COMPETENCE BASED EDUCATION

SENIOR SCHOOL

GRADE 10

STEM PATHWAY



HOME SCIENCE

TOPICAL REVISION BOOK



AUTHORS: COMPETENCE KENYA EDUCATION GROUP

FOR ANSWERS CALL 0743241064

WE ALSO HAVE ;

- **JSS AND SENIOR SETBOOK GUIDES**
- **KNEC PAST PAPERS**
- **HOLIDAY ASSIGNEMT**
- **TEACHING NOTES**
- **UPDATED SCHEMES OF WORK**
- **LESSON PLANS**
- **SETBOOK QUESTIONS AND ANSWERS**
- **SETBOOK VIDEOS**
- **EXAMS**

FOOD AND NUTRITION

1.1 OVERVIEW OF HOMESCIENCE

SECTION A: (25 marks)

1. (3 marks)

Define the term **Home Science**.

_____

_____

2. (3 marks)

List **three areas of study in Home Science**.

i. _____

ii. _____

iii. _____

3. (4 marks)

Explain **two reasons why studying foods and nutrition is important to an individual.**

i. _____

ii. _____

iii. _____

4. (5 marks)

Match the careers in Home Science to their descriptions:

Career	Description
A. Dietitian	1. Designs clothing and textile products
B. Chef	2. Advises on healthy eating and meal planning
C. Fashion Designer	3. Prepares and cooks meals in hotels and restaurants

5. (5 marks)

Identify **five career opportunities in Foods and Nutrition**.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

6. (5 marks)

State **three ways Home Science contributes to the nation**.

i. _____

ii. _____

iii. _____

SECTION B: QUESTIONS (50 marks)

7. (6 marks)

Explain how **Home Science helps families in:**

a) Food and Nutrition

i. _____

ii. _____

b) Clothing and Textiles

i. _____

ii. _____

c) Home Management

i. _____

ii. _____

8. (5 marks)

A school wants to organize a **career talk on Foods and Nutrition**. Suggest **five activities** that can help learners participate effectively.

i. _____

ii. _____

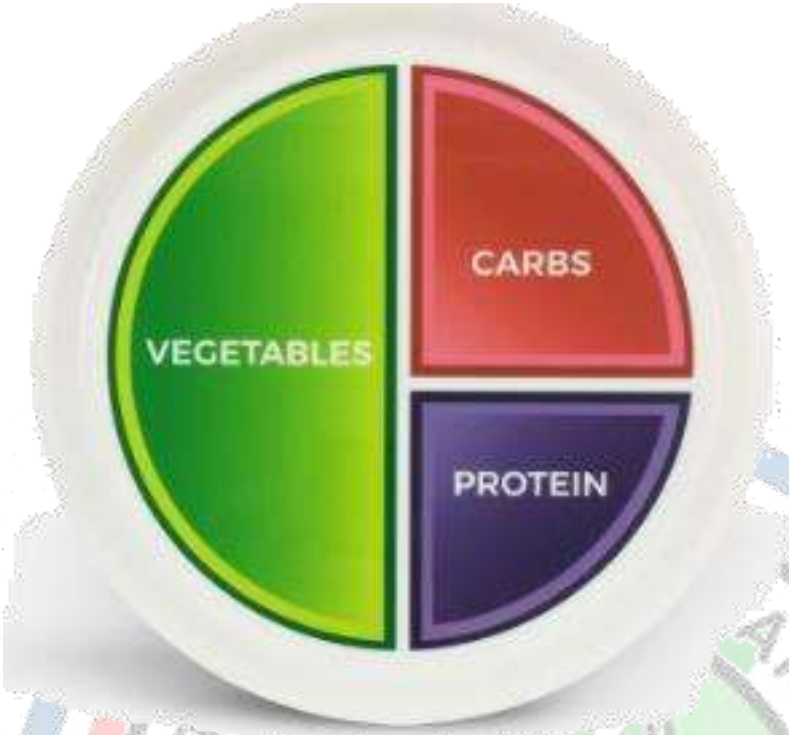
iii. _____

iv. _____

v. _____

9. (7 marks)

Use the diagram below to answer the questions:



a) Give an example of a food found in each food group.

Carbohydrates	Proteins	Vitamins

b) Explain why it is important to include all these nutrients in a daily diet.

i. _____

ii. _____

iii. _____

10. (6 marks)

List **four areas of Home Science** and explain **one importance of each**.

i. _____

ii. _____

iii. _____

iv. _____

11. (5 marks)

A nutritionist is planning meals for **school children**. Suggest **five considerations** they should make when designing these meals.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

12. (7 marks)

Read the scenario below:

Jane is interested in pursuing a career in Foods and Nutrition. She wants a job where she can help people make healthy food choices.

a) Which career would you recommend? (1 mark)

_____

b) Justify your answer. (3 marks)

_____

_____

c) Mention **two skills required** for this career. (3 marks)

i. _____

ii. _____

13. (6 marks)

Explain **the importance of studying Home Science at:**

a) Individual level

i. _____

ii. _____

iii. _____

b) Family level

i. _____

ii. _____

c) National level

i. _____

ii. _____

14. (8 marks)

Design a **career wheel for Foods and Nutrition**, showing **six possible careers**. Explain **one importance of using such a wheel in class**.



SECTION C: (25 marks)

15. (5 marks)

State the role of Home Science in improving community nutrition. Provide two examples.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

16. (6 marks)

Foods and nutrition are essential components of Home Science.

a) Name three key nutrients and their primary functions in the human body.

i. _____

ii. _____

iii. _____

b) Explain three consequences of poor nutrition in children and adolescents.

i. _____

ii. _____

iii. _____

17. (7 marks)

Community nutrition and dietary planning are important in Home Science.

a) Outline three principles of planning a balanced diet for families.

i. _____

ii. _____

iii. _____

b) Give two methods of assessing nutritional status in a community.

i. _____

ii. _____

c) Explain two ways improved community nutrition contributes to national development.

i. _____

ii. _____

18. (7 marks) Home Science promotes career opportunities in Foods and Nutrition.

a) State two academic pathways that students can pursue in Foods and Nutrition.

i. _____

ii. _____

b) Give two types of professions related to Foods and Nutrition.

i. _____

ii. _____

c) Explain three benefits to the community if more young people choose careers in Foods and Nutrition.

i. _____

ii. _____

iii. _____

19. Complete the table below with **nutrient, food source, and health benefit**:

Nutrient	**Food Source**	**Health Benefit**
1.		
2.		
3.		
4.		

20: (5 marks) Match the nutrient in Column A with its correct food example in Column B.

Column A – Nutrient	**Column B – Food Example**
1. Carbohydrate	A. Eggs
2. Protein	B. Rice
3. Fat	C. Avocado
4. Vitamin C	D. Oranges
5. Calcium	E. Milk

21. (5 marks)

Match the Home Science career in Column A with its correct description in Column B.

Column A – Career	**Column B – Description**
1. Nutritionist	A. Plans and supervises sewing, clothing, and textile projects
2. Chef	B. Advises on healthy diets, meal planning, and nutritional needs
3. Fashion/Textile Designer	C. Prepares meals in restaurants or institutions
4. Home Economist	D. Teaches families and communities about home management skills
5. Food Scientist	E. Studies the chemical and physical properties of food products

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD
CKEAB
Spirit of Excellence

KITCHEN LAYOUTS AND EQUIPMENT

SECTION A: 25 marks

1. (3 marks)

Define the term **kitchen layout**.

_____

_____

2. (3 marks)

List **three types of kitchen layouts** commonly used in homes.

i. _____

ii. _____

iii. _____

3. (4 marks)

Identify **five materials** used to make kitchen tools and equipment.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

4. (5 marks)

Match the kitchen equipment to their correct material:

Equipment	**Material**
A. Wooden spoon	1. Glass
B. Frying pan	2. Wood
C. Measuring jug	3. Metal
D. Earthenware pot	4. Plastic

5. (5 marks)

State **two reasons why care and proper storage of kitchen equipment is important**.

i. _____

ii. _____

6. (5 marks)

Name **four basic factors to consider when choosing a kitchen layout**.

i. _____

ii. _____

iii. _____

SECTION B: AVERAGE ORDER QUESTIONS (Application & Analysis) – 50 marks

7. (6 marks)

Draw and label **four types of kitchen layouts**:

i. L-shaped,

ii. U-shaped,

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

iii. Corridor,

iv. One-wall.

8. (5 marks)

Explain **two advantages and two disadvantages of an Island kitchen layout**.

Advantages

i. _____

ii. _____

Disadvantages

i. _____

ii. _____

9. (7 marks) A household wants a kitchen that is **easy to clean, allows smooth workflow, and fits a small space**.

a) Suggest **the most suitable layout**. (1 mark)

_____

b) Justify your choice. (3 marks)

_____

_____

_____

c) State **two modifications** that could improve functionality. (3 marks)

i. _____

ii. _____

10. (6 marks) Classify the following tools as **cutting, mixing, measuring, or cooking equipment**:

i. Grater

ii. Wooden spoon

iii. Measuring jug

iv. Frying pan

v. Knife

Cutting tool	Mixing tool	Measuring tool	Cooking tool

11. (5 marks)

Describe **how to care for kitchen equipment made of:**

a) Metal

_____

_____

b) Wood

_____

_____

c) Glass

_____

_____

12. (7 marks) Look at the picture of a **kitchen layout** .



a) Identify **three key features of the layout**.

i. _____

ii. _____

iii. _____

b) Explain how this layout promotes **efficiency in the kitchen**.

i. _____

ii. _____

iii. _____

c) Suggest **improvements** to enhance storage.

i. _____

ii. _____

iii. _____

13. (6 marks)

A teacher asks students to **improvise a kitchen tool** using locally available materials.

a) Suggest **one tool they can make using timber**. (1 mark)

_____

b) State **other materials that can be used to make a Spoon**. (2 marks)

i. _____

ii. _____

c) Explain **how it can be safely used and maintained**. (3 marks)

i. _____

ii. _____

iii. _____

14. (8 marks)

Outline **five factors to consider when choosing tools and equipment for a home kitchen**.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

SECTION C: 25 marks

15. (5 marks)

Evaluate the impact of **choosing the wrong kitchen layout** on:

a) Safety _____

_____

b) Time management

_____

_____

c) Energy use

_____

_____

16. (6 marks)

Critically analyze the statement:

"Proper care of kitchen equipment increases its lifespan and improves food hygiene."

Support your answer with **three detailed points**.

i. _____

ii. _____

iii. _____

17. (7 marks)

Imagine you are tasked with **designing a safe and functional kitchen for a boarding school**.

a) Choose **one suitable layout**. (1 mark)

_____

_____

b) Justify your choice with **three reasons**. (3 marks)

i. _____

ii. _____

iii. _____

c) Suggest **two types of equipment** necessary for meal preparation. (3 marks)

i. _____

ii. _____

iii. _____

18. (7 marks)

Design a **mini project** where students create **a model of an L-shaped kitchen using safe, locally available materials**.

a) Describe **the steps to complete the project**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Explain **two benefits of using such practical projects in learning Home Science**. (3 marks)

i. _____

ii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD
CKEAB
Spirit of Excellence

FOOD HYGIENE AND SAFETY

SECTION A: 25 marks

1. (3 marks)

Define the term **food hygiene**.

_____

_____

2. (3 marks)

State **two reasons why food hygiene is important**.

i. _____

ii. _____

3. (4 marks)

Differentiate between **food spoilage** and **food poisoning**.

Food spoilage	**Food poisoning**

4. (5 marks)

Match the following causes to the correct type of food problem:

Cause	**Problem**
A. Bacteria	1. Change in taste
B. Poor storage	2. Food poisoning
C. Chemicals	3. Food spoilage
D. Pests and insects	4. Contamination

5. (5 marks)

Identify **four signs of food spoilage**.

i. _____

ii. _____

iii. _____

iv. _____

6. (5 marks)

List **three hygiene practices** when handling food.

i. _____

ii. _____

iii. _____

SECTION B:– 50 marks

7. (6 marks)

Explain **five ways in which poor food handling can lead to food poisoning**. Include **real-life examples**.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

8. (5 marks)

Observe the picture below .



a) Identify **three signs of spoilage** visible in the picture.

i. _____

ii. _____

iii. _____

b) Suggest **two ways to prevent spoilage** of similar food.

i. _____

ii. _____

9. (7 marks)

A school cafeteria serves food to 200 students daily. Suggest **five hygiene practices** that should be adopted to ensure **food safety**.

i. _____

ii. _____

iii. _____

10. (6 marks)

Classify the following food-handling errors as **causing spoilage or poisoning**:

i. Leaving milk at room temperature for 8 hours

ii. Storing vegetables in damp areas

iii. Using dirty utensils for cooking

iv. Using expired canned food

Causes spoilage

i. _____

ii. _____

iii. _____

Causes food poisoning

i. _____

ii. _____

iii. _____

11. (5 marks)

Describe **two preventive measures for each of the following causes of food spoilage:**

a) Microorganisms

i. _____

ii. _____

b) Pests

i. _____

ii. _____

12. (7 marks)

Read the scenario below:

James bought raw chicken and stored it in a warm kitchen for several hours. He then cooked it and served it to his family.

a) Identify **the likely food problem**. (1 mark)

_____

b) Explain **the signs that might indicate the food is unsafe**. (3 marks)

i. _____

ii. _____

iii. _____

c) Suggest **two ways James could have prevented the problem**. (3 marks)

i. _____

ii. _____

13. (6 marks)

A class is performing a practical on food hygiene. List **six hygiene steps** they should follow when handling vegetables.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

14. (8 marks)

Draw and label a **food safety pyramid or diagram** showing **proper storage for different types of foods** (fruits, vegetables, dairy, meat).

Explain **why each level of storage is important**.

i. _____

ii. _____

iii. _____

SECTION C:– 25 marks

15. (5 marks)

Evaluate the consequences of **ignoring food hygiene in a home setting**. Provide **three examples**.

i. _____

ii. _____

iii. _____

16. (6 marks)

Critically analyze the statement:

"Food spoilage is inevitable; food poisoning is preventable."

Justify your answer using **causes, signs, and prevention methods**.

i. _____

ii. _____

iii. _____

17. (7 marks)

Imagine you are designing a **training session for young mothers on food hygiene and safety**.

a) List **three key topics** you would cover. (3 marks)

i. _____

ii. _____

iii. _____

b) Suggest **two interactive activities** to teach hygiene practices. (2 marks)

i. _____

ii. _____

iii. _____

c) Explain **why such training is important for public health**. (2 marks)

i. _____

ii. _____

iii. _____

18. (7 marks)

Design a **practical classroom project** where students demonstrate **safe food handling and hygiene practices**.

a) Outline **the steps students should follow**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Explain **two ways this project reinforces learning about food hygiene and safety**. (3 marks)

i. _____

ii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

METHODS OF COOKING

SECTION A:25 marks

1. (3 marks)

Define **cooking**.

_____

_____

2. (3 marks)

State **three reasons why food is cooked**.

i. _____

ii. _____

iii. _____

3. (4 marks)

List **four methods of cooking food using moist heat**.

i. _____

ii. _____

iii. _____

iv. _____

4. (5 marks)

Match the method of cooking with its description:

Method	**Description**
A. Roasting	1. Cooking food in boiling water
B. Steaming	2. Cooking food using dry heat in an oven
C. Boiling	3. Cooking food over steam without immersing in water
D. Frying	4. Cooking food in hot oil

5. (5 marks)

Identify **four tools or utensils used in food preparation**

i. _____

ii. _____

iii. _____

iv. _____

6. (5 marks)

State **two safety precautions to observe when using hot oil**.

i. _____

ii. _____

SECTION B: 50 marks

7. (6 marks)

Explain **the difference between moist heat and dry heat cooking methods**, giving **two examples for each**.

Differences

Dry heat cooking	**Moist heat cooking**

Examples

Dry heat cooking

i. _____

ii. _____

iii. _____

iv. _____

Moist heat cooking

i. _____

ii. _____

iii. _____

iv. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

8. (5 marks)

A student wants to prepare **vegetables for lunch using steaming**. Describe **the steps they should follow from washing to serving**.

i. _____

ii. _____

iii. _____

iv. _____

9. (7 marks)

Classify the following dishes under **moist heat or dry heat cooking methods**:

i. Boiled rice:_____

ii. Grilled chicken:_____

iii. Stewed beef:_____

iv. Baked cake:_____

v. Poached eggs:_____

10. (6 marks)

A home cook wants to **bake bread, roast vegetables, and fry fish**.

a) Identify the **appropriate cooking method for each**. (3 marks)

Food	*Cooking method*

b) State **one advantage of each method**. (3 marks)

Roasting:

_____

_____

Steaming:

Grilling

Boiling

Frying

c) State **one disadvantage of each method**. (3 marks)

i. **dry heat cooking**

ii. **moist heat cooking**

11. (5 marks)

Draw and label **five utensils used for chopping, slicing, peeling, grating, and blending**. (Include space for illustration)

For chopping	For slicing	For peeling

For grating	For rolling	For blending

12. (7 marks)

Jane is preparing lunch. She wants to **retain vitamins in vegetables** and cook meat until tender.

a) Suggest **two cooking methods for the vegetables**. (2 marks)

i. _____

ii. _____

b) Suggest **two cooking methods for the meat**. (2 marks)

i. _____

ii. _____

c) Explain **why your suggested methods are suitable**. (3 marks)

i. _____

ii. _____

iii. _____

13. (6 marks)

A student is using **frying as a cooking method**. List **three safety rules** to follow during preparation and cooking.

i. _____

ii. _____

iii. _____

iv. _____

14. (8 marks)

Discuss **the general rules to observe when preparing and cooking food**..

i. _____

ii. _____

iii. _____

iv. _____

SECTION C:– 25 marks

15. (5 marks)

Evaluate the **advantages of using moist heat methods over dry heat methods** for vegetables. Provide **three points**.

i. _____

ii. _____

iii. _____

iv. _____

16. (6 marks)

Explain how the choice of cooking method can influence both the **nutrition** and **taste** of food.

Support your answer with examples from **moist heat** methods (e.g., boiling, steaming) and **dry heat** methods (e.g., roasting, grilling).

i. _____

ii. _____

iii. _____

17. (7 marks)

You are demonstrating a cooking practical in class.

a) Suggest **three different cooking methods** that could be used to prepare different foods and explain briefly what each method involves. (3 marks)

i. _____

ii. _____

iii. _____

b) State **two safety measures** that should be observed during the practical. (2 marks)

i. _____

ii. _____

c) Explain how following **hygiene and safety rules** affects the quality of the cooked food. (2 marks)

i. _____

ii. _____

18. (7 marks)

During a cooking session:

a) Outline the **steps from preparation to serving** when using **at least two different cooking methods** to prepare a meal. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Identify **two learning outcomes** that students can gain from this practical activity. (3 marks)

i. _____

ii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD
CKEAB
Spirit of Excellence

NUTRITIVE VALUE OF FOODS

SECTION A: 25 marks

1. (3 marks)

Define the term **nutrients**.

_____

_____

2. (3 marks)

List **four main food nutrients**.

i. _____

ii. _____

iii. _____

iv. _____

3. (4 marks)

State **two functions of carbohydrates in the body**.

i. _____

ii. _____

4. (5 marks)

Match the nutrient to its source:

Nutrient	**Source**
A. Protein	1. Butter, cooking oil
B. Vitamin C	2. Fish, eggs, meat
C. Fats	3. Citrus fruits, guava
D. Minerals	4. Milk, leafy vegetables

5. (5 marks)

Identify **three energy-giving foods**.

i. _____

ii. _____

iii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

6. (5 marks)

State **two reasons why dietary fibre is important in the diet**.

i. _____

ii. _____

SECTION B: 50 marks

7. (6 marks)

Classify the following foods into **energy-giving, body-building, and protective foods**:

i. Eggs:_____.

ii. Maize:_____.

iii. Spinach:_____.

iv. Fish:_____.

v. Sugar:_____.

8. (5 marks)

Explain the role of **water in the body**. Include **two examples of water-rich foods**.

i. _____

ii. _____

9. (7 marks)

A nutritionist wants to **plan a balanced meal** for a child using at least **three different food groups**.

a) Suggest **a suitable breakfast menu**. (3 marks)

i. _____

ii. _____

iii. _____

b) Explain how your selection ensures **proper nutrition**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

10. (6 marks)

Discuss **two consequences of protein deficiency** in children. Include **real-life examples**.

i. _____

ii. _____

11. (5 marks)

A student is conducting a practical to **identify vitamins in fruits and vegetables**.

a) List **three fruits or vegetables** rich in Vitamin A. (2 marks)

i. _____

ii. _____

iii. _____

b) List **two fruits rich in Vitamin C**. (1 mark)

i. _____

ii. _____

c) Explain **one simple test to identify Vitamin C**. (2 marks)

_____

_____

12. (7 marks)

Mary's family consumes mostly starchy foods and very little vegetables.

a) Identify **the nutrient deficiency likely to occur**. (2 marks)

_____

_____

b) Suggest **two foods that can prevent this deficiency**. (2 marks)

i. _____

ii. _____

c) Explain **the health consequences if the deficiency is ignored**. (3 marks)

i. _____

ii. _____

iii. _____

13. (6 marks)

Explain the terms:

a) Food fortification

_____

_____

b) Food enrichment

_____

_____

Give **one example for each**.

_____

_____

14. (8 marks)

Draw a **table showing the classification of food nutrients, their sources, and functions**. Include **energy-giving, body-building, and protective nutrients**.

SECTION C: 25 marks

15. (5 marks)

Evaluate the importance of **planning meals from different food groups**. Provide **three points**.

i. _____

ii. _____

iii. _____

iv. _____

COMPETENCE KENYA EXAMINATION CKEAB AND ASSESSMENT BOARD Spirit of Excellence

16. (6 marks)

State how **fortification** and **enrichment** of foods contribute to improving public health.

Give **two examples** of fortified foods.

i. _____

ii. _____

17. (7 marks)

a) Mention **three topics** that can be taught about the **nutritive value of foods**. (3 marks)

i. _____

ii. _____

iii. _____

b) Outline **two methods** to teach students about the **role of nutrients in the body**. (2 marks)

i. _____

ii. _____

c) State **two benefits** of teaching students about nutrition. (2 marks)

i. _____

ii. _____

18. (7 marks)

a) Outline the **steps involved in preparing a balanced meal** using foods from all **three nutrient groups**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Give **two ways** this activity helps students understand **nutrition better**. (3 marks)

i. _____

ii. _____

iii. _____

iv. _____

HOME MANAGEMENT

HYGIENE DURING PUBERTY

SECTION A: 25 marks

1. (3 marks)

(a) Define **personal hygiene**.

_____

_____

_____

(b) Differentiate between adolescence and puberty

_____

_____

_____

2. (3 marks)

List **two physical changes that occur in boys during puberty**.

i. _____

ii. _____

3. (4 marks)

State **two physical changes that occur in girls during puberty**.

i. _____

ii. _____

4. (5 marks)

Match the hygiene practice with the correct gender:

Hygiene Practice	**Gender**
A. Regular shaving	1. Girls
B. Using sanitary pads	2. Boys
C. Washing genital area daily	1. Girls
D. Using deodorant	2. Boys

5. (5 marks)

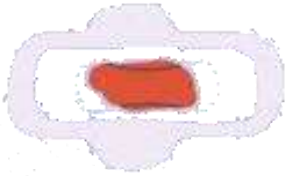
(a) Identify **three hygiene items used by girls during menstruation**.

i. _____

ii. _____

iii. _____

b) Identify the following equipment used during menstruation

6. (5 marks)

State **two reasons why maintaining personal hygiene during puberty is important**.

i. _____

ii. _____

SECTION B: 50 marks

7. (6 marks)

Explain **the role of hormonal changes in puberty** and how they influence **personal hygiene needs**.

i. _____

ii. _____

iii. _____

iv. _____

8. (5 marks)

A 14-year-old boy notices body odor and acne. Suggest **five personal hygiene practices he should adopt**.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

9. (7 marks)

Describe **how girls can manage menstrual hygiene** effectively. Include:

i. Handling sanitary pads

ii. Using dignity kits

iii. Managing discomfort

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

10. (6 marks)

A student keeps a **personal hygiene log**. State **four items that should be included in the log**.

i. _____

ii. _____

iii. _____

iv. _____

11. (5 marks)

Mention four hormones that are involved in the menstrual cycle

i. _____

ii. _____

iii. _____

iv. _____

12. (7 marks)

Read the scenario below:

Mary is experiencing menstrual cramps and irregular flow. She is unsure how to manage her hygiene and comfort.

a) Suggest **three hygiene measures she can take**. (3 marks)

i. _____

ii. _____

iii. _____

b) Explain **how these measures help maintain health and dignity**. (4 marks)

i. _____

ii. _____

iii. _____

13. (6 marks)

A teacher asks students to **compare hygiene practices between boys and girls during puberty**.

a) Identify **three practices unique to boys**. (3 marks)

i. _____

ii. _____

iii. _____

b) Identify **three practices unique to girls**. (3 marks)

i. _____

ii. _____

iii. _____

14. (8 marks)

Discuss **the emotional and social benefits of maintaining good personal hygiene during puberty**. Include **two examples for boys and two for girls**.

	Emotional benefits		Social benefits
i		i	
ii		ii	

SECTION C: 25 marks

15. (5 marks)

Evaluate the consequences of **poor personal hygiene during puberty**. Include **physical, emotional, and social effects**.

i. _____

ii. _____

iii. _____

16. (6 marks)

State how **maintaining menstrual hygiene** is important for girls' **health, education, and dignity**.

Give **three examples** to support your answer.

i. _____

ii. _____

iii. _____

17. (7 marks)

a) Mention **three infections that one can acquire though bad hygiene during puberty**. (3 marks)

i. _____

ii. _____

iii. _____

b) Outline **two methods or activities** that can be used to teach students proper hygiene practices. (2 marks)

i. _____

ii. _____

c) State **two benefits** of learning about hygiene during puberty. (2 marks)

i. _____

ii. _____

18. (7 marks)

a) Outline the **steps a student should follow to maintain personal hygiene during puberty for a week**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

b) Give **two ways** this practice helps students understand the importance of hygiene. (3 marks)

i. _____

ii. _____

SAFETY IN THE HOME

SECTION A: 25 marks

1. (3 marks)

Define **first aid**.

_____

_____

2. (3 marks)

List **three common causes of accidents at home**.

i. _____

ii. _____

iii. _____

3. (4 marks)

State **four items found in a first aid kit**.

i. _____

ii. _____

iii. _____

iv. _____

4. (5 marks)

Match the first aid item with its correct use:

Item	**Use**
A. Bandage	1. Clean minor cuts
B. Antiseptic	2. Support fractured limb
C. Cotton wool	3. Cover wounds
D. Splint	4. Absorb blood

5. (5 marks)

Identify **three safety precautions to observe when giving first aid**.

i. _____

ii. _____

iii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD
CKEAB
Spirit of Excellence

6. (5 marks)

State **two ways to safely dispose of used first aid materials**.

i. _____

ii. _____

SECTION B: AVERAGE ORDER QUESTIONS (Application & Analysis) – 50 marks

7. (6 marks)

Explain **the causes of the following injuries at home**:

a) Burns

i. _____

ii. _____

iii. _____

b) Cuts

i. _____

ii. _____

iii. _____

c) Sprains

i. _____

ii. _____

iii. _____

8. (5 marks)

A child accidentally **spills hot tea on their hand**. Describe the **first aid steps to manage this scald injury**.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

9. (7 marks)

Describe **how to manage the following injuries at home using a first aid kit**:

a. Minor cuts

i. _____

ii. _____

iii. _____

b. Bruises

i. _____

ii. _____

iii. _____

c. Fainting

i. _____

ii. _____

iii. _____

10. (6 marks)

A student finds a person who is **choking**.

a) Identify **the correct first aid method** to help the person. (2 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Explain **two precautions to avoid injury during the procedure**. (4 marks)

i. _____

ii. _____

11. (5 marks)

Draw and label **the contents of a standard first aid kit**.

12. (7 marks)

Jane accidentally falls while running and sprains her ankle.

a) Describe **three first aid steps she should take immediately**. (3 marks)

i. _____

ii. _____

iii. _____

b) Suggest **two measures to prevent similar accidents at home**. (4 marks)

i. _____

ii. _____

13. (6 marks)

Explain **the importance of observing safety measures at home**. Include **two examples**.

i. _____

ii. _____

14. (8 marks)

Discuss **how to safely dispose of used first aid materials after managing injuries at home**. Include **two examples of hazardous waste and how to handle them safely**.

i. _____

ii. _____

iii. _____

iv. _____

SECTION C: 25 MARKS

15. (5 marks)

State the possible **consequences of ignoring first aid or safety measures at home**.

i. _____

ii. _____

iii. _____

iv. _____

16. (6 marks)

Explain how a **well-stocked first aid kit** can prevent **minor injuries from becoming serious**.

Give **examples of common injuries** and the **kit contents** that can be used.

i. _____

ii. _____

iii. _____

iv. _____

17. (7 marks)

a) Mention **three components of a first aid kit**. (3 marks)

i. _____

ii. _____

iii. _____

b) Outline **two areas where** first aid is often used. (2 marks)

i. _____

ii. _____

c) State **two benefits** of learning first aid and home safety. (2 marks)

i. _____

ii. _____

18. (7 marks)

a) Outline **steps to prevent accidents** in the **kitchen, bathroom, and living areas** of a household. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Give **two ways** family members can be taught to use first aid safely. (3 marks)

i. _____

ii. _____

CLEANING THE HOUSE

SECTION A: 25 marks

1. (3 marks)

Define **cleaning** in the context of the home.

_____

_____

2. (3 marks)

List **three reasons why it is important to clean the house**.

i. _____

ii. _____

iii. _____

3. (4 marks)

Name **four cleaning materials or equipment** used in households.

i. _____

ii. _____

iii. _____

iv. _____

4. (5 marks)

Match the cleaning equipment with its use:

Equipment	**Use**
A. Mop	1. Sweep the floor
B. Broom	2. Remove dust from surfaces
C. Duster	3. Wipe and clean floors
D. Scrubbing brush	4. Remove stains from surfaces

5. (5 marks)

Identify **three types of household waste**.

i. _____

ii. _____

iii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

6. (5 marks)

State **two safety precautions to observe when cleaning the house**.

i. _____

ii. _____

SECTION B: AVERAGE ORDER QUESTIONS (Application & Analysis) – 50 marks

7. (6 marks)

Explain **how daily cleaning differs from weekly and special cleaning**. Provide **examples for each**.

i. _____

ii. _____

iii. _____

iv. _____

8. (5 marks)

A family wants to **clean the living room**. Describe **five steps they should follow**, including tools and materials.

i. _____

ii. _____

iii. _____

iv. _____

9. (7 marks)

Describe **methods of managing waste water in the home**. Include **two advantages of proper waste management**.

i. _____

ii. _____

iii. _____

iv. _____

10. (6 marks)

A student wants to **improvise cleaning equipment using locally available materials**.

a) Suggest **three items that can be improvised**. (3 marks)

i. _____

ii. _____

iii. _____

b) Explain **how each improvised item can be used effectively**. (3 marks)

i. _____

ii. _____

iii. _____

iv. _____

11. (5 marks)

Draw and label **a diagram showing cleaning equipment and materials in a household**.

12. (7 marks)

A family observes that the toilet and bathroom are often dirty.

a) Suggest **three appropriate cleaning methods** for these areas. (3 marks)

i. _____

ii. _____

iii. _____

b) Explain **why regular cleaning is important in these areas**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

13. (6 marks)

Explain **the importance of choosing the right cleaning materials and equipment** for different areas of the house. Include **two examples**.

i. _____

ii. _____

iii. _____

iv. _____

14. (8 marks)

Discuss **the consequences of living in a dirty or unhygienic house**. Include **physical, emotional, and social effects**.

i. _____

ii. _____

iii. _____

iv. _____

SECTION C: 25 MARKS

15. (5 marks)

State how **effective cleaning and waste management** in the house can improve **health and quality of life**.

Give **three supporting points**.

i. _____

ii. _____

iii. _____

iv. _____

16. (6 marks)

Compare the **advantages and disadvantages** of **improvised cleaning equipment** and **conventional cleaning equipment**.

Give **examples** for each.

Advantages

i. _____

ii. _____

iii. _____

iv. _____

Disadvantages

i. _____

ii. _____

iii. _____

iv. _____

17. (7 marks)

a) Outline **daily, weekly, and occasional cleaning tasks** that should be carried out in a household. (4 marks)

Daily cleaning

i. _____

ii. _____

Weekly cleaning

i. _____

ii. _____

Occasional cleaning

i. _____

ii. _____

b) Give **two benefits** of following a regular household cleaning schedule. (3 marks)

i. _____

ii. _____

18. (7 marks)

a) Outline the **steps for cleaning different areas of the house** using appropriate methods. (4 marks)

_____

_____

_____

_____

_____

_____

b) Give **two ways** to check if the cleaning practices are effective. (3 marks

i. _____

ii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

LAUNDRY WORK

SECTION A: 25 marks

1. (3 marks)

Define **laundry work**.

_____

_____

2. (3 marks)

List **three types of laundry detergents**.

i. _____

ii. _____

iii. _____

3. (4 marks)

Identify **four laundry tools and equipment** used in the home.

i. _____

ii. _____

iii. _____

iv. _____

4. (5 marks)

Match the laundry agent with its correct use:

Agent	**Use**
A. Fabric conditioner	1. Remove stains
B. Bleach	2. Soften clothes
C. Stiffener	3. Whiten clothes
D. Stain remover	4. Make clothes crisp

5. (5 marks)

State **two types of water used in laundry work** and one feature of each.

i. _____

ii. _____

6. (5 marks)

Name **two safety precautions to observe when doing laundry work**.

i. _____

ii. _____

SECTION B: 50 marks

7. (6 marks)

Explain **the differences between soap and soapless detergents**. Include **one example of each**.

_____

_____

_____

_____

8. (5 marks)

Describe **the steps to prepare laundry solutions for different types of clothes**.

i. _____

ii. _____

iii. _____

iv. _____

9. (7 marks)

A student wants to **wash a stained school uniform**.

a) Suggest **three appropriate laundry agents** to remove the stains. (3 marks)

i. _____

ii. _____

iii. _____

b) Explain **how each agent works**. (4 marks)

_____

_____

_____

_____

_____

_____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

10. (6 marks)

Describe **how to use and care for laundry tools and equipment**. Include **two examples**.

_____

_____

_____

_____

_____

_____

11. (5 marks)

Draw and label a **diagram of laundry tools and equipment commonly used at home**.

12. (7 marks)

Jane wants to wash her personal items including underwear, socks, and handkerchiefs.

a) Suggest **four steps to properly launder these items**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Explain **why following correct procedures is important**. (3 marks)

i. _____

ii. _____

iii. _____

13. (6 marks)

Explain **the importance of laundry work in day-to-day life**. Include **two examples**.

i. _____

ii. _____

iii. _____

iv. _____

14. (8 marks)

Discuss **the different laundry processes** such as soaking, washing, rinsing, drying, and ironing. Include **the advantages of following each process**.

Process	Advantage
Soaking	
Washing	
Rinsing	
Drying	
Ironing	

SECTION C: 25 MARKS

15. (5 marks)

State the possible **consequences of using the wrong laundry agents or procedures** on clothes.

Physical consequence	Economic consequence	Aesthetic consequence

16. (6 marks)

Explain how **proper care of laundry tools and equipment** improves their **lifespan and efficiency**.

Give **two examples of tools** and describe how each should be cared for.

i. _____

ii. _____

17. (7 marks)

a) Outline **daily and weekly laundry tasks** that should be carried out in a household. (4 marks)

Daily laundry tasks	*Weekly laundry tasks*

b) Give **two benefits** of following a regular laundry schedule. (3 marks)

i. _____

ii. _____

18. (7 marks)

a) Outline the **steps involved in laundering cloths**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Give **two ways** to assess the **quality of laundered items**. (3 marks)

i. _____

ii. _____

CONSUMER EDUCATION

SECTION A: 25 marks

1. (3 marks)

Define **consumer education**.

_____

_____

2. (3 marks)

List **three reasons why consumer education is important in Home Science**.

i. _____

ii. _____

iii. _____

3. (4 marks)

Name **four aspects of consumer awareness**.

i. _____

ii. _____

iii. _____

iv. _____

4. (5 marks)

Match the consumer right with its description:

Consumer Right	**Description**
A. Right to Safety	1. Right to choose goods freely
B. Right to Choice	2. Protection from hazardous goods
C. Right to Information	3. Access to correct and complete info
D. Right to Redress	4. Ability to seek compensation for defective goods

5. (5 marks)

State **two sources of consumer information**.

i. _____

ii. _____

6. (5 marks)

Identify **two responsibilities of a consumer when buying goods and services**.

i. _____

ii. _____

SECTION B: 50 marks

7. (6 marks)

Explain **how consumer education helps individuals make wise buying decisions**. Provide **two examples**.

i. _____

ii. _____

iii. _____

8. (5 marks)

A student wants to buy a washing machine. Explain **three factors to consider before making the purchase**.

i. _____

ii. _____

iii. _____

9. (7 marks)

Describe **how to verify information on a product before buying it**. Include **two ways to avoid being misled by false advertisements**.

_____

_____

_____

_____

10. (6 marks)

A consumer buys a defective item. Explain **the steps to take to exercise their right to redress**.

i. _____

ii. _____

iii. _____

iv. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

11. (5 marks)

outline five ways the government of Kenya protects consumers.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

12. (7 marks)

Mary wants to buy food items from a local market.

a) Suggest **three ways she can make wise buying decisions**. (3 marks)

i. _____

ii. _____

iii. _____

b) Explain **two consequences of not following consumer awareness principles**. (4 marks)

i. _____

ii. _____

13. (6 marks)

Explain **how consumer education contributes to family budgeting and financial management**. Include **one example**.

i. _____

ii. _____

iii. _____

iv. _____

14. (8 marks)

Explain the **role of digital and print media** in promoting **consumer awareness**.

Role of digital media

i. _____

ii. _____

Role of print media

i. _____

ii. _____

State **advantages and disadvantages** of each.

	Advantage	Disadvantage
Digital media		
Print media		

SECTION C: 25 MARKS

15. (5 marks)

State how a **well-informed consumer** protects their own interests and contributes to **national economic growth**.

Give **three supporting points**.

i. _____

ii. _____

iii. _____

iv. _____

16. (6 marks)

Outline the **impact of poor consumer education** on **household management**.

Physical effect	Financial effect	Social effect

17. (7 marks)

a) Mention **two key consumer rights**. (2 marks)

i. _____

ii. _____

iii. _____

b) Give **three components of a packaging label of a product**. (3 marks)

i. _____

ii. _____

iii. _____

c) State **two benefits** of teaching consumer awareness in schools. (2 marks)

i. _____

ii. _____

18. (7 marks)

a) List **five items or factors** to consider before buying groceries and household items. (3 marks)

i. _____

ii. _____

iii. _____

iv. _____

v. _____

b) Give **two ways** a consumer checklist helps families make **wise purchases**. (4 marks)

i. _____

ii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD
CKEAB
Spirit of Excellence

TOPIC: CLOTHING AND TEXTILES

SEWING TOOLS, EQUIPMENT, AND MATERIALS

SECTION A: 25 marks

1. (3 marks) Define the term .

Sewing: _____

_____

Knitting: _____

_____

2. (3 marks)

List **four sewing materials commonly used in the home**.

i. _____

ii. _____

iii. _____

iv. _____

3. (4 marks)

Identify **four types of sewing tools used for cutting, marking, and measuring**.

i. _____

ii. _____

iii. _____

iv. _____

4. (5 marks)

Match the sewing tool with its correct use:

Sewing Tool	**Use**
A. Scissors	1. Measure length of fabric
B. Tape measure	2. Cut fabric
C. Chalk	3. Join pieces of fabric
D. Hand needle	4. Mark patterns on fabric

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD
CKEAB
Spirit of Excellence

5. (5 marks)

Name **two parts of a sewing machine** and state their function.

Part	Function

6. (5 marks)

State **two precautions to observe when using sewing tools and equipment**.

i. _____

ii. _____

(b) Identify all the parts shown below



1. _____ **6.** _____

2. _____ **7.** _____

3. _____ **8.** _____

4. _____ **9.** _____

5. _____ **10.** _____

SECTION B: 50 marks

7. (6 marks)

Explain **the differences between hand sewing and machine sewing**. Include **one example of when each method is used**.

_____

_____

_____

_____

_____

_____

8. (5 marks). Outline **three factors to consider** when **selecting sewing tools, equipment, and materials for making a school uniform**

i. _____

ii. _____

iii. _____

9. (7 marks)

A student wants to use a sewing machine that is not stitching properly.

a) Suggest **two common faults that may occur**. (2 marks)

i. _____

ii. _____

b) Explain **how each fault can be corrected**. (5 marks)

i. _____

ii. _____

10. (6 marks)

Explain **the proper care and storage of sewing tools and equipment**. Include **two examples**.

i. _____

ii. _____

11. (5 marks)

(a) State the function of each of the parts of a sewing machine.

i. Stop motion screw

_____

_____

ii. Balance wheel

_____

_____

(b) Name the following **basic sewing tools and materials**..

1. 
2. 
3. 
4. 
5. 
6. 
7.
8. 
9. 
10. 

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

(c)The sewing tool shown below is worn on the  **_____while sewing.**

12. (7 marks)

Jane is preparing to make curtains for her living room.

a) Identify **four materials and tools she would require**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Explain **why proper selection of these materials and tools is important**. (3 marks)

i. _____

ii. _____

iii. _____

13. (6 marks)

Discuss **factors to consider when choosing sewing threads and fabrics**. Include **two examples for each factor**.

i. _____

ii. _____

iii. _____

iv. _____

14. (8 marks)

Explain **the importance of using the correct sewing tools and equipment** in terms of **accuracy, efficiency, and safety**.

i. _____

ii. _____

iii. _____

iv. _____

SECTION C:– 25 MARKS

15. (5 marks)

State three importances of proper **care and maintenance of sewing tools and equipment**.

Give **three supporting points**.

i. _____

ii. _____

iii. _____

16. (6 marks)

Compare the **advantages and disadvantages** of different types of **sewing needles** and **sewing machines**.

Give examples of **where each is used**.

_____

_____

_____

_____

_____

_____

_____

_____

17. (7 marks)

a) Outline **four procedures** for correct use and care of sewing tools and equipment in a sewing room. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Mention **three ways** to assess learners' sewing skills and understanding. (3 marks)

i. _____

ii. _____

iii. _____

iv. _____

18. (7 marks)

a) Classify sewing items into the following groups and give **two examples in each group**: (6 marks)

i. Sewing tools:_____,_____

ii. Sewing equipment:_____,_____

iii. Sewing materials:_____,_____

b) State **one benefit** of classifying sewing items during teaching and learning. (1 mark)

i. _____

ii. _____

iii. _____

iv. _____

c) Match the sewing tools in Column A with their correct uses in Column B. Write the correct letter beside each number.

Column A: Sewing Tools	**Column B: Uses**
1. Thimble	A. Holds fabric pieces together before stitching
2. Seam ripper	B. Removes stitches and opens seams
3. Tape measure	C. Prevents fabric edges from fraying
4. Pins	D. Protects the finger when pushing a needle
5. Pinking shears	E. Measures body and fabric lengths

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

CLOTHING AND TEXTILES

TEXTILE FIBRES

SECTION A: LOW ORDER QUESTIONS (Knowledge & Recall) – 25 marks

1. (3 marks)

Define the following terms:

a) Textile

b) Fibre

c) Yarn

2. (4 marks)

List **two sources of textile fibres for each category**:

i. Animal fibres

ii. Plant fibres

iii. Regenerated fibres

iv. Synthetic fibres

Category	Animal fibres	Plant fibres	Regenerated fibres	Synthetic fibres
Sources				

3. (4 marks)

Name **four household articles commonly made from cotton**.

i.

ii.

iii.

iv.

4. (5 marks)

Match the fibre with its source:

Fibre	Source
A. Silk	1. Sheep
B. Wool	2. Silkworm
C. Linen	3. Flax plant
D. Polyester	4. Petroleum

5. (5 marks)

State **two safety precautions when identifying textile fibres in a laboratory**.

i. _____

ii. _____

6. (4 marks)

Give **two reasons why textile fibres are important in the home**.

i. _____

ii. _____

SECTION B: 50 marks

7. (6 marks)

Explain **how to identify textile fibres using the burning test**. Include **two observations for cotton and wool**.

i. _____

ii. _____

iii. _____

iv. _____

8. (5 marks)

Describe **three methods of identifying textile fibres** used for household articles.

i. _____

ii. _____

iii. _____

iv. _____

9. (7 marks)

A home science student is classifying textile fibres for a project.

a) List **four characteristics she would use to differentiate between natural and synthetic fibres**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Explain **why these characteristics are important**. (3 marks)

i. _____

ii. _____

iii. _____

10. (6 marks)

Compare the **advantages and disadvantages of using cotton and polyester fibres in household curtains**.

a. Advantages of cotton fibres

i. _____

ii. _____

b. Disadvantages of cotton fibres

i. _____

ii. _____

c. Advantages of polyester fibres

i. _____

ii. _____

d. Disadvantages of polyester fibres

i. _____

ii. _____

11. (5 marks)

Mention four classes of textile fibres

i. _____

ii. _____

iii. _____

iv. _____

12. (6 marks)

Mary wants to buy bed sheets and curtains for her home.

a) Suggest **two fibre types suitable for each item**. (4 marks)

i. _____

ii. _____

b) Explain **why these fibre types are suitable**. (2 marks)

i. _____

ii. _____

13. (5 marks)

mention five **textile fibre characteristics**

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

14. (5 marks)

Explain **how regenerated fibres are produced and one advantage of using them** in household articles.

_____

_____

_____

_____

Advantages of regenerated fibres

i. _____

ii. _____

iii. _____

iv. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

SECTION C: 25 MARKS

15. (6 marks)

State how choosing the correct **textile fibre** for household items improves:

i. Durability

_____

_____

ii. Comfort

_____

_____

iii. appearance (aesthetics)

_____

_____

16. (5 marks)

A learner wants to identify the fibre content of a fabric at home.

a) Outline a **safe and simple procedure** that can be used to identify the fibre. (3 marks)

i. _____

ii. _____

iii. _____

iv. _____

b) Give **two limitations** of home-based fibre identification methods. (2 marks)

i. _____

ii. _____

COMPETENCE KENYA EXAMINATION CREAB AND ASSESSMENT BOARD Spirit of Excellence

17. (7 marks)

Match the textile fibres in **Column A** with the correct household uses in **Column B**. (7 marks)

Column A: Fibre		**Column B: Household Use**
1. Cotton		A. Blankets and warm clothing
2. Wool		B. Curtains and upholstery
3. Polyester		C. Towels and bed sheets
4. Silk		D. Ropes and sacks
5. Nylon		E. School uniforms and tablecloths
6. Linen		F. Mosquito nets and fishing lines
7. Jute		G. Table napkins and summer clothing

18. (7 marks)

Complete the table below by giving the **fibre type**, **one method of identification**, and **one household item made from it**. (7 marks)

Fibre	**Type (Natural / Synthetic)**	**One identification method**	**One household item**
Cotton			
Wool			
Polyester			
Nylon			

NEEDLEWORK TOOLS & TEXTILE FIBRE ACTIVITIES

1. (3 marks)

State **two rules for caring for needlework tools in a Home Science laboratory**.

i. _____

ii. _____

2. (4 marks)

List **three types of needlework tools that require safe storage** and explain **why each should be stored properly**.

i. _____

ii. _____

iii. _____

3. (3 marks)

Define the following terms as used in textile work:

a) Absorbency

_____

_____

b) Elasticity

_____

_____

4. (5 marks)

Explain the characteristics of fabrics

i. _____

ii. _____

iii. _____

5. (6 marks)

A student wants to test the **strength and durability** of cotton and polyester fabrics.

a) Suggest **one method to test strength** for each fabric. (2 marks)

i. _____

ii. _____

iii. _____

b) Explain **why testing fabric characteristics is important when selecting materials for household items**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

6. (7 marks)

You are required to **collect textile fibres and mount them in a folder** for a class project.

a) List **five items to include in the folder**. (5 marks)

i. _____

ii. _____

iii. _____

iv. _____

v. _____

b) Explain **the uses of fibres in the house**. (2 marks)

i. _____

ii. _____

iii. _____

iv. _____

7. (5 marks)

mention five advantages of fibres

i. _____

ii. _____

iii. _____

iv. _____

v. _____

8. (6 marks)

mention three care practices **of needlework tools and equipment.**

i. _____

ii. _____

iii. _____

CLOTHING AND TEXTILES

CLOTHING CONSTRUCTION PROCESSES (STITCHES)

SECTION A: 25 marks

1. (3 marks)

Define the following terms:

a) Stitch

b) Tacking

c) Neatening stitch

2. (4 marks)

List **two types of stitches** under each of the following categories:

i. Temporary

ii. Permanent

3. (3 marks)

State **two reasons why stitches are important in clothing construction**.

i.

ii.

iii.

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

4. (5 marks)

Match the stitch with its purpose:

Stitch	**Purpose**
A. Basting	1. Decorative
B. Running	2. Temporary holding
C. Overcasting	3. Neaten edges
D. Backstitch	4. Joining fabric

5. (5 marks)

State **two safety precautions to observe while working with stitches in the laboratory**.

i. _____

ii. _____

6. (5 marks)

Give **two materials used to practice stitches in a Home Science laboratory**.

i. _____

ii. _____

SECTION B: 50 marks

7. (6 marks)

Explain the **general rules for working stitches** safely and effectively in the laboratory.

i. _____

ii. _____

iii. _____

iv. _____

8. (6 marks)

A student is practicing stitches in class. Describe **three steps to make a permanent stitch** and indicate the **tools required**.

i. _____

ii. _____

iii. _____

iv. _____

9. (5 marks)

Differentiate between **temporary and permanent stitches**. Include **two examples for each type**.

10. (7 marks)

Draw and label **four types of decorative stitches**. For each, explain **where it can be used in clothing construction**.

11. (5 marks)

a. Stitches are used for different purposes. Identify the type of stitch illustrated below.



_____.

b. Identify the type of stitch shown below



_____.

c. What is the function of the following stitches. (3mks)

i. Fishbone stitch: _____.

ii. Loop stitches_____.

iii. Chain stitch_____.

d. Identify the stitches shown below



_____.

e. The picture below shows a type of tracking stitches in sewing. Identify it.



_____.

f. Name **two** types of tacking stitches. (2 marks)

i. _____

ii. _____

12. (6 marks)

A learner wants to make a stitched sample for the **joining stitch**.

a) List **two fabrics suitable for this exercise**. (2 marks)

i. _____

ii. _____

b) Describe the **steps to complete the joining stitch**. (4 marks)

i. _____

ii. _____

iii. _____

iv. _____

KNEC KENYA NATIONAL EXAMINATIONS COUNCIL CBC CKEAB CURRICULUM AND ASSESSMENT BOARD Spirit of Excellence

13. (5 marks)

Discuss **two factors to consider when selecting threads and needles for stitching different fabrics**.

i. _____

ii. _____

iii. _____

iv. _____

14. (4 marks)

Identify **two types of stitches used for neatening fabric edges** and explain **why they are necessary**.

i. _____

ii. _____

iii. _____

SECTION C: 25 MARKS

15. (7 marks)

State how practicing stitch samples in a Home Science laboratory improves:

i. skill development

ii. safety awareness

iii. creativity in clothing construction

Give **three supporting points**. (7 marks)

i. _____

ii. _____

iii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

16. (6 marks)

Complete the table below by classifying the stitches into **temporary, permanent, and decorative**. (6 marks)

Stitch	**Type of Stitch (Temporary / Permanent / Decorative)**
Tacking stitch	
Running stitch	
Back stitch	
Blanket stitch	
Hemming stitch	
Chain stitch	

17. (6 marks)

a) Outline **three steps** followed when working joining and neatening stitches on fabric. (3 marks)

i. _____

ii. _____

iii. _____

b) Mention **two safety measures** observed when making stitch samples. (2 marks)

i. _____

ii. _____

iii. _____

c) State **one skill developed** after practicing joining and neatening stitches. (1 mark)

i. _____

18. (6 marks)

Match the decorative stitches in **Column A** with their correct use in **Column B**. (6 marks)

Column A: Decorative Stitch		**Column B: Use**
1. Chain stitch		A. Neatening raw edges to prevent fraying
2. Blanket stitch		B. Decorative outline and embroidery patterns
3. Cross stitch		C. Decorative patterns on cushion covers
4. Satin stitch		D. Filling shapes in embroidery designs
5. Herringbone stitch		E. Decorative edging and strengthening seams
6. Stem stitch		F. Decorative lines such as stems and outlines

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

CLOTHING AND TEXTILES –

CLOTHING CONSTRUCTION PROCESSES (SEAMS)

SECTION A: 25 marks

1. (3 marks)

Define the following terms as used in clothing construction:

a) Seam

b) Overlaid seam

c) French seam

2. (4 marks)

List **two differences between open seams and double-stitched seams**.

Open seam	**Double stitched seam**

3. (3 marks)

State **two reasons why seams are important in clothing construction**.

i. _____

ii. _____

4. (5 marks)

Match the type of seam to its correct description:

Seam Type	Description
A. Open seam	1. Folded edges stitched together for neatness
B. French seam	2. Edges are turned under and stitched, neat inside and outside
C. Double-stitched seam	3. Two rows of stitching for strength
D. Overlaid seam	4. Raw edges stitched on top of each other

5. (5 marks)

Give **two safety precautions to observe while making seams in a laboratory**.

i. _____

ii. _____

6. (5 marks)

State **two materials required when practicing seams in the Home Science laboratory**.

i. _____

ii. _____

SECTION B: 50 marks

7. (6 marks)

Explain the **general steps in making an open seam**, including the tools needed.

i. _____

ii. _____

iii. _____

8. (6 marks)

A student is asked to practice **double-stitched seams**.

a) Suggest **two types of fabric suitable for this exercise**. (2 marks)

i. _____

ii. _____

b) Explain **how this seam improves the strength of the garment**. (4 marks)

i. _____

ii. _____

iii. _____

9. (5 marks)

Differentiate between **overlaid and French seams**, including one **example of where each can be used in a garment**.

_____

_____

_____

_____

_____

_____

10. (7 marks)

Draw and label **four types of seams**. Indicate **one common use for each**.

11. (5 marks)

Discuss **the importance of mounting seam samples in a folder**.

i. _____

ii. _____

iii. _____

12. (6 marks)

During peer assessment, a student notices that the seam **puckers**.

a) Explain **what might have caused this problem**. (3 marks)

_____

_____

_____

b) Suggest **two ways to prevent puckering in future samples**. (3 marks)

_____

_____

13. (5 marks)

Explain **three qualities of a good seam** in clothing construction.

i. _____

ii. _____

iii. _____

14. (4 marks)

a. List **two types of seams used for decorative purposes** and **explain their effect on garment appearance**.

i. _____

ii. _____

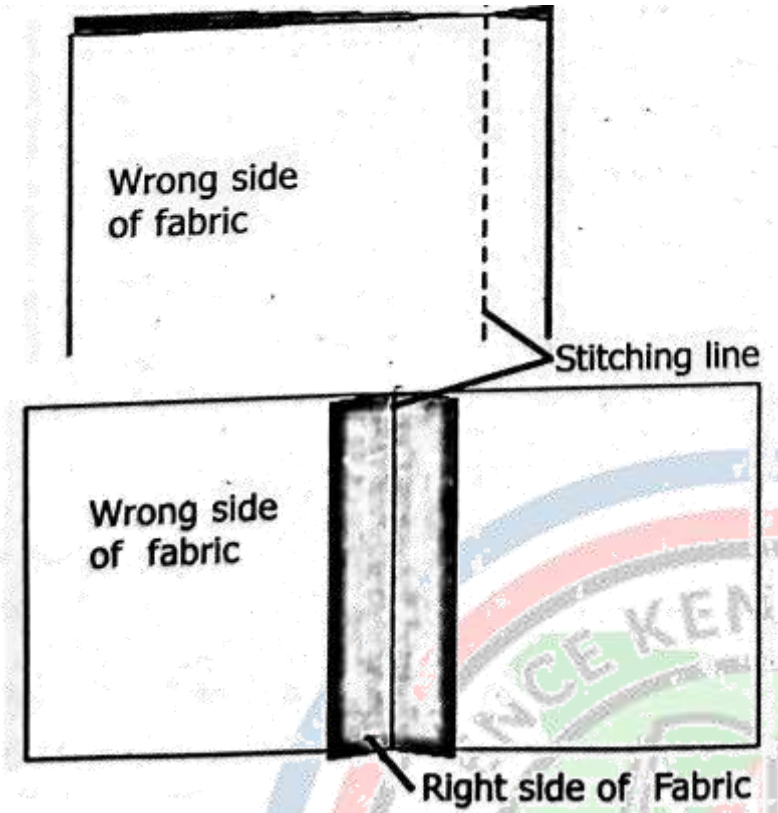
b. Identify the type of seam shown in the picture below.



_____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Centre of Excellence

c. The type of seam shown on the diagram below is ___. (1 mk)



d. During her visit to the tailor for the practical on fabric, Lucy made the seam below.



i) Identify the type of seam illustrated above. (1mk)

_____

ii) Beside the type of seam shown above, what are other three types of seams? (3mks)

_____

_____

_____

e. Mrs. Kimtai a Garde 10 Homescience teacher asked her learners to describe the following terms as used in clothing construction when making seams. What response did they give? (5 mks)

a. Clothing construction

_____

_____

b. A seam

_____

_____

c. Seam line

_____

_____

d. Seam allowance

_____

_____

e. Seam turning

_____

_____

SECTION C: 25 MARKS

15. (7 marks)

State how practicing seam samples in a Home Science laboratory improves:

i. sewing skill

ii. accuracy of work

iii. durability of garments

Give **three supporting points**. (7 marks)

i. _____

ii. _____

iii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

16. (6 marks)

a) Outline **three steps** followed when making a **French seam** and a **double-stitched seam**. (3 marks)

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

b) Mention **two safety measures** observed when sewing seam samples. (2 marks)

i. _____

ii. _____

iii. _____

c) State **one safety measure to undertake when working on** seams. (1 mark)

_____

_____

_____

17. (6 marks)

Complete the table below by giving **one suitable garment or item** where each seam can be used. (6 marks)

Type of Seam	**One suitable garment/item**
Open seam	
French seam	
Overlaid seam	
Double-stitched seam	

COMPETENCE KENYA EXAMINATION CKEAB ASSESSMENT BOARD Spirit of Excellence

18. (6 marks)

Match the seam type in **Column A** with the correct description in **Column B**. (6 marks)

Column A: Seam Type		**Column B: Description**
1. Open seam		A. Strong seam used for heavy fabrics and items that need strength
2. French seam		B. Seam allowances are pressed open to reduce bulk
3. Overlaid seam		C. Seam used to enclose raw edges for a neat finish
4. Double-stitched seam		D. Seam where one edge overlaps another and is stitched flat

19. (6 marks)

A cushion cover is to be made using medium-weight fabric.

a) Mention **two suitable seams** for the cushion cover. (2 marks)

i. _____

ii. _____

b) Explain how each seam improves **durability and appearance**. (4 marks)

i. _____

ii. _____

iii. _____

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD
KEAB
Spirit of Excellence

CLOTHING AND TEXTILES –

CLOTHING CONSTRUCTION PROCESSES (MANAGEMENT OF FULLNESS)

SECTION A: 25 marks

1. (3 marks)

Define the following terms as used in clothing construction:

a) Fullness

b) Dart

c) Gather

2. (4 marks)

List **four common methods of managing fullness** in clothing construction.

i.

ii.

iii.

iv.

3. (3 marks)

State **two reasons why managing fullness is important in garment making**.

i.

ii.

4. (5 marks)

Match the type of fullness management to its correct description:

Method	Description
A. Pleats	1. Stitching fabric to create small folds for shaping
B. Gathers	2. Folding fabric and securing with stitches for decoration
C. Darts	3. Fabric stitched and tapered to fit body curves
D. Elastic	4. Stretchable material to control fullness and fit
E. Easing	5. Gradually fitting a larger piece of fabric into a smaller one without puckering

5. (5 marks)

State **two safety precautions to observe when managing fullness in a Home Science laboratory**.

i. _____

ii. _____

6. (5 marks)

Give **two materials or tools required when practicing fullness management techniques in the laboratory**.

i. _____

ii. _____

SECTION B:– 50 marks

7. (6 marks)

Explain the **general steps in making pleats**, including the tools needed.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

vi. _____

8. (6 marks)

A student is asked to practice **gathers on a skirt sample**.

a) Suggest **two types of fabric suitable for this exercise**. (2 marks)

i. _____

ii. _____

b) Explain **how gathers affect the appearance and comfort of the garment**. (4 marks)

i. _____

ii. _____

9. (5 marks)

Differentiate between **darts and easing**, including **one example of where each is used in a garment**.

_____

_____

_____

_____

_____

_____

10. (7 marks)

outline **five methods of managing fullness**

i. _____

ii. _____

iii. _____

iv. _____

v. _____

11. (5 marks)

Discuss **the importance of managing fulness**.

i. _____

ii. _____

iii. _____

12. (6 marks)

During peer assessment, a student notices that the **pleats are uneven**.

a) Explain **what might have caused this problem**. (3 marks)

_____

_____

_____

b) Suggest **two ways to prevent uneven pleats in future samples**. (3 marks)

i. _____

ii. _____

13. (5 marks)

Explain **three qualities of well-managed fullness** in a garment.

i. _____

ii. _____

iii. _____

iv. _____

v. _____

14. (4 marks)

List **two methods of managing fullness used for decorative purposes** and **explain their effect on garment appearance**.

i. _____

ii. _____

SECTION C: 25 MARKS

15. (7 marks)

State why mastering **fullness management techniques** is important in clothing construction.

Your answer should include points on:

- good fit
- appearance
- durability

Give **three supporting points**. (7 marks)

i. _____

ii. _____

iii. _____

iv. _____

COMPETENCY KENYA EXAMINATION CKEAB AND ASSESSMENT BOARD Spirit of Excellence

16. (6 marks)

a) Outline **three steps** followed when making **gathers** and **darts** on fabric. (3 marks)

i. _____

ii. _____

iii. _____

b) Mention **two safety measures** observed when making fullness samples. (2 marks)

i. _____

ii. _____

c) State **one difference between** gathers and darts. (1 mark)

_____

_____

17. (6 marks)

Complete the table below by giving **one garment part** where each fullness technique is commonly used. (6 marks)

Fullness Technique	**One garment part where it is used**
Pleats	
Gathers	
Darts	
Elastic casing	
Easing	

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD CKEAB Spirit of Excellence

18. (6 marks)

Match the fullness technique in **Column A** with the correct description in **Column B**. (6 marks)

Column A		**Column B**
1. Pleats		A. Small folds stitched to shape the garment to the body
2. Gathers		B. Extra fabric controlled using a narrow strip of elastic
3. Darts		C. Fullness controlled by folding fabric into even folds
4. Elastic		D. Fullness controlled by stitching and pulling threads
5. Easing		E. Slight fullness worked into a seam without visible gathers

19. (6 marks)

Fill in the blanks using the correct words from the list below:

(pleats, darts, easing, gathers, elastic) (6 marks)

a) _____are used to shape the waist, bust, or hips for better fitting.

b) _____are made by stitching and pulling threads to reduce fabric width.

c) _____helps fit a larger piece of fabric into a smaller piece without visible fullness.

d) _____are folds that add controlled fullness and decoration.

e) _____is commonly used in waistbands and sleeve hems for comfort.

COMPETENCE KENYA EXAMINATION AND ASSESSMENT BOARD
CKEAB
Spirit of Excellence