GRADE 10 MIDTERM 1 EXAMS

ALL SUBJECTS

(SOCIAL SCIENCE PATHWAY)

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

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.

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 – (SOCIAL SCIENCES PATHWAY)

GEOGRAPHY (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) *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) *Manage your time well to complete all questions.*

Performance Levels Grid

No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Marks	2	2	6	2	2	2	4	4	4	2	2	1	1	2	4	6	6	3	2	2	6	3	2	2	2	3	3
Learner's Score																											
Performance Level																											

Section	Max Marks	Learner Score
A	80	
B	20	
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 (80 Marks)

Answer all questions in this section.

1. A school is organizing a **Career and Sustainable Development Day**. Learners are asked to explain how Geography contributes to sustainable development and career choices.

a) Define **Geography** as a discipline**.** **(2 marks)**

_____

_____

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

i. _____

ii. _____

c)Describe **three importance of studying Geography** in promoting sustainable development. **(6 marks)**

_____

_____

_____

_____

_____

_____

d) Explain **the relationship between Geography and the following disciplines**. **(6 marks)**

i) Geography and Chemistry

_____

_____

_____

ii) Geography and Computer studies

_____

_____

_____

iii) Geography and Mathematics

_____

_____

_____

e) A learner argues that *"Geography is only about maps."*

Using relevant examples, **justify why this statement is misleading**. **(4 marks)**

_____

_____

_____

_____

_____

2. During a class discussion, a resource person explains that Geography offers diverse career opportunities.

a) Identify **four careers** related to Geography**.** **(4 marks)**

i. _____

ii. _____

iii. _____

iv. _____

b) Choose **one career** you have identified and explain **two factors** you would consider before choosing it. **(4 marks)**

_____

_____

_____

_____

_____

_____

c) Explain **two ways Geography skills are useful in day-to-day life**. **(2 marks)**

_____

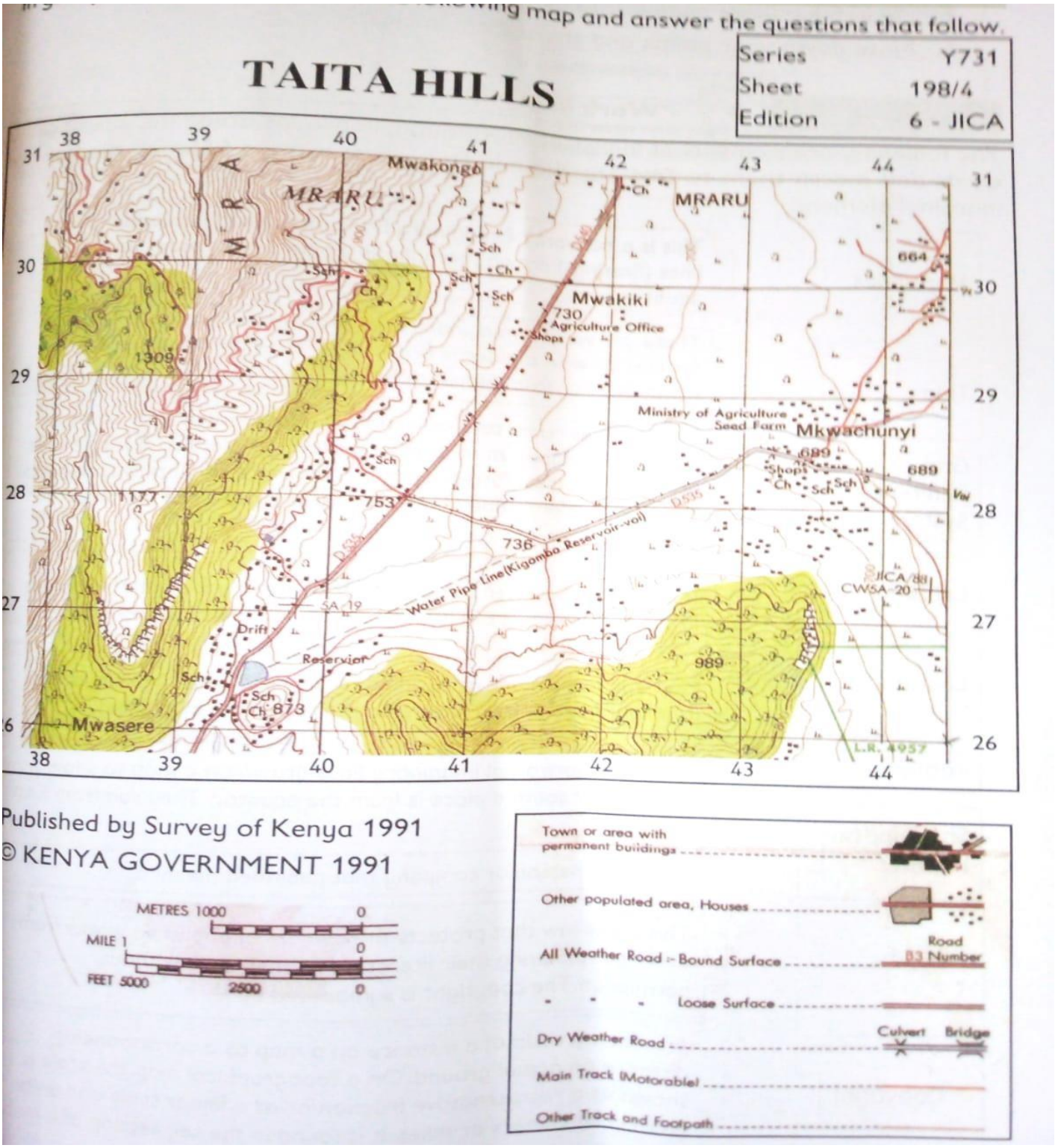
_____

_____

_____

3. You are provided with a **topographical map extract** of Taita Hills.

Study the map of Taita Hills below and answer the questions that follow.



a) Identify two different methods used to represent relief on this ma**p.** **(2marks)**

i. _____

ii. _____

b) Using the provided scale, convert the Representative Fraction (R.F.) scale of 1:50,000 into a statement scale in kilometres. **(1mark)**

_____

_____

c) What type of settlement pattern is described in **Taita Hills** Area**?** **(1mark)**

_____

d) Describe the **relief** of the area covered by the map**.** **(2 marks)**

_____

_____

e) Identify four marginal information found in the map given. **(4 marks)**

_____

_____

_____

_____

f) Explain **three ways vegetation has been represented** on the topographical map. **(6 marks)**

_____

_____

_____

_____

_____

_____

_____

g) Using evidence from relief, drainage and vegetation, explain **three economic activities** that can be carried out in the mapped area. **(6 marks)**

_____

_____

h) State **one importance of map reading skills** in national development. **(3 marks)**

4. A Geography student collected data on **daily rainfall amounts** recorded in a nearby town over one week.

a) i) Define **statistics** as used in **Geography.** **(2 marks)**

ii) State **two methods of data collection** used in geographical studies**.** **(2 marks)**

b) i) Explain **three importance of statistics** in Geography. **(6 marks)**

ii) Identify **three limitations of statistics** in explaining geographical facts. **(3 marks)**

i. _____

ii. _____

iii. _____

c) Explain why accurate data analysis is important when making geographical decisions. (2 marks)

i. _____

ii. _____

5. A county government uses digital maps to plan road construction and locate health facilities.

a) Define the following geospatial technologies:

i) Geographic Information Systems (GIS) **(2 marks)**

_____

_____

ii) Global Positioning System (GPS) **(2 marks)**

_____

_____

b) Describe **three components of GIS**. **(3 marks)**

i._____

ii._____

iii._____

c) Explain **three importance of GIS** in geographical studies and day-to-day life. **(3 marks)**

i._____

ii._____

iii._____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

GEOGRAPHY (Project)

Time: 1 Hour 50 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SIGN……

No.	6a	6b	6c	7a	7b	8 (GIS / Career Project)
Question / Sub-question	Draw sketch section A–B	Describe relief using sketch	Uses of sketch sections (2)	Draw combined bar & line graph	Interpret graph (2 conclusions)	GIS/Career project: Relevance, Accuracy, Neatness, Creativity
Marks	5	3	2	3	2	5
Learner's Score						
Performance Level						

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SECTION B: PRACTICAL / PROJECT (20 MARKS)

QUESTION 6: MAP WORK PRACTICAL (10 MARKS)

You are provided with the following:

Tools and Apparatus

i. Topographical map extract. (teacher to provide one available in school)

ii. Pencil

iii. Ruler

iv. Eraser

v. Graph paper

a) Draw a **sketch section** across the map between points A and B. **(5 marks)**

b) Using the sketch section, describe the **relief of the area**. **(3 marks)**

i._____

ii._____

iii._____

c) State **two uses of sketch sections** in Geography. **(2 marks)**

i._____

ii._____

QUESTION 7: STATISTICAL DATA PRESENTATION (5 MARKS)

You are provided with rainfall data collected within the school environment.

Tools and Materials

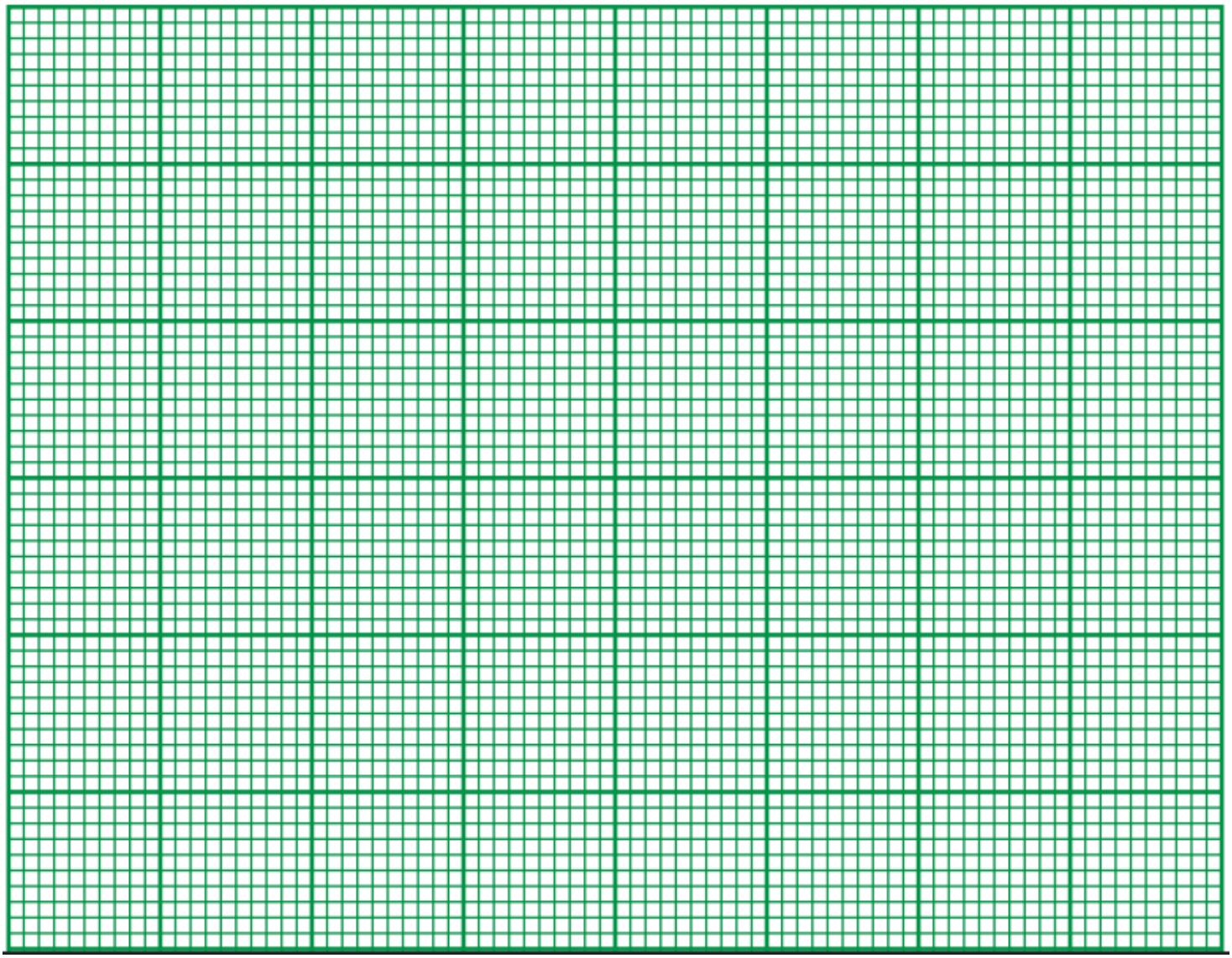
i. Graph paper

ii. Pencil

iii. Ruler

iv. Calculator

a) Draw a **combined bar and line graph** to represent the given data. **(3 marks)**



b) Interpret the graph by stating **two conclusions** drawn from it. **(2 marks)**

i. _____

ii. _____

QUESTION 8: GIS / CAREER PROJECT (5 MARKS)

Learners are required to conduct a **mini GIS-based or career-related Geography project**.

Project task (choose ONE):

i. Use a digital device (authorized by the school/teacher) or digital map to **locate and record coordinates of three key features** in your locality, OR

ii. Create a **poster showing careers related to Geography** and their roles in society.

Assessment Criteria

Criteria	Marks
Relevance to Geography	1
Accuracy of information	2
Neatness and presentation	1
Creativity / originality	1
Total	**5**

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

HISTORY & CITIZENSHIP (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. *Ensure your answers are **clear, neat, and well-organized**.*
5. *Do **not** write in the margin.*
6. ***Check your work** before submitting the exam.*
7. *Manage your time well to complete all questions.*

SECTION A: (80 Marks)

Answer all questions in this section.

1. Kenya is a multicultural nation made up of communities with different languages and traditions living together.

a) i) What is meant by a **linguistic group**? **(2 marks)**

_____

_____

ii) Identify **three major linguistic groups** found in Kenya. **(3 marks)**

_____

_____

_____

b) i) Explain **three causes of migration** of linguistic groups into Kenya. **(6 marks)**

_____

_____

_____

_____

_____

_____

_____

ii) Describe **three effects of migration, settlement and expansion** of linguistic groups in Kenya. **(6 marks)**

_____

_____

_____

_____

_____

_____

iii) Explain **three ways to** promote social cohesion and peaceful coexistence among the linguistic groups in Kenya. **(3 marks)**

_____

_____

_____

_____

_____

_____

2. A History documentary shows how Britain took control of Kenya in the late 19th century.

a) i) State **two reasons** why the British established colonial rule in Kenya. **(4 marks)**

_____

_____

b) i) Describe **three methods used by the British** to establish colonial rule in Kenya. **(6 marks)**

_____

_____

_____

_____

_____

_____

_____

ii) Outline **four stages in the process** of establishing colonial rule in Kenya. **(6 marks)**

_____

_____

_____

_____

iii) Explain **two lessons modern Kenya can learn** from the colonial experience to maintain independence and unity. **(4 marks)**

_____

_____

_____

_____

_____

_____

3. During a class debate, learners discuss misuse of public resources in their county.

a) i) Define the term **public resources**. **(2 marks)**

_____

_____

ii) State **three examples** of public resources in Kenya. **(3 marks)**

_____

_____

_____

b) Explain **three importance of public resources** to present and future generations. **(6 marks)**

_____

_____

_____

_____

_____

_____

c) Describe **two strategies** that can be used to promote sustainable utilisation of public resources for an ethical society. **(4 marks)**

_____

_____

_____

_____

_____

_____

4. Since independence in 1963, Kenya has undergone various political changes.

a) Identify **two major political developments** in Kenya since independence. **(4 marks)**

_____

_____

b) Discuss **three political challenges** Kenya has faced since independence. **(6 marks)**

_____

_____

_____

_____

_____

_____

c) Propose **three solutions** to the political challenges to promote peaceful political environments in Kenya**.** **(5 marks)**

i._____**.**

ii._____**.**

iii._____**.**

5. During school prefect elections, learners simulate the national electoral process.

a) State **three guidelines governing elections** in Kenya. (3 marks)

i._____**.**

ii._____**.**

iii._____**.**

b) Describe **three roles and functions of the Independent Electoral and Boundaries Commission (IEBC)**. (6 marks)

_____

_____

_____

_____

_____

_____

iii) State **one reason** why free and fair elections are important in Kenya. **(1 mark)**

_____**.**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

HISTORY & CITIZENSHIP (Project)

Time: 1 Hour 30 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

No.	Q6a	Q6b	Q6c(i)	Q6c(ii)	Q6c(iii)	Q6d	Q6e
Question / Sub-question	Identify the citizenship issue addressed in your project	Explain why the issue is important to Kenyan society	Activity/Action 1 citizens can take	Activity/Action 2 citizens can take	Activity/Action 3 citizens can take	Explain how your project promotes good citizenship values	Assess neatness, creativity and presentation
Marks	3	5	2	2	2	4	2
Learner's Score							
Performance Level							

SECTION B: PROJECT (20 MARKS)

QUESTION 6: CITIZENSHIP (20 MARKS)

You are required to carry out a **citizenship project** aimed at promoting **responsible citizenship and national unity**.

PROJECT TASK

Design and present a **citizenship project** based on **ONE** of the following themes:

A. Efficient use of public resources

B. Peaceful and credible elections

C. National unity and social cohesion

D. Youth participation in democratic processes

TOOLS AND MATERIALS

i. Manila papers / chart papers

ii. Markers or pens

iii. Notebook for field notes

iv. Digital device (optional)

v. Camera (optional)

GUIDING QUESTIONS

a) Identify the **citizenship issue** addressed in your project. (3 marks)

b) Explain **why the issue is important** to Kenyan society. (5 marks)

c) Describe **three activities or actions** citizens can take to address the issue. (6 marks)

d) Explain **how your project promotes good citizenship values** such as patriotism, responsibility and unity. (4 marks)

e) Assess the **neatness, creativity and presentation** of the project. (2 marks)

ASSESSMENT RUBRIC

Criteria	Marks
Relevance to Citizenship	5
Accuracy of content	5
Practical application	5
Creativity and presentation	3
Values and reflection	2
Total	**20**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

CRE (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) *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.*

Section	Max Marks	Learner Score
A	80	
B	20	
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 (80 Marks)

Answer all questions in this section.

1. During a class devotion, learners read **Psalms 119:160** and **Isaiah 55:11**.

a) What does the word **Bible** means according to Christian belief**?** **(2 marks**)

_____

_____

b) Give **three reasons** why Christians believe the Bible is the inspired Word of God. **(6 marks)**

i. _____.

ii. _____.

iii. _____.

c) State **two ways** learners should handle the Holy Bible**.** **(2 marks)**

i. _____.

ii. _____.

2. A learner says that the Bible cannot be God's Word because it was written by human beings.

a) Explain **how God used human authors to write the Bible**. **(4 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

b) Name **three human authors** of the Old Testament**.** **(3 marks)**

i. _____.

ii. _____.

iii. _____.

c) State **three qualities** God expected from the people He inspired to write the Bible**. (3 marks)**

i. _____.

ii. _____.

iii. _____.

3. Learners use charts to organise the books of the Old Testament.

a) Name the **four categories** of the Old Testament books**.** **(4 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

b) Give **one example** of a book from **each category in (3.a) above**. **(4 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

c) State **two benefits** of grouping the Old Testament books into categories. **(2 marks)**

i. _____.

ii. _____.

4. The Bible is written using different styles of writing.

a) List **five literary forms** used in the Bible. **(5 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

v. _____.

b) Identify the literary form used in the **book of Psalms.** **(2 marks)**

_____.

_____.

c) Explain **why literary forms are important** in understanding the Bible. **(3 marks)**

i. _____.

ii. _____.

5. A pastor encourages youths to study the Bible daily.

a) Name **five methods** of studying the Holy Bible. **(5 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

v. _____.

b) Explain **two benefits** of studying the Bible. **(2 marks)**

i. _____.

ii. _____.

c) Identify two careers related to the study of C.R.E. **(2 marks)**

i. _____.

ii. _____.

d) State **one reason** why Christians should read the Bible every day. **(1 mark)**

_____.

_____.

6. After reading **Genesis 3**, learners discuss the fall of man.

a) What is meant by the **term sin**? **(2 marks)**

_____

_____

b) State **three consequences of sin** after the fall. **(6 marks)**

i. _____.

ii. _____.

iii. _____.

c) Outline three favors that man enjoyed before the incidence of sinning. **(3 marks)**

i. _____.

ii. _____.

iii. _____.

c) Name **one way** God showed His love to human beings after the fall. **(2 marks)**

_____.

_____.

7. Christians believe that God has a plan to save humanity.

a) Define the term **redemption**. **(2 marks)**

_____

_____

b) State the **three steps** of God's redemptive plan. **(6 marks)**

i. _____.

ii. _____.

iii. _____.

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

i. _____.

ii. _____.

8. A school organises an environmental clean-up activity.

a) Define the term **good stewardship**. **(2 marks)**

_____

_____

b) State **four qualities** of a good steward**.** **(4 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

c) Give **four ways** learners can practise good stewardship at school or home. **(4 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

9. The Israelites left Egypt under the leadership of Moses.

a) Describe **three ways** God cared for the Israelites during the Exodus. **(6 marks)**

_____

_____

_____

_____

_____

_____

b) State **two lessons** Christians learn from the Exodus**.** **(4 marks)**

i. _____.

ii. _____.

10. God made a covenant with the Israelites at Mount Sinai.

a) What is a **covenant**? **(2 marks)**

_____

_____

b) State **four responsibilities** of the Israelites in the Sinai Covenant**.** **(4 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

c) Give **four ways** Christians apply the Ten Commandments in daily life. **(4 marks)**

i. _____.

ii. _____.

iii. _____.

iv._____.

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

CRE (Project)

Time: 1 Hour 50 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

Performance Levels Grid

ITEM	TASK 1: Biblical Content	TASK 1: Message & Relevance	TASK 1: Creativity & Neatness	TASK 1: Presentation	TASK 2: Accuracy of Content	TASK 2: Creativity	TASK 2: Communication & Confidence	TASK 2: Organisation	TOTAL
Marks	4	3	2	1	4	3	2	1	20
Learner's Score									
Performance Level									

PROJECT: CREATIVE AND PRACTICAL APPLICATION

Do all the Tasks Listed below

TASK 1: POSTER

Create a poster on **ONE** of the following:

i. The Bible as the inspired Word of God
ii. Good stewardship over creation
iii. God's plan of redemption
iv. Loyalty to God today

Assessment Criteria (10 marks):

- Correct Biblical content – 4 marks
- Clear message and relevance – 3 marks
- Creativity and neatness – 2 marks
- Presentation – 1 mark

TASK 2: CREATIVE PRESENTATION

Choose **ONE**:

i. Recite or sing a Psalm
ii. Short skit on good stewardship
iii. Drama on the call of Moses
iv. Poem on God's love and redemption

Assessment Criteria (20 marks):

- Accuracy of content – 4 marks
- Creativity – 3 marks
- Communication and confidence – 2 marks
- Organisation – 1 mark

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

BUSINESS STUDIES (Theory)

Time: 1 Hour 30 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SIGN……

INSTRUCTIONS TO LEARNERS

g) Write your name, assessment number, class and date on all the answer sheets provided.

h) This paper consists of **TWO sections**:

i) 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							

Section	Max Marks	Learner Score
A	80	
B	20	
TOTAL	**100**	

Performance Levels Grid

Level	Level	% Range	Points	Learner's score
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	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

CBC CBE SE

SECTION A: (80 Marks)

Answer all questions in this section.

1. During a school trip to Nairobi, learners visited a commercial bank where the manager demonstrated Kenyan banknotes and coins. The manager explained how money is used daily and why it is important to the economy

a) Identify **FOUR security features** found on Kenyan currency notes that help prevent counterfeiting. ***(4 marks)***

i) _____.

ii) _____.

iii) _____.

iv) _____.

b) Identify **FOUR themes** on the new Kenyan currency. ***(4 marks)***

i) _____.

ii) _____.

iii) _____.

iv) _____.

c) Describe **TWO functions of money** when carrying out financial transaction**s.** ***(4 marks)***

_____

_____

_____

_____

_____

_____

c) Write **the animal symbol** found in the following Kenyan currency. ***(4 marks)***

Kenyan currency	Animal symbol
i. 50 shilling note	_____.
ii. 100 shilling note	_____.
iii. 200 shilling note	_____.
iv. 1000 shilling note:	_____.

d) Explain **FOUR reasons why people keep money** instead of immediately spending it. *(4 marks)*

i) _____.

ii) _____.

iii) _____.

iv) _____.

2. A county government plans to expand small businesses by providing loans and improving infrastructure. An economist explains that money plays a major role in economic development.

a) Justify **THREE reasons why there is demand for money** in an economy for development purposes.

(6 marks)

i) _____.

ii) _____.

iii) _____.

b) Examine **FOUR factors that determine the supply of money** in an economy. *(8 marks)*

i) _____.

ii) _____.

iii) _____.

iv) _____.

c) State **ONE role of the Central Bank of Kenya** in controlling money supply. *(1 mark)*

_____.

_____.

3. A local youth group receives funds to run a poultry project. Some members misuse the money for personal needs, while others insist on transparency and accountability.

a) Differentiate between **ethical** and **unethical practices** in the use of money. *(4 marks)*

_____

_____

_____

_____

b) Evaluate **FOUR ethical practices** that should be followed when handling money in financial transactions. *(8 marks)*

i) _____.

ii) _____.

iii) _____.

iv) _____.

c) State **THREE effects of unethical use of money** on a business or organisation.*(3 marks)*

i) _____.

ii) _____.

iii) _____.

4. A newly established retail shop wants to grow within two years. The owner decides to set clear business goals.

a) Define a financial goal. (2 marks)

_____

_____

b) Explain **FOUR importance of setting goals** in business. *(4 marks)*

i) _____.

ii) _____.

iii) _____.

iv) _____.

c) Describe **FOUR factors to consider when setting business goals**. *(4 marks)*

i) _____.

ii) _____.

iii) _____.

iv) _____.

d) Write the acronyms S.M.A.R.T in full. (2 marks)

S	M	A	R	T

e) Formulate **ONE SMART short-term goal** and **ONE SMART long-term goal** for the retail shop. *(3 marks)*

Short Term Goal	Long Term Goal

5. A school canteen has been experiencing financial challenges due to poor spending control. The management decides to introduce budgeting.

a) Explain the **importance of budgeting** in business. ***(4 marks)***

i) _____.

ii) _____.

iii) _____.

iv) _____.

b) Analyse **THREE types of business budgets** used for financial planning. ***(6 marks)***

i) _____.

ii) _____.

iii) _____.

c) State **FIVE benefits of budgeting** to a business. ***(5 marks)***

i) _____.

ii) _____.

iii) _____.

iv) _____.

d) A man receives KES 2,000 monthly allowance and earns KES 500 from odd jobs. Their monthly expenses include KES 700 for snacks, KES 300 for stationery and KES 400 for entertainment. Prepare a simple monthly budget for this man. **(2 marks)**

e) Outline two types of business budgets. **(2 marks)**

i) _____.

ii) _____.

f) Below is Mr. Fredrick's Family budget for August, 2025.

Income	Amount (Ksh.)
Sale of dairy products	*15,300.*
Sale of poultry products	*15,000.*
Sale of vegetables	*5,500.*
Expenses	Amount (Ksh.)
Savings	*4,000.*
Food	*5,000.*
Rent	*8,000.*
School fees	*7,500.*
Medical insurance	*500.*
Transport	*2,000.*
Airtime	*1,500.*
Television subscription	*800.*
Internet	*2,000.*
Donations to charity	*1,000.*
Entertainment	*1,500.*

Task.

Calculate Mr. Fredrick's total:

a. Income**:** **(2 marks)**

b. Expenses. **(2 marks)**

6. A learner opens a junior savings account at a local bank and learns more about banking services in Kenya.

a) What is a bank**? (2 marks)**

_____

_____

a) Explain **TWO importance of banking** in an economy. ***(2 marks)***

i) _____.

ii) _____.

iv) _____.

b) Analyse **THREE types of bank accounts** offered by commercial banks in Kenya. ***(3 marks)***

i) _____.

ii) _____.

iii) _____.

c) Describe **THREE current trends in banking in Kenya**. ***(3 marks)***

_____

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

Business Studies (Practical)

Time: 1 Hour 30 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

SCORE GRID

ITEM	TASK 1	TASK 2	TASK 3	TOTAL
Number	1	2	3	—
Question Marks	8	8	4	**20**
Learner's Score				
Performance Level				

SECTION B: PROJECT (20 MARKS)

BUSINESS STUDIES PRACTICAL PROJECT

PROJECT TITLE:

Money Management, Budgeting and Banking in Everyday Life

Task Instructions

Learners shall carry out the following activities individually or in groups of five:

TASK 1: MONEY AND ETHICS (8 MARKS)

Using available resources (internet, books, videos, interviews):

a) Identify **THREE ethical** and **THREE unethical practices** related to the use of money in financial management. ***(6 marks)***

_____

_____

_____

_____

_____

_____

_____

_____

_____

b) Suggest **TWO ways** ethical use of money promotes trust in business**.** ***(2 marks)***

i) _____.

ii) _____.

TASK 2: BUSINESS BUDGET (8 MARKS)

Prepare a **simple monthly budget** for a small business showing:

i. Expected income
ii. Expenses
iii. Total income
iv. Total expenses
v. Surplus or deficit

(Presentation – 3 marks, Accuracy – 5 marks)

TASK 3: BANKING EXPERIENCE (4 MARKS)

Learners should:

a) Visit a nearest bank and ask for requirements for opening a junior savings account:fill the requirements here

i) _____.

ii) _____.

iii) _____.

iv) _____.

v) _____.

b) Using Microsoft word or publisher Design/Create a one page form, call it **ABC junior savings bank account opening form. PRINT the form.**

c) Fill the **sample junior savings bank account opening form**, and

d) Present the form in presence of facilitator.

e) Briefly explain **TWO benefits** of owning a bank account. *(4 marks)*

i) _____.

ii) _____.

PROJECT ASSESSMENT CRITERIA

- ✓ Creativity and accuracy
- ✓ Computer literacy
- ✓ Relevance of information
- ✓ Teamwork (where applicable)
- ✓ Presentation and clarity

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

CORE MATHEMATICS

TIME: 2 HOURS

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

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(i	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(i	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(i	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(i	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)**

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

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)**

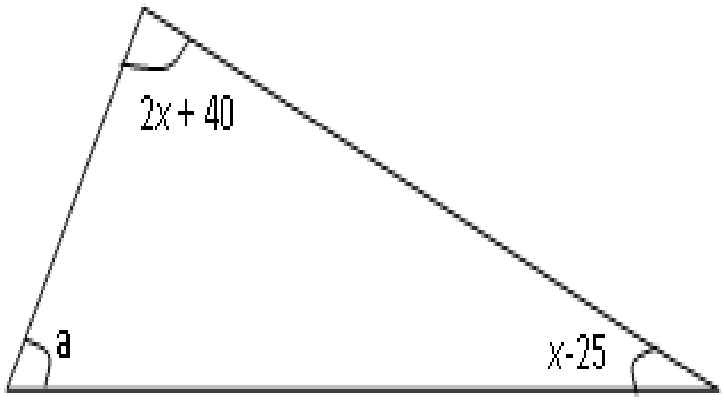
8. The scale of a map is 1:50000. A lake on the map is 6.16cm^2. Find the actual area of the lake in hectares. **(3marks)**

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)**

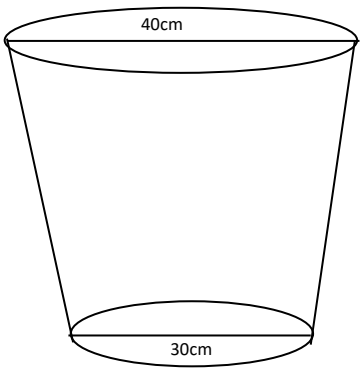
15. Evaluate using mathematical tables only. **(3 marks)**

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

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	

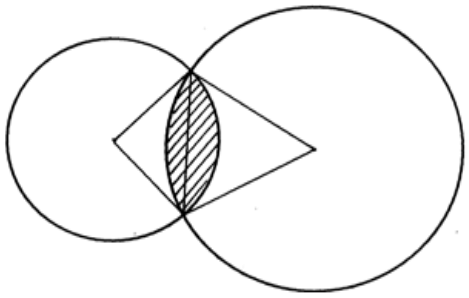
(a) Using a scale of 1cm to represent 10m, draw a map of the field. **(4marks)**

(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)**

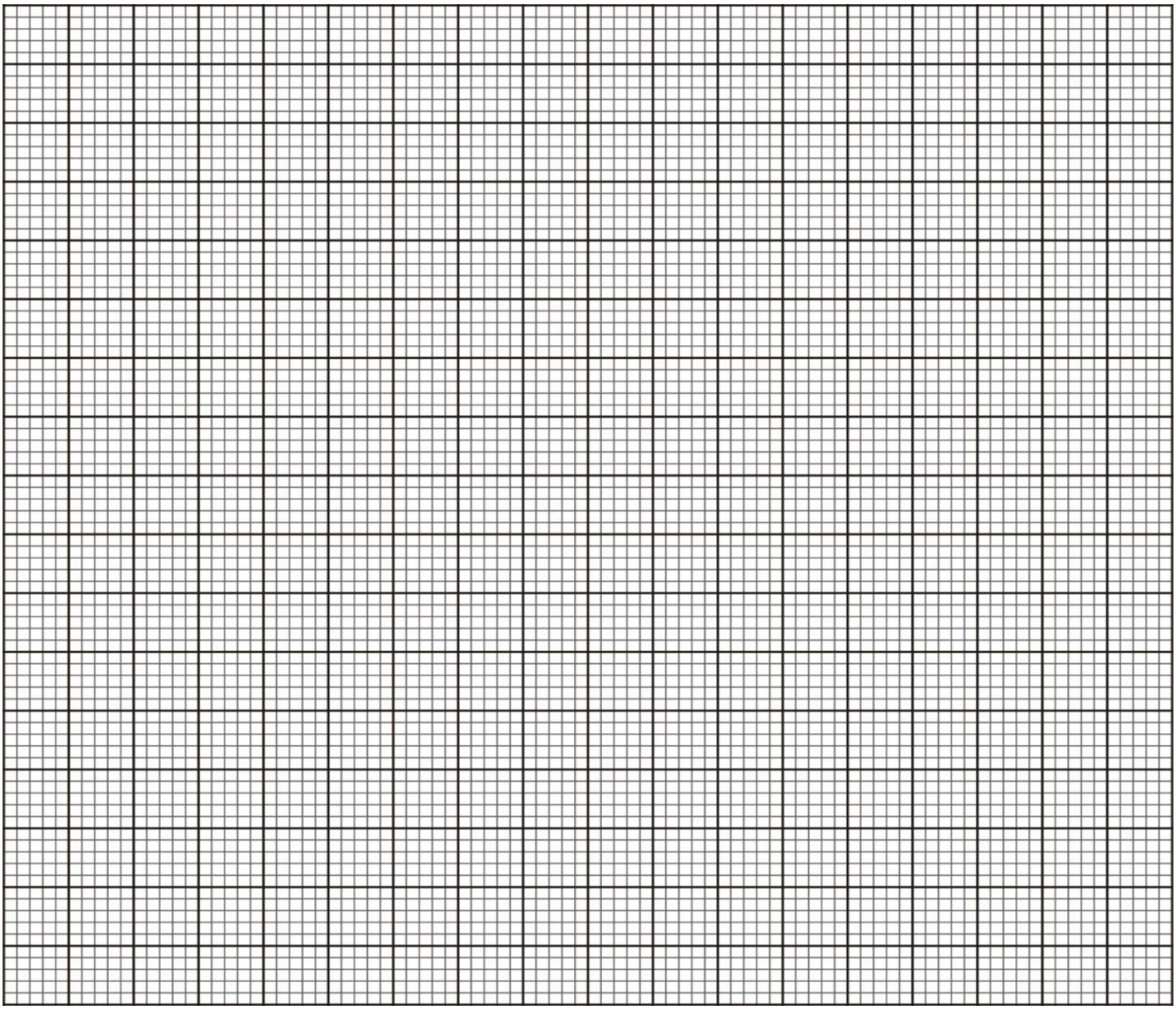
20. Triangle PQR has vertices P(3,2), Q(-1,1) and R(-3,-1).

(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 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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

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

(3mks)

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

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

(3mks)

9. Sixteen men working at the rate of 9hrs a day can complete a piece of work in 14 days.
How many more men working at the rate of 7 hours a day would complete the same job in 12 days**?**

(3mks)

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

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

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

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

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

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

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

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

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

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

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

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

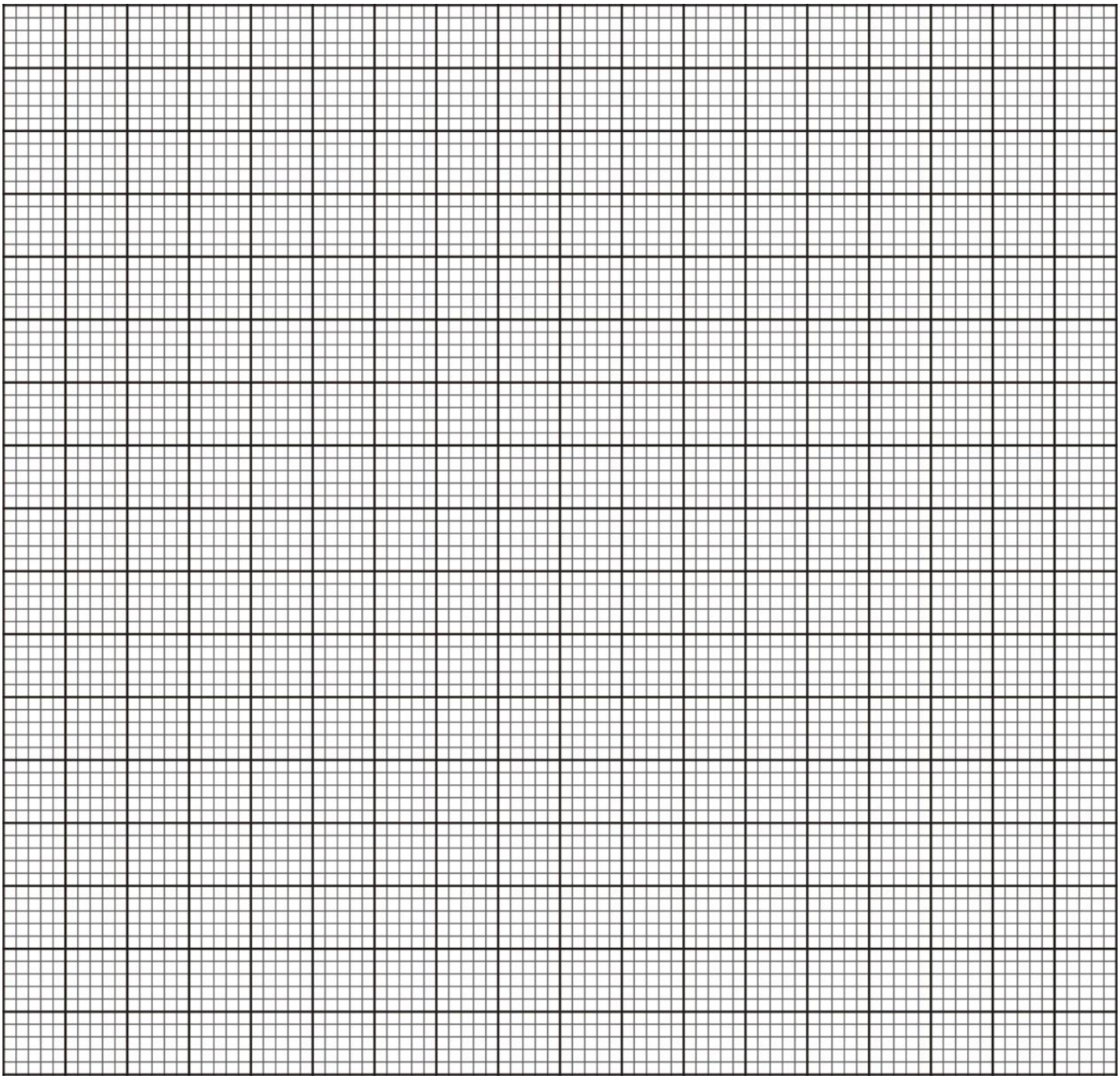
(a) Draw PQR on the grid provided. **(1mk)**

(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 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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)

_____

_____

_____

_____

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 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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	

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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 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

Literature in English

Time: 1 Hour 20 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

SECTION B: LITERATURE (40 MARKS)

7. ORAL LITERATURE (10 MARKS)

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

_____

_____

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

_____

_____

_____

_____

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

_____

_____

_____

_____

8. POETRY (10 MARKS)

Read the poem below:

The river flows through valleys wide,

Carrying hopes from side to side.

Its gentle song reminds us all,

That nature's voice should never fall.

a) Identify **two elements of poetry** used in the poem. **(4 marks)**

i. _____

ii. _____

b) State the **message** of the poem. **(2 marks)**

_____

_____

c) Explain **two reasons** why poetry is important in society. **(4 marks)**

_____

_____

_____

_____

9. FICTION – NOVEL FROM KENYA (10 MARKS)

a) State **two features of prose fiction**. **(4 marks)**

i. _____

ii. _____

b) Explain **one way Kenyan history is reflected** in novels from Kenya. **(4 marks)**

_____

_____

_____

_____

c) State **one benefit** of studying Kenyan novel**s.** **(2 marks)**

_____

_____

10. NON-FICTION AND ORAL NARRATIVES (10 MARKS)

a) State **two features of non-fiction**. **(4 marks)**

i. _____

ii. _____

b) Identify **two types of oral narratives**. **(4 marks)**

i. _____

ii. _____

c) State **one lesson** learnt from oral narratives. **(2 marks)**

_____

_____

_____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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 maneno	Uundaji wa maneno	Nyakati za vitenzi	Kauli	Ukanushi	Upatanisho wa kisintaksia	Tungo sahihi

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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	

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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 – (SOCIAL SCIENCES PATHWAY)

FASIHI YA KISWAHILI

MUDA: SAA 1

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

SEHEMU B: FASIHI (ALAMA 40)

B1. FASIHI SIMULIZI (ALAMA 40)

1. Eleza maana ya fasihi simulizi. **(Alama 4)**

_____

_____

_____

_____

2. Fafanua sifa NNE za fasihi simulizi. **(Alama 8)**

_____

_____

_____

_____

_____

_____

_____

_____

3. Taja umuhimu wa fasihi simulizi katika jamii ya kisasa. **(Alama 6)**

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi.

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

_____

_____

_____

_____

5. Eleza maana ya semi na taja aina ZAKE MBILI. **(Alama 4)**

_____

_____

_____

_____

6. Eleza dhima ya ushairi simulizi katika jamii. **(Alama 4)**

i. _____

ii. _____

iii. _____

iv. _____

7. Eleza maana ya maigizo na taja vipengele VIWILI vya mawasilisho yake. **(Alama 6)**

_____

_____

_____

_____

_____

_____

8. Eleza kwa ufupi maana ya bunilizi na taja aina MBILI. **(Alama 4)**

_____

_____

_____

_____

_____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES 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**

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

IRE (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

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 the reign of Caliph Abubakar (R.A.), the need for preserving the Qur'an became urgent after the Battle of Yamama.

a) i) Outline **two circumstances** that led to the compilation of the Qur'an. **(2 marks)**

_____

_____

ii) Mention **two qualities of the compilers of the Qur'an**. **(2 marks)**

_____

_____

b) i) Explain **the process of compilation of the Qur'an during the reign of Abubakar (R.A.)**. (5 marks)

_____

_____

_____

_____

_____

ii) Discuss **the significance of the compilation and standardisation of the Qur'an** in preserving it. (6 marks)

_____

_____

_____

_____

_____

_____

2. A learner struggles with correct Qur'anic recitation due to lack of diacritical marks.

a) i) Define **diacriticalisation** in the context of the Qur'an. (2 marks)

_____

_____

ii) State **two benefits** of diacriticalisation. (2 marks)

_____

_____

b)i) Explain **how diacriticalisation ensures proper recitation of the Qur'an**. (6 marks)

_____

_____

_____

_____

_____

_____

_____

3. The Qur'an contains verses of different types, including muhkamat and mutashabihat, al-'am and al-khaas.

a) i) Define: (**2 marks)**

muhkamat

_____

_____

mutashabihat.

_____

_____

ii) Differentiate between **al-'am** and **al-khaas**. **(2 marks)**

_____

_____

_____

_____

b) i) Explain **the significance of knowing types of verses in** the Qur'an. (**4 marks)**

_____

_____

_____

_____

ii) Give **two examples of muhkamat verses** and **two examples of mutashabihat verses**. (4 marks)

_____

_____

_____

4. During the Prophet's mission, certain verses were revealed in response to events or questions.

a) i) Define **Asbabu al-nuzuul**. (2 marks)

_____

_____

ii) List **two kinds of Asbabu al-nuzuul**. (2 marks)

_____

_____

b) i) Explain **the benefits of Asbabu al-nuzuul**. (4 marks)

_____

_____

_____

_____

5. The selected verses describe the qualities of Allah's servants and moral guidance for Muslims.

a) i) List **three qualities of Allah's servants** mentioned in these verses. (3 marks)

_____

_____

_____

ii) State **two lessons for character building** from these verses. (2 marks)

_____

_____

b) i) Explain **how Muslims can apply the teachings of these verses in daily life**. (5 marks)

_____

_____

_____

_____

ii) Discuss **the role of these verses in promoting moral and ethical behavior**. (5 marks)

_____

_____

_____

_____

6. Muhaddiths preserve and transmit Hadiths accurately.

a) i) Mention **two qualities of a reliable Muhaddith.** **(2 marks)**

_____

_____

ii) Define **Isnad** and **Matn**. **(2 marks)**

_____

_____

b)

i) Explain **how authenticity of Hadith is determined using isnad and matn**. **(3 marks)**

_____

_____

_____

ii) Discuss **the importance of studying Hadith for daily life application**. **(3 marks)**

_____

_____

_____

_____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

IRE (Project)

Time: 1 Hour 30 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

NO.	a	b	c	d	e
Question / Task	Topic identified & importance	Three key teachings explained	Application in daily life	Creative presentation	Clarity, neatness, research & presentation
Marks	3	6	4	5	12
Learner's Score					
Performance Level					

SECTION B: PROJECT (30 MARKS)

Task 1: PROJECT – TEACHINGS FROM THE QUR'AN AND HADITH (30 MARKS)

TASK: Choose **ONE topic** from the following:

1. Compilation and standardisation of the Qur'an
2. Diacriticalisation of the Qur'an
3. Types of verses for correct interpretation
4. Asbabu al-nuzuul
5. Qualities of Allah's servants in Surah Al-Furqan
6. Ulum al-Hadith (Isnad and Matn)

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TOOLS AND MATERIALS

i. Notebook / journal
ii. Pens / markers / chart paper
iii. Qur'an (translated version)
iv. Hadith collection
v. Digital device (optional for research)

GUIDING QUESTIONS

a) Identify the topic chosen and **state its importance**. (3 marks)

b) Explain **three key points or teachings** from the topic. (6 marks)

c) Describe **two ways to apply these teachings in daily life**. (4 marks)

d) Present the project **creatively using charts, diagrams or summaries**. (5 marks)

e) Assess **clarity, neatness, research effort and presentation**. (12 marks)

ASSESSMENT RUBRIC

Criteria	Marks
Accuracy and understanding	10
Application in daily life	6
Creativity and presentation	7
Research effort and depth	7
Total	30

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

HRE (Theory)

Time: 1 Hour 40 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

INSTRUCTIONS TO LEARNERS

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

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	80	
B	20	
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 (80 Marks)

Answer all questions in this section.

1. A student is tasked with explaining the role of the Trimurti and Dashavatars in guiding human behavior.

a) i) Define **Trimurti** and name its members**.** **(3 marks)**

_____

_____

_____

_____

ii) List **any five Dashavatars** and briefly state the purpose of each. **(5 marks)**

_____

_____

_____

_____

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_____

b) i) Explain **lessons that can be learnt from the lives of Dashavatars for personal and community growth**. (6 marks)

_____

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ii) Describe **how the teachings of Dashavatars can help solve an emerging community issue such as road safety or environmental conservation**. (6 marks)

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2. The community plans to hold a seminar on the contributions of Tirthankaras to social and economic life.

a) i) Name **five selected Tirthankaras in Jainism**. **(5 marks)**

_____

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_____

ii) State **two contributions of each Tirthankara listed above.** **(5 marks)**

_____

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b) i) Explain **the impact of the contributions of these Tirthankaras on modern society**.(**5 mks)**

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ii) Discuss **how lessons from Tirthankaras can be applied in daily life for social, economic, and spiritual wellbeing. (5 marks)**

_____

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_____

3. A school club plans to educate students on Buddhist philosophy.

a)

i) Define **Paramatma as Dhamma in Buddhism**. **(3 marks)**

_____

_____

_____

ii) List the **Buddhas of the past and the coming Buddha. (3 marks)**

_____

_____

_____

iii) Name **four qualities of a Buddha**. (**4 marks)**

_____

_____

_____

_____

b) i) Analyse **how the teachings of Buddha enhance faith and promote social harmony**. (5 marks)

_____

_____

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_____

ii) Discuss **the relevance of Buddhist teachings in modern society**. (**5 marks)**

_____

_____

_____

4. Students are asked to undertake community service using teachings from Hinduism, Jainism, and Buddhism.

a) i) Give **two ways lessons from Dashavatars can promote social harmony. (2 marks)**

_____

_____

ii) Identify **two community activities inspired by the contributions of Tirthankaras. (2 marks)**

_____

_____

iii) Mention **two charitable activities based on Buddhist teachings**. (**2 marks)**

_____

_____

b) i) Describe three **ways of helping the underprivileged in the community**. **(7 marks)**

_____

_____

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_____

ii) Explain three ways of **how to enhance religious teachings among peers**. **(7 marks)**

_____

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KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

HRE (Project)

Time: 1 Hour 40 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

_____.

No.	1	2	3	4	5
Question Number	Select a community issue	Propose solutions using Dashavatars, Tirthankaras, Buddha	Conduct charitable activity / awareness campaign	Prepare report/portfolio (photos, posters, reflections)	Present findings / role-play / presentation
Marks	-	5	5	5	5
Learner's Score					
Performance Level					

SECTION B: PROJECT (20 MARKS)

TASK: Carry out a project to demonstrate **application of teachings of Dashavatars, Tirthankaras, and Buddha for community welfare**.

TOOLS AND APPARATUS / RESOURCES

i. Reference texts (books, religious articles, scriptures)
ii. Digital resources (computers, tablets, projectors)
iii. Art materials (poster papers, markers, charts, paints)

iv. Camera/phone for photographic documentation

v. PPE for any field/community activity (gloves, masks if necessary)

GUIDING QUESTIONS

Project Activity:

1. Select a **community issue** (e.g., helping the needy, promoting road safety, environmental conservation).

2. Use **lessons from Dashavatars, Tirthankaras, and Buddha** to propose solutions. (5 marks)

3. Conduct a **charitable activity or awareness campaign** in the school or community. (5 marks)

4. Prepare a **report or portfolio** including:

i. Photos of the activity (if any)

ii. Posters or charts showing teachings applied

iii. Reflections on the lessons learnt (5 marks)

5. Present your **findings, role-play, or presentation** to peers or community **members. (5 marks)**

ASSESSMENT RUBRIC

Criteria	**Marks**
Relevance of selected issue to community needs	5
Correct application of teachings from Dashavatars, Tirthankaras, Buddha	5
Creativity and clarity of presentation (poster, charts, role-play)	5
Quality and completeness of report / portfolio	5
Total	20

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

FRANÇAIS

Time: 1 Hour 30 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… 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

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.	A a(i–iv)	A b(i–iv)	A c	A d
Question / Task	Reading comprehension questions	Vocabulary meanings	Adjectifs from text	Theme of the text
Marks	8	4	4	4
Learner's Score				
Performance Level				

NO.	C	NO.	PART A	PART B	PART C	TOTAL
Question / Task	Informative writing (80–100 words)	Marks	20	25	25	70
Marks	25	Learner's Score				
Learner's Score		Performance Level				
Performance Level						

Tournez la page.

SECTION A: (70 Marks)

Répondez à toutes les questions

PART A: READING COMPREHENSION & VOCABULARY (20 MARKS)

Tu participes à un échange scolaire. Tu lis un message écrit par un(e) élève français(e) qui se présente et parle de sa famille et de ses amis.

Texte

Bonjour !

Je m'appelle **Julie Martin**. J'ai quinze ans et j'habite à **Lyon**.

Dans ma famille, il y a cinq personnes : mon père, ma mère, mon frère, ma sœur et moi.

Mon père est grand et gentil. Ma mère est belle et très intelligente.

Mon frère aime le football mais il déteste le tennis.

Ma meilleure amie s'appelle Claire. Elle aime la musique et elle parle français et anglais.

J'adore lire et écouter de la musique pendant mon temps libre.

Questions

a) Réponds aux questions suivantes. (8 marks)

i) Comment s'appelle la fille ?

ii) Où habite-t-elle ?

iii) Combien de personnes y a-t-il dans sa famille ?

iv) Qui aime le football ?

b) Trouve dans le texte des mots qui veulent dire : (4 marks)

i) jolie

ii) sympathique

iii) parler une langue

iv) temps libre

c) Complète le tableau avec les adjectifs du texte. (4 marks)

Personne	**Adjectif**
Le père	_____
La mère	_____
L'amie	_____

d) Donne le thème principal du texte. (4 marks)

PART B: GRAMMAR (25 MARKS)

Un nouvel élève arrive dans ton école. Tu dois utiliser des phrases correctes pour parler de toi, de ta famille et de tes amis.

a) Complète avec le pronom personnel correct. (5 marks)

i) ___ m'appelle Daniel.

ii) ___ est mon ami Paul.

iii) ___ habitons à Nairobi.

iv) ___ parlent français.

v) ___ as quinze ans.

b) Mets les verbes entre parenthèses à la forme correcte. (8 marks)

i) Je _____ (être) Kenyan.

ii) Nous _____ (habiter) à Kisumu.

iii) Elle _____ (avoir) deux sœurs.

iv) Ils _____ (parler) français et anglais.

c) Complète avec le bon adjectif possessif. (6 marks)

i) Voici _____ mère. (ma / mon)

ii) Il présente _____ amis. (ses / sa)

iii) C'est _____ frère. (mon / ma)

iv) Nous aimons _____ école. (notre / nos)

d) Remets les mots dans le bon ordre. (6 marks)

i) aime / mon ami / le basketball

ii) française / est / elle

iii) nous / à Mombasa / habitons

PART C: WRITING – INFORMATIVE WRITING (25 MARKS)

Ton école organise une journée culturelle. Tu dois te présenter et présenter ta famille et un(e) ami(e).

Question

Écris un texte de 80–100 mots en français sur : (25 marks)

- ton nom et ton âge
- où tu habites
- les membres de ta famille
- un(e) ami(e) et ses goûts
- ce que tu aimes et ce que tu n'aimes pas

👉 **Utilise :**

- les verbes *être, avoir, s'appeler, aimer, habiter*
- au moins **3 adjectifs**
- une bonne orthographe et structure simple

_____

_____

_____

_____

_____

_____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

FRANÇAIS (Oral)

Time: 1 Hour 30 Minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……..

PART A: TASK 1

ROW / QN	/ʒ/	/ʃ/	/u/	/y/
Marks	1.25	1.25	1.25	1.25
Learner's Score				
Performance Level				

PART A: TASK 2

ROW / QN	i	ii	iii	iv	v
Question Focus	Nom	Attributs physiques (2)	Aime	Déteste	Thème
Marks	2	2	2	2	2
Learner's Score					
Performance Level					

PART B: TASK 1

ROW / QN	Nom	Famille	Ami(e)	Goûts / Dégoûts
Marks	?	?	?	?
Learner's Score				
Performance Level				

PART B: TASK 2

ROW / QN	Localisation d'un objet	Donner des directions
Marks	3	4
Learner's Score		
Performance Level		

SUMMARY

ITEM	MARKS
Listening – Task 1	5
Listening – Task 2	10
Speaking – Task 1	8
Speaking – Task 2	7
TOTAL SECTION B	**30**
Learner's Total Score	
Overall Performance Level	

SECTION B: ORALS – LISTENING & SPEAKING (30 MARKS)

(À évaluer individuellement par l'enseignant)

PART A: LISTENING COMPREHENSION (15 MARKS)

Task 1: Discrimination des sons (5 marks)

L'enseignant lit une courte liste de mots.

L'élève identifie le son entendu.

- ✓ /ʒ/ : jeune, jour, jupe
- ✓ /ʃ/ : chat, chaise
- ✓ /u/ : vous, nous
- ✓ /y/ : tu, du, vu

Task 2: Listening for Information (10 marks)

Audio text: Description d'un ami (nom, âge, apparence, goûts, anniversaire).

Questions:

i) Quel est le nom de la personne ?

ii) Donne deux attributs physiques.

iii) Qu'est-ce qu'il/elle aime ?

iv) Qu'est-ce qu'il/elle déteste ?

v) Quel est le thème principal de l'audio ?

PART B: SPEAKING (15 MARKS)

Task 1: Guided Speaking – Introduction (8 marks)

L'élève se présente oralement et parle de :

- ✓ son nom
- ✓ sa famille
- ✓ un(e) ami(e)
- ✓ ses goûts et dégoûts

Task 2: Directions & Location (7 marks)

L'élève décrit oralement :

- ✗ l'emplacement d'un objet dans la maison
- ✓ *Où est la table ? Elle est devant la porte.*
- ✗ comment arriver chez lui/elle
- ✓ *D'abord, allez tout droit, puis tournez à gauche…*

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

GERMAN

Time: 2 Hours

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… 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.*

Leistungsstufen-Raster

NO.	A a(i–iv)	A b(i–iv)	A c	A d
Question / Task	Comprehension questions	Vocabulary from text	Matching persons & descriptions	Main theme of the text
Marks	8	4	4	4
Learner's Score				
Performance Level				
NO.	**B a**	**B b**	**B c**	**B d**
Question / Task	Personal pronouns	Verb forms (haben/sein)	Possessive pronouns	Forming questions
Marks	5	8	6	6
Learner's Score				
Performance Level				

NO.	C
Question / Task	Descriptive writing (80–100 words)
Marks	25
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	

NO.	PART A	PART B	PART C	TOTAL
Marks	20	25	25	70
Learner's Score				
Performance Level				

ABSCHNITT A: (70 Punkte)

Beantworten Sie alle Fragen in diesem Abschnitt.

PART A: READING COMPREHENSION (20 MARKS)

Du nimmst an einem Austauschprogramm teil. Du liest einen Text, in dem sich ein deutscher Schüler vorstellt und über seine Familie spricht.

Text

Hallo!

Ich heiße **Max Müller** und ich bin **sechzehn Jahre alt**.

Ich komme aus **Berlin** und ich wohne mit meiner Familie in einem Haus.

In meiner Familie gibt es fünf Personen: meinen Vater, meine Mutter, meine Schwester, meinen Bruder und mich.

Mein Vater ist Lehrer und meine Mutter ist Krankenschwester.

Meine Schwester ist freundlich und mein Bruder ist sportlich.

Ich habe einen Hund. Er heißt Bello.

In meiner Freizeit spiele ich Fußball und höre gern Musik.

Fragen

a) Beantworte die Fragen. (8 marks)

i) Wie heißt der Schüler?

ii) Wie alt ist er?

iii) Wo wohnt er?

iv) Wie viele Personen gibt es in seiner Familie?

b) Finde Wörter aus dem Text, die bedeuten: (4 marks)

i) nett

ii) Haus

iii) Freizeit

iv) Lehrer

c) Ordne die Personen den Beschreibungen zu. (4 marks)

Person	**Beschreibung**
Vater	_____
Mutter	_____
Schwester	_____
Bruder	_____

d) Nenne das Hauptthema des Textes. (4 marks)

_____

_____

_____

_____

PART B: GRAMMAR (25 MARKS)

Ein neuer Schüler kommt in deine Schule. Du sprichst über dich und deine Familie.

a) Ergänze die richtigen Personalpronomen. (5 marks)

i) _____ heiße Anna.

ii) _____ ist mein Bruder.

iii) _____ wohnen in Nairobi.

iv) _____ bist sechzehn Jahre alt.

v) _____ spielen Fußball.

b) Setze die Verben in die richtige Form (haben / sein). (8 marks)

i) Ich _____ Schüler.

ii) Wir _____ ein großes Haus.

iii) Er _____ zwei Schwestern.

iv) Sie _____ sehr freundlich.

c) Ergänze die richtigen Possessivpronomen. (6 marks)

i) Das ist _____ Vater. (mein / meine)

ii) Ich liebe _____ Familie. (meine / mein)

iii) Er spricht mit _____ Schwester. (seiner / sein)

iv) Wir besuchen _____ Großeltern. (unsere / unser)

d) Bilde Fragen (W-Frage oder Ja-Nein-Frage). (6 marks)

i) _____ wohnst du?

ii) _____ hast du Geschwister?

iii) _____ alt ist deine Schwester?

PART C: WRITING – DESCRIPTIVE WRITING (25 MARKS)

Deine Schule organisiert einen „Internationalen Tag“. Du sollst dich und deine Familie vorstellen.

Aufgabe

Schreibe einen Text von 80–100 Wörtern über: (25 marks)

- ✓ deinen Namen und dein Alter
- ✓ wo du wohnst
- ✓ deine Familie (mindestens drei Familienmitglieder)
- ✓ was du gern machst und was du nicht magst

👉 **Benutze:**

- ✓ *sein, haben, heißen, wohnen*
- ✓ Personal- und Possessivpronomen
- ✓ mindestens **3 Adjektive**

_____

_____

_____

_____

_____

_____

_____

_____

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

GERMAN (Oral)

Time: 2 Hours

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… SIGN……

No.	1a	1b	2a	2b
Question / Sub-question	Task 1: Pronunciation & Intonation	Task 2: Listening for Information	Task 1: Dialogue – Family Introduction	Task 2: Conversational Skills – Home & Prices
Marks	5	10	8	7
Learner's Score				
Performance Level				

SECTION B: ORALS – LISTENING & SPEAKING (30 MARKS)

(Wird vom Lehrer / von der Lehrerin durchgeführt)

PART A: LISTENING (15 MARKS)

Task 1: Pronunciation & Intonation (5 marks)

Der Lehrer liest Wörter oder kurze Sätze vor.

Der Schüler identifiziert und spricht typische deutsche Laute richtig aus:

- ✓ **ch** – ich, Buch
- ✓ **sch** – Schule, Schwester
- ✓ **ei** – mein, drei
- ✓ **ie** – Familie, sieben

Task 2: Listening for Information (10 marks)

Audio-Text: Begrüßung und Vorstellung einer Familie.

Fragen:

i) Wie heißt die Person?

ii) Wie viele Familienmitglieder gibt es?

iii) Nenne zwei Berufe.

iv) Was mag die Person?

v) Was ist das Hauptthema des Textes?

PART B: SPEAKING (15 MARKS)

Task 1: Dialogue – Family Introduction (8 marks)

Der Schüler führt einen kurzen Dialog mit einem Partner über:

✓ Begrüßung

✓ Vorstellung

✓ Familie

✓ Zahlen (0–20)

Task 2: Conversational Skills – Home & Prices (7 marks)

Der Schüler spricht über:

- sein Zuhause
- Farben von Gegenständen
- Preise von Haushaltsgegenständen
- Vorlieben und Abneigungen

(z. B. „Ich mag das blaue Sofa. Es kostet 5.000 Schilling.“)

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

第一学期 (Mandarin)

Time: 1 Hour 40 minutes

NAME……

ASSESSMENT NO; …… SCHOOL; …….

CLASS…… 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

PART A

NO.	a(i)	a(ii)	a(iii)	a(iv)	b(i)	b(ii)	b(iii)	b(iv)	c(i)	c(ii)	c(iii)	c(iv)	d
Question / Item	学生名字	年龄	家庭人数	喜欢画画的人	医生	家	爱好	老师	爸爸描述	妈妈描述	哥哥描述	姐姐描述	主题
Marks	2	2	2	2	1	1	1	1	1	1	1	1	4
Learner's Score													
Performance Level													

PART B

NO.	a(i)	a(ii)	a(iii)	a(iv)	a(v)
Question / Item	___叫王明	___是姐姐	___住上海	___喜欢足球	___是老师
Marks	1	1	1	1	1
Learner's Score					
Performance Level					

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

请翻到下一页

NO.	b(i)	b(ii)	b(iii)	b(iv)	b(v)	b(vi)	b(vii)
Question / Item	是	有	喜欢	喜欢	有	是	住
Marks	1	1	1	1	1	1	1
Learner's Score							
Performance Level							

NO.	c(i)	c(ii)	c(iii)	c(iv)	c(v)	c(vi)
Question / Item	我的	我的	他的	我们的	她的	我的
Marks	1	1	1	1	1	1
Learner's Score						
Performance Level						

NO.	C
Question / Task	80–100字作文：自我与家庭介绍
Marks	25
Learner's Score	
Performance Level	

SECTION	Part A	Part B	Part C	TOTAL
Marks	20	25	25	70
Learner's Score				
Performance Level				

SECTION A: (70 MARKS)

PART A: READING (20 MARKS)

你正在参加一个线上交流活动。请阅读一篇中文文章，了解一名学生及其家庭成员。

Text

你好！

我叫 **李华**，今年十六岁。

我住在 **北京**。我家有五口人：爸爸、妈妈、哥哥、姐姐和我。

我爸爸是医生，我妈妈是老师。

我的哥哥喜欢足球，我的姐姐喜欢画画。

我有一只小狗，它叫 **小白**。

我喜欢听音乐和看书。

Questions

a) 回答问题 (8 marks)

i) 学生叫什**么名字**？

ii) 他今年多大？

iii) 他家有几口人？

iv) 谁喜欢画画？

b) 找出文中对应的词 (4 marks)

i) 医生

ii) 家

iii) 爱好

iv) 老师

c) 根据文中信息填表 (4 marks)

家庭成员	**描述**
爸爸	_____
妈妈	_____
哥哥	_____
姐姐	_____

d) 文本的主题是什么？ (4 marks)

PART B: (25 MARKS)

你需要介绍自己和家人，用中文完成句子并提问。

a) 填空：用正确的代词 (5 marks)

i) ___ 叫王明。

ii) ___ 是我的姐姐。

iii) ___ 住在上海。

iv) ___ 喜欢足球。

v) ___ 是老师。

b) 把动词填入正确形式 (7 marks)

i) 我 ___ (是) 学生。

ii) 我爸爸 ___ (有) 一辆车。

iii) 我的妈妈 ___ (喜欢) 看书。

iv) 哥哥 ___ (喜欢) 打篮球。

v) 我 ___ (有) 一只猫。

vi) 她 ___ (是) 医生。

vii) 我们 ___ (住) 在北京。

c) 填写正确的所有格/指示代词 (6 marks)

i) 这是 ___ (我) 爸爸。

ii) 我喜欢 ___ (我的) 家。

iii) 他在 ___ (他) 房间。

iv) 我们去看 ___ (我们的) 老师。

v) 她喜欢 ___ (她) 弟弟。

vi) 这是 ___ (我的) 小狗。

d) 写出正确的疑问句 (7 marks)

i) 你___住在哪里？

ii) 你___有兄弟姐妹？

iii) 他___喜欢什么？

iv) 她___去学校？

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v) 你的爸爸___做什**么工作**？

vi) 你___喜欢听音乐？

vii) 小狗___叫什**么名字**？

PART C: WRITING (25 MARKS)

学校组织了“国际交流日”，你需要用中文写一篇文章介绍自己和家人。

写一篇80–100字的文章，内容包括： (25 marks)

- 你的姓名和年龄
- 你居住的地方
- 你的家庭成员及他们的职业或爱好
- 你喜欢和不喜欢的事情

要求：

- ✓ 使用 *是*、*有*、*喜欢*、*住*、*叫* 等常用动词
- ✓ 使用正确的代词和所有格
- ✓ 至少包含 **3 个形容词**
- ✓ 条理清晰，语句通顺

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SECTION B: ORALS – LISTENING & SPEAKING (30 MARKS)

(由老师或考官单独评估)

PART A: LISTENING (15 MARKS)

Task 1: Phonological Awareness (5 marks)

i. 听音辨音：区分声母、韵母和声调

ii. 例：妈妈、姐姐、外婆、叔叔

iii. 听录音后说出正确的拼音及声调

Task 2: Listening for Comprehension (10 marks)

i. 听一段**关于家庭或家**居的短文或对话

ii. 回答以下问题：

i) 文章主要讲谁？

ii) 家庭成员有哪些？

iii) 谁喜欢做什么活动？

iv) 家里的宠物叫什么名字？

v) 文章的主题是什么？

PART B: SPEAKING (15 MARKS)

Task 1: Oral Presentation – Family Introduction (8 marks)

- 用中文介绍自己及家庭成员，包括：

✓ 称呼

✓ 年龄

✓ 国籍

✓ 居住地

✓ 职业

- 正确发音和声调，条理清晰

Task 2: Conversational Skills – Home & Health (7 marks)

◎ 描述家中物品的位置，使用上、下、里、旁边等

◎ 讲述日常健康和喜好：

✓ e.g., 电视在桌子上，我喜欢喝水

◎ 与同学进行问答交流

KENYA SENIOR SCHOOL EDUCATION

GRADE 10 MIDTERM 1 ASSESMENT

SERIES 1 EXAMS – (SOCIAL SCIENCES PATHWAY)

第一学期 **Mandarin -Orals**

Time: 1 Hour 40 minutes

NAME……

ASSESSMENT NO; …… SCHOOL; ……

CLASS…… SIGN……..

PART A: LISTENING (15 MARKS)

Task 1: Phonological Awareness (5 Marks)

NO.	1(i)	1(ii)	1(iii)
Question / Task	区分声母	区分韵母	区分声调（拼音+声调）
Marks	2	1	2
Learner's Score			
Performance Level			

Task 2: Listening for Comprehension (10 Marks)

NO.	2(i)	2(ii)	2(iii)	2(iv)	2(v)
Question / Task	主要讲谁	家庭成员	谁喜欢什么	宠物名字	主题
Marks	2	2	2	2	2
Learner's Score					
Performance Level					

Total Part A (Listening): 15 Marks

PART B: SPEAKING (15 MARKS)

Task 1: Oral Presentation – Family Introduction (8 Marks)

NO.	称呼	年龄	国籍	居住地	职业	发音	条理
Question / Task	自我称呼	年龄表达	国籍说明	居住地	职业	发音声调	表达清晰
Marks	1	1	1	1	1	2	1
Learner's Score							
Performance Level							

Task 2: Conversational Skills – Home & Health (7 Marks)

NO.	位置描述	方位词使用	家庭物品	健康表达	喜好表达	问答交流
Question / Task	描述位置	上/下/里/旁边	家中物品	健康习惯	喜好	互动交流
Marks	1	1	1	1	1	2
Learner's Score						
Performance Level						

Total Part B (Speaking): 15 Marks

SECTION B SUMMARY (30 MARKS)

SECTION	Listening	Speaking	TOTAL
Marks	15	15	30
Learner's Score			
Performance Level			

SECTION B: ORALS – LISTENING & SPEAKING (30 MARKS)

(由老师或考官单独评估)

PART A: LISTENING (15 MARKS)

Task 1: Phonological Awareness (5 marks)

iv. 听音辨音：区分声母、韵母和声调

v. 例：妈妈、姐姐、外婆、叔叔

vi. 听录音后说出正确的拼音及声调

Task 2: Listening for Comprehension (10 marks)

iii. 听一段**关于家庭或家**居的短文或对话

iv. 回答以下问题：

i) 文章主要讲谁？

ii) 家庭成员有哪些？

iii) 谁喜欢做什么活动？

iv) 家里的宠物叫什么名字？

v) 文章的主题是什么？

PART B: SPEAKING (15 MARKS)

Task 1: Oral Presentation – Family Introduction (8 marks)

- 用中文介绍自己及家庭成员，包括：

✓ 称呼

✓ 年龄

✓ 国籍

✓ 居住地

✓ 职业

- 正确发音和声调，条理清晰

Task 2: Conversational Skills – Home & Health (7 marks)

◎ 描述家中物品的位置，使用上、下、里、旁边等

◎ 讲述日常健康和喜好：

✓ e.g., 电视在桌子上，我喜欢喝水

◎ 与同学进行问答交流

THE END

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- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
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