

____

ii) Identify **three principles of 2-dimensional art** applied in drawing**.** **(3 marks)**

_____

_____

_____

b) i) Explain how the following elements are applied in drawing: (4marks)

i.	Line	
ii.	Shape	
iii.	Texture	
iv	Value	

ii) Name and describe the type of balance exhibited on the drawing below. (1mark)



_____

iii. Study the artwork below



Analyze the artwork according to the following sub-titles

i. Approach **(1mark)**

_____

_____

ii. Theme **(1mark)**

_____

_____

iii. Style **(1mark)**

_____

_____

iv) Describe **two principles of design**. **(5 marks)**

i. _____

ii. _____

iii. _____

iv. _____

v. _____

2. A learner is drawing buildings along a road and wants them to appear realistic and three-dimensional.

a) i) Define **linear perspective**. (2 marks)

_____

_____

__

ii) What is meant by a **vanishing point**? (2 marks)

_____

_____

b) i) Describe **one-point perspective** and explain how it is used when drawing objects at normal eye level. (5 marks)

_____

_____

_____

_____

_

ii) Explain **two-point perspective**, highlighting the role of convergence lines and vanishing points. (6 marks)

_____

_____

_____

_____

_____

__

3. Learners arrange fruits, bottles and boxes on a table to create a still life composition.

a) i) What is a **still life composition**? (2 marks)

_____

_____

ii) State **two reasons** for overlapping objects in still life drawing. (2 marks)

_____

_____

b) i) Describe the **stages of drawing** followed when creating a still life composition. (4 marks)

_____

_____

_____

_____

_

ii) Explain how **shading and value drawing** help to create form and depth in a still life artwork. (5 marks)

_____

_____

_____

_____

iii) Identify the tools A and Y below and state their function. (2marks)



A



Y

A:_____

_____

B:_____

_____

4. Learners paint landscapes using different painting techniques.

a) i) State **two types of wash techniques** used in painting. **(2 marks)**

_____

_____

b) i) Describe the **wash technique** of painting and explain how it creates atmospheric effect in scenery painting. **(2 marks)**

_____

_____

_____

5. (i) Define colour as an element of art**.** **(1mk)**

_____

_____

(ii) Give any two sets of monochromatic colour **(2marks)**

_____

_____

_____

ii) Explain the **brush-spraying technique** and state **two areas** where it can be applied in pictorial composition. **(4 marks)**

_____

_____

_____

_____

_____

_____

___

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

FINE ARTS (Practical)

TIME: 2 HOURS 30 MINUTES

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

ROW / ITEM	5A1	5A2	5A3	5A4
Assessment Area	Composition & layout	Elements of art	Shading/value & depth	Neatness & creativity
Marks	4	4	4	3
Learner's Score				
Performance Level				

ROW / ITEM	5B1	5B2	5B3	5B4
Assessment Area	Painting technique	Colour harmony & value	Citizenship theme	Neatness & presentation
Marks	5	4	4	2
Learner's Score				
Performance Level				

ROW / ITEM	6a	6b	6c	6d
Assessment Area	Portfolio construction	Organisation of artworks	Citizenship values	Creativity & neatness
Marks	3	3	2	2
Learner's Score				
Performance Level				

ITEM	MARKS	LEARNER'S SCORE	PERFORMANCE LEVEL
Question 5A – Drawing	15		
Question 5B – Painting	15		
Question 6 – Portfolio	10		
TOTAL SECTION B	**40**		
Learner's Total Score			
Overall Performance Level			

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SECTION B: PRACTICAL / PROJECT (40 MARKS)

QUESTION 5: PRACTICAL ART PROJECT – DRAWING AND PAINTING (30 MARKS)

You are required to create a **2-Dimensional Artwork** based on the theme:

"Good Citizenship and National Unity"

PART A: DRAWING (15 MARKS)

Task:

Create a **still life or scenery drawing** that communicates **citizenship values** such as unity, responsibility, peace or care for public resources.

Tools and Materials

i. Drawing paper
ii. Pencils (HB, 2B, 4B)
iii. Eraser
iv. Sharpener
v. Ruler

Assessment Areas

Criteria	Marks
Composition and layout	4
Correct use of elements of art	4
Shading/value and depth	4
Neatness and creativity	3
Total	**15**

PART B: PAINTING (15 MARKS)

Task:

Paint a **scenery or pictorial composition** showing **positive citizenship practices** using **wash technique or brush-spray technique**.

Tools and Materials

i. Water colours
ii. Brushes
iii. Water container
iv. Palette
v. Painting paper
vi. Viewfinder (recycled paper)

Assessment Areas

Criteria	Marks
Use of painting technique	5
Colour harmony and value	4
Communication of citizenship theme	4
Neatness and presentation	2
Total	**15**

QUESTION 6: PORTFOLIO (10 MARKS)

Learners are required to prepare a **portfolio folder** and include artworks reflecting **citizenship values**.

Task:

Make a **one-fold portfolio folder** using recyclable materials and include **at least three artworks** done during the term.

Tools and Materials

i. Manilla paper / recycled cardboard
ii. Glue
iii. String / tape
iv. Marker pens
v. Artworks

Assessment Criteria

Criteria	Marks
Portfolio construction	3
Organization of artworks	3
Reflection of citizenship values	2
Creativity and neatness	2
Total	**10**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

THEATRE AND FILM (Theory)

TIME: 1 HOUR 40 MINUTES

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… 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) Manage your time well to complete all questions.

Performance Levels Grid

No.	1	2	3	4	5	6	7	8	9	10a	10b	10c	11a	11b i	11b ii	11c	11d	11e
Marks	2	2	3	2	4	2	2	2	4	6	5	4	4	2	2	4	4	4
Learner's Score																		
Performance Level																		

Section	Max Marks	Learner Score
A	70	
B	30	
TOTAL	**100**	

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	
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	BE2	1–10%	1	

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SECTION A: (70 Marks)

Answer all questions in this section.

1. Your school drama club plans to stage a short play during a community forum addressing **drug and substance abuse among youth**.

Identify **two elements of playwriting** that the scriptwriter must consider when developing the play.

i. _____.

ii. _____.

2. State **two elements of a plot** that would introduce the audience to the issue of drug abuse.

i. _____.

ii. _____.

3. Explain how **setting** can influence the audience's understanding of the theme in the above play.

i. _____.

ii. _____.

iii. _____.

4. Describe **two ways dialogue can be used** to reveal conflict between characters in the play.

i. _____.

ii. _____.

5. Analyse how **dramatic action** can be used to show the consequences of drug abuse without narration.

i. _____.

ii. _____.

iii. _____.

iv. _____.

6. A youth organisation is hosting a **spoken word poetry festival** themed *"Voices of Change"*.

Define a **spoken word poem**.

_____.

_____.

7. List **two poetic elements** commonly used in spoken word poetry.

i. _____.

ii. _____.

8. Explain how **persona** helps in delivering a strong message in a spoken word poem.

i. _____.

ii. _____.

9. Evaluate the importance of **word play and rhyme patterns** in enhancing audience engagement during a spoken word performance.

i. _____.

ii. _____.

iii. _____.

iv. _____.

10. A community theatre group wants to perform a play addressing **unemployment among young people** in the community.

a) Describe **six elements of playwriting** and show how each contributes to effective storytelling.

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

vi. _____.

b) Using a relevant example, explain the **five elements of a plot** as applied in a three-act structure play.

i. _____.

ii. _____.

iii. _____.

iv. _____.

v. _____.

c) Discuss how **playwriting can be used as a tool for community engagement and social change**.

i. _____.

ii. _____.

iii. _____.

iv. _____.

11. You have been invited to perform a spoken word poem during a national youth celebration.

a) Describe the **key characteristics of a spoken word poem**.

i. _____.

ii. _____.

iii. _____.

iv. _____.

b) Explain the meaning of the following words used in theatre and film area.

i) Persona:

_____

_____

ii) Character bible

_____

_____

c) Explain the importance of developing a **character bible** for the persona used in a spoken word poem.

i. _____.

ii. _____.

iii. _____.

iv. _____.

d) Assess the importance of **learning Theatre and film in senior school.**

i. _____.

ii. _____.

iii. _____.

iv. _____.

e) Name four careers related to the area of Theatre and Film.

i. _____.

ii. _____.

iii. _____.

iv. _____.

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

THEATRE AND FILM (Practical)

TIME: 1 HOUR 40 MINUTES

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

No.	Task 1a: PCI selection & justification	Task 1b: Three-act play outline	Task 1c: Reflective journal	Task 2a: Character bible development	Task 2b: Spoken word poem composition
Marks	5	10	5	4	6
Learner's Score					
Performance Level					

SECTION C: PRACTICAL / PROJECT

(30 MARKS)

Answer ALL tasks.

TASK 1: PLAYWRITING PRACTICAL (20 MARKS)

Your school plans to stage a short theatre performance during Parents' Day to address a **Pertinent and Contemporary Issue (PCI)** such as:

i. Drug and substance abuse
ii. Gender-based violence
iii. Environmental conservation
iv. Unemployment
v. Mental health awareness

Required Tools and Apparatus

i. Exercise book / Script writing paper
ii. Pen or pencil
iii. Reference scripts (printed or digital)
iv. Notebook or reflective journal
v. Laptop/tablet (optional)

Tasks

a) **(5 marks)**

Identify the **PCI** you have chosen and briefly justify why it is relevant to your community.

b) **(10 marks)**

Write a **three-act structure play outline** that includes:

i. Act I: Exposition
ii. Act II: Rising action and climax
iii. Act III: Falling action and resolution

(Include characters, setting, conflict, and dramatic action.)

c) **(5 marks)**

Write a **reflective journal entry** explaining what you learned about playwriting and how artistic creation can address societal issues.

TASK 2: SPOKEN WORD POETRY PROJECT (10 MARKS)

Required Tools and Apparatus

i. Writing materials
ii. Audio/video recording device (optional)
iii. Reflective journal
iv. Research notes on spoken word poetry

Tasks

a) **(4 marks)**

Develop a **character bible** for the persona in your spoken word poem, outlining:

✓ Physical traits
✓ Emotional traits
✓ Background and relationships

b) **(6 marks)**

Compose a **spoken word poem (at least 12 lines)** based on a relevant theme, clearly showing:

✓ Theme
✓ Persona
✓ Language and word play
✓ Rhyme or rhythm patterns

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

CORE MATHEMATICS

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

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

INSTRUCTIONS TO LEARNERS

1. **Write your name, school, assessment number, date, school code and then sign.**
2. Answer all questions provided.
3. Show all your working properly.
4. Use mathematical tables or a calculator where necessary.

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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No.	Question Number & Description	Max Mar	Learner's Sc	Performance Le
1	Question 1: Find the value of x	3		
2	Question 2: Evaluate numerical expressior	3		
3	Question 3: Convert recurring decimal to fraction	3		
4	Question 4: Evaluate without tables/calculators	3		
5	Question 5: Evaluate using tables (4 s.f)	4		
6	Question 6: Simplify algebraic expression	3		
7	Question 7: Work, men and hours	3		
8	Question 8: Scale and area of map	3		
9	Question 9: Solve inequality and list integ	3		
10	Question 10: Equation of a perpendicular l	3		
11	Question 11: Triangle angles	3		
12	Question 12: Construction and measureme	3		
13	Question 13: Cylinder melted into spheres	3		
14	Question 14: Similar solids – volume	3		
15	Question 15: Evaluation using tables	3		
16a	Question 16(a): Capacity of bucket	3		
16b	Question 16(b): Volume to fill tank	2		
16c	Question 16(c): Number of buckets	3		
17a	Question 17(a): Sketch (angle of depressic	2		
17b(i	Question 17(b)(i): Height of the post	4		
17b(ii	Question 17(b)(ii): Distance of A from foc	2		
18a	Question 18(a): Draw map to scale	4		
18b(i	Question 18(b)(i): Area in square metres	4		
18b(ii	Question 18(b)(ii): Area in hectares	2		
19a	Question 19(a): Length of PQ	1		
19b(i	Question 19(b)(i): Angle APB	2		
19b(ii	Question 19(b)(ii): Angle AQB	2		
19c	Question 19(c): Area of shaded region	4		
20a	Question 20(a): Plot triangle PQR	1		
20b	Question 20(b): Centre & angle of rotation	3		
20c	Question 20(c): Enlargement & coordinate	2		
20d	Question 20(d): Reflection & coordinates	3		
21a	Question 21(a): Drawing towns diagram	4		
21b(i	Question 21(b)(i): Distance A from E	3		
21b(ii	Question 21(b)(ii): Bearing of D from B	3		
—	**TOTAL MARKS**	**100**		

CORE MATHEMATICS: (100 Marks)

Answer all questions provided in this assessment paper.

1. Find the value of ***x*** ***(3marks)***

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

2. Evaluate $\dfrac{-12 \div (-3) \times 4 - (-15)}{-5 \times 6 \div 2 + (-5)}$ **(3marks)**

3. Convert the recurring decimal $12.1\dot{8}$ into fraction **(3 marks)**

4. Without using tables and calculators, evaluate

$$\sqrt[3]{\frac{0.032 + 0.0608}{1.28 \times 0.4}}$$ **(3marks)**

5. Use tables of squares, square roots and reciprocals to evaluate correct to 4 s.f **(4marks)**

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

6. Simplify as far as possible. **(3marks)**

$$\frac{3}{x-y} - \frac{1}{x+y}$$

7. Fifteen men working for eight hours a day can complete a certain job in exactly 24 days.For how many hours a day must sixteen men work in order to complete the same job in exactly 20 days. **(3marks)**

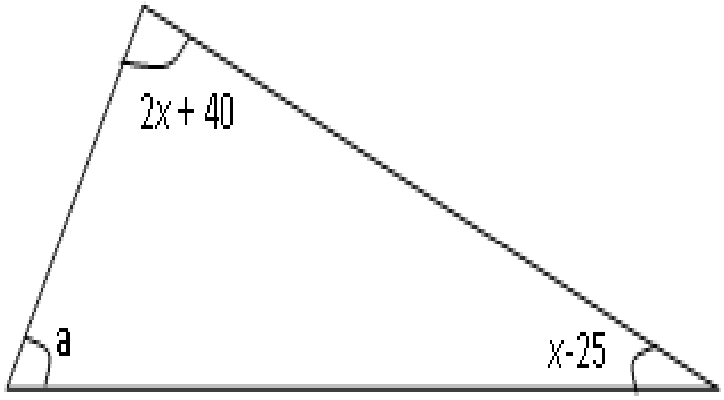
8. The scale of a map is 1:50000. A lake on the map is 6.16cm^2. Find the actual area of the lake in hectares. **(3marks)**

9.Solve the inequality below and write down the integral values that satisfy the equality

$-3x + 2 < x + 6 \leq 17 - 2x$ **(3 marks)**

10. Find the equation of a line which passes through the point (2, 3) and is perpendicular to $y - 3x + 1 = 0$, giving your answer in the form $y = mx + c$ **(3 marks)**

11.In the figure below, angle **a** is half the sum of the other angles. Evaluate the triangle**(3 marks)**



12. Without using a protractor, draw a triangle ABC where $\angle CAB = 30^{o}$, AC = 3.5cm and AB = 6cm. measure BC **(3 marks)**

13. A solid cylinder of radius 6cm and height 12cm is melted and cast into spherical balls of radius 3cm. Find the number of balls made **(3 marks)**

14. 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)**

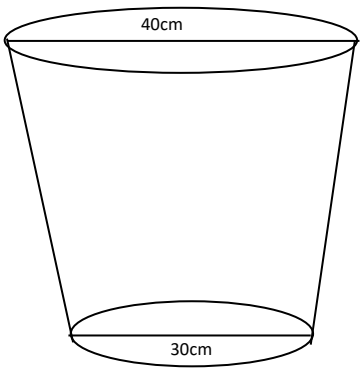
15. Evaluate using mathematical tables only. **(3 marks)**

$$\frac{6.373\log 4.948}{\sqrt{0.004636}}$$

16. The figure below shows a bucket of depth 30cm used to fill a cylindrical tank of radius 1.2m and height 1.35m which is initially three-fifth full of water.

Calculate, in terms of Π;

i)The capacity of the bucket in litre**s(3marks)**



ii) The volume of water required to fill the tank in litres **(2marks)**

iii) Calculate the number of buckets that must be drawn to fill the tank **(3marks)**

17. The angle of depression of a point A on the ground from the top of a post is 18^0 and that of another point B on the same line as A nearer to the foot of the post is 25^0. If A and B are 70m apart,

(a) Draw a sketch to represent positions of A and B. **(2marks)**

(b) Using your sketch calculate

(i) The height of the post from the ground level (Ans 1 d.p) **(4marks)**

(ii) The distance of point A from the foot of the post**.** **(2marks)**

18.A field was surveyed and its measurements recorded in a field book as shown below.

	F	
	100	
E 40	80	
	60	D 50
C 40	40	
	20	B 30
	A	

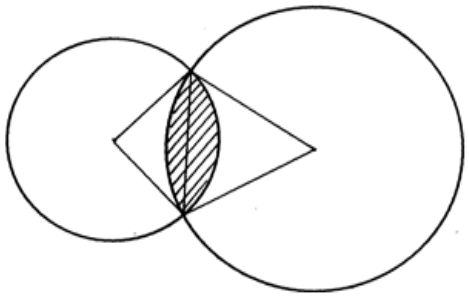
(a) Using a scale of 1cm to represent 10m, draw a map of the field. **(4marks)**

(b) Calculate the area of the field.

(i) in square metres. **(4marks)**

(ii) in hectares. **(2marks)**

19. **T**he figure below shows two intersecting circles with centres P and Q and radius 5cm for the small one and 6cm for the big one. AB is a common chord of length 8cm. Calculate;



(a) the length of PQ **(1 marks)**

(b) the size of;

(i) angle APB **(2marks)**

(ii) angle AQB **(2 marks)**

(c) the area of the shaded region **(4 marks)**

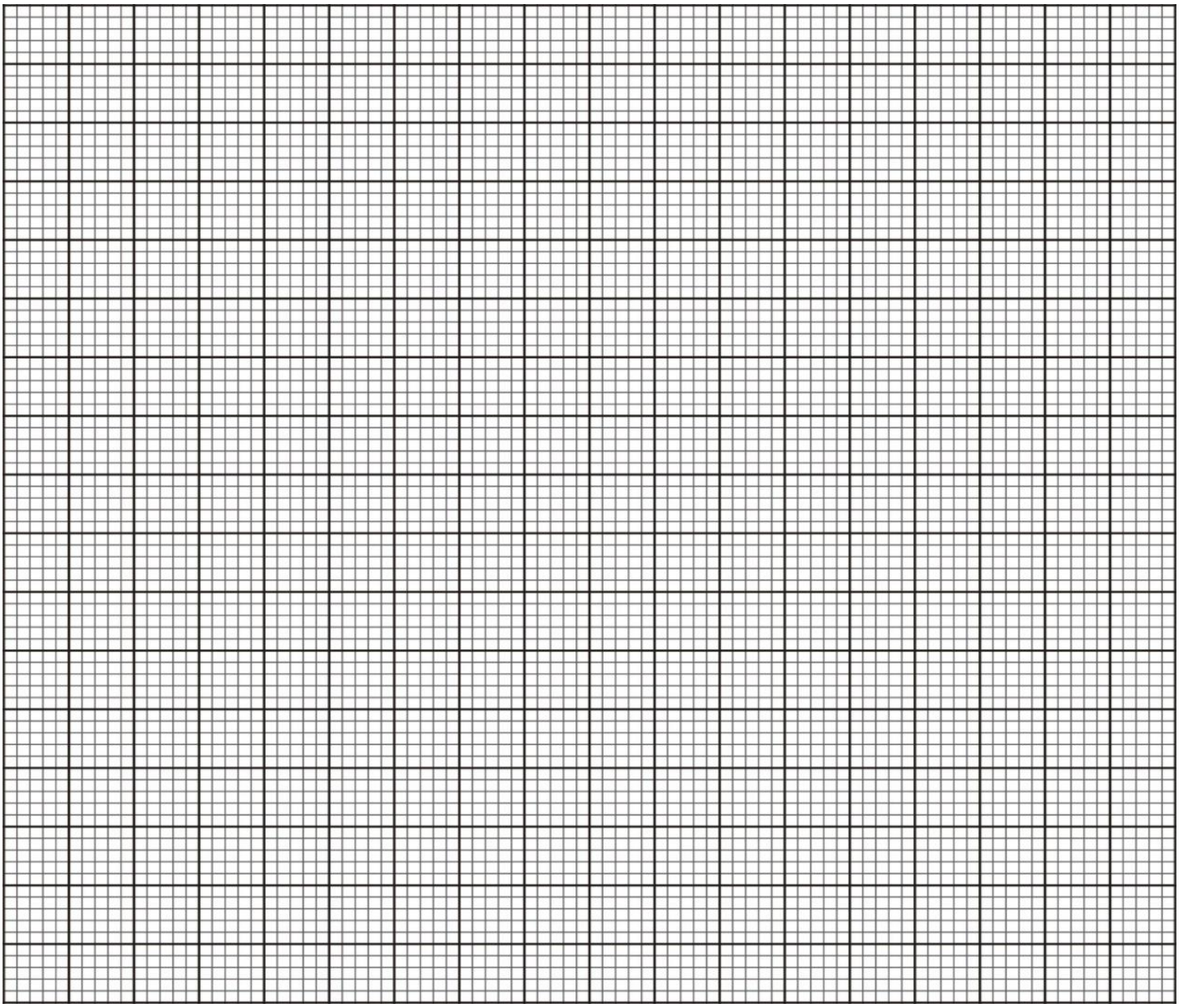
20. Triangle PQR has vertices P(3,2), Q(-1,1) and R(-3,-1).

(a) Draw PQR on the grid provided. **(1mark)**

(b) Under a rotation the vertices of $P^1Q^1R^1$ are $P^1(1,4)$, $Q^1(2,0)$ and $R^1(4,-1)$. Find the centre and angle of rotation using points P and Q. **(3marks)**

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

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



21. Use a scale of 1cm represents 50km in these questions. Five towns **A, B, C, D** and **E** are situated such that **A** is 200 km from **B** on a bearing of 050° from **E**. **C** is 300 km from **B** on a bearing of 150° from **B**. **D** is 350km on a bearing of 240° from **C**. **E** is 200km from **D** and the bearing of **D** from **E** is 100°

a) Draw the diagram representing the positions of the towns **(4marks)**

b) From the diagram, determine;

i) The distance in km of A from E **(3marks)**

ii) The bearing of D from B **(3marks)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

ESSENTIAL MATHEMATICS

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… **SCHOOL;** ……

CLASS…… **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 $\pi = 3.14$ or 22/7 where necessary.*
6. *Study all diagrams, graphs, and images carefully before answering.*

SCORE GRID

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	

CBC CBE SE

ESSENTIAL MATHEMATICS (100 Marks)

Answer all questions in this section.

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

Information chart:

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

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

iii. *Third child receives the remainder*

If the Total land area is 450 hectares

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

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

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

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

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

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

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

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

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

5. Evaluate without using a calculator **(3mks)**

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

6. Without using tables and calculators, evaluate

$$\sqrt[3]{\frac{0.032+0.0608}{1.28\times 0.4}}$$

(3mks)

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

3 - 2 **(3mks)**

$0.0\overline{136}$ (3.72)

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

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

(3mks)

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

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

(3mks)

10. Solve the equation**;** **(3mks)**

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

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

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

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

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

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

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

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

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

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

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

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

b) Measure

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

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

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

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

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

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

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

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

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

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

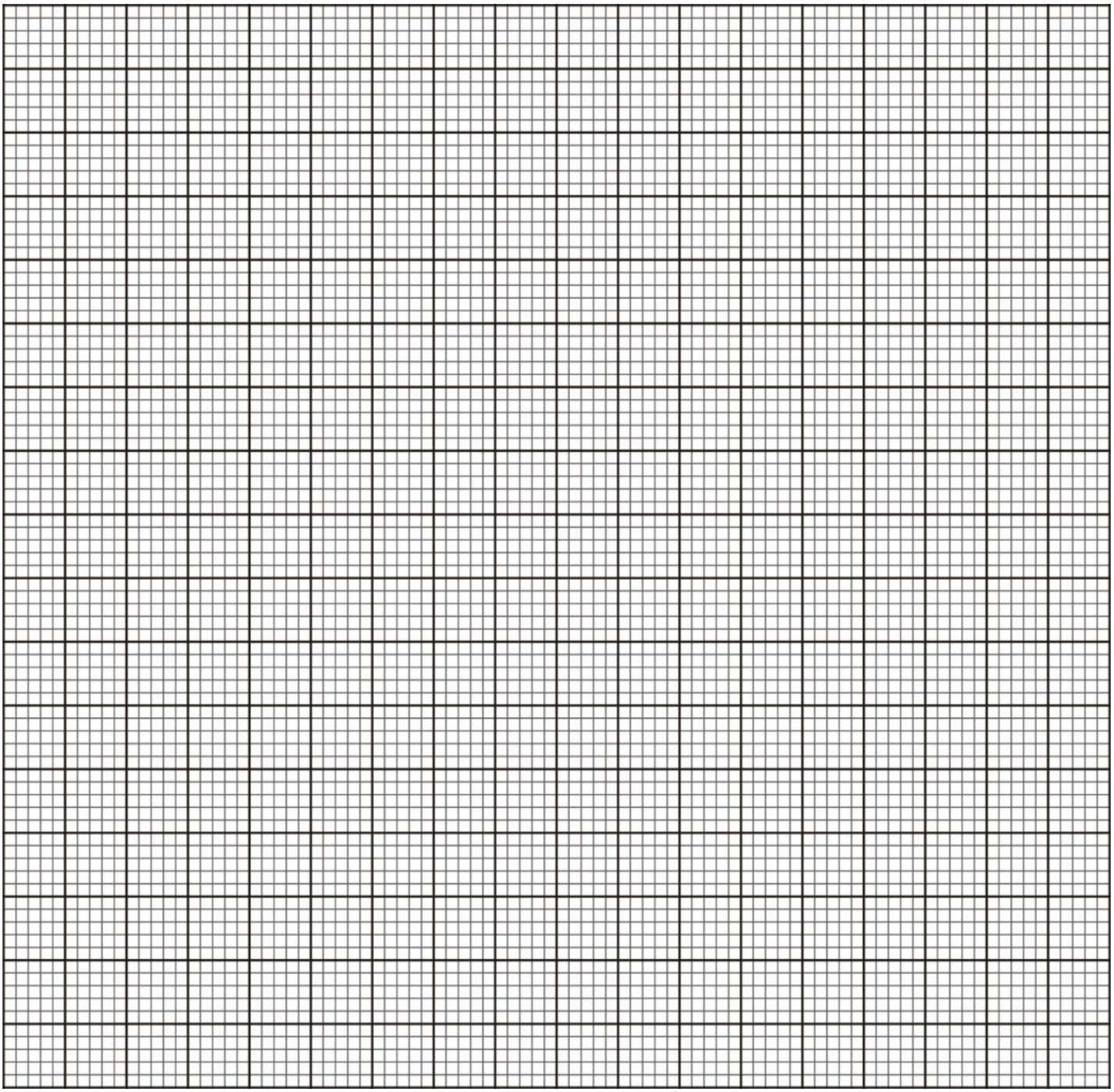
(a) Draw PQR on the grid provided. **(1mk)**

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

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

(2mks)

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



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

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

(a) Determine

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

(ii) The modal class **(2mks)**

(b) Calculate the mea**n** **(4mks)**

(c) The median **(3mks)**

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

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

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

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

ENGLISH (Theory)

TIME: 2½ HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… 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

ROW / QN	1	2(i)	2(ii)	2(iii)	3a	3b	3c	4	5	6
Marks	5	2	4	4	3	2	2	10	10	15
Learner's Score										
Performance Level										

ROW / QN	7a	7b	7c	8a	8b	8c	9a	9b	9c	10a	10b	10c
Marks	2	4	4	4	2	4	4	4	2	4	4	2
Learner's Score												
Performance Level												

Section	Max Marks	Learner Score
ENGLISH	60	
LITERATURE	40	
TOTAL	100	

SECTION A: LANGUAGE (60 MARKS)

TASK 1: LISTENING AND SPEAKING (15 MARKS)

Part A: Reading Aloud (5 marks)

1. The teacher will select a learner to read the passage aloud.

Reading Passage: The Transformative Power of Community Service Learning

The landscape of modern education is shifting from the traditional four walls of a classroom to the vibrant, living environment of the local community. **Community Service Learning (CSL)** has emerged as a cornerstone of the Competency-Based Curriculum, bridging the gap between theoretical textbooks and the practical realities of human society. It is not merely an extracurricular activity or a hobby; it is an essential pedagogical tool that fosters a deep sense of civic duty and personal growth in learners.

Through CSL activities, learners do not only acquire academic knowledge but also develop values such as **responsibility, empathy, and teamwork**. When students step out of their comfort zones to engage with the world around them, they begin to see the direct impact of their actions. For instance, in a biology lesson about ecosystems, a student might learn the names of indigenous plants. However, it is through a CSL project—such as a reforestation effort—that the student truly understands the fragility of the environment and the weight of their responsibility as a steward of the Earth.

The collaborative nature of these projects is where the most profound social lessons are learned. When learners work together to **clean local markets, plant trees, or educate the public** on hygiene and safety, they are forced to communicate, negotiate, and rely on one another. These scenarios teach them to respect one another and appreciate the importance of serving society as a collective unit. In a bustling market cleaning exercise, a student might find themselves working alongside peers from different backgrounds, united by a single goal: the betterment of their community. This unity dissolves prejudices and builds a foundation of mutual respect that is difficult to replicate in a seated lecture.

Furthermore, CSL acts as a mirror, reflecting the needs of the community back to the learners. By engaging in public health campaigns—such as educating the community on the prevention of waterborne diseases or the importance of airport safety zones—learners develop **empathy**. They begin to understand the challenges faced by others and feel a genuine desire to contribute to solutions. This emotional intelligence is a vital "soft skill" that modern employers value just as much as technical expertise.

Ultimately, such activities prepare learners to become **responsible citizens** in the future. A student who has spent their youth actively improving their neighborhood is far more likely to grow into an adult who votes, volunteers, and leads with integrity. They learn that they are not just passive residents of a country, but active participants in its growth and success. By integrating service with learning, we ensure that the next generation is not only intellectually capable but also morally grounded and socially conscious

Assessment Areas: Pronunciation Fluency Pace Observance of punctuation

Part B: Listening Comprehension (10 marks)

2. The teacher will read the passage below **ONCE**.

Listening Passage

During a school technology forum, learners were taught how digital tools can improve learning when used responsibly. The speaker explained that technology allows learners to research, communicate and collaborate easily. However, misuse of digital devices may lead to addiction, poor academic performance and cyberbullying. Learners were encouraged to practise self-discipline, respect others online and report harmful content to teachers or parents.

Questions:

i. What was the main topic of the forum? **Learner responds** (2 marks)

ii. Mention **two benefits** of technology mentioned in the passage. **Learner responds** (4 marks)

iii. Identify **one danger** of technology and **one solution** given. **Learner responds** (4 marks)

TASK 2: GRAMMAR (20 MARKS)

Part A: Nouns, Pronouns and Determiners **(8 marks)**

3. Read the passage below and answer the questions.

The learners in the community group shared their ideas during the planning meeting. Each member presented a proposal, and those suggestions were recorded carefully. Their teacher encouraged everyone to speak confidently and respectfully.

a) Identify **three nouns** used in the passage. **(3 marks)**

i. _____.

ii. _____.

iii. _____.

b) Identify **one pronoun** and state its type. (2 marks)

Pronoun	Type

c) Identify **one determiner** used in the passage. (2 marks)

Pronoun	Type

Part B: Verbs and Adverbs (6 marks)

a) Identify the **main verb** and the **auxiliary verb** in the sentence:

The learners have organised a successful project. (2 marks)

i. Main verb: _____.

ii. Auxiliary verb: _____.

b) Rewrite the sentence in the **future progressive tense**:

They lead the discussion. (2 marks)

_____

_____

c) Use an **adverb of manner** correctly in a sentence related to leadership. (2 marks)

_____

_____

_____

Part C: Adjectives, Prepositions and Conjunctions (6 marks)

a) Fill in the blanks with a suitable **coordinating conjunction**:

The team planned carefully _____ they wanted the project to succeed. (2 marks)

b) Arrange the adjectives correctly:

(metal / large / shiny) box (2 marks)

A _____ box.

c) Construct a sentence using a **simple preposition** correctly. (2 marks)

_____

_____

TASK 3: READING COMPREHENSION (10 MARKS)

Passage 1: (5 marks)

4. Read the passage below and answer the questions that follow.

Technology has transformed the modern world in many ways. In schools, learners use computers, tablets and smartphones to access information within seconds. Online platforms allow learners to attend virtual lessons, submit assignments and communicate with teachers and classmates. Technology has also improved access to education for learners in remote areas.

However, the increased use of technology has introduced several challenges. Some learners spend excessive time on social media and online games, leading to addiction and reduced concentration in class. Cyberbullying has also become a serious issue, causing emotional distress among young people. For technology to benefit learners, it must be used responsibly, with guidance from parents, teachers and the community.

Questions:

a) Mention **two benefits** of technology in education. **(2 marks)**

i. _____.

ii. _____.

b) Identify **one challenge** associated with technology use. **(1 mark)**

_____

_____

c) Suggest **two responsible ways** learners can use technology**. (2 marks)**

i. _____.

ii. _____.

Passage 2: (5 marks)

5. Read the passage below and answer the questions that follow.

Plants and animals play a vital role in maintaining balance in the ecosystem. Trees provide oxygen, shelter and food for both humans and animals. They also help prevent soil erosion and regulate climate. Animals, on the other hand, contribute to seed dispersal, pollination and control of pests.

Human activities such as deforestation, pollution and poaching threaten the survival of many plant and animal species. When forests are destroyed, animals lose their habitats and food sources. Protecting plants and animals is essential for sustaining life on Earth and ensuring future generations enjoy a healthy environment.

Questions:

a) State **two roles of plants** mentioned in the passage**. (2 marks)**

i. _____.

ii. _____.

b) Identify **one human activity** that threatens wildlife**. (1 mark)**

_____

c) Why is it important to protect plants and animals? **(2 marks)**

_____

_____

TASK 4: WRITING (15 MARKS)

Creative Composition – Story Continuation

6. Continue the story below in **not more than 250 words**.

When the community service project was announced, many learners felt unsure about what to expect. On the first morning, they gathered at the meeting point, unaware that the experience would completely change their attitude towards service……..

Assessment Criteria:

- ✓ Creativity and relevance
- ✓ Organisation and coherence
- ✓ Grammar and vocabulary

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

KISWAHILI

MUDA: SAA 2

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

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

NO.	1a	1b	2	3	4	5	6
Swali / Kazi	Ujumbe mkuu	Mbinu ya kifani	Matamshi (/b/ /mb/ /bw/ /mbw/)	Taarifa fupi	Hoja moja	Ukweli vs uvumi	Hisia za mhusika
Alama	2	2	4	4	1	1	1
Alama za Mwanafunzi							
Kiwango cha Utendaji							

NO.	A2
Swali / Kazi	Insha (Maudhui, Mtiririko, Lugha, Tahajia)
Alama	15
Alama za Mwanafunzi	
Kiwango cha Utendaji	

NO.	1	2	3	4	5	6	7	8
Swali / Kazi	Semi (Nahau)	Uainishaji wa manenо	Uundaji wa manenо	Nyakati za vitenzi	Kauli	Ukanushi	Upatanisho wa kisintaksia	Tungo sahihi
Alama	2	2	2	2	2	2	4	4

Alama za Mwanafunzi								
Kiwango cha Utendaji								

NO.	U1-1	U1-2	U1-3	U2-1	U2-2	U2-3
Swali / Kazi	Wazo kuu	Faida ya ushirikiano	Maana ya neno	Changamoto	Suluhisho	Aina ya kifungu
Alama	2	2	1	2	2	1
Alama za Mwanafunzi						
Kiwango cha Utendaji						

SEHEMU	A1	A2	A3	A4	JUMLA
Alama	15	15	20	10	60
Alama za Mwanafunzi					
Kiwango cha Utendaji					

Kiwango	Alama ya Kiwango	Uwiano wa %	Pointi	Alama ya Mwanafunzi
KUZIZISHA MATARAJIO	KUZ1	90–100%	8	
	KUZ2	75–89%	7	
KUKIDHI MATARAJIO	KUF1	58–74%	6	
	KUF2	41–57%	5	
KUKARIBIA MATARAJIO	KUK1	31–40%	4	
	KUK2	21–30%	3	
CHINI YA MATARAJIO	CHI1	11–20%	2	
	CHI2	1–10%	1	

SEHEMU A: KISWAHILI (ALAMA 60)

Jibu maswali yote

A1. KUSIKILIZA NA KUZUNGUMZA (ALAMA 15)

Maelekezo

Mwalimu atasoma matini simulizi ifuatayo mara mbili. Sikiliza kwa makini kisha ujibu maswali.

Matini ya Kusikiliza (Itasomwa na mwalimu)

(Mwalimu asome simulizi kuhusu kijana anayepambana na changamoto za matumizi ya mitandao ya kijamii na umuhimu wa ukweli katika jamii.)

Kulikuwa na kijiji kimoja tulivu kilichoitwa Kijiji cha Tumaini. Katika kijiji hicho aliishi kijana mmoja aliyeitwa Baraka. Baraka alikuwa mwanafunzi wa kidato cha kwanza katika shule ya sekondari ya Tumaini. Alikuwa kijana mwenye bidii, mnyenyekevu na aliyependa sana teknolojia, hasa matumizi ya simu ya mkononi na mitandao ya kijamii kama vile WhatsApp, Facebook na TikTok.

Kila asubuhi Baraka aliamka mapema kwenda shule. Aliporudi nyumbani jioni, alifanya kazi za nyumbani kisha akachukua simu yake. Alipenda kuzungumza na marafiki zake kupitia mitandao ya kijamii. Huko ndipo alipohisi kuwa na furaha zaidi. Alipenda kusoma ujumbe, kuangalia picha na video, na kushiriki habari mbalimbali.

Siku moja, Baraka alipokea ujumbe kwenye kundi la darasa lao la WhatsApp. Ujumbe huo ulisema kuwa mwalimu wao wa Nidhamu alikuwa amepanga kuwaadhibu wanafunzi wote kwa kosa ambalo halikufanywa na darasa lote. Ujumbe huo uliandikwa na mtu ambaye hakujulikana vizuri. Baraka alishtuka sana. Bila kufikiria, aliusambaza ujumbe huo kwa wanafunzi wengine na hata kwa wanafunzi wa shule jirani.

Habari hizo zilisambaa kwa kasi sana. Wanafunzi wengi walijawa na hofu. Wengine walianza kumchukia mwalimu wao bila kujua ukweli. Wazazi pia walianza kuuliza maswali. Shule ikajaa uvumi na maneno mengi yasiyo ya kweli.

Baadaye, mwalimu mkuu aliitisha mkutano wa dharura. Alieleza kuwa ujumbe ule haukuwa wa kweli. Alisema kuwa kulikuwa na mwanafunzi mmoja tu aliyekuwa amevunja sheria za shule, na suala hilo lilikuwa likishughulikiwa ipasavyo. Wote walishangaa. Wanafunzi waligundua kuwa walikuwa wameamini uvumi bila kuuliza ukweli.

Baraka alihisi aibu na huzuni. Alitambua kuwa yeye ndiye aliyesambaza habari zisizo za kweli. Alijilaumu sana. Aliona jinsi ambavyo uvumi ulileta hofu, chuki na machafuko shuleni. Alijifunza kuwa mitandao ya kijamii inaweza kuwa hatari ikiwa haitatumika kwa busara.

Siku iliyofuata, Baraka aliamua kusema ukweli. Alimwendea mwalimu mkuu na kukiri kosa lake. Aliomba msamaha kwa unyenyekevu. Mwalimu mkuu alimshukuru kwa kusema ukweli. Alimweleza kuwa kusema ukweli ni jambo la muhimu sana katika jamii na shuleni.

Kuanzia siku hiyo, Baraka alibadilika. Alitumia mitandao ya kijamii kwa uangalifu. Alijifunza kuuliza maswali, kuthibitisha habari na kusema ukweli kila wakati. Alikuwa mfano mzuri kwa wanafunzi wenzake. Kijiji cha Tumaini kikarejea katika amani, na Baraka akawa somo la kuigwa.

Simulizi hii inatufundisha kuwa ukweli huleta amani, lakini uvumi huleta matatizo. Ni wajibu wa kila mmoja kutumia mitandao ya kijamii kwa hekima na kusema ukweli wakati wote.

Maswali (Jibu YOTE)

1. **Ufahamu wa Kusikiliza: Ujumbe na Fani**

   a) Eleza ujumbe mkuu unaopatikana katika matini uliyosikiliza**.(Mwanafunzi ajibu)** (2)

   b) Bainisha mbinu MOJA ya kifani iliyotumika na eleza dhima yake. **.(Mwanafunzi ajibu)** (2)
   (Alama 4)

2. **Matamshi Bora: /b/, /mb/, /bw/, /mbw/**

   Taja maneno MAWILI kwa kila sauti ifuatayo kisha uyatamke kwa usahihi:
   /b/, /mb/, /bw/, /mbw/ **(Alama 4)**

3. **Kuzungumza kwa Kupasha Habari**

   Kwa maneno yako, toa taarifa fupi kuhusu umuhimu wa kusema ukweli shuleni. **(Alama 4)**

4. **Kusikiliza kwa Kupata Habari**

   Taja hoja MOJA muhimu uliyopata kutokana na matini ya kusikiliza. **(Alama 1)**

5. **Kusikiliza kwa Kupambanua**

   Eleza tofauti kati ya ukweli na uvumi kama ilivyojitokeza katika matini. **(Alama 1)**

6. **Uzungumzaji wa Papo kwa Hapo**

   Eleza kwa ufupi ungehisi vipi kama ungekuwa mhusika mkuu wa simulizi hiyo. **(Alama 1)**

A2. UANDISHI WA INSHA (ALAMA 15)

Maelekezo

Chagua **MOJA** kati ya insha zifuatazo:

1. **Insha ya Kisimulizi**

   Simulia kisa kinachoonyesha athari za kusikiliza ushauri wa wazazi.

AU

2. **Insha ya Maelezo**

   Eleza kwa kina umuhimu wa fasihi simulizi katika kuhifadhi utamaduni wa jamii.

(Kigezo cha alama: maudhui 6, mtiririko 4, lugha 3, tahajia 2)

A3. SARUFI (ALAMA 20)

1. **Matumizi ya Semi**

   Tunga sentensi Mbili kwa kutumia nahau ifuatayo: *kupiga moyo konde*. **(Alama 2)**

i. _____.

ii. _____.

2. **Uainishaji wa Maneno**

   Tambua aina ya maneno yaliyopigiwa mstari:

   *Watoto **walikimbia** uwanjani kwa furaha.* **(Alama 2)**

_____.

3. **Uundaji wa Maneno**

   Unda maneno MAWILI kwa kutumia kiambishi **-ji**. **(Alama 2)**

4. **Nyakati za Vitenzi**

   Badilisha sentensi ifuatayo iwe katika wakati ujao:

   Mwanafunzi anasoma kwa bidii. **(Alama 2)**

_____

5. **Kauli**

   Badilisha sentensi ifuatayo iwe katika kauli ya kutendwa:

   Mwalimu anafundisha somo la fasihi. **(Alama 2)**

_____

6. **Ukanushi**

   Kanusha sentensi ifuatayo:

   Wanafunzi wote walifaulu mtihani. **(Alama 2)**

_____

7. **Upatanisho wa Kisintaksia**

   Eleza makosa MAWILI ya kisarufi katika sentensi ifuatayo kisha urekebishe:

   Vitabu mzuri iko mezani. **(Alama 4)**

Makosa

_____.

_____.

Rekebisho

_____.

8. **Tungo Sahihi**

   Tunga sentensi sahihi kwa kutumia kivumishi cha sifa. **(Alama 4)**

_____

_____

A4. KUSOMA UFAHAMU (ALAMA 10)

UFAHAMU WA KWANZA (ALAMA 5)

Soma kifungu kifuatacho kisha ujibu maswali yafuatayo.

Katika eneo la mashambani lililojulikana kama Kijiji cha Amani, maisha ya wanajamii kwa muda mrefu yalikuwa ya changamoto nyingi. Barabara zilikuwa mbovu kiasi kwamba wakati wa mvua magari hayakuweza kupita, watoto walilazimika kutembea umbali mrefu kwenda shule, na wakulima walipata hasara kwa sababu hawakuweza kusafirisha mazao yao kwa urahisi. Zaidi ya hayo, kituo cha afya kilikuwa mbali sana na hivyo wagonjwa waliteseka kwa kukosa huduma za haraka. Hali hii iliwafanya wanakijiji waishi kwa kukata tamaa huku kila mtu akijali matatizo yake binafsi bila kushirikiana na wengine.

Hata hivyo, hali ilianza kubadilika pale wazee wa kijiji walipoitisha mkutano wa dharura uliowaleta pamoja wanakijiji wote. Katika mkutano huo, walikubaliana kuwa hakuna maendeleo yatakayopatikana iwapo kila mtu angeendelea kufikiria maslahi yake pekee. Waliona umuhimu wa kushirikiana kama jamii moja yenye lengo la pamoja. Ilipendekezwa kuanzishwa kwa vikundi vya kijamii vitakavyoshughulikia masuala tofauti kama elimu, afya, miundombinu na kilimo.

Baada ya makubaliano hayo, wanakijiji walianza kufanya kazi kwa pamoja. Kila wiki walipanga siku maalum ya kazi ya jamii ambapo wanaume, wanawake na vijana walijitolea kuchangia nguvu zao. Walirekebisha barabara kwa kutumia vifaa vilivyopatikana kijijini, wakachimba mifereji ya kupitisha maji ya mvua na kujenga daraja dogo lililosaidia kuunganisha kijiji na soko la karibu. Hatua hizi zilirahisisha usafiri na kuimarisha biashara za wakulima.

Katika sekta ya elimu, wanajamii waliamua kujenga madarasa mapya katika shule ya msingi ya kijiji. Wazazi walichangia mawe, mchanga na kuni huku walimu wakijitolea kusimamia ujenzi. Hatimaye, shule ilipata mazingira bora ya kujifunzia na idadi ya wanafunzi iliongezeka kwa sababu wazazi walivutiwa na juhudi hizo. Vilevile, kituo kidogo cha afya kilijengwa kwa msaada wa mashirika ya kijamii baada ya wanakijiji kuonyesha umoja na bidii yao.

Maendeleo haya yalileta mabadiliko makubwa katika maisha ya wanajamii. Uhusiano kati yao uliimarika, migogoro ilipungua na kila mtu alijivunia kijiji chake. Wanakijiji wa Amani walijifunza kuwa ushirikiano ni nguzo muhimu ya maendeleo na kwamba jamii iliyoungana inaweza kushinda changamoto nyingi bila kutegemea msaada wa nje pekee.

Maswali:

1. Eleza wazo kuu la kifungu. **(Alama 2)**

_____

_____

2. Taja faida MOJA ya ushirikiano iliyobainishwa. **(Alama 2)**

_____

_____

3. Toa maana ya neno moja kulingana na muktadha. **(Alama 1)**

_____

_____

UFAHAMU WA PILI (ALAMA 5)

Soma kifungu kifuatacho kisha ujibu maswali yafuatayo.

Teknolojia imekuwa na mchango mkubwa katika kuboresha elimu duniani kote. Kupitia matumizi ya kompyuta, simu janja na mtandao wa intaneti, wanafunzi wanaweza kupata taarifa kwa urahisi na kujifunza kwa njia bunifu. Walimu pia hutumia teknolojia kuandaa masomo, kufanya tathmini na kuwasiliana na wanafunzi wao kwa haraka.

Hata hivyo, matumizi ya teknolojia katika elimu yanakumbwa na changamoto kadhaa. Changamoto kubwa ni ukosefu wa vifaa vya kiteknolojia kama vile kompyuta na intaneti hasa katika maeneo ya vijijini. Aidha, baadhi ya walimu na wanafunzi hawana ujuzi wa kutosha wa kutumia teknolojia hizo ipasavyo.

Ili kukabiliana na changamoto hizi, serikali na wadau wa elimu wanahimizwa kuwekeza katika miundombinu ya kiteknolojia na kutoa mafunzo kwa walimu na wanafunzi. Hatua hizi zitasaidia kuhakikisha teknolojia inatumika kikamilifu kuboresha ubora wa elimu.

Maswali:

1. Eleza changamoto MOJA iliyotajwa. **(Alama 2)**

_____

_____

2. Taja suluhisho MOJA lililopendekezwa. **(Alama 2)**

_____

_____

3. Bainisha aina ya kifungu. **(Alama 1)**

_____

_____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

MUSIC AND DANCE (Theory)

TIME: 1 HOUR 50 MINUTES

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

INSTRUCTIONS TO LEARNERS

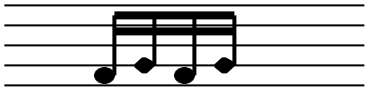
1. Write your name, School, assessment number, signature and date on all answer sheets.
2. Answer all questions in the spaces provided.
3. Read each question carefully before writing your answer.
4. Ensure your answers are clear, neat, and well-organized.
5. The marks for each question are indicated at the end of the question.
6. Use a blue or black pen for writing. Pencils should be used only for drawings and diagrams.

SECTION A TOTAL /60															
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Tot
6	6	8	6	6	6	6	6	8	8	8	10	8	10	5	/60

Q16	Q17	Q18	Q19	Q20	SECTION B TOTAL /40

SECTION A: (60 Marks) - Answer all questions

1. During a Grade 10 music lesson, learners clapped the following rhythm. **(6 marks)**



a) Name the rhythmic value shown in the notation above.

_____

_____

_____

b) State the time signature where this grouping equals exactly one beat.

_____

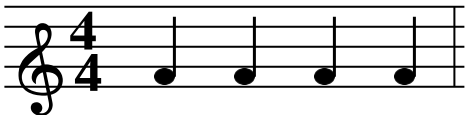
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_____

_____

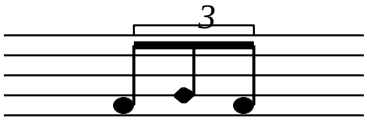
2. Look at the time signature and note grouping below.

(6 marks)



Explain what "Simple Time" means in the context of the example above.

3. A rhythmic feature is shown below, where three notes are played in the time of two. **(8 marks)**



a) Identify the rhythmic feature used.

.....

b) How does this feature affect the division of the beat?

.....

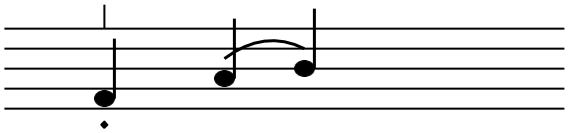
4. Identify the French rhythm names (e.g., Ta, Ti-ti) for the notes shown below. **(6 marks)**



Name: _____ Name: _____

5. Identify the articulation marks indicated by the arrows A and B. **(6 marks)**

A (Dot) B (Line)



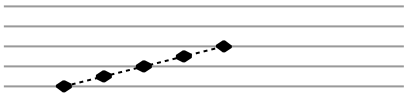
a. Name of A: _____Symbol Meaning: _____

b. Name of B: _____Symbol Meaning: _____

6. Write the key signature of B♭ major on the staves provided below. **(6 marks)**

Treble Clef *Bass Clef*

7. Define the term scalic motion. Refer to the example below. **(6 marks)**



.....

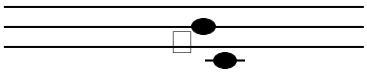
.....

8. Name the interval formed between C and G shown below and state its quality.

_____

(6 marks)

_____



Interval Name: _____ Quality:

_____

9. State two reasons why musicians use transposition in performance. *(8 marks)*

i._____

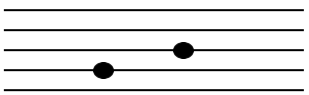
_____.

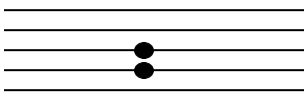
ii._____

_____.

10. Identify the difference between Melodic and Harmonic intervals based on the examples below. *(8 marks)*

Example A (Melodic) Example B (Harmonic)





.....

.....

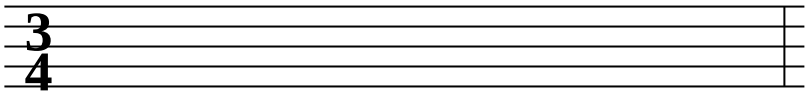
PART II: STRUCTURED QUESTIONS (30 Marks) - Answer ALL questions

11. Compose a rhythm in 3/4 time. Use the staff below. **(6 marks)**

a) Explain how beats are grouped in 3/4 time.

.....

b) Write one bar of rhythm on the staff below incorporating semiquavers.



12. Triplets in simple time. **(6 marks)**

a) Describe how triplets are performed in simple time.

.....

b) Explain how triplets affect the feel and flow of music.

.....

13. Construct the D major scale ascending and descending on the treble staff below.

Use minims.

(6 marks)

14. Articulation in performance.

a) Explain the function of a slur in melody performance.

.....

b) Explain the effect of staccato on a melody.

.....

15. Transposition and Intervals.

a) Define the term 'interval' in music.

.....

b) On the staff below, draw the interval of a Perfect 5th

starting on C.

(6 marks)

(6 marks)

PART III: (20 Marks) - Answer ANY TWO questions.

16. Discuss the process of composing a 4-bar rhythm in simple time incorporating semiquavers and triplets.

In your answer, refer to grouping, balance, performance, and appreciation of rhythms. **(10 marks)**

17. Explain how melodic devices, articulation marks, and phrasing contribute to effective 8-bar melody composition in major keys. Support your answer with musical examples. **(10 marks)**

18. Analyze the importance of transposition in music performance and composition. Refer to intervals, clef changes, key changes, and real-life performance situations. **(10 marks)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

MUSIC AND DANCE (Project)

TIME: 1 HOUR 50 MINUTES

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

No.	Task 1a: Compose 4-bar rhythm (semis, triplets, grouping)	Task 1b: Perform rhythm (clap/percussion & record)	Task 1c: Describe one strength & one improvement	Task 2a: Compose 8-bar melody (A major, scalic, arpeggios, phrasing, articulation)	Task 2b: Transpose first 4 bars down a perfect 5th
Marks	8	5	2	10	5
Learner's Score					
Performance Level					

SECTION B: PRACTICAL / PROJECT (30 MARKS)

TOOLS AND APPARATUS

i. Manuscript paper (treble and bass staves)

ii. Pencil and eraser

iii. Keyboard / recorder / tuned percussion instrument

iv. Digital recording device (phone/tablet)

v. Metronome (physical or digital)

TASK 1: RHYTHM COMPOSITION AND PERFORMANCE *(15 marks)*

You are preparing a rhythm for a group percussion performance.

a) Compose an **original 4-bar rhythm** in **4/4 time** incorporating:

i. Semiquavers

ii. Triplets

iii. Correct grouping

(8 marks)

b) Perform the composed rhythm using clapping or a percussion instrument and **record the performance**.

(5 marks)

c) Briefly describe **one strength** and **one area for improvement** in your performance. **(2 marks)**

TASK 2: MELODY COMPOSITION AND TRANSPOSITION *(15 marks)*

A learner is composing music for a school assembly.

i. Compose an **8-bar melody** in **A major** incorporating:

ii. Scalic motion and arpeggios

iii. Question and answer phrases

iv. Slur and staccato articulation marks

(10 marks)

b) Transpose **the first four bars** of your melody **down a perfect 5th**.

(5 marks)

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

COMMUNITY SERVICE LEARNING

Time: 2 Hours

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… 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	3a	3b	3c	4a	4b	4c	5a	5b	5c	5d	6a	6b	6c	7a	7b	7c	TOTAL
Marks	2	2	4	2	6	4	2	6	2	5	3	2	2	4	2	2	4	2	4				

Section	Max Marks	Learner Score
A	70	
B	30	
TOTAL	**100**	

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: (70 Marks)

Answer all questions in this section.

1. A teacher explains to learners that CSL is different from ordinary community service.

a) Define the following terms:

i) Community **(2 marks)**

_____

_____

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

_____

_____

b) State **two differences** between **Community Service** and **Community Service Learning**. (4 mks)

_____

_____

_____

_____

_

c) State **two principles** of CSL as a learning strategy. (2 marks)

i. _____

ii. _____

2. During a school assembly, learners are encouraged to take part in CSL activities.

a) Explain **three reasons** why CSL is important in the learning process. (6 marks)

_____

_____

_____

_____

_____

_____

_____

b) State **two ways** CSL promotes **responsible citizenship** among learners. (4 marks)

i. _____

ii. _____

3. A Grade 10 learner participates in a clean-up exercise in the neighbourhood.

a) What is meant by **civic identity**? (2 marks)

_____

_____

b) Identify **three roles** a learner can play as a responsible member of the community. (6 marks)

i. _____

ii. _____

iii. _____

c) State **one benefit** of CSL to the community. (2 marks)

_____

_____

4. Learners visit a nearby community to identify needs that can be addressed through CSL.

a) List **five categories of community needs**. (5 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Give **one example** of a need under **any three** categories listed above. (3 marks)

	Need Category	*Need Example*
i.		
ii.		
iii.		

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

_____

_____

_____

_____

_____

_

5. A CSL group plans to plant trees in the local area.

a) Define the term **community resource**. (2 marks)

_____

_____

b) Identify **four community resources** that can support CSL activities. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

c) Name **two community stakeholders** who can partner with learners in CSL activities. (2 marks)

i. _____

ii. _____

d) State **two roles** community stakeholders play in CSL projects. (2 marks)

i. _____

ii. _____

6. Learners elect leaders to manage their CSL group activities.

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

i. _____

ii. _____

iii. _____

iv. _____

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

i. _____

ii. _____

c) Explain **two reasons** why effective leadership is important in executing CSL activities. (4 marks)

i. _____

ii. _____

7. A school organises an intercultural day involving learners from different backgrounds.

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

_____

_____

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

i. _____

ii. _____

iii. _____

c) Identify **three negative intercultural issues** that may affect social cohesion. (3 marks)

i. _____

ii. _____

iii. _____

d) State **two ways** learners can promote social cohesion among people of different cultures. (2 marks)

i. _____

ii. _____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

COMMUNITY SERVICE LEARNING (Practical)

Time: 2 Hours

NAME……

ASSESSMENT NO; …… **SCHOOL;** ……

CLASS…… **SIGN**……

ITEM	TASK 1a	TASK 1b	TASK 1c	TASK 1d	TASK 2a	TASK 2b	TASK 2c	TOTAL
Marks	3	4	4	4	3	4	8	30
Learner's Score								
Performance Level								

Section	Max Marks	Learner Score
A	70	
B	30	
TOTAL	**100**	

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 B: PRACTICAL / PROJECT (30 MARKS)

TASK 1: COMMUNITY NEEDS AND RESOURCES SURVEY (15 MARKS)

Learners work in groups to study their local community.

a) Identify **one community need** observed in your area**.** **(3 marks)**

b) State **two possible CSL activities** that can help address the identified need**.** **(4 marks)**

c) Identify **two community resources** that can support the activity. **(4 marks)**

d) Name **two community stakeholders** who can assist and state **one role** of each. **(4 marks)**

TASK 2: LIFE SKILLS – SELF-AWARENESS IN THE COMMUNITY (15 MARKS)

A learner reflects on their public image in school and the community.

a) Define **public self-awareness**. **(3 marks)**

b) State **four factors** that influence public self-awareness. (**4 marks)**

c) Explain **four ways** learners can maintain a positive public image in the community**. (8 marks)**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

PHYSICAL EDUCATION (Theory)

Time: 1 Hour 30 Minutes

NAME……

ASSESSMENT NO; …… **SCHOOL;** ……

CLASS…… **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

No.	1a	1b	1c	1d	1e	2	3	4	5	6	7	8	9	10a	10b	11a	11b	12a	12b	13a	13b	Total
Max Marks	2	2	2	2	2	2	1	2	2	2	2	5	5	4	6	6	4	2	4	6	3	**70**
Learner's Score																						
Performance Level																						

Section	Max Marks	Learner Score
A	70	
B	30	
TOTAL	**100**	

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 (70 Marks)

Answer all questions in this section.

1. During a Grade 10 inter-class Football tournament, learners were involved in setting up the field, practising skills, and playing mini-games.

a. Identify **two facilities** required for playing a standard Football match. (2 marks)

i. _____.

ii. _____.

b. State **two pieces of equipment** used by a goalkeeper during a Football game. (2 marks)

i. _____.

ii. _____.

c. Define a **lofted pass** as used in Football. (2 marks)

_____

_____

d. Name **two basic safety rules** observed during a Football game. (2 marks)

i. _____.

ii. _____.

e. List **two roles** of a goalkeeper in a Football match. (2 marks)

i. _____.

ii. _____.

2. Explain why **proper stance** is important when executing a lofted pass. (2 marks)

i. _____.

ii. _____.

3. Identify the defense technique used in a game of football below



4. State **two techniques** used by a defender when marking an opponent. (2 marks)

i. _____.

ii. _____.

5. Explain how **dodging** helps an attacker avoid defenders during a game. (2 marks)

i. _____.

ii. _____.

6. Give **two reasons** why proper marking of a Football field is important before play. (2 marks)

i. _____.

ii. _____.

7. Describe **two benefits** learners gain from playing Football for enjoyment. (2 marks)

i. _____.

ii. _____.

8. A player repeatedly fails to complete accurate lofted passes during a match.

Analyse **three possible mistakes** the player could be making and suggest **appropriate corrections**. (5 marks)

i. _____.

ii. _____.

iii. _____.

9. During a mini Football game, defenders are easily beaten by attackers.

Evaluate the **marking and dodging techniques** and suggest **three improvements** defenders should apply. (5 marks)

i. _____.

ii. _____.

iii. _____.

10. During a Physical Education lesson, learners observed a live Football match.

a) Name **four facilities** used in Football and their importance. (4 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

b) Explain the **three stages** of executing a lofted pass: (6 marks)

i. Stance

_____

_____

ii. Contact

_____

_____

iii. Follow-through

_____

_____

11. Marking and dodging are key skills in Football.

a) Describe **three marking techniques** used in defending. (6 marks)

i. _____.

ii. _____.

iii. _____.

b) Explain **two dodging strategies** attackers use to beat defenders. (4 marks)

i. _____.

ii. _____.

12. Goalkeeping requires alertness and technical skills.

a) Explain **four goalkeeping techniques** used during a match. (8 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

b) State **two safety precautions** a goalkeeper should observe. (2 marks)

i. _____.

ii. _____.

13. Football promotes physical, social, and emotional development.

a) Explain **four physical benefits** of playing Football. (4 marks)

i. _____.

ii. _____.

iii. _____.

iv. _____.

b) Discuss **three social values** developed through Football participation. (6 marks)

i. _____.

ii. _____.

iii. _____.

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

PHYSICAL EDUCATION (Practical)

Time: 1 Hour 30 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

No.	Task 1a: Identify FOUR facilities	Task 1b: Identify THREE equipment & state use	Task 2: Lofted pass – correct stance	Task 2: Lofted pass – proper foot contact	Task 2: Lofted pass – follow-through & accuracy	Task 3: Marking technique	Task 3: Dodging movements	Task 3: Goalkeeping skills
Marks	4	6	3	3	4	3	3	4
Learner's Score								
Performance Level								

SECTION B: PRACTICAL SECTION (30 MARKS)

ALL tasks are compulsory.

TASK 1: IDENTIFICATION OF FACILITY AND EQUIPMENT (10 MARKS)

Tools / Apparatus

A. Football
B. Cones or improvised markers
C. Goal posts or improvised goals
D. Whistle
E. Bibs / Reflectors
F. Measuring tape

Activity

Learners are taken to a Football field or shown charts/videos.

Assessment Criteria

a) Correctly identify **four Football facilities**. (4 marks)

b) Identify **three items of Football equipment** and state their use. (6 marks)

TASK 2: SKILL PERFORMANCE – LOFTED PASS (10 MARKS)

Tools / Apparatus

i. Football
ii. Cones
iii. Marked playing area

Activity

Learner performs a lofted pass to a teammate over a short distance.

Assessment Criteria

- ✓ Correct stance (3 marks)
- ✓ Proper foot contact with the ball (3 marks)
- ✓ Correct follow-through and accuracy (4 marks)

TASK 3: SKILL PERFORMANCE – MARKING, DODGING & GOALKEEPING (10 MARKS)

Tools / Apparatus

i. Football
ii. Goal post
iii. Cones
iv. Bibs

Activity

Learners participate in a mini Football game demonstrating defensive and offensive skills.

Assessment Criteria

a) Effective marking technique (3 marks)

b) Correct dodging movements (feinting, acceleration, turning) (3 marks)

c) Goalkeeping skills (positioning, catching, diving, punching) (4 marks)

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

ICT (Theory)

Time: 1 Hour 50 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… 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

ROW / QN	1a(i)	1a(ii)	1a(iii)	1b	1c	1d	2a	2b	2c	3a	3b	3c	4a(i)	4a(ii)	4b(i)	4b(ii)	4b(iii)	4b(iv)	4b(v)	TOTAL
NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
QUESTION MARKS	1	1	1	2	5	5	2	2	6	4	6	5	2	4	5	2	2	2	3	**60**
LEARNER'S SCORE																				
PERFORMANCE LEVEL																				

Section	Max Marks	Learner Score
A	60	
B	40	
TOTAL	**100**	

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	

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)

i. _____

_____.

ii. _____
_____.

iii. _____
_____.

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)

i. _____
_____.

ii. _____
_____.

iii. _____
_____.

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

i. _____
_

ii. _____
_

iii. _____
_

iv. _____
_____.

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. CPU: _____

ii. GUI: _____

iii. OS: _____

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

i. _____

_____.

ii. _____

_____.

iii. _____

_____.

iv. _____

_____.

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

i. _____

_____.

ii. _____
_____.

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

i. _____
_

ii. _____
_

iii. _____
_

iv. _____
_

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)

i. _____
_

ii. _____
_

iii. _____
_

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

i. _____
_____.

ii. _____
_____.

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

- **[B]** : _____
- **[Diskette Icon]** : _____
- **[Centered Lines Icon]** : _____

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

i. _____
_____.

ii. _____
_____.

iii. _____
_____.

iv. _____
_____.

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

i. _____
_

ii. _____
_

iii. _____
_

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)

i. _____
_____.

ii. _____
_____.

iii. _____

_____.

iv. _____

_____.

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 MIDTERM 1 EXAMINATIONS

SERIES 1 EXAMS – (ARTS &SPORTS PATHWAY)

I.C.T (Practical)

Time: 1 Hour 50 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

NO.	a	b	c	d	e	f	g	h	i	j
Question / Task	Create main folder	Create sub-folders	Create Word document	Move file to Notes folder	Draw computer in Word	Save in Assignments folder	Create Excel table	Save Excel file in Projects folder	Apply security controls	Transfer folder to removable device
Marks	3	3	2	4	3	1	2	2	2	3
Learner's Score										
Performance Level										

SECTION B: PRACTICAL AND PROJECT (40 MARKS)

Task 1: PRACTICAL – FILE AND FOLDER MANAGEMENT (25 MARKS)

You are required to demonstrate **basic operating system operations** on a computer.

TOOLS AND APPARATUS

i. Desktop or laptop computer
ii. Installed operating system (Windows / Linux / macOS)
iii. Mouse
iv. Keyboard
v. Power supply

TASKS

a) Create a folder named **"Grade10 ICT 2026"** on the desktop. (3 marks)

b) Inside the folder, create **three sub-folders** named: (3 marks)

i. Notes
ii. Assignments
iii. Projects

c) Create a Microsoft word document and write uses of icd devices in school. Save the file as USES OF ICT IN SCHOOL. (2 marks)

d) Move file into the 'notes folder'. (4 marks)

e) draw a computer in Ms Word and save it as computer assignment. (3 marks)

f) save it in the assignment folder. (1 mark)

g) open Ms Excel and write a table with the following information. (2 marks)

ASSESSMENT NUMBER	FIRST NAME	SECOND NAME	GRADE
A000567345	OSCAR	MACHARIA	1O EAST
B057667384	IDRIS	KANCHUEL	10 WEST
B0000467663	MODRICK	ARASELI	10 NORTH
A354678854	PATEL	VAYUNA	10 SOUTH

h) Save it as grade 10 learners. Save it in the project folder. (2 marks)

i) Apply **two security control measures** (password, permissions, backup) to the files created . (2 marks)

j) Transfer the entire folder from the desktop to the removable storage device. (3 marks)

Total: 25 marks

Task 2: PROJECT – APPLICATION OF ICT IN SOCIETY (15 MARKS)

Learners are required to complete a **project on ICT use in solving community problems**.

PROJECT TASK

Choose **ONE** of the following:

i. Use of ICT in school administration
ii. Use of ICT in healthcare services
iii. Use of ICT in business or supermarkets
iv. Use of ICT in communication and media

TOOLS AND MATERIALS

i. Notebook
ii. Chart paper / manila paper
iii. Pens / markers
iv. Digital device (phone or computer)
v. Internet or print resources (if available)

GUIDING QUESTIONS

a) Identify the **application area of ICT** selected. (3 marks)

b) Describe **three ways ICT is used** in the selected area. (6 marks)

c) Explain **two benefits** of ICT in that area. (4 marks)

d) Assess **presentation, creativity and organisation** of the project. (2 marks)

ASSESSMENT RUBRIC

Criteria	Marks
Relevance of content	5
Accuracy and understanding	5
Practical application	3
Presentation and creativity	2
Total	**15**

THE END

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