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WORK ETC

BOOKLET APRIL

HOLIDAY REVISION



'I'RIAL 1

REVISION QUESTIONS

GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 FINE ARTS (Theory)
ENDTERM 1

PATHWAY: ARTS AND SPORTS

Time: 2 Hours 30 Minutes

COMPETENCE ASSESSMENT EXAMINATION

LEARNER'S DETAILS

Name:
.

School:
.

Assessment Number: . Date:
.

School Code: . Signature:
.

INSTRUCTIONS TO LEARNERS

1. Write your name, School, assessment number, signature and date on all the answer sheets provided.
2. /This examination consists of Section A (25 marks) and Section B (75 marks), totaling 100 marks.
3. Answer all questions in Section A.
4. In Section B, answer Question 6 and any other two questions.
5. Answer all the questions in the spaces provided.
6. Read each question carefully before writing your answer.
7. Ensure your answers are clear, neat, and well-organized.
8. Do not write in the margin.
9. Check your work before submitting the exam.
10. /Manage your time well to complete all questions.

Performance Levels Grid

Question No.	1	2	3	4	5	6	7	8	9	TOTAL
Marks	14	9	9	6	9	11	6	7	9	80
Learner's Score										
Performance Level										

SECTION A: THEORY (80 Marks)

Answer all questions in this section.

1. Figure 1 below shows a simple drawing composition.

/

a) Identify FOUR elements of art visible in Figure 1. (4 marks)

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

b) State THREE principles of design used in the drawing above. (3 marks)

i. .
ii. .
iii. .

c) Name THREE types of lines used in drawing. (3 marks)

i. .
ii. .
iii. .

d) Define the term value as used in drawing. (2 marks)

d) Name TWO types of texture used in drawing. (2 marks)

i. .
ii. .

e) State THREE uses ofa portfolio folder in Fine Art. (3 marks)

i. .

ii. .

iii. .

2. a) Define the following painting techniques: (4 marks)

i) Flat wash

_____

_____

ii) Graded wash

_____

_____

b) Identify TWO tools used in wash painting. (2 marks)

i. .

ii. .

c) State THREE safety precautions to observe when painting using water colours. (3 marks)

i.
.

ii.
.

iii.
.

3. Figure 2 shows a building drawing receding into the distance.

/

a) Name the type of perspective shown in Figure 2. (1 mark)

_____

b) Identify and label the following features on Figure 2: (6 marks)

i) Vanishing point

ii) Converging lines

iii) Horizon line

_____

c) Explain TWO characteristics of one-point perspective drawing. (2 marks)

i.
.
ii.
.

4. /A group of learners collected ajar, a fruit, a book and a cup and arranged them on a table to draw a still life.

a) Identify TWO stages of drawing followed when creating a still life composition. (2 marks)

i.
.
ii.
.

b) Explain TWO stages of drawing used when creating a still life composition. (2 marks)

i. .
ii. .

c) Give TWO ways shading improves realism in still life drawing. (2 marks)

i.
.
ii.
.

5. /Figure 3 shows a collage artwork made from paper and fabric.

a) Define the term collage. (1 mark)

b) Differentiate between: (2 marks)
Single-media collage and Mixed-media collage

c) State TWO characteristics of mixed-media collage. (2 marks)

i.
.
ii.
.

d) Explain TWO ways texture enhances collage artworks. (2 marks)

i.
.
ii.
.

e) State TWO skills developed when learners critique peers' collage work. (2 marks)

i. .
ii. .

6. a) Define calligraphy. (1 mark)

b) Name TWO types of calligraphy pen tips. (2 marks)

i. .
ii. .

c) State THREE rules followed when writing calligraphy text. (3 marks)

i. .

ii. .

IM 4 …

iii. .

d) Identify TWO elements of graphic design used in trademark design. (2 marks)

i. .

ii. .

e) Explain THREE features of a good advertisement poster. (3 marks)

i. .

ii. .

iii. .

7. A learner used a viewfinder to select a landscape scenery for painting.

a) Explain how the foreground, middle ground and background are shown using colour value in wash painting. (2 marks)

_____.

_____.

_____.

_____.

b) Describe FOUR steps followed when painting a scenery using graded wash technique. (4 marks)

i.
.

ii.
.

iii.
.

iv.
.

8. Learners designed stencil paintings on environmental conservation.

a) Define brush-spray painting technique. (1 mark)

_____=
_____

b) State THREE materials required when creating stencil paintings. (3 marks)

i. .

ii. .

iii. .

c) Explain TWO principles of art applied in brush-spray painting. (2 marks)

i.

ii.

d) Give ONE reason for trimming and window mounting finished artworks. (1 mark)

---

9. a) Name the TWO types of wash techniques used in watercolour painting. (2 marks)

i.
.
ii.
.

b) Define a flat wash. (1 mark)

---

c) State THREE uses ofa viewfinder when painting sceneries. (3 marks)

i.
.
ii.
.
iii.
.

d) Identify the part of the scenery that appears: (2 marks)
i) Closest

i.
.

ii) Farthest

i.
.

e) State ONE way colour value creates depth in painting. (1 mark)

i.
.

GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

KENYA CERTIFICATE OF BASIC EDUCATION

(K.C.B.E) GRADE 10 MUSIC AND DANCE

(Theory) ENDTERM 1

PATHWAY: ARTS AND SPORTS

Time: 1 Hour 40 Minutes.

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:

School:
.

Assessment Number: . **Date:**
.

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

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

Performance Levels Grid

Question No.	1a(i)	1a(i)	1a(ii)	1a(iv)	2a(i)	2a(ii)	2 b	3 a	3 b	3 c	3 d	4 a	4 b	4 c	4 d	5 a	5 b	6 a	6 b	6 c	6 d	7 a	7 b	7 c	7 To t
	8 a	8 b	8 c	8 d	9 a	9 b																9 e			
Marks	1	2	3	4	1	1	5	1	3	2	2	1	2	2	2	3	4	2	9	3	3	3	4	2	3 3 2 1 3
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	

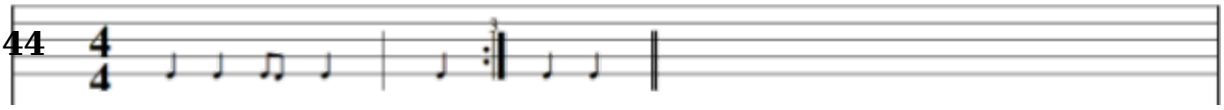
-MUSIC AND DANCE-003-
-Senior Sc

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SECTION A: CREATING MUSIC (70 MARKS)

QUESTION 1: RHYTHM AND TIME (10 MARKS)

(a) Study the rhythmic illustration below:



(i) Identify the note represented by two eighth notes (♪♪). ***(1 mark)***

_____

(ii) Explain the meaning of a triplet as shown above. ***(2 marks)***

(iii) Group the following notes correctly into 3/4 time: ♪ ♪ ♪ ♪ ♪ ♪ ***(3 marks)***

(iv) Compose a 4-bar rhythm in 4/4 time using semiquavers and triplets. Use the staff provided. ***(4 marks)*** **44**

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SECTION A: CREATING MUSIC (70 MARKS)



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QUESTION 2: MELODY IN MAJOR KEYS (10 MARKS)

(a) Below is a treble staff illustration:



(i) Name the key of the scale shown. ***(1 mark)***

_____

(ii) Write the key signature for the above scale. ***(2 marks)***
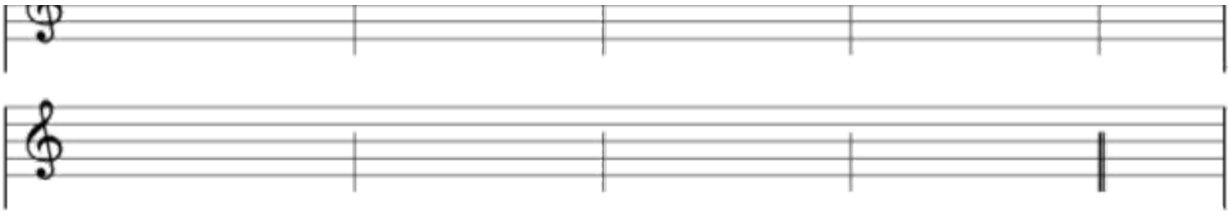
_____

(iii) Distinguish between scalic motion and arpeggio using the illustration. ***(2 marks)***

_____

(b) Compose an 8-bar melody in a major key of your choice incorporating:

i. *Question and answer phrases*

ii. *Slur and staccato marks*



5 marks)

QUESTION 3: TRANSPOSITION (8 MARKS)

Study the melody below written in C major:

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(a) Identify the interval between C and E.
(1 mark)

(b) Transpose the melody up a perfect 4th.***(3 marks)***

(c) Rewrite the transposed melody on the bass staff.***(2 marks)***



(d) State TWO reasons why transposition is important in music performance.***(2 marks)***

_____

_____

QUESTION 4: SETTING TEXT TO MUSIC (7 MARKS)

Given the Kiswahili text:

"Tuwajibike kulinda mazingira"

(a) Identify the number of syllables in the text.***(1 mark)***

_____

(b) Indicate the strong and weak syllables.***(2 marks)***
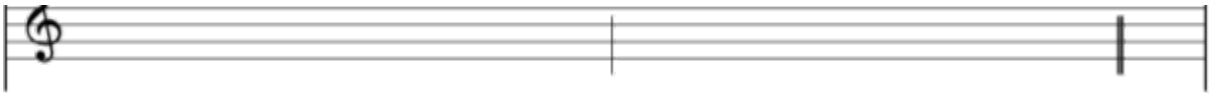
_____

_____

(c) State a suitable time signature for the text and give a reason.***(2 marks)***

_____

(d) Compose a short melody (2 bars) beginning with an anacrusis to fit the text.***(2 marks)***

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QUESTION 5: TWO-PART HARMONY (7 MARKS)

Study the melody below:



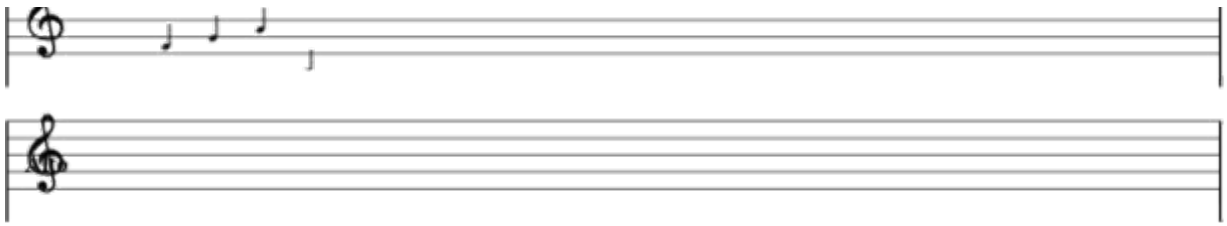
(a) Outline THREE guidelines for writing two-part harmony.***(3 marks)***

i.
.

ii.
.
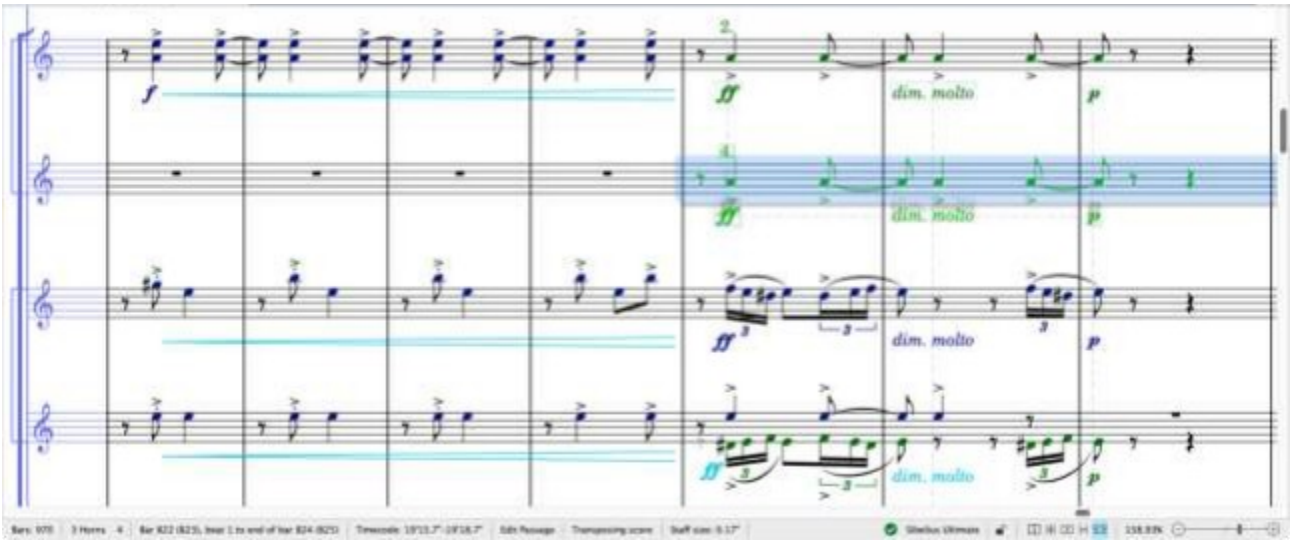
iii.
.

(b) Add an alto part below the melody using consonant intervals only.***(4 marks)***



QUESTION 6: MUSIC NOTATION SOFTWARE (8 MARKS)

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Music Notation Software Interface (Sibelius)

(a) Name TWO music notation software used in music composition. ***(2 marks)***

i.
.

ii.
.

(b) Describe the steps used to: ***(3 marks)***

- Open software

i.
.

ii.
.

iii.
.

- Key in notes

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i.
.

ii.
.

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ii

- Playback music

i. _____.

ii. _____.

iii. _____.

(c) State THREE file formats used when saving music. ***(3 marks)***

i.
.

ii.
.

SECTION B: PERFORMING MUSIC AND DANCE (30 MARKS)

QUESTION 7: KENYAN FOLK SONGS (10 MARKS)



Figure 7.1: Traditional Kenyan Folk Performance with Dancers and Traditional Costumes

(a) State THREE characteristics of Kenyan folk songs. ***(3 marks)***

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i.
.

ii.
.

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ii _____:

(b) Identify factors to consider when selecting a folk song for performance. ***(3 marks)***

i.
.

i

_____

iii.
.

_____

(c) Describe FOUR performance aspects applied when performing Kenyan folk songs. ***(4 marks)***

i.
.

_____

i :_____

iii.
.

i _____:

QUESTION 8: WESTERN STYLE SOLO SONGS (10 MARKS)

(a) Name TWO Western solo song styles. ***(2 marks)***

i.
.

i

_____

(b) Explain THREE performance techniques used in Western solo singing. ***(3 marks)*** i.

_____

ii. _____.

iii

_____

(c) Describe how tempo and dynamics affect performance. ***(3 marks)***

i.
.

_____

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i

iii.

(d) State TWO benefits of performing Western solo songs. ***(2 marks)*** i.

ii.

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QUESTION 9: KENYAN INDIGENOUS MUSICAL INSTRUMENTS (20 MARKS)

Q



P

a) identify the musical instrument labelled **P.**

_____

b) Identify the material used to make the indigenous costume marked **Q.**

_____

c) Explain how sound is produced in one Kenyan indigenous instrument. ***(3 marks)***

i.
.

ii.
.

iii.
.

d) Describe THREE techniques used when playing the chosen instrument. ***(3 marks)***

i.
.

ii.
.

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iii.
.

iv.
.

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e) State FOUR ways indigenous music contributes to cultural preservation. ***(4 marks)***

i.
.

ii.
.

iii.
.

iv.
.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

GRADE 10 TERM 1 PHYSICAL EDUCATION (Theory)

-PH

PATHWAY: ARTS AND SPORTS

Time: 1 Hour 30 Minutes

COMPETENCE ASSESSMENT EXAMINATION CKEAB 003

LEARNER'S DETAILS

Name:

School:
.

Assessment Number: . **Date:**

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

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

Performance Levels Grid

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

Learner's Score

Performance Level

-PHYSICAL EDUCATION- -003- -Senior S

	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.

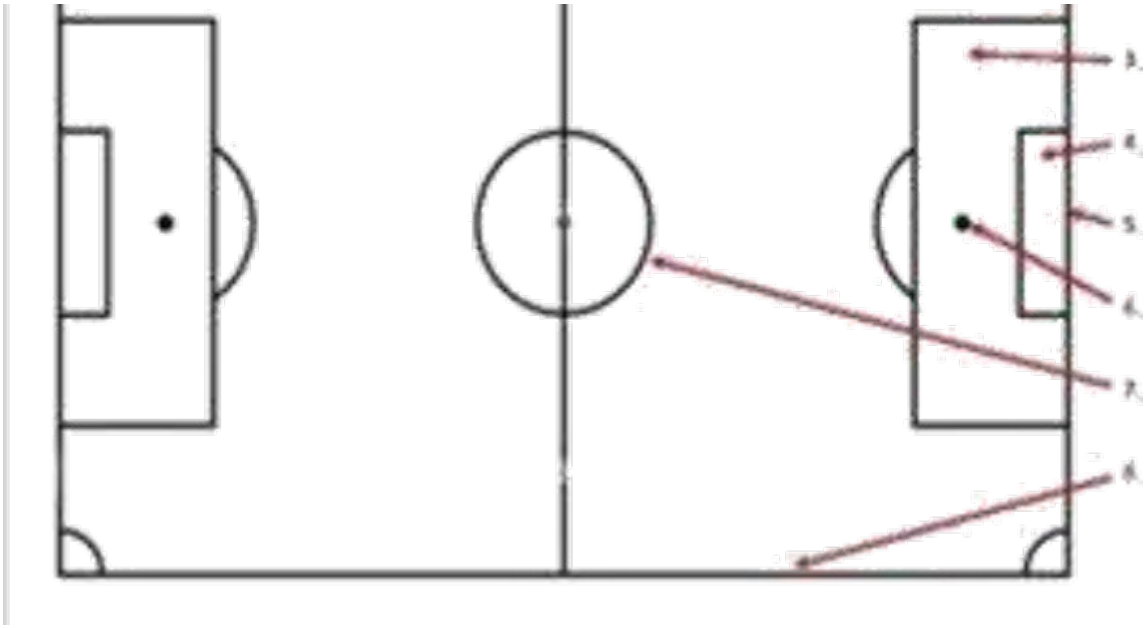
a. Identify THREE facilities used in a game of football. (3 **marks**)

i. .

ii. .

iii. .

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



1.

. 2.

. 3.

. 4.

. 5.

. 6.

. 7.

.

8. .

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2. The figure below shows execution of a lofted pass



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

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

i. .

ii. .

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

i. .

ii. .

3. The figure below shows a defender marking an attacker

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

i. .

ii. .

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

i. .

ii. .

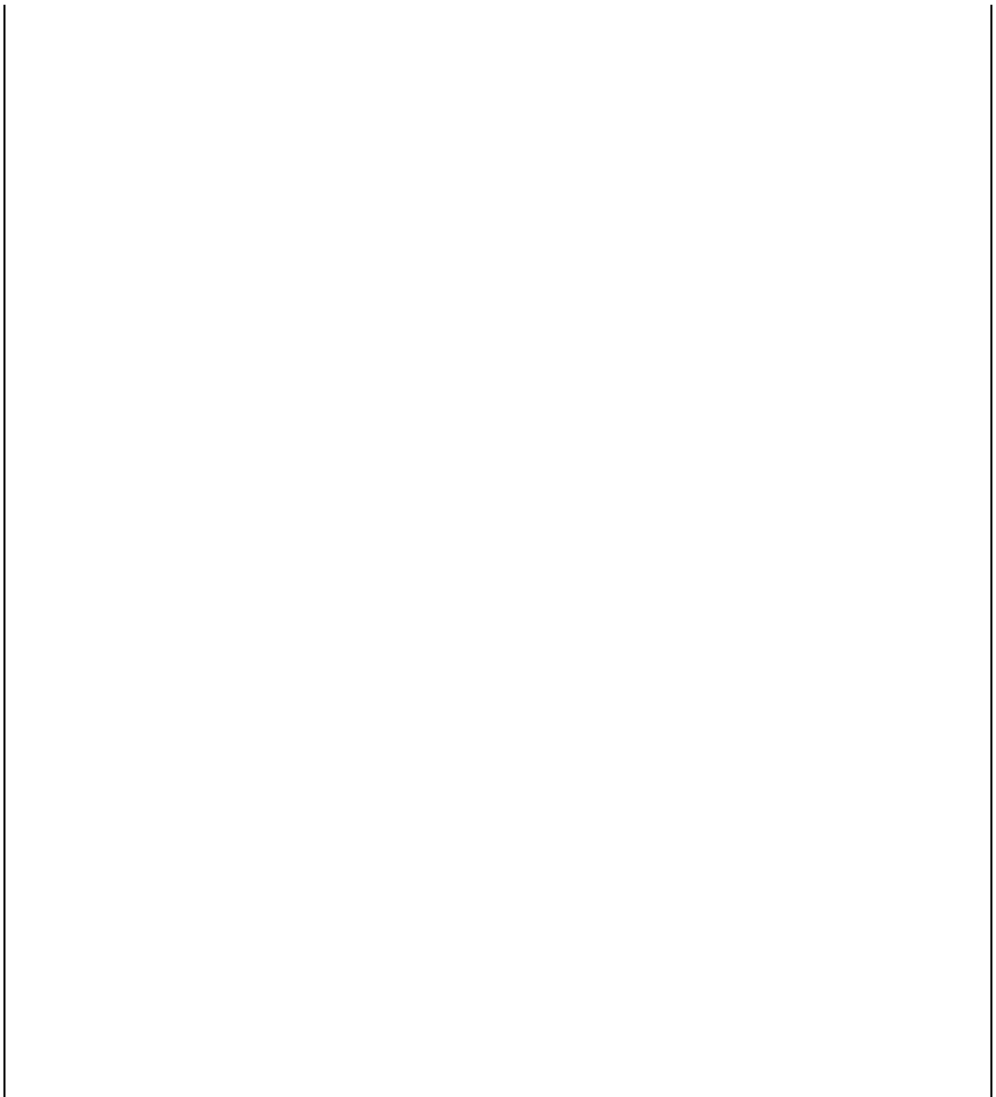
iii) Outline three qualities of a good marker in football. (3 marks)

i. .

ii. .

iii. .

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



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



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

_____.

b. Identify THREE goalkeeping skills. (3 marks)

i. .

ii. .

iii. .

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

i.
.

ii.
.

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iii.
.

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

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

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.
iii.
.

7.

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

_____.

_____.

_____.

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

i.
.
ii.
.

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



L
N



M



L: .

M: .

N: .

8.

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

i.
.
ii.
.

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

i.
.
ii.
.
iii.
.

9.

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

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

i.
.

ii.
.

10.

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

i.
.

ii.
.

iii.
.

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

i.
.

ii.
.

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

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Identify the type of serve demonstrated (1 mark)

_____

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

iv.
.

v.
.

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

i.
.

ii.
.

iii.
.

12.

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

_____.

_____.

_____.

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

i.
.

ii.
.

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

_____.

_____.

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_____.

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

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.

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

i.
.
ii.
.
iii.
.

g. Identify THREE playing zones ofa rugby pitch. (3 **marks**)

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.

13.

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

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i.
.
ii.
.

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

_____.

_____.

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

_____.

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_____.

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

i.
.

ii.
.

e. Ole Pioneer Senior School bought the following balls. For which type of game are the ball used? (4 marks)

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

GRADE 10 SPORTS AND RECREATION (Theory) ENDTERM 1

PATHWAY: ARTS AND SPORTS

Time: 1 Hour 30 Minutes

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:
_

School:

Assessment Number: . **Date:** .

School Code: . **Signature**: .

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4. **Check your work** before submitting the exam.

Performance Levels Grid

Q.No.	1a	1b	1c	1d	1e	2a	2b	2c	2d	2e	3a	3b	3c	3d	3e	4a	4b	4c	4d	4e	5a	5b	5c	5d	5e	6a	6b	6c	6d	Total
Marks	2	4	2	2	2	4	2	3	2	3	2	4	2	3	3	2	3	3	2	3	2	4	4	2	2	4	3	4	2	70
Learner's Score																														
Performance Level																														

-SP
-SPORTS AND RECREATION-
-Q22
-Senior S

	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. *Grade 1o learner performed arm swings and leg swings before a race; another learner holding a hamstring stretch while seated.*



X



Y

a) Define **flexibility** as a component of health and fitness. (2 marks)

_____

b) Differentiate between: (4 marks)

i) Static stretching

_____

_____

ii) Dynamic stretching

_____

_____

c) From Image 1 above, identify: (2 marks)

i) ONE dynamic stretch

_____

_____

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ii) ONE static stretch

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i.

ii.

d) Explain **TWO benefits of dynamic stretching** before sports activities. (2 marks)

iii.

iv.

e) State **TWO safety precautions** to observe when performing stretches. (2 marks)

i.

ii.

2. *Learners were observed doing push-ups, squats using water containers as weights, plank hold, and repeated skipping.*



M



N



O



P

a) Define: (4 marks)

i) Muscular strength

---

ii) Muscular endurance

---

b) Using Image 2, identify: (2 marks)

i) ONE muscular strength activity

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ii) ONE muscular endurance activity

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c) State **THREE differences** between muscular strength and muscular endurance activities. (3 marks)

i.

ii.

iii.

d) Explain **TWO ways learners can improvise equipment** for muscular strength activities using locally available materials. (2 marks)

i.

ii.

e) State **THREE physical skills** developed during muscular strength and endurance activities. (3 marks)

i.

ii.

iii.

3. *Learners jogging around afield, cycling, skipping rope, and participating in a group aerobic session.*

a) Define **cardiovascular endurance**. (2 marks)

---

b) Distinguish between: (4 marks)

i) Low-impact cardiovascular activities

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ii) High-impact cardiovascular activities

c) Identify **TWO cardiovascular activities** shown in Image 3. (2 marks)

i.
ii.

d) Explain **THREE benefits of cardiovascular endurance exercises** to the body. (3 marks)

i.
ii.
iii.

e) State **THREE safety measures** to observe during cardiovascular exercises. (3 marks)

i.
ii.
iii.

4. *A learner sitting upright at a desk, another was slouching;*

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

b) Identify **THREE movements** that require correct posture for good sports performance. (3 marks)

i.

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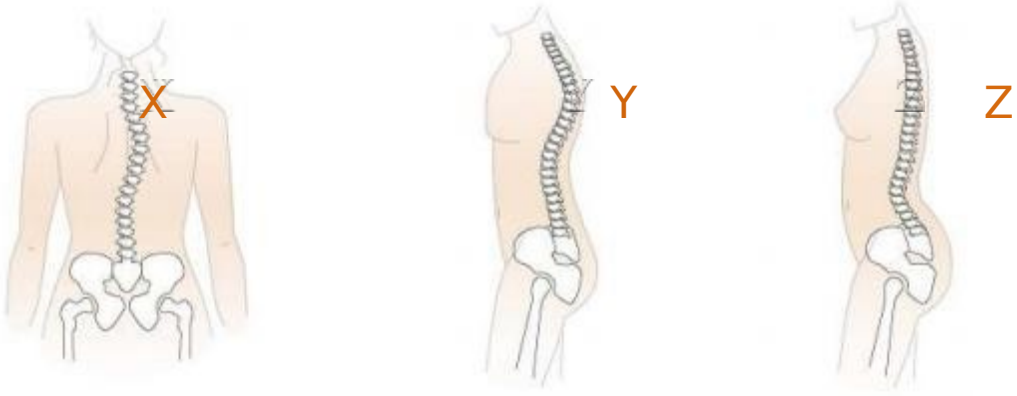
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ii.

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iii.

c) Name and describe **the defective postures** shown in Image below. (3 marks)



X:
.

Y:
.

Z:
.

d) Explain **TWO effects of poor posture** on sports performance. (2 marks)

i.

ii.

e) State **THREE corrective practices** that help improve posture. (3 marks)

i.

ii.

iii.

5. *Different groups of Learners were observed playing football, chess, traditional dances, yoga, and group discussions.*



P



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iii.

Q





R **S**

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

i.

ii.

b) Identify **the practices**. (4 marks)

P: .

Q: .

R: .

S: .

c) Identify **FOUR dimensions of wellness**. (4 marks)

i.

ii.

iii.

iv.

d) Using Images above, identify **TWO recreation activities** and state the **dimension of wellness** each promotes. (2 marks)

i.

ii.

e) Explain **TWO benefits of recreation activities** to individual health and wellness. (2 marks)

i.

ii.

iii.

6. *During a video lesson, learners was identified players with the following injuries*

   i. Soccer player an ankle sprain,

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ii. *Runner holding knee,*
iii. *Tennis player with elbow support,*

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iv. *Athlete warming up.*

a) Define: (4 marks)
i) Acute injury

_____

_____

ii) Chronic injury

_____

_____

b) Classify the injuries above as **acute or chronic**. (3 marks)

Acute injuries	**Chronic injuries**

c) Draw and complete a **simple matrix** linking **TWO sports injuries** with their causes. (4 marks) **SPORTS INJURY**
CAUSE

d) State **TWO strategies athletes use to prevent injuries** during sports activities. (2 marks)

i.

ii.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ENDTERM 1 THEATRE AND FILM (Theory)

PATHWAY: ARTS AND SPORTS

Time: 1 Hour 40 Minutes.

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:
.

School:
.

Assessment Number: . **Date:**
.

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

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

Performance Levels Grid

Q.N	**1 a**	**1 b**	**1 c**	**2 a**	**2 b**	**2 c**	**2 d**	**3 a**	**3 b**	**3 c**	**3 d**	**4 e**	**4 Total**	**4 a**	**4 b**	**4 c**	**5 a**	**5 b**	**5 c**	**5 d**	**5 e**	**6 a**	**6 b**	**6 c**	**6 d**	**7 a**	**7 b**	**7 c**	**7 d**	**7 e**
Mark			3	4	2	4	2	3	5	4	2	5	2	2	4	2	2	2	4	2	2	2	2	2	2	2	2	3	2
Learner's Score																														
Performance Level																														

-THEATRE AND FILM-
-03-
-Senior Sch

	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 school wants to organize a cultural week showcasing traditional Kenyan theatre. a) Define the following terms

i) **T**heatre. (2 marks)

_____

_____

ii) Film: (2 marks)

_____

_____

b) State **three functions** of traditional Kenyan theatre. (3 marks)
i)

. ii)

. iii)

.

c) Identify **four forms of traditional Kenyan theatre**. (4 marks)

i)

. ii)

. iii)

. iv)

.

d) Explain **how communal settings enhance audience participation**. (3 marks)

i)

. ii)

. iii)

.

2. You are asked to create a performance for a community festival.

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a) Describe **three characteristics of traditional Kenyan theatre forms**. (3 marks)

i)
.

ii)
.

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iii)
.

b) Create a **mini theatrical performance plan** incorporating storytelling, dance, and music. Include:

i. *Theme (1 mark)*
ii. *Setting (1 mark)*
iii. *Characters (1 mark)*
iv. *Audience engagement method (1 mark)*

_____
_____
_____

_____
_____
_____

c) Explain **one way traditional theatre can be appreciated in modern theatre practice**. (2 marks)

_____
_____

d) Sketch a simple **stage layout** for the performance showing audience and performers. (4 marks)

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3. A youth group wants to address road safety issues through theatre.

a) List **five elements of playwriting**. (2 marks)

i)

. ii)

. iii)

. iv)

.

v)
.

b) Explain **the purpose of a three-act structure**. (3 marks)
i)

. ii)

. iii)

.

c) Develop a **story outline** for a three-act play addressing road safety. Include:

i. *Exposition (1 mark)*
ii. *Rising action (1 mark)*
iii. *Climax (1 mark)*
iv. *Falling action (1 mark)*
v. *Resolution (1 mark)*

4. A student writes a play about community awareness on traffic regulations.

a) Write **two dialogue exchanges** for the play that show character conflict. (4 marks)

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b) Identify **one dramatic style** suitable for the play and explain why. (2 marks)

_____.

_____.

c) Create a **character bible** for one main character including:

i. *Name (1 mark)*
ii. *Physical traits (1 mark)*
iii. *Emotional traits (1 mark)*
iv. *Relationship with other characters (1 mark)*
v. *Character background (1 mark)*

d) State **one way artistic creation can address societal issues**. (2 marks)

_____.

_____.

5. A student wants to perform a spoken word poem for a school assembly. a) Define **spoken word poetry**. (2 marks)

_____

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b) List

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four characteristics of spoken word poetry. (2 marks)

i)

. ii)

. iii)

. iv)

.

c) Explain **how persona is used** in a spoken word poem. (2 marks)

i)

. ii)

.

d) Identify **two themes relevant to road safety** that could be used in a spoken word poem. (2 marks)

i)

. ii)

.

e) Explain **the importance of word play and rhyme patterns** in enhancing the message. (2 marks)

i)

. ii)

.

6. Students are asked to perform poems addressing contemporary societal issues.

a) Compose **four lines** ofa spoken word poem about road safety. (4 marks)

_____.

_____.

_____.

_____.

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b) Identify the **form and style** used in your lines. (2 marks)
i)

. ii)

.

c) Explain **how your poem can raise awareness among peers**. (2 marks)

i)

. ii)

. d)

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Present a **performance plan**: stance, tone, gestures, and audience interaction. (2 marks)

i)

. ii)

.

7. Read the spoken word poem and answer the questions below.

"THIS IS KENYA, AND I AM STILL STANDING"

I come from a land
where the sun rises early
not because it wants to
but because **hustle never sleeps**.

I come from red
soil that stains
our shoes and
reminds us
where we come from—
even when we try to forget.

I come from **matatu graffiti**
dreams, where loud music
teaches courage,
where courage hangs from
the door, and hope shouts,
"shukisha hapo!"

This is Kenya.
Where a child can walk barefoot
to school and still outrun fear.
Where education is not just a right—
it is a **weapon**,
sharpened with books,
exams,
and prayers whispered by mothers at dawn.

I have seen
classrooms with
cracked walls
but unbroken dreams.
Chalk dust in the air,
hands raised—not because we know
the answer, but because we believe
we could.

They tell us,

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"You are the future."
But no one tells us
how heavy the future feels
when carried on an empty stomach,
or when school fees stand taller than our parents.

Still—
we

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rise.

Because this is the land
where grandmothers
plant maize and faith at
the same time.
Where fathers return
home tired but still ask,
“Umesoma?”

This is Kenya.
Where talent is born in
villages, polished in
classrooms,
and tested on
stages with one
microphone and
a brave heart.

We dance stories.
We sing history.
We act out pain
until it learns our name.

I am from a
generation that
refuses to be
silent.
We speak through
spoken word, through
theatre,
through film,
because sometimes
the truth needs a
spotlight.

I have seen girls
told to shrink their
voices— but we teach
them to **project**. I
have seen boys
taught not to cry—
but the stage teaches
them that tears are
not weakness, they
are **honesty**.

This is Kenya.
Where we argue politics
loudly, but greet each
other politely.
Where tribes divide
maps, but music
unites hearts.

We are learning—

that unity is not
silence, it is
listening.

So when I stand here,
spoken word on my
tongue, Kenya in my
chest,
I am
not

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just performing.

I am reminding you
that greatness does not always wear suits.
Sometimes it wears a uniform,
sometimes it wears dust,
sometimes it stands on stage
shaking— but still speaks.

Because this is Kenya.
And from classrooms to
theatres, from villages to
cities,
from silence to spotlight—

We are still standing.
Still speaking.
Still becoming.

Read the spoken word poem and answer the questions below.

a. Identify two challenges facing young people in Kenya as brought out in the poem. (2 marks)

i. .

ii. .

b. Explain how spoken word is used as a tool for expression in the poem. (2 marks)

i. .

ii. .

c. State one theme presented in the poem and illustrate it using an example. (2 marks)

_____.

_____.

d. Describe two performance techniques a performer would use to effectively present this poem on stage. (2 marks)

i. .

ii. .

e. Explain the message of the poem to Kenyan youth. (2 marks)

i. .

ii. .

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8. The school wants to organize a combined event of theatre, playwriting, and poetry.

a) Explain **how theatre, playwriting, and poetry can work together** to educate the community. (3 marks)

i.
.
ii.
.
iii.
.

b) Identify **two challenges** in organizing such performances and suggest a solution. (2 marks)

i.
. ii. _

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_____.

c) Draw a **concept diagram** showing connections between traditional theatre, modern playwriting, and spoken word poetry. (5 marks)

9. Read the play *"Shadows ofthe Stage"* and answer the questions below.

PLAY: Shadows ofthe Stage

Characters

i. **Amina** – A confident but conflicted Form Three student who loves drama.
ii. **Brian** – Amina's best friend; practical and supportive.
iii. **Mrs. Njeri** – The drama teacher, passionate about theatre and life skills.
iv. **Kevin** – A talented but arrogant student actor.
v. **Narrator** – Guides the audience and provides transitions.

Scene One: The School Hall (Afternoon)

(The stage is set as a school hall. A notice board reads: "Inter-School Drama Festival Auditions Today." Students are scattered around. AMINA sits alone, holding a script.)

Narrator: In every school, there are dreams waiting for a stage. For Amina, the stage is more than wood and lights—it is her voice.

Amina (to herself): If only they could see me the way I see myself on stage … confident, strong, fearless.

(BRIAN enters.)

Brian: Amina! You're here early. Nervous?

Amina: Terrified. What if I forget my lines? What if I embarrass myself?

Brian

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(smiling): You've practised. Trust yourself. Besides, drama is about expression, not perfection.

(KEVIN walks in confidently, waving his script.)

Kevin: Auditions today? I hope you're all ready to watch real talent.

(AMINA looks down. BRIANfrowns.)

Brian: Talent isn't about noise, Kevin. It's about impact.

(KEVIN scoffs and exits.)

Narrator: Confidence can inspire—or intimidate. For Amina, it does both.

Scene Two: During Auditions

(MRS. NJERIsits at a table with a clipboard.)

Mrs. Njeri: Remember, this is a safe space. Perform with honesty.

(KEVIN performs dramatically. Some students clap.)

Mrs. Njeri: Strong voice, Kevin. But remember to listen to your emotions, not just project them.

(AMINA steps forward, shaking slightly.)

Amina: I am not just a shadow behind others. I am the light I've been waiting for.

(Her voice grows stronger. Silence follows.)

Mrs. Njeri (smiling): Well done, Amina. That was powerful.

(AMINA smiles with relief.)

Scene Three: Outside the Hall (Evening)

(Students gather as results are announced.)

Mrs. Njeri: Drama is teamwork. I have selected both Kevin and Amina for lead roles.

Kevin (surprised): Her?

Mrs. Njeri (firmly): Yes. Theatre teaches humility as much as talent.

(KEVIN nods slowly.)

Kevin: Congratulations, Amina. I guess we'll learn from each other.

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Amina: That’s what theatre is about—growing together.

Narrator: And so, the stage becomes a classroom, teaching courage, respect, and unity.

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(Lights fade.)

Read the play *"Shadows ofthe Stage"* and answer the questions below.

a. Identify two character traits of Amina as shown in the play. **(2 marks)**

i.
.
ii.
.

b. What role does Mrs. Njeri play in the development of students' talents? **(2 marks)**

i.
.
ii.
.

c. Explain one theme brought out in the play and give an example from the play. **(2 marks)**

i.
.
ii.
.

d. State two ways Kevin's character changes by the end of the play. **(2 marks)**

i.
.
ii.
.

e. Explain how the school hall setting contributes to the message of the play. **(2 marks)**

i.
.
ii.
.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ENDTERM 1 COMMUNITY SERVICE LEARNING

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

Time: 2 Hours

COMPETENCY-BASED EDUCATION

LEARNER'S DETAILS

Name:

School:
.

Assessment Number: . **Date:**

School Code: . **Signature**:

INSTRUCTIONS TO LEARNERS

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

Performance Levels Grid

Item	1a(i)	1a(ii)	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c	5a	5b	5c	6a	6b	6c	7a	7b	7c	7d	8a	8b	8c	9a	9b	9c	10a	10b	10c	TOTAL
Question Marks	2	2	2	2	3	2	2	4	2	2	2	3	2	4	2	2	3	2	2	2	3	3	2	2	3	3	3	3	3	3	3	2	0
Learner's Score																																	
Performance Level																																	

-COMMUNITY SERVICE LEARNING-
-003
-Senio

	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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SECTION A: (80 Marks)

Answer all questions in this section.

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

a) Define the following terms:

i) Community (2 marks)

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

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

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

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

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

i.

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ii.

iii.

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

i.

ii.

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

i.

ii.

3. Learners observed the following issues in their community:

i. *Poor waste disposal*
ii. *Youth unemployment*
iii. *Insecurity at night*
iv. *Limited access to clean water*

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

Community Issue	Category

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

i.

ii.

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

i.

ii.

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

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

i.

ii.

iii.

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

i.

ii.

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





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

i.

ii.

iii.

iv.

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

i.

ii.

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

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

i.

ii.

iii.

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

i.

ii.

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

i.

ii.

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



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

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

i.

ii.

iii.

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

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i.

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ii.

iii.

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

i.

ii.

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

---

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

i.

ii.

iii.

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

i.

ii.

iii.

9. Learners observed a picture showing individuals in an argument



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

i.

ii.

iii.

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

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i.

ii.

iii.

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

i.

ii.

iii.

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

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

i.

ii.

iii.

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

i.

ii.

iii.

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

i.

ii.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ENGLISH (Theory) ENDTERM 1

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

Time: 2½ Hours

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:
.

School:
.

Assessment Number: . **Date:**
.

School Code: . Signature:
.

INSTRUCTIONS TO LEARNERS

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

Performance Levels Grid

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

-ENGLISH- -003- -Senior School-

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SECTION A: ENGLISH GRAMMAR (100 MARKS)

TASK 1: LISTENING AND SPEAKING. (15 MARKS)

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

Dialogue: *"A Lesson in Courtesy"*

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

Receptionist: Good afternoon, Madam. Welcome to Sunrise Hotel. How may I assist you?

Amina: Good afternoon. I have a reservation under the name Amina Hassan.

Receptionist: Kindly allow me a moment as I confirm your booking.

Amina: Certainly. Thank you.

Receptionist: (after checking) Yes, Ms. Hassan, your room is ready. May I see your identification, please?

Amina: Of course. Here it is.

Receptionist: Thank you very much. Your room is on the third floor. Breakfast is served from six to ten in the morning.

Amina: That sounds great. One more thing, could I get assistance with my luggage?

Receptionist: Absolutely. I will call the porter immediately.

Amina: I appreciate your help.

Receptionist: You are most welcome. Enjoy your stay with us.

QUESTIONS

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

i. .....

ii. .....

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

i. .....

ii. .....

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

i.
•
ii.
•

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

i.
•
ii.
•

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

i.
•
ii.
•

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

i. /ɒ/: .
•
ii. /ɔ:/ : .
•

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

i.
•
ii.
•

TASK 2: READING COMPREHENSION (15 MARKS)

Reading Fluency, Previewing, Skimming & Scanning

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

Community action plays a vital role in shaping societies across the world. When people come together with a shared

purpose, they are able to address challenges that would otherwise seem overwhelming. From cleaning neighbourhoods to supporting vulnerable members of society, community initiatives foster unity and responsibility.

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

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

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

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

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

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

QUESTIONS

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

i.
•
ii.
•

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

i.
•
ii.
•

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

i.
•
ii.
•

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

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i.
•
ii.
•
iii.
•

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

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i.
•
ii.
•

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

i.
•
ii.
•

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

_____

_____

TASK 3: BROKEN PASSAGE (10 MARKS)

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

Effective communication requires good listening skills. Many learners struggle because they are easily _____ (1)

during conversations. Identifying the (2), context and intention of a speaker helps listeners focus

on key (3). In addition, proper (4) and polite expressions enhance mutual

(5). Listening is not only essential in school but also in (6)

learning and everyday (7). Avoiding noise, maintaining eye contact and taking

(8) are some

strategies for effective listening. These skills help learners become confident

(9) and responsible (10).

TASK 4: GRAMMAR IN USE (15 MARKS)

Word Classes & Sentence Fluency

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a) Identify the nouns and classify them as **common or proper**: (4 marks)

"Peter and his friends visited Nairobi National Park."

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---

b) Replace the underlined noun with an appropriate **pronoun**: (2 marks)

"The teacher praised the teacher for good leadership."

---

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

i) _____ learner must respect community rules.

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

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

Community projects are important they promote unity and responsibility.

---

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

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

TASK 5: READING PASSAGE (5 MARKS)

Extensive Reading & Vocabulary

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

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i.
.

ii.
.

iii.
.

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iv.

v.

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TASK 6: WRITING COMPOSITION (10 MARKS)

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

a) *Narrative:*

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

OR

b) *Expository:*

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

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

In your composition, you may refer to:

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

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

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SECTION B: LITERATURE (40 MARKS)

QUESTION 7: ORAL LITERATURE(10 MARKS)

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

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

i.
.

ii.
.

iii.
.

iv.
.

v.
.

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

i.
.

ii.
.

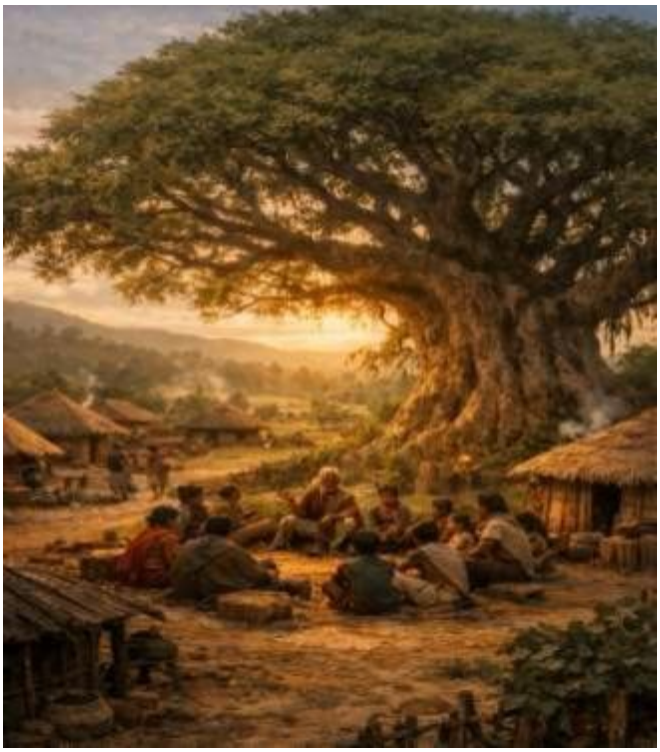
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QUESTION 8: ORAL NARRATIVE (10 MARKS)

The Drum That Spoke at Midnight



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

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

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

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

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

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

From that day on, the village learned that traditions were not empty stories but lessons passed down for survival.

Whenever the elders began a story, the children listened closely, knowing that within the tales lay guidance for life. And so, the drum never spoke again—because the people had learned to listen.

a)

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

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.

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

i.
.
ii.
.
iii.
.

QUESTION 9: POETRY (10 MARKS)

Below is a poem, use it to answer question 9

SONG OF THE RISING SUN

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

The sun climbs high above the acacia trees,
Matatus roar along the busy highway,
Traders shout prices in the open market,

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Tomatoes gleam red like courage in hard times,
While coins change hands with faith in tomorrow.

By afternoon the drums of life
grow louder, A football rolls on
fields of dry brown earth, Young
voices chant songs of unity and
pride,

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Elders sit beneath the shade of wisdom,
Sharing tales of struggle, loss, and victory.

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

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

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

_____.

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

i.
.
ii.
.
iii.
.

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

_____.

_____.

_____.

_____.

_____.

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

i.
.
ii.
.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ESSENTIAL MATHEMATICS ENDERM 1

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

Time: 2 Hours

COMPETENCY BASED EDUCATION

Name: _____

School _____

Assessment Number: _____ Date _____

School Code Number: _____ Signature: _____

INSTRUCTIONS TO LEARNERS

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

SCORE GRID

Question No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	TOTAL

-ESSENTIAL MATHEMATICS- -003- -Senior Sch

Marks	3	4	2	2	2	3	2	3	3	2	4	3	3	3	2	4	3	3	4	3	100
Learner's Score																					
Performance Level																					

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

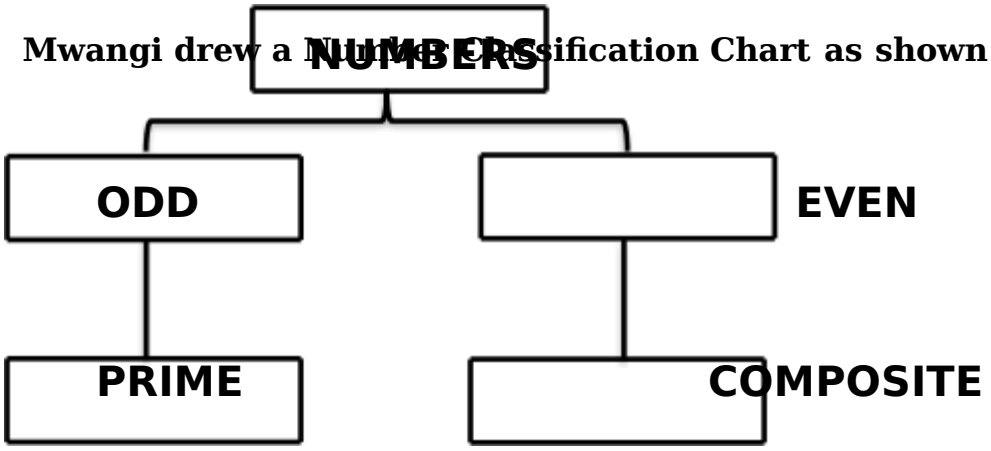
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ESSENTIAL MATHEMATICS (100 Marks)

Answer all questions in this section.

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



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

i) 17: .

ii) 24: .

iii) 1: .

(b) Classify the following as **rational or irrational**: (4 marks) √2, 0.25, π, 7/9

RATIONAL NUMBERS	IRRATIONAL NUMBERS

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

i) 5

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

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

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

i) 81

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

(b) Simplify using laws of indices:

(3 marks) $(23 \times 25) \div 2^4$

(c) Evaluate: (2 marks) $\log_{1000} 10$

(d) Using logarithms, evaluate:

(3 marks) $(4.2 \times 0.35) \div 0.007$

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

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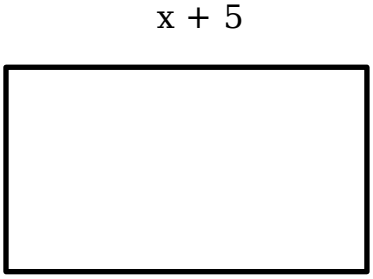
i.
.

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ii.
.

iii.
.

3. Nafula drew the rectangles as shown below.



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

(b) Expand and simplify: (3 marks) $(x + 3)(x – 4)$

(c) Factorise completely: (3 marks) $x^2 – 7x + 10$

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(d) Solve the quadratic equation:

(3 marks) $x^2 - 5x - 6 = 0$

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

t seconds is: $h = t^2 + 4t$

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

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



4.

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

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

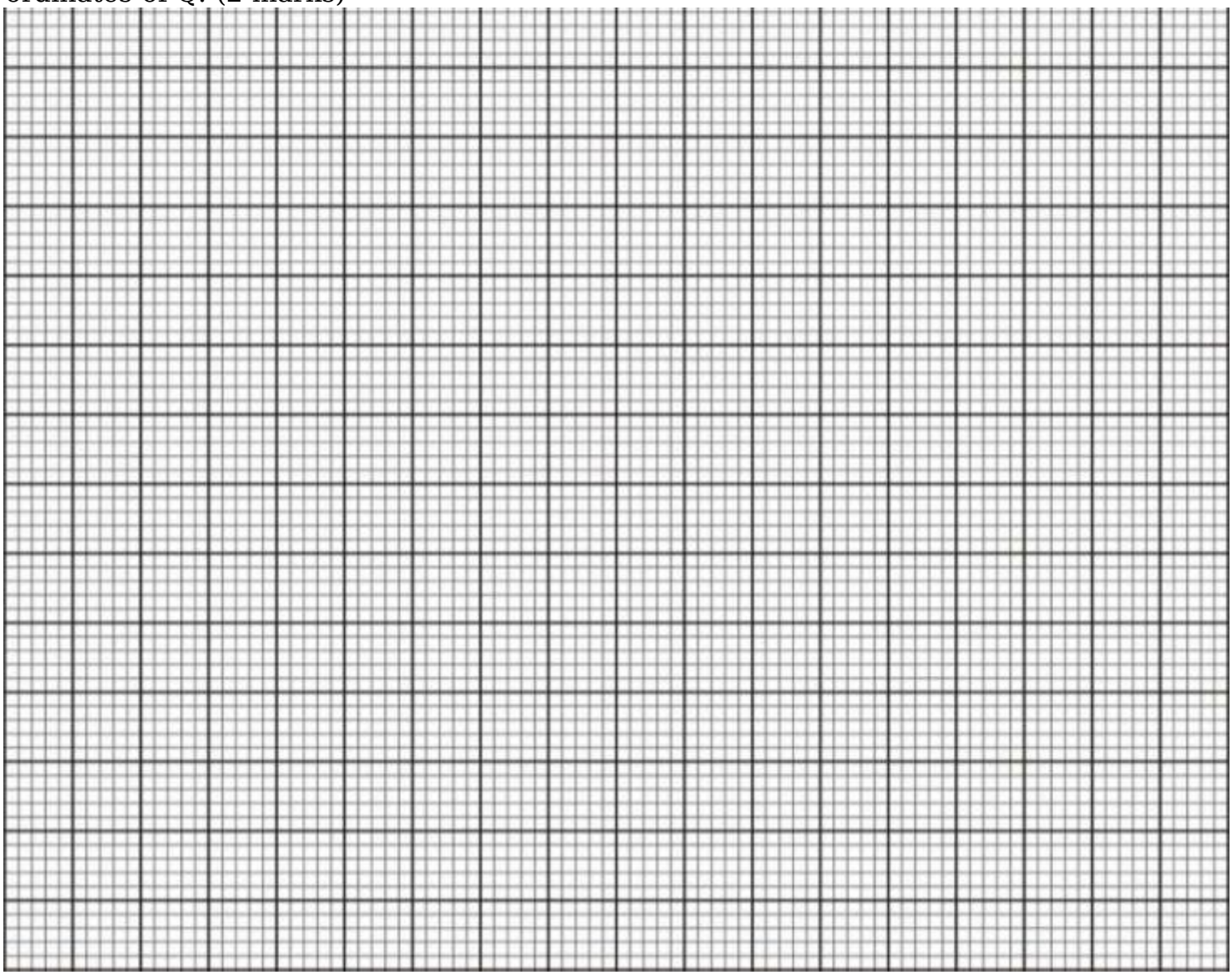
i.
.
ii.
.

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



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

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

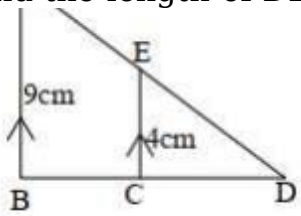
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b. A room has a volume of $120m^3$. What is the corresponding volume of the model in cm^3? (2 marks)

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



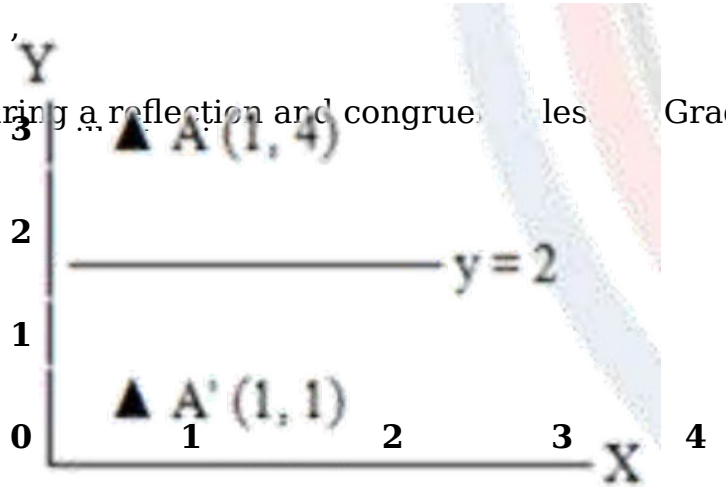
8. The surface area of two similar bottles are $12cm^2$ and $108cm^2$ respectively. If the larger one has a volume of $810cm^3$. Find the volume of the smaller one. (3 marks)

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9. During a reflection and congrue les Grade 10 learners drew the



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

i.
.
ii.
.

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

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

i.
.
ii.
.

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

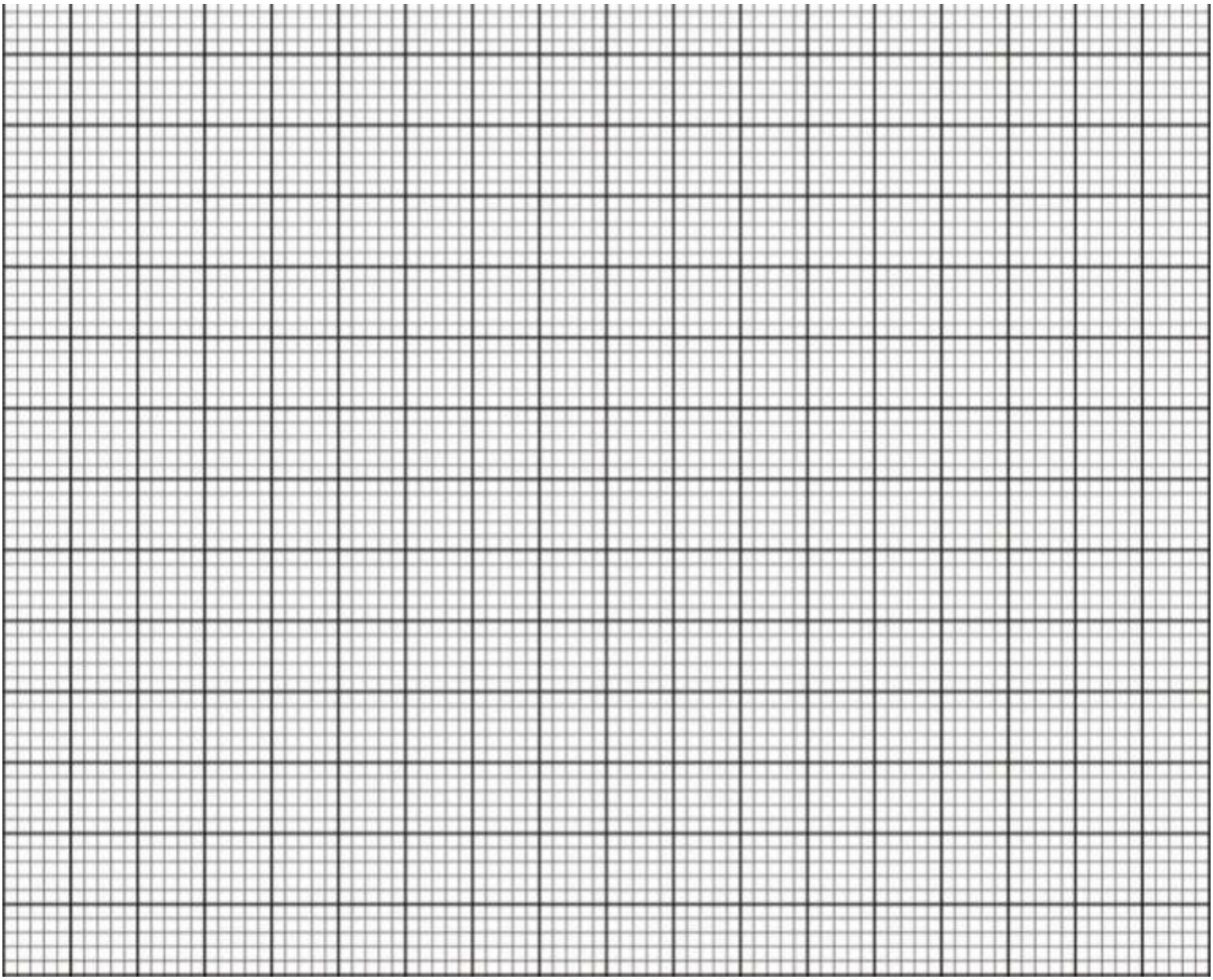
_____.

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



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

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

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

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

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

i) Square

ii) Equilateral triangle

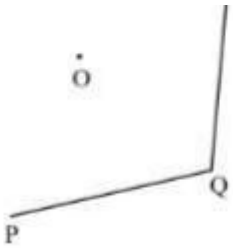
12. Explain how rotation shows congruence. (4 marks)

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

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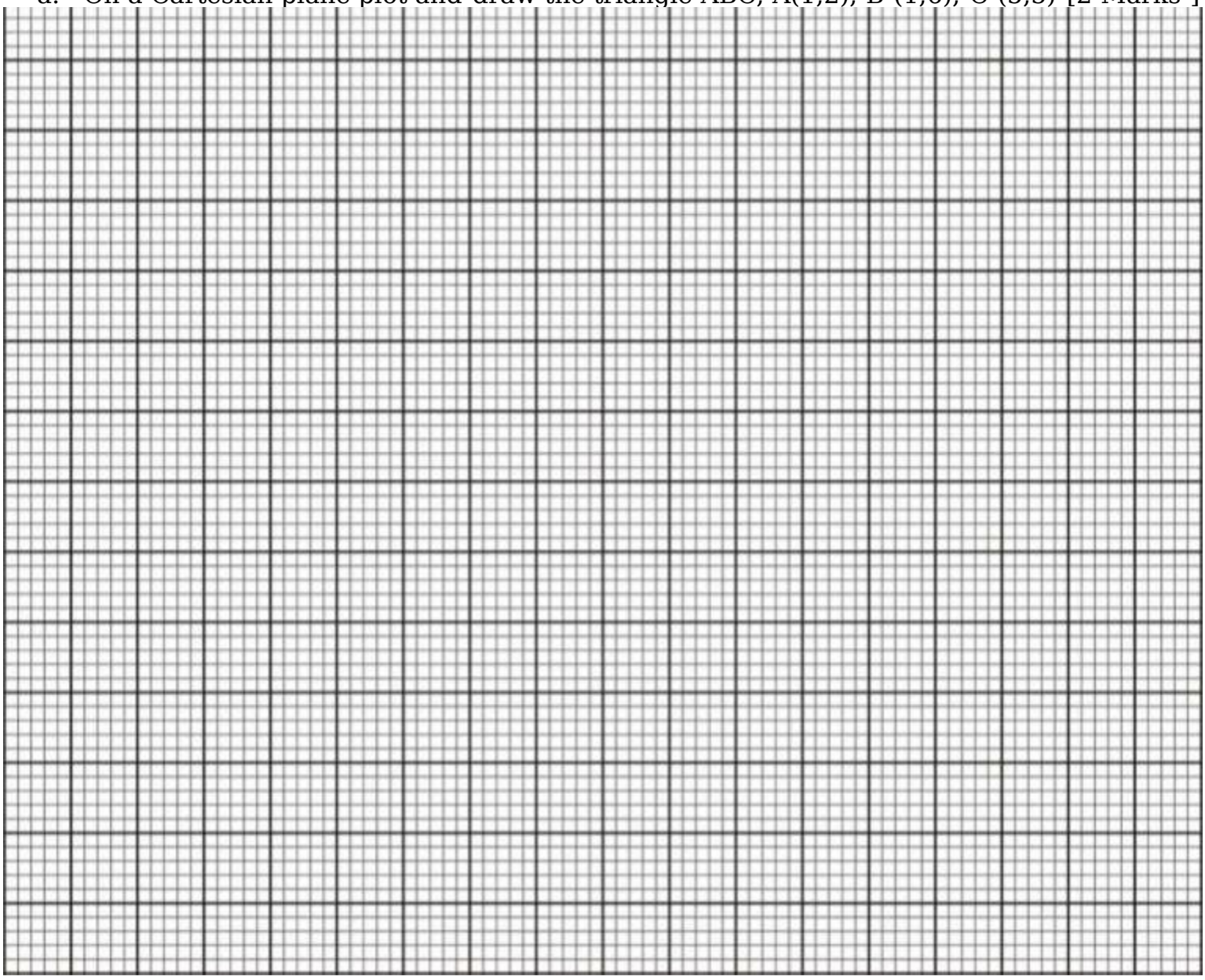
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14.

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

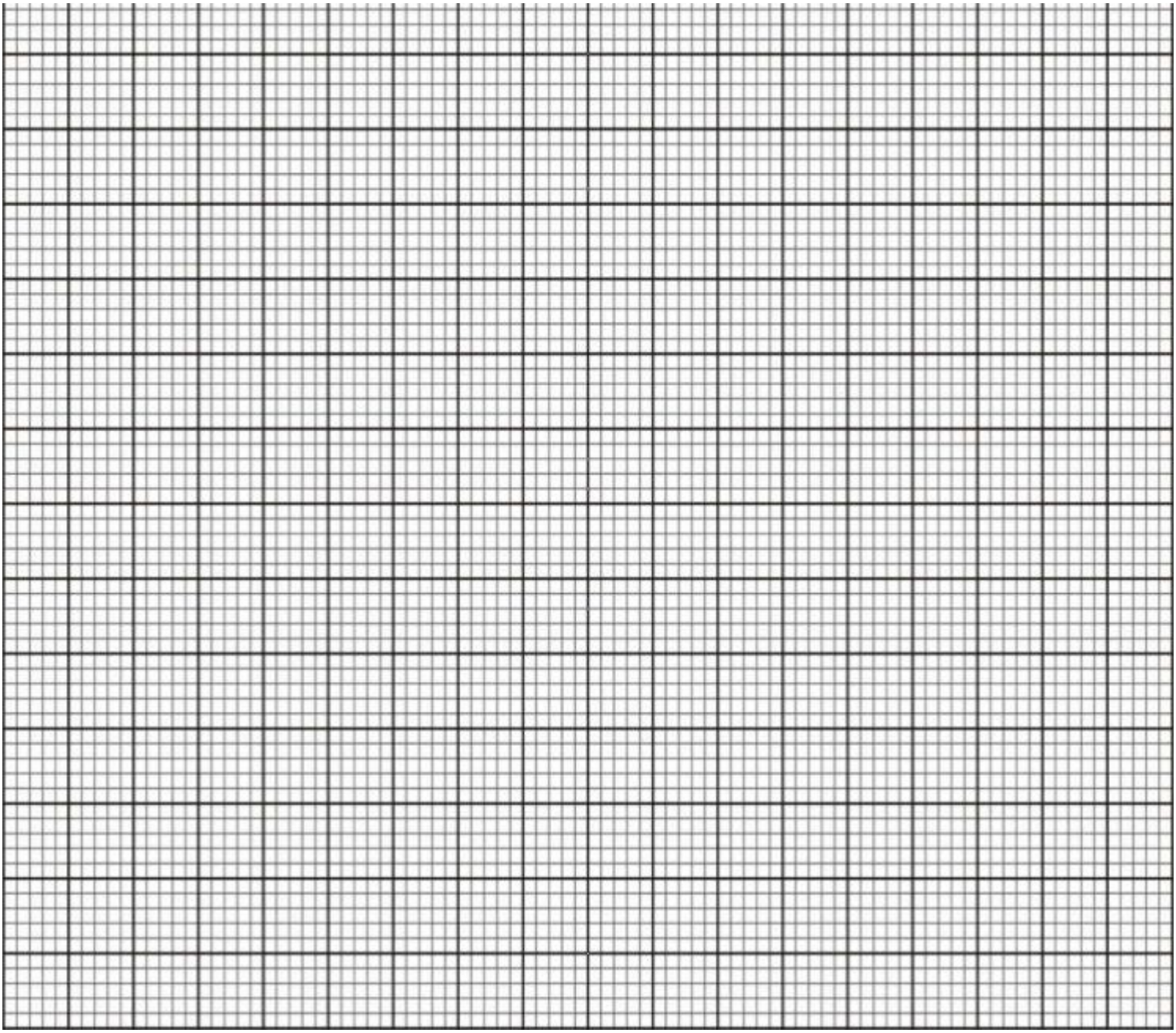


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b. Draw the image of triangle ABC after reflection on the line y=x axis [2 Marks]
c. Draw A"B"C" the image of ABC after reflection along y – axis [2 Marks]
d. Draw A"B"C" the image of A'B'C' after rotation through -180 about the origin [2 Marks]
e. Determine the mirror line that makes A'''B'''C''' the image of triangle ABC [2 Marks]



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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GREDI 10 KISWAHILI MUHULA 1

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

Time: Saa 2

ELIMU YA MSINGI WA UMAHIRI

Jina
Shu

L E A R N E R ' S D E T A I L S

MAELEKEZO KWA MTAHINIWA

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

VIWANGO VYA KUTATHMINI

Swali .	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Jumla

Alama	2	2	2	2	2	2	1	3	2	1	1	1	1	1	2	2	2	2	3	10	100
Alama ya mtahiniwa																					
Kiwango cha tathmini																					

-Se

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SEHEMU A: KISWAHILI LUGHA (ALAMA 70)

Jibu maswali yote

KAZI YA 1: KUSIKILIZA NA KUZUNGUMZA

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

Mazungumzo

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

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

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

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

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

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

Asha: Nimekuelewa mwalimu. Nitazingatia hilo.

Maswali

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

   _____

   _____

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

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a.

b.

4. Taja ushauri aliotoa mwalimu. (Alama 2)

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a.

b.

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

   a. _____

   b. _____

KAZI YA 2: KUSOMA KWA UFAHAMU

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

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

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

Maswali

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

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

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

   a. _____

   b. _____

   c. _____

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

   _____

   _____

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

    _____

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

    _____

KAZI YA 3: PENGO – KIFUNGU KILICHOPASUKA

Jaza nafasi zilizoachwa wazi kwa neno sahihi.

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

KAZI YA 4: SARUFI NA MATUMIZI YA LUGHA

17. Bainisha aina ya maneno yaliyopigiwa mstari:

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

_____

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

18. Tunga sentensi moja kwa kutumia:

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

_____

b) Kitenzi katika wakati uliopita. (Alama 2)

_____

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

a. Mwanafunzi anasoma kwa bidii. (Alama 3)

_____

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20. Sahihisha makosa ya uakifishaji katika sentensi ifuatayo:

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

KAZI

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YA 5: KUSOMA KWA UFAHAMU

Kusoma vitabu ni mojawapo ya shughuli muhimu sana katika kukuza elimu na maendeleo ya mwanafunzi. Kupitia

usomaji wa vitabu mbalimbali, wanafunzi hupata fursa ya kupanua upeo wa mawazo yao na kuelewa masuala tofauti yanayohusu maisha ya kila siku, historia, sayansi, teknolojia na masuala ya kijamii. Vitabu huwafungulia wanafunzi

milango ya maarifa mapya ambayo huenda wasingepata kwa kusikiliza au kutazama pekee. Kadiri mwanafunzi

anavyoendelea kusoma vitabu vingi, ndivyo anavyozidi kuongeza hazina ya maarifa yake na kuwa na mtazamo mpana kuhusu dunia inayomzunguka.

Zaidi ya hayo, kusoma vitabu huwasaidia wanafunzi kukuza msamiati wao na kuimarisha matumizi sahihi ya lugha.

Kupitia maneno mapya wanayokutana nayo katika vitabu, wanafunzi hujifunza maana zake, matumizi yake katika

sentensi na muktadha unaofaa wa kuyatumia. Hali hii huwafanya wawe na uwezo mzuri wa kujieleza kwa maandishi na kwa mazungumzo, iwe ni darasani, nyumbani au katikajamii. Mwanafunzi anayependa kusoma huonyesha ufasaha wa lugha, ujasiri wa kuzungumza na uwezo wa kupanga mawazo yake kwa mtiririko mzuri.

Aidha, kusoma vitabu huwajengea wanafunzi nidhamu ya kujifunza na tabia ya kujitegemea. Mwanafunzi anayejenga

utamaduni wa kusoma huwa na uwezo wa kujifunza peke yake bila kutegemea maelezo ya mwalimu kila wakati. Hii

humsaidia kukuza fikra za kina, ubunifu na uwezo wa kutatua matatizo. Vilevile, vitabu huchangia kukuza maadili mema kama uvumilivu, bidii na kuheshimu mitazamo tofauti, hasa anaposoma hadithi na maandiko yanayowasilisha uzoefu wa watu mbalimbali.

Maswali

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Kwa ujumla, kusoma vitabu ni nguzo muhimu ya mafanikio ya mwanafunzi kitaaluma na kimaisha. Wazazi, walimu na

jamii kwa pamoja wana wajibu wa kuwahamasisha wanafunzi kusoma vitabu kwa kuweka mazingira yanayofaa kama

vile maktaba, vitabu vya kuvutia na muda maalum wa kusoma. Kwa kufanya hivyo, wanafunzi

wataweza kukuza upeo wa mawazo yao, kuongeza maarifa na kuwa raia wenye uwezo wa

kujieleza kwa ufasaha na kuchangia ipasavyo katika

maendeleo ya taifa.

Maswali

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

_____

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

_____

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

_____

_____

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

_____

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

_____

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

_____

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

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i.

ii.

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

---

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

---

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

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

KAZI YA 6: UANDISHI – INSHA (ALAMA 10)

ChaguaMOJA kati ya maswali yafuatayo:

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

AU

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

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_____

_____

_____

_____

_____

_____

_____

_____

_____

SEHEMU B: KISWAHILI FASIHI (ALAMA 30)

SWALI LA 1: FASIHI SIMULIZI (ALAMA 10)

1. Eleza maana ya fasihi. (Alama 2)

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

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

a)

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b)

c)

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

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

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

---

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

i.

ii.

iii.

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

i.

ii.

iii.

SWALI LA 3: USHAIRI (ALAMA 10)

8. Eleza maana ya ushairi. (Alama 2)

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

i.

ii.

iii.

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

_____

_____

11. Eleza dhima MBILI ya ushairi katikajamii. (Alama 2)

i.

ii.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ENDTERM 1 BUSINESS STUDIES (Theory)

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

Time: 1 Hour 30 Minutes

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:

School:

Assessment Number: . **Date:**

School Code: . **Signature**:

INSTRUCTIONS TO LEARNERS

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

SCORE GRID

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

Performance Levels Grid

	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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SECTION A: (80 Marks)

Answer all questions in this section.

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

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

i.
.

ii.
.

iii.
.

iv.
.

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

i.
.

ii.
.

iii.
.

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

i.
.

ii.
.

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

i.
.

ii.
.

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

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

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

i.
.

ii.
.

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

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

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

Short term goal	*Long term goal*

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

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

i.
.
ii.
.

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

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

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

i. Rent: Ksh 10,000
ii. Salaries: Ksh 15,000
iii. Stock: Ksh 20,000

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

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

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

i.
.
ii.
.

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

i.
.
ii.
.
iii.
.

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

_____.

_____.

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

_____.

_____.

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

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

_____.

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_____.

_____.

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_____.

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

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.

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

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

_____.

_____.

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

_____.

_____.

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

i. Sole proprietorship:

_____.

ii. Cooperative society:

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

i.
.
ii.
.

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

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

i.
.
ii.
.

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

i.
.
ii.
.

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

i.
.
ii.
.

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

i.
.
ii.
.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

KENYA CERTIFICATE OF BASIC EDUCATION

(K.C.B.E) GRADE 10 CRE

(Theory) ENDTERM 1

PATHWAY: SOCIAL SCIENCE

Time: 1 Hour 50 Minutes

COMPETENCE ASSESSMENT EXAMINATION

LEARNER'S DETAILS

Name:

School:
.

Assessment Number: . **Date:**

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

INSTRUCTIONS TO LEARNERS

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

Performance Levels Grid

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

-CHRISTIAN RELIGIOUS EDUCATION-
-Senior-

	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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SECTION A: THEORY (80 Marks)

Answer all questions in this section.

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

a) Define the Bible. (2 marks)

_____

_____

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

i. .

ii. .

iii. .

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

Joshua, Genesis Job,

Category	Books
The Pentateuch	
Historical Books	
Wisdom	

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

i. .

ii. .

iii. .

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

i.
.

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ii.
.
iii.
.
iv.
.

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v.
.

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

i.
.
ii.
.

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

_____

_____

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

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.
iii.
.

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

i.
.

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ii.
.

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

i.
.
ii.
.

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

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

i.
.
ii.
.

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

i.
.
ii.
.

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



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

i.
.
ii.
.

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

i.
.
ii.
.

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iii.
.

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

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.
iii.
.
iv.
.
v.
.

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

i.
.
ii.
.

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

i.
.
ii.
.
iii.
.

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

i.
.
ii.
.

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

i.
.

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ii.
.
iii.
.

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

i.
.
ii.
.

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

i.
.
ii.
.

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iii.
.

8. a) Define the terms:

i) Prophet (1 mark)

---

ii) Prophecy (1 mark)

---

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

i.
ii.
iii.

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

i.
ii.
iii.

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

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

a)

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

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

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

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 Français ENDTERM 1

PATHWAY: SOCIAL SCIENCE

Time: 1 Hour 30 Minutes

COMPETENCY-BASED EDUCATION

Détails de l'élève

Nom :

École :

Numéro d'évaluation : **Date :**

Code de l'école : **Signature :**

INSTRUCTIONS AUX CANDIDATS

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

Performance Levels Grid

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

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

-FRENCH- -003- -Senior School-

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Tournez la page.

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SECTION A: LISTENING FOR INFORMATION (10 MARKS)

Question 1: Listening Passage – Introduction and Friends

(Teacher reads or plays the passage twice)

Audio Passage (Teacher's Copy):

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

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

_____.

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

_____.

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

_____.

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

_____.

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

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

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

i. .

ii. .

SECTION B: READING FOR VOCABULARY (15 MARKS)

Question 2: Reading Passage – Family and Greetings

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

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

i.

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_____.

ii. .

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

_____.

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

Mot (Word)	**Image (Pictures)**
Père	
Mère	
Grand-père	
Grand-mère	

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

i. .

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ii.

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_____.

iii. .

e) Complète la phrase avec un mot du texte : **(1 mark)** Le matin, on dit .

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

Bonsoir.: .

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

_____.

_____.

_____.

_____.

_____.

SECTION C: WRITING – INFORMATIVE WRITING (15 MARKS)

Question 3: Writing About Family and Friends

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

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

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

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

i) fr re

ii) s ur

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iii) bonj r

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

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appelle / mon / Jean / père / s’

_____.

d) Écris **TROIS phrases simples** pour présenter ta famille. **(4 marks)**
(Write THREE simple sentences to introduce your family.)

_____.

_____.

_____.

_____.

_____.

SECTION D: GRAMMAR (15 MARKS)

Question 4: Pronouns, Verbs and Possessives

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

Pronom	**Verbe (être)**
Je	___
Il	___

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

i) mère
ii) amis

c) Conjugue le verbe entre parenthèses :
(Conjugate the verb in brackets:) **(1 mark)**

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Je (habiter) à Nairobi.

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d) Réorganise les mots pour former une phrase correcte : **(2 marks)**
(Rearrange the words to form a correct sentence:)

français / parle / elle

_____.

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

Nous (avoir) deux frères.

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

_____

_____

_____

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

Question 5: Reading Passage

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

a) Où est la cuisine ? **(2 marks)**

_____.

b) Où est la table ? **(2 marks)**

_____.

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

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_____.

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

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_____.

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

i. .

ii. .

SECTION F: GUIDED WRITING & GRAMMAR (10 MARKS)

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

La tasse est la table.
(sur / dans)

b) Classe les mots suivants :
(4 marks) la pluie, le vent, la chaise

Météo	Maison
_____	_____

c) Réécris la phrase correctement :
(2 marks) est / lit / le / chambre / dans / la

_____.

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

i.
.

ii.
.

SECTION G: ORAL ASSESSMENT (10 MARKS)

(Conducted separately)

Oral Task 1: Introduction

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

Oral Task 2: Family or Friend

Parle de

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

Oral Task 3: Directions or Weather

Décris soit : **(3 marks)**

- le chemin vers ta maison OR
- le temps dans ta région

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

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ENDTERM 1 GEOGRAPHY (Theory)

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

ENDTERM ASSESSMENT Time: 2 Hours

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:

School:
.

Assessment Number: . **Date:**
.

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

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

Performance Levels Grid

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

-GEOGRAPHY- -003- -Senior Sch

	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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SECTION A: THEORY (80 Marks)

Answer all questions in this section.

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



a) Define Geography. (2 marks)

_____

_____

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

i. .

ii. .

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

_____

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

_____

_____

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

i.
.

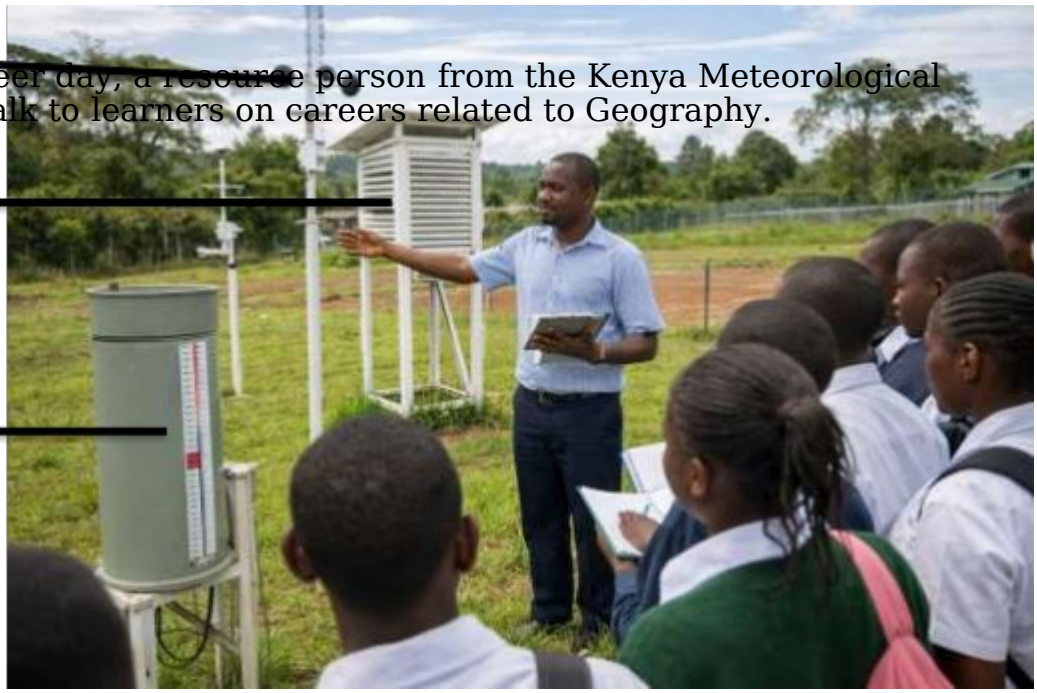
ii.
.

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

M

N

P



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

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

i.
.

ii.
.

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

i.
.

ii.
.

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

i.
.

ii.
.

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

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i.
.

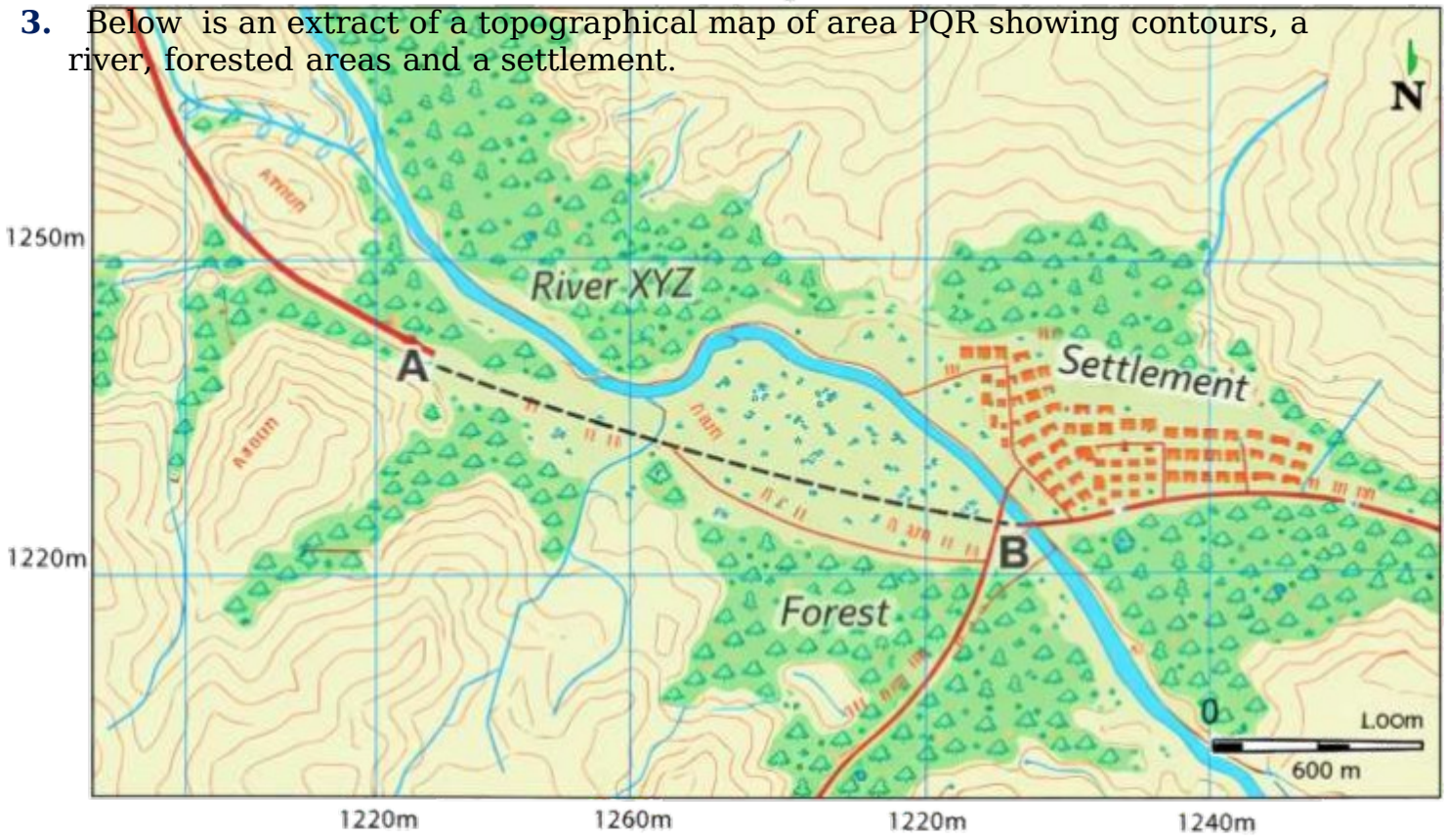
ii.
.

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

M: . N: . P:

. SECTION B: (30 MARKS) **AREA PQR**

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



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

_____

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

i.

. ii_____.

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

i.
.

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ii.
.

iii.
.

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

i.
.

ii.
.

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

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

i.
.

ii.
.

iii.

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

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

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

_____

_____

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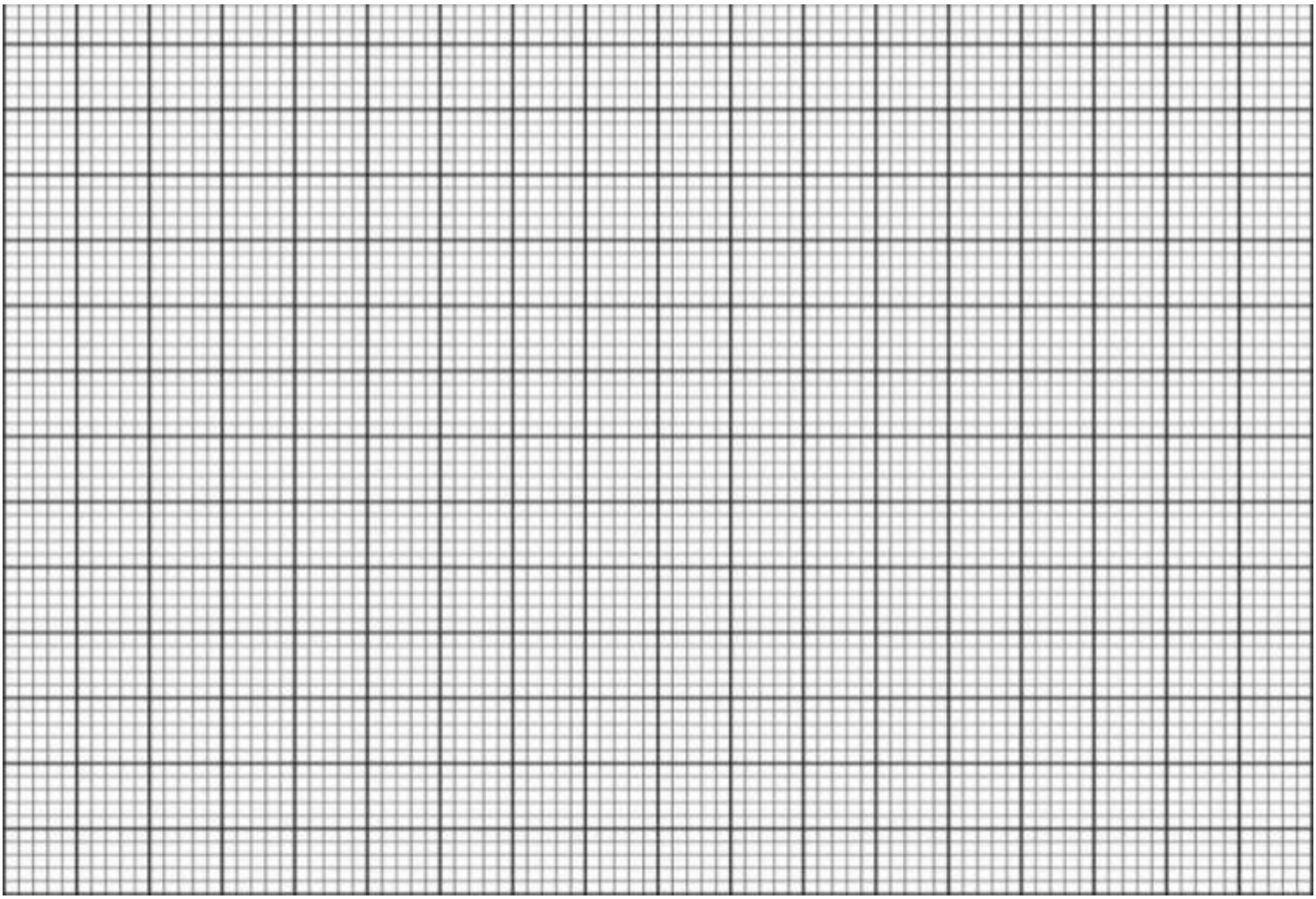
b) Calculate the mean monthly rainfall for the year. (2 marks)

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

_____.

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

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

i.
.

ii.
.

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



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

_____

_____

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

_____

_____

_____

_____

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

i)
.

ii)
.

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iii)
.

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

i)
.

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ii)
.

iii)
.

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

i)
.

ii)
.

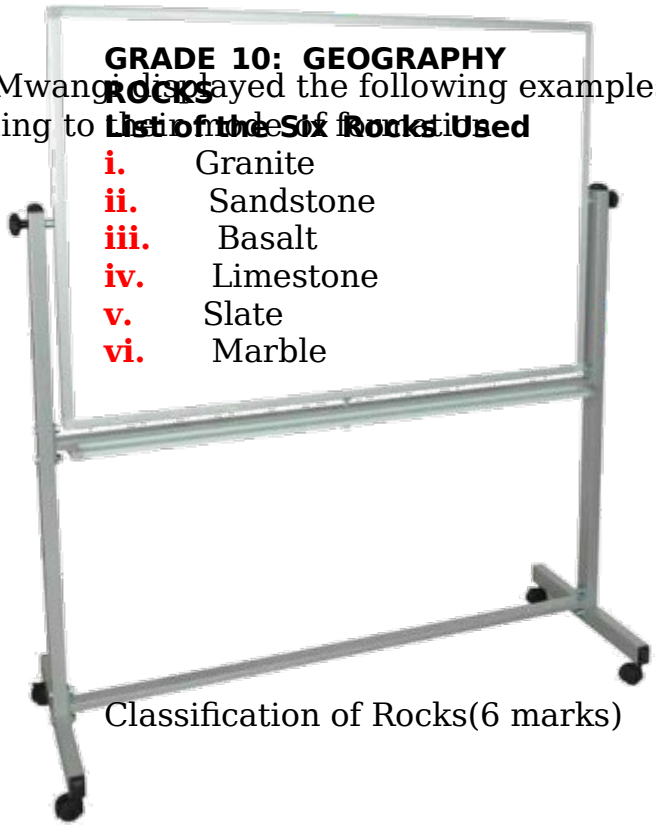
iii)

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

a) Define a rock. (2 marks)

_____

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



Classification of Rocks(6 marks)

Igneous Rocks	Sedimentary Rocks	Metamorphic Rocks

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

_____

_____

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

i)
.

ii)
.

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

i.  .

ii.  .

iii  .

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

i)
.

ii)
.

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

i)
.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 GERMAN END TERM 1

PATHWAY: SOCIAL SCIENCE

Time: 2 HOURS

COMPETENCY-BASED EDUCATION

Schülerdaten

Name: _____

Schule: _____

Bewertungsnummer: _____

Schulcode: **Unterschrift:**

Anweisungen für die Prüflinge

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

SCORE GRID

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

GERMAN-003-Senior School

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GERMAN ASSESSMENT TEST: (80 Punkte)

Beantworten Sie alle Fragen in diesem Abschnitt.

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

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

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

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

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

i. .

ii. .

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

i. .

ii. .

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

i. .

ii. .

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

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i. .

ii. .

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

i. .

ii. .

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

Question 2: Lesen – Familie (15 marks)

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

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

_____.

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

i. .

ii. .

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

i. .

ii. .

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

._____ .

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

i. .

ii. .

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

i.
.

ii.
.

iii.
.

SECTION C: GRAMMAR *(20 MARKS)*

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

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

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

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

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

c) **Wähle das richtige Possessivpronomen.**

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(Choose the correct possessive pronoun.) (4 marks)

i. Das ist Mutter. (mein / meine)

ii. Das ist Vater. (sein / seine)

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iii. Haus ist groß . (unser / unsere)

iv. Schwester ist nett. (ihr / ihre)

d) **Bilde Fragen mit W-Fragen.**

(Form questions using W-questions.) (4 marks)

i. heißt du?

ii. wohnst du?

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

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

i. Hast du Geschwister?

ii. Wohnst du in Kenia?

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

Question 4: Meine Familie (15 marks)

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

Dein Text soll enthalten:

i. deinen Namen

ii. Anzahl der Familienmitglieder

iii. Beziehungen (Vater, Mutter, Geschwister)

iv. eine kurze Beschreibung deiner Familie

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_____

_____

_____

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

Question 5: Lesen – Zuhause (10 marks)

Ich wohne in einem Haus.
Das Haus hat ein Wohnzimmer, eine Küche und zwei Schlafzimmer.
In der Küche gibt es einen Tisch und Stühle.
Mein Lieblingszimmer ist das Wohnzimmer.

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

_____.

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

i. .

ii. .

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

_____.

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

_____.

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

i.
.

ii.
.

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

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Question 6: Dialogue and Conversation (10 marks)

Learners will be assessed on:

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

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

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

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

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 HISTORY AND CITIZENSHIP ENDTERM 1

PATHWAY: SOCIAL SCIENCE

Time: 1 Hour 30 Minutes

COMPETENCY BASED EDUCATION CKEAB 003

LEARNER'S DETAILS

Name: _____

School: _____

Assessment Number: _____ Date: _____

School Code: _____ Signature: _____



INSTRUCTIONS TO LEARNERS

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

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

-HISTORY AND CITIZENSHIP- -003- -Senior School-

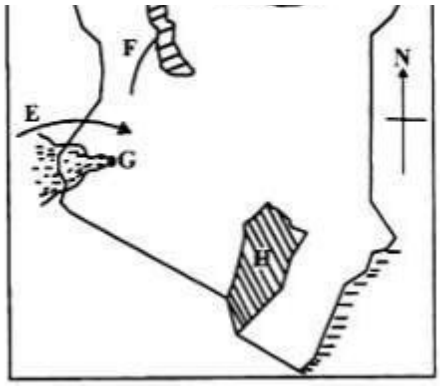
	EE2	75–89%	7	
Meeting (ME)	ME1	58–74%	6	
	ME2	41–57%	5	
Approaching (AE)	AE1	31–40%	4	
	AE2	21–30%	3	
Below (BE)	BE1	11–20%	2	
	BE2	1–10%	1	

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HISTORY AND CITIZENSHIP:(80 Marks)

Answer all questions in this section.

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



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

_____.

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

i. .

ii. .

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

i.
.

ii.
.

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

i.
.

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ii.
.

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

i) Bantu: .

ii) Nilotic: .

iii) Cushitic: .

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

i. .

ii. .

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



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

i. .

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ii.
.

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

i.

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_____.

ii.
.

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

i.
.

ii.
.

iii.
.

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

i. British Protectorate: .
ii. British Colony: .

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

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

_____
_____

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

i.
.

ii.
.

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

i.
.

ii.
.

4. Kenya has experienced several political changes since 1963.

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

i.
.

ii.
.

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

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i.
.

ii.
.

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

i.
.

ii.
.

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

i. K.A.N.U:
.

ii. K.A.D.U:

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



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

_____.

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

i.
.

ii.
.

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

i.
.

ii.
.

iii.

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

i.
.

ii
.

6. Early humans gradually changed their way of life.

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

i.
.

ii.
.

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

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

i.
.

ii.
.

iii.
.

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

i.
.

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ii.
.

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

_____.

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

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

_____.

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

i.
.

ii.
.

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

i.
.

ii.
.

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

i.
.

ii.
.

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

_____.

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

_____.

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

i.
.

ii.
.

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

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i.
.

ii.
.

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

i.
.

ii.

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_____.

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



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

i. .

ii. .

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

i. .

ii. .

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

i. .

ii. .

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

i. .

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ii.
.

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

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

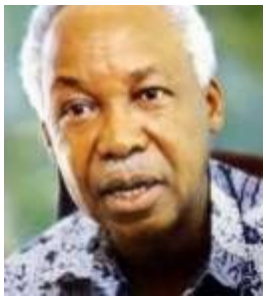
_____

_____

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



X



Y

X:
.

Y:
.

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

i.
.

ii.
.

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

i.
.

ii.
.

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

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i.
.

ii.
.

iii.
.

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

i.
.

ii.
.

iii.
.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

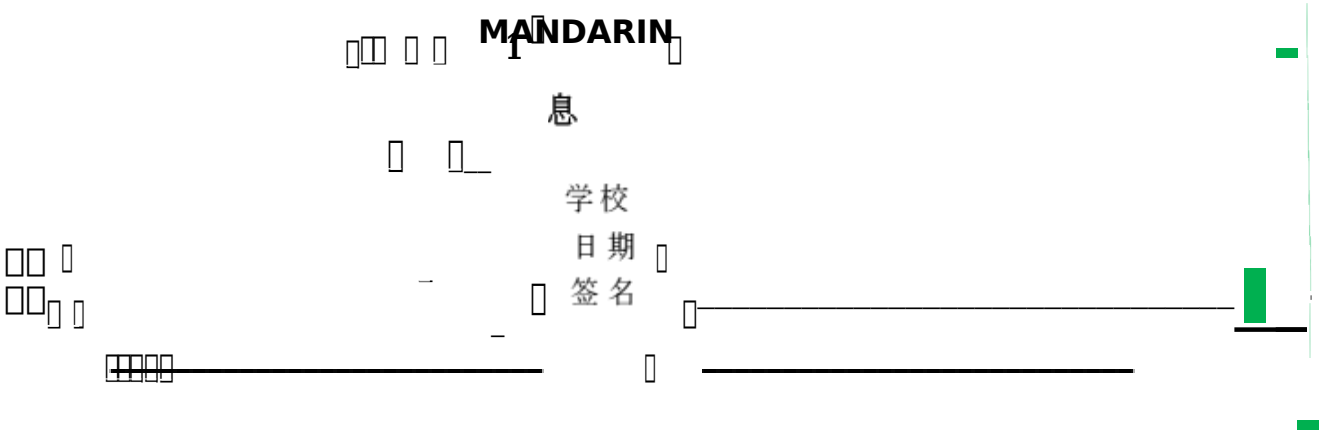
KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

SENIOR SCHOOL

GRADE 10 □□□□ 2026 □ 2 □

PATHWAY: SOCIAL SCIENCE

MANDARIN



□□□□

1. □□□□□□□□□□□□□□□□□□□□
2. □□□□□□□□□□□□□□□□□□□□□□
3. □□□□□□□□□□□□□□□□□□□□
4. □□□□□□□□□□A □□□ B □□□
5. □□□□□□□□□□□□□□□
6. □□□□□□□□□□□□□□□□□□□□
7. □□□□□□□□□□□□□□□

□□□□□□

Question No.	1a	1b	1c	1d	2a	2b	2c	2d	3	4a	4b	Total Written	5a	5b	5c	5d	6a	6b	Total Orals	Grand Total

-MANDARIN- -003- -Senior School-

Marks	8	4	4	4	5	7	6	7	25	5	10	70	5	10	8	7	15	15	30	100
Learner's Score																				
Performance Level																				

5

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SECTION A: WRITTEN (70 MARKS)

PART A: READING (20 MARKS)

□□□□□□□ □□□□□□□□ **(guójì xuéshēng jiāoliú huódòng)**□□□□
□□□□□□

(□□ Duǎnwén)

□□□ (Dàjiā hǎo)□
□□ **Wáng Jié**□□□□□□□ **shí liù suì**□□□□□□
□□□ **Nàiluóbǐ**□□□□□□□□□□ **hěn piàoliang**□□□□□ □□□□

□□□ **sì kǒu rén**□□□□□ □
□□ (bàba)□□□ (māma)□□□ (mèimei) □□□

□□□□ **yīshēng**□□□□□□□□□□ (gōngzuò)□
□□□□ **lǎoshī**□□□□□□□□□ (rènzhēn)□
□□□□□□ **huàhuà**□□□□□□□□□□ (chànggē)□

□□□ **kàn shū**□□□□ □ **tī zúqiú**□□□□□□□□□□
□ **zǎo qǐ**□□□□□

Questions

a) □□□□ (Huídá wèntí) – 8 marks

i) □□□□□□□□□□(jiào shénme míngzi)
ii) □□□□□□(jīnnián duō dà)
iii) □□□□□□(zhù zài nǎlǐ)
iv) □□□□□□(shéi xǐhuān huàhuà)

b) □□□□□□□ (4 marks)

i) □□ (yīshēng)
ii) □□ (lǎoshī)
iii) □□ (yīyuàn)
iv) □□ (xǐhuān)

c) □□□□□□□□ (4 marks)

□□□□ **(Jiātíng chéngyuán)**	□□ **(Miáoshù)**
□□ (bàba)	_____
□□ (māma)	_____
□□ (mèimei)	_____

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□□	_____

d) □□□□□□□□□□□□

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

PART B: LANGUAGE USE (25 MARKS)

a) □□□□□□□□□□ (Tiánkòng) – 5 marks

i) □ Lǐ Míng□□□□□
ii) □□□□□ (péngyou)□
iii) □□□□ (Shànghǎi)□
iv) □□□□ (yóuyǒng)□
v) □□□ (lǎoshī)□

b) □□□□□□□□□□ – 7 marks

i) □ (shì □) □□ (xuéshēng)□
ii) □□□ (yǒu □) □□□□
iii) □□ (gōngzuò □□) □□□□
iv) □□ (xǐhuān □□) □□□
v) □ (zhù □) □□□□
vi) □□ (shì □) □□□
vii) □□ (xuéxí □□) □□□

c) □□□□□“ □ (de)”□□ – 6 marks

i) □□ (wǒ de □□) □□□
ii) □□ (tā de □□) □□□
iii) □□□ (wǒmen de □□□) □□□
iv) □□ (tāmen de □□□) □□□
v) □□□ (tā de □□) □□
vi) □□ (wǒ de □□) □□

d) □□□□□□□□ (7 marks)

i) □ (ma □) □□□□□
ii) □ (zài □) □□□□
iii) □ (yǒu □) □□□□
iv) □ (jǐ □) □□
v) □□□ (shì □) □□□□□
vi) □□ (xǐhuān □□) □□□□
vii) □□ (zài □) □□□

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PART C: WRITING (25 MARKS)

□□ (Xiězuò)□80–100 □

□□□□ + □□ □□□□□□□□□□□□□□□□□□

□□□□□

- □□ (xìngmíng) □ □□ (niánlíng)
- □□□ (zhù zài nǎlǐ)
- □□□□ (jiātíng chéngyuán)
- □□□□□□□□□□

□□□
✓ □□ □ shì□□ yǒu□□ zhù□□□ xǐhuān ✓ □
□“ □ de”
✓ □□ 3 □□□□ (xíngróngcí)

□□□□□

_____
_____
_____
_____
_____

SECTION B: ORALS (30 MARKS)

PART A: LISTENING (15 MARKS)

Task 1: Pronunciation (5 marks)
□□□□□

- □□ jiātíng
- □□ xuéxiào
- □□ yīshēng
- □□ xǐhuān
- □□ chéngshì

Task 2: Listening Comprehension (10 marks)

□□□□□ □□□□□□□ □□□□□□□□□

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i) □□□□□□
ii) □□□□□
iii) □□□□□□
iv) □□□□□
v) □□□□□□

PART B: SPEAKING (15 MARKS)

Task 1: □□□□ (Zìwǒ jièshào) – 8 marks

- □□□□□
- □□
- □□□□
- □□

Task 2: □□□□ (Rìcháng duìhuà) – 7 marks

- □□□□□□□□ shàng□□ xià□□ lǐ
- □□□□□□

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ORAL EXAM

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

SENIOR SCHOOL – GRADE 10
MANDARIN ORAL EXAM□□□ Kǒushì)
Term 1 – 2026

Paper Code: CKEAB 002
Time per candidate: 8–10 minutes
Total Marks: 30

CANDIDATE INFORMATION

Name:
School:
Assessment No.:

PART A: LISTENING (□□ Tīnglì) – 15 MARKS

Task 1: Pronunciation & Tone Recognition

(□□□□□ Fāyīn hé shēngdiào) – 5 marks

Teacher reads aloud the following words.
Learner listens and repeats clearly.

Word (□□)	Pinyin
□□	jiātíng
□□	xuéxiào
□□	yīshēng
□□	xǐhuān
□□	chéngshì

Assessment focus:
✔ Initials and finals
✔ Correct tones
✔ Fluency

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Task 2: Listening for Understanding (□□□□ Tīng hòu lǐjiě) – 10 marks

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Teacher reads the passage once or twice.

Listening Text (□□□□)

□□□□
□□ **Lǐ Míng**□□□□□□□ □□□ **(shíwǔ suì)**□□□□
□□□ **(Nàiluóbǐ)**□
□□□ □□□ **(wǔ kǒurén)**□□□
□□ □□ **(yīshēng)**□
□□□□ □□ **(lǎoshī)**□
□□□ □□□ **(tī zúqiú)**□
□□□□□ □□ **(chànggē)**□

Questions (□□□□)

i) □□□□□□□□□□□
ii) □□□□□□
iii) □□□□□□
iv) □□□□□
v) □□□□□□□□□□

PART B: SPEAKING (□□ Kǒuyǔ) – 15 MARKS

Task 1: Oral Presentation – Self & Family

(□□□□□□□ Zìwǒ hé jiātíng jièshào)
8 marks | 1–2 minutes

Learner instructions:
□□□□□□□□□□

Include:

- □□ (xìngmíng)
- □□ (niánlíng)
- □□□ (zhù zài nǎlǐ)
- □□□□ (jiātíng chéngyuán)
- □□□□ (xǐhuān)

Sample learner support (optional):

□□
□□□ □□
□□□
□□□
□□□

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Task 2: Conversation – Daily Life & Home

(□□□□ Rìcháng duìhuà)
7 marks | Q & A

Teacher asks ANY 5–7 questions from below:

1. □□□□□□(Nǐ zhù zài nǎlǐ?)
2. □□□□□□□(Jǐ kǒurén?)
3. □□□□□□□□(Xǐhuān shénme yùndòng?)
4. □□□□□□(Yǒu chǒngwù ma?)
5. □□□□□□□□□
6. □□□□□□□(Jiàoshì lǐ yǒu shénme?)
7. □□□□□□□□□□□

MARKING GUIDE / RUBRIC (30 MARKS)

PART A: LISTENING (15 marks)

Area	Marks
Pronunciation & tones	5
Listening comprehension	10

PART B: SPEAKING (15 marks)

Task 1: Oral Presentation (8 marks)

Criteria	Marks
Content relevance	3
Pronunciation & tones	3
Fluency & confidence	2

Task 2: Conversation (7 marks)

Criteria	Marks
Correct responses	3
Vocabulary use	2
Pronunciation	2

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PERFORMANCE LEVELS

Exceeds Expectation (EE): 26–30

Meets Expectation (ME): 20–25

Approaches Expectation (AE): 13–19

Below Expectation (BE): 0–12

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GRADE 10 TOP SCHOOLS MULTILATERAL JOINT ENDTERM 1 EXAM KENYA CERTIFICATE OF BASIC EDUCATION (K.C.B.E)

GRADE 10 END TERM 1 APPLIED AGRICULTURE (*Theory*)

PATHWAY: S.T.E.M

Time: 2 Hours

COMPETENCE BASED EDUCATION

LEARNER'S DETAILS

Name:

School:
.

Assessment Number: . **Date:**
.

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

1. Write your name, assessment number, class and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. Use a blue or black pen for writing. Pencils should be used only for drawings and diagrams.

SCORE GRID

No.	Question / Item	Maximum Marks	Learner's Score	Performance Level
1	Question 1 (a–c)	8		
2	Question 2 (a–e)	15		
3	Question 3 (a–c)	12		
4	Question 4 (a–d)	12		
5	Question 5 (a–d)	13		
6	Question 6 (a–e)	14		
7	Question 7 (a–b)	6		
	TOTAL	**80**		

-AGRICULTURE- -003- -Senior S

	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 agriculture club plans to start a **vegetable farming project** within the local community.



a) Identify **THREE ways** through which the club can access land for agricultural use. (3 marks)

i.
.

ii.
.

iii.
.

b) Explain **THREE factors** you would consider when evaluating the suitability of the land for crop production. (3 marks)

i.
.

ii.
.

iii.
.

c) State **TWO reasons** why land is important in agricultural production. (2 marks)

i.
.

ii.
.

2. During a field excursion, learners observed different soil layers in a farm.

a) Name the **types of soil labelled QRS**. (3 marks)



Q: .
R: .
S: .

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b) Name any **two main categories of soil properties** important in crop production. (2 marks)

i.
.

ii.
.

c) Identify the soil activity below. (1 mark)



_____.

d) Describe **ONE test** used to determine each of the following soil properties:(3 marks)

i) Soil texture:
.

ii) Soil pH:
.

iii) Soil porosity:
.

e) Explain **THREE ways** in which the soil profile influences crop production. (3 marks)

i.
.

ii.
.

iii.
.

3. A farmer wants to prepare a fallow piece of land for planting maize as shown below.

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a) Outline **FOUR activities** carried out during land preparation to obtain a good seedbed. (4 marks)

i.
.

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ii.
.
iii.
.
iv.
.

b) Differences between **primary cultivation** and **secondary cultivation**. (4 marks)

	Primary cultivation	**Secondary cultivation**
i		
ii		

c) Explain **TWO conservation tillage practices** used in crop production. (4 marks)

i.
.
ii.
.

4. A learner is managing tomatoes and capsicum in the school farm as shown below.





X **Y**

a) Identify the fruits X and Y. (2 marks)

X: . Y:
.

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b) Describe **THREE pruning practices** carried out on vegetable crops. (3 marks)

i.
.
ii.
.

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iii.
.

c) Explain **THREE reasons** why top dressing is important in crop production. (3 marks)

i.
.
ii.
.
iii.
.

d) Identify four management practices carried out to tomato seedling in the farm. (4 marks)

i.
.
ii.
.
iii.
.

5. A Grade 10 class established tomatoes using a nursery bed.



a) Identify the activity shown above.(1 mark)

_____.

b) Identify **FOUR crops** that are established through a nursery. (4 marks)

i.
.

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ii.
.
iii.
.
iv.
.

c) Describe **FOUR management practices** carried out in a nursery bed. (4 marks)

i.
.
ii.
.

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iii.
.
iv.
.

d) Justify **TWO reasons** why nursery establishment is preferred in vegetable production. (4 marks)

i.
.
ii.
.

6. Learners noticed weeds growing among crops on the school farm.

a) Identify the activity shown below. (1 mark)



_____

b) Classify weeds based on **life cycle**. (3 marks)

i.
.
ii.
.
iii.
.

c) Identify the name of the weed shown below. (2 marks)



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U **V**

U: .

V: .

d) Describe **FOUR methods** used to control weeds in a crop field. (4 marks)

i. .

ii. .

iii. .

iv. .

e) State **TWO economic effects** of weeds on farming household. (2 marks)

i. .

ii. .

iii. .

7. A farmer is harvesting some farm produce.

a) Identify the crops being harvested below: (2 marks)





E
F

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E: .

F: .

b) Explain **FOUR factors** that determine the harvesting time of a crop. (4 marks)

i. .

ii. .

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iii.
.
iv.
.

b) State **FOUR post-harvest practices** carried out to reduce losses. (4 marks)

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

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 BIOLOGY ENDTERM 1

PATHWAY: S.T.E.M

Time: 2Hours 30 Minutes

COMPETENCE ASSESSMENT EXAMINATION

LEARNER'S DETAILS

Name:
.

School:
.

Assessment Number: . **Date:**
.

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

1. Write your name, assessment number, class and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. Use a blue or black pen for writing. Pencils should be used only for drawings and diagrams.
4. Make your drawings neat, clear, and large, and label them correctly using ruled lines.
5. **SCORE GRID**

No.	Question Area	Maximum Marks	Learner's Score	Performance Level
1	Introduction to Biology & Careers	10		
2	Biodiversity & Specimen Collection	15		
3	Microscope & Cell Structure	20		
4	Cell Structure, Specialisation & Adaptation	18		
5	Chemicals of Life & Enzymes	9		
6	Enzymes & Importance of Water	8		
7	Digestive & Cellular Enzymes	6		
8	Catalase Enzyme Experiment	11		
9	Photosynthesis	13		
	TOTAL	**90**		

Performance Levels Grid

Level	Level	% Range	Points	Learner's score
Exceeding (EE)	EE1	90–100%	8	
	EE2	75–89%	7	

-Biology- -0 3- -Senior Schoo

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 (90 Marks)

Answer all questions in this section.

1. A career guidance teacher invited learners to explore how Biology influences everyday life and future careers. a) Mention two main branches of Biology. (2 marks)

i.
.
ii.
.

b) Explain **TWO applications of Biology** in everyday life. (2 marks)

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

c) Match each **field of Biology** with a suitable **career**. (4 marks)

Field of Biology	**Career**
Botany	
Microbiology	
Genetics	
Ecology	

d) State **TWO factors** that should positively influence career choice in Biology. (2 marks)

i.
.
ii.

. **2.** Learners carried out a biodiversity study in their local environment.

a) Identify **the apparatus** used to collect small animal specimens shown below. (2 marks)





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S **T**

S: . T:
.

b) Other than the ones identified in (2.(a)) above, Identify **TWO other apparatus** used to collect small animal specimens. (2 marks)

i.
.

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ii.
.

c) Describe **THREE steps** followed when preparing a plant specimen for a herbarium. (3 marks)

i.
.
ii.
.
iii.
.

d) Give **THREE reasons** why specimen collection and preservation are important in Biology. (3 marks)

i.
.
ii.
.
iii.

. **3.** A learner used a **light microscope** during a Biology practical lesson.

a) Complete the table below by stating the use of each part of the microscope. (4 marks)

Part of the Microscope	**Use**
Eyepiece lens	
Objective lens	
Diaphragm	
Coarse adjustment knob	

b) State **THREE differences** between a light microscope and an electron microscope. (6 marks)

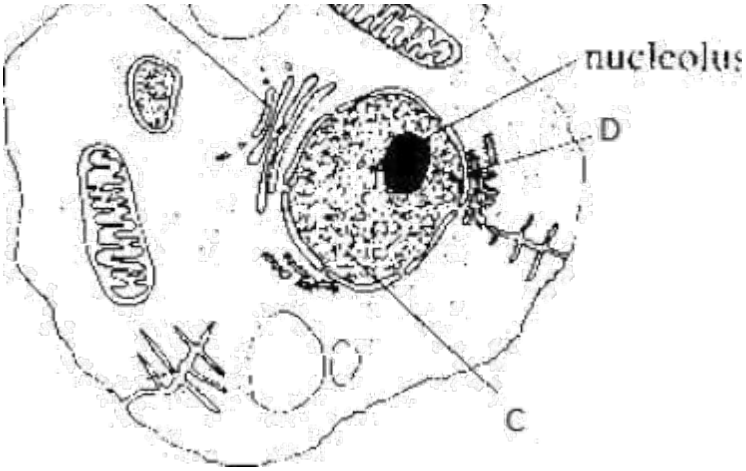
	Light microscope	Electron microscope
i		
ii		
iii		

c) Name **the cell organelles labelled A, B, C and D**. (4 marks)

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A:
.

B:
.

C:
.

D:
.

c) State the function of the following cell organelles. **(2 marks)**

Cell Organelle	Function

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Cytoplasm	
Smooth endoplasmic reticulum	

4. Cells are adapted to perform specific functions.

a) State **FOUR differences** between plant and animal cells. (4 marks)

	Plant cell	***Animal cell***
i		
ii		
iii		
iv		

c) Identify the specialized animal or plant cell that performs each of the following functions.(6 marks)

	Function	**Specialised Cell**
i	Transports oxygen in the body	
ii	Absorbs water and mineral salts from the soil	
iii	Transmits electrical impulses in the body	
iv	Carries out photosynthesis efficiently	
v	Controls opening and closing of stomata	
vi	Enables movement by contraction	

b) **State the ways in which the following cells are adapted to their functions.**

i) Root hair cell (1 mark)

_____.

_____.

ii) Red blood cell (1 mark)

_____.

_____.

5. Learners tested food substances in a school laboratory.

a) Name **TWO classes of chemicals of life** found in cells. (2 marks)

i.
.
ii.
.

b) Describe **ONE test** used to detect each of the following: (3 marks)
i) Starch:
.

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ii) Proteins:
.
iii) Lipids:
.

c) State **TWO factors** that affect enzyme activity. (2 marks)

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i.
.
ii.
.

6. Catalase enzyme was tested using liver tissue.

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

---

b) Explain **TWO roles of enzymes** in living cells. (2 marks)

i.
ii.

c) State **TWO importance of water** in cells. (2 marks)

i.
ii.

7. Complete the table below by identifying the enzyme that performs each function. (6 marks)

	Function of Enzyme	**Name of Enzyme**
i	Breaks down hydrogen peroxide into water and oxygen	
ii	Breaks down starch into maltose	
iii	Breaks down proteins into amino acids	
iv	Breaks down fats (lipids) into glycerol and fatty acids	
v	Breaks down lactose into glucose and galactose	
vii	Breaks down RNA into nucleotides	

8. A learner conducted an experiment to investigate the **action of catalase enzyme** in living tissues.

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Two test tubes, **A** and **B**, were set up as shown below:



i. Test tube **A** contained **fresh liver pieces** and **hydrogen peroxide**.

ii. Test tube **B** contained **boiled liver pieces** and **hydrogen peroxide**.

The learner observed that **bubbles of gas were produced in test tube A**, but **no bubbles were observed in test tube B**.

a) Name the **gas** produced in test tube A. (1 mark)

_____.

b) Identify the **enzyme** present in the liver tissue. (1 mark)

_____.

c) Explain why bubbles were observed in test tube A but not in test tube B. (2 marks)

_____

_____

_____

d) State **TWO conclusions** that can be drawn from this experiment. (2 marks)

i.

ii.

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e) Give **TWO precautions** that should be taken to ensure reliable results in this experiment. (2 marks)

i.

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ii.

9. Plants obtain nutrients in different ways.

a) Describe **TWO structural features of the chloroplast** related to its function. (2 marks)

i.

ii.

b) Photosynthesis takes place in two stages. Name the part of the chloroplast where the light stage occurs. (1 mark)

_____.

c) How is the dark stage dependent on the light stage of photosynthesis? (2mks)

_____

b) State **TWO importance of photosynthesis** in nature. (2 marks)

i.

ii.

c) Differentiate between the **light stage** and **dark stage** of photosynthesis. (2 marks)

_____

_____

b) State **TWO factors** affecting the rate of photosynthesis. (2 marks)

i.

ii.

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c) Write the **word equation** for photosynthesis. (2 marks)

_____

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 COMPUTER STUDIES (Theory) ENDTERM 1

PATHWAY: S.T.E.M

Time: 2 Hours

COMPETENCE ASSESSMENT EXAMINATION CKEAB 003

LEARNER'S DETAILS

Name:

. **School:**

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

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

.

INSTRUCTIONS TO LEARNERS

1. Write your name, assessment number, class and date on all the answer sheets provided.
2. Answer all the questions in the spaces provided.
3. Use a blue or black pen for writing. Pencils should be used only for drawings and diagrams.

SCORE GRID

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

Performance Levels Grid

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

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SECTION A: Theory (80 Marks)

Answer all questions in this section.

1. A Grade 10 learner noticed that modern computers are very different from old computing machines.

a) Name **two early computing devices**. (2 marks)

i.

ii.

b) State **two principal technologies** that defined the development of computers. (2 marks)

i. _____

ii.

c) List **three generations of computers** and the technology associated with each. (6 marks)

	Computer generation	**Technology used**
i		
ii		
iii		

2. A learner is designing a model of a Von Neumann computer.

a) Draw and label a diagram showing the **functional elements of a Von Neumann computer**. (4 marks)

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b) State the function of each of the following components: (4 marks)

i) Control Unit (CU)

---

ii) Arithmetic Logic Unit (ALU)

---

iii) Registers

---

iv) Buses

---

c) Convert the decimal number 145 to **binary, octal, and hexadecimal**. (2 marks)

Decimal number	*To binary*	*To octal*	*To hexadecimal*
145			

3. A school is upgrading its computer lab.

a) Classify the following devices as **input or output**: (5 marks)

i) Touchscreen: .

ii) Projector: .

iii) Scanner: .

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iv) Keyboard: .

v) Speakers: .

b) Explain **two factors** to consider when selecting input and output devices for the lab. (4 marks)

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i.

ii

c) State **one advantage of QR codes over traditional barcodes**. (1 mark)

---

4. A student wants to save data for future use.

a) Differentiate between **primary and secondary storage**. (4 marks)

---

b) Give **two examples of primary storage** and **two examples of secondary storage**. (4 marks)

i.

ii

c) Explain **one benefit of using remote storage**. (2 marks)

---

5. A new smartphone uses a quad-core CPU.

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a) Draw and label a **CPU diagram** showing ALU, CU, and Registers. (4 marks)

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b) Explain the **role of each CPU element** in processing data. (4 marks)

i

ii. _____

iii.

iv.

c) State **two types of CPU cores** and one difference between them. (2 marks)

i. _____

ii.

6. A computer user wants to perform file management tasks efficiently.

a) Define **operating system (OS)**. (2 marks)

b) Give **two examples of operating systems** used in mobile devices and **two in desktop computers**. (4 marks)

i. _____

ii.

c) Explain **two functions of an OS** in managing resources. (4 marks)

i. _____

ii.

7. A learner is setting up a new desktop computer.

a) Match the following cables to their ports: (4 marks)

i) HDMI: .

ii)

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USB: .

iii) Ethernet: .

iv) VGA: .

b) Explain **two safety precautions** to observe when setting up a computer. (4 marks)

i

ii. _____

c) State **one benefit of reusing functional computer e-waste**. (2 marks)

_____

8. A school plans to install a new computer lab with **modern input/output devices** and **network storage**.

a) Explain **three advantages** of using networked storage in the lab. (6 marks)

i

ii. _____

iii

b) The lab uses a touch screen and a projector for presentations.

i) Explain **how data is input and output** in this setup. (2 marks)

_____

ii) Suggest **one method to secure data** on the lab computers. (2 marks)

_____

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ENDTERM 1 CORE MATHEMATICS

PATHWAY: S.T.E.M

Time: 2 Hours

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:
.

School:
.

Assessment Number: . **Date:**
.

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

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

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

DESCRIPTION	SCORE
TOTAL SCORE	100
LEARNER'S SCORE	
PERFOMANCE LEVEL	

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

-CORE MATHEMATICS- -003- -Senior

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CORE MATHEMATICS: (100 Marks)

Answer all questions provided in this assessment paper.

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

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

3. Evaluate without using tables.
   Log (3x+8) – 3 log 2= log(x-4) (3mks)

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4. A classroom measures (x+2)m by (x-5)m. If the area of the classroom is $60m^2$. Find its dimensions. (3mks)

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

a) The cylinder
(4 mks)

b) The cone.
(4mks)

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

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

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

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

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

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

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

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

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

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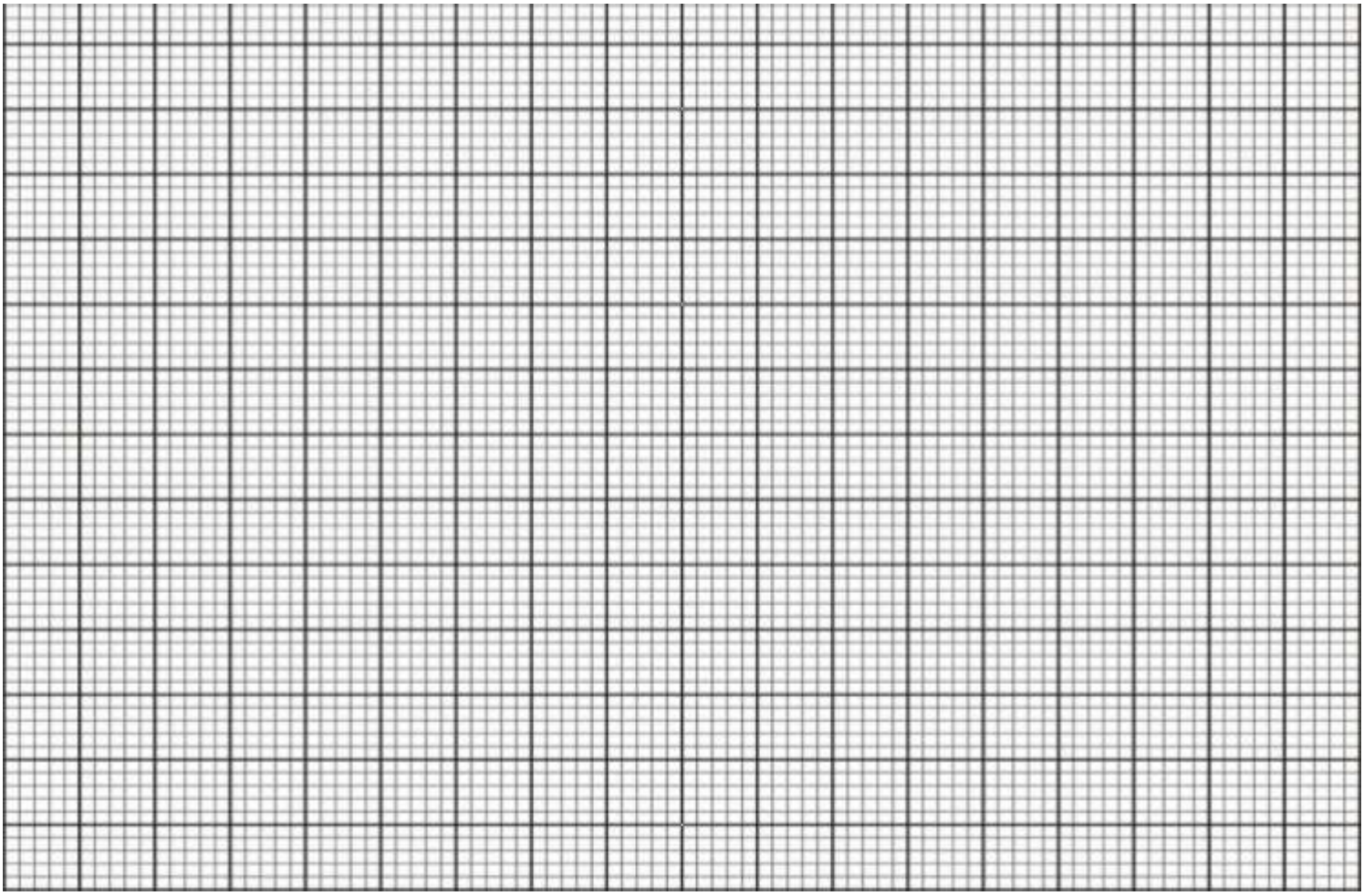
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8. (a) Complete the table below for the equation $y=x^2+3x-6$ given $-6<x<4$. (5 marks)

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

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



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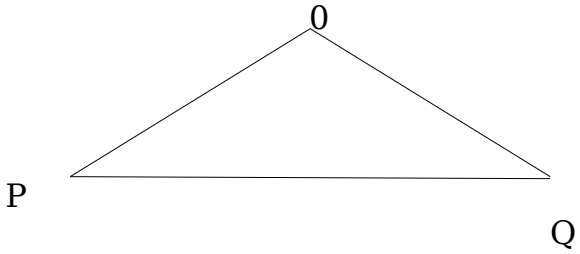
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(c) Use the graph to solve the quadratic equations.

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

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

(3mks) 9. (a) In the figure below O is the centre of the circle whose radius is 6cm and PQ is 9cm.



Calculate the area of major segment.
(4mks)

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

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

11. Solve for x
(3 marks) $9^{(x+1)} + 3^{(2x+1)} = 108$

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

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

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

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

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

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

ii. The time they met. (1 mark)

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

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18. Use logarithms to evaluate. (3 marks)

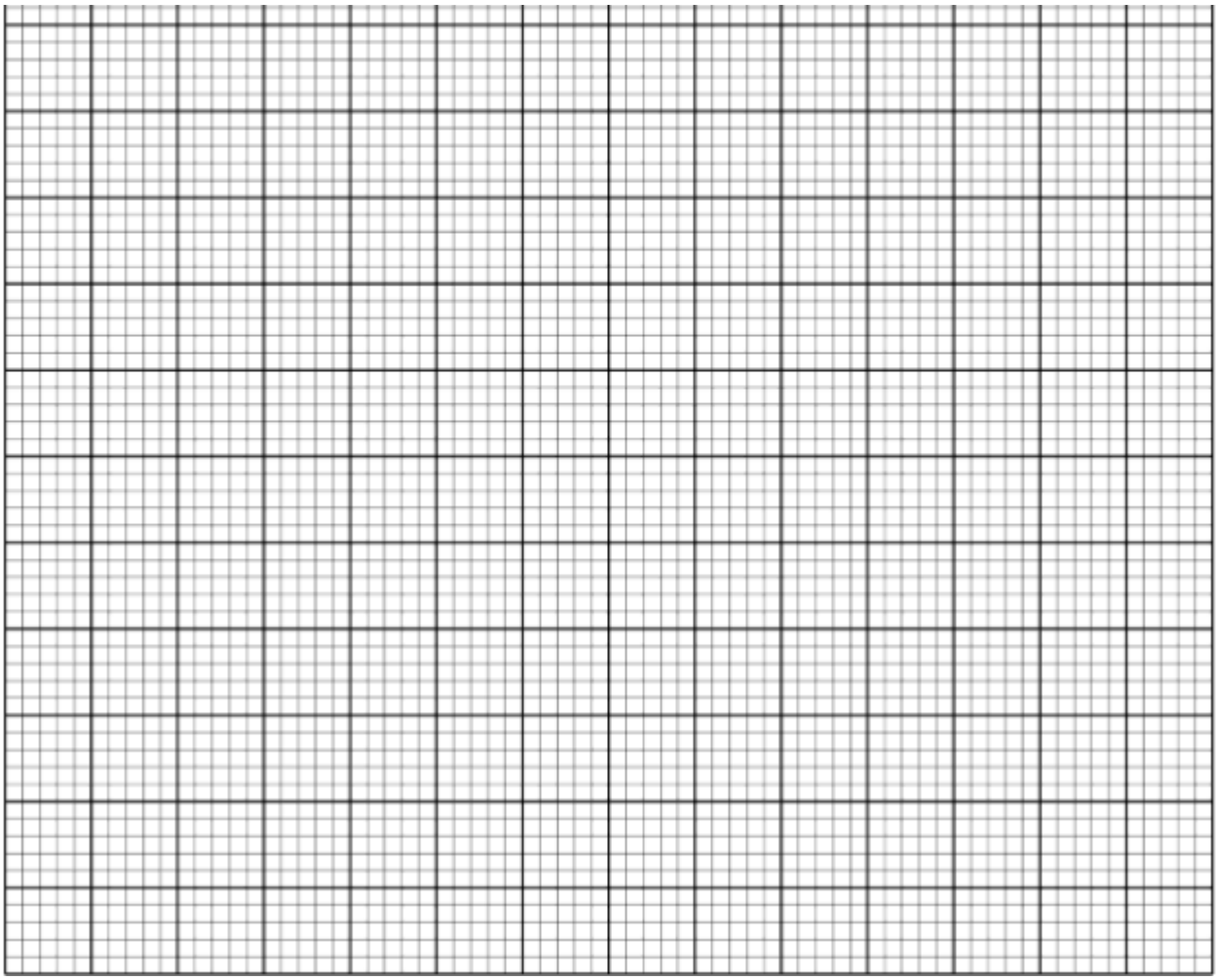
$$39.51 \times$$

$$0.758$$

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

a) On the grid below, draw the triangles.

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i. ABC. (1 mark)

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

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

b) Triangle A,,,B,,,c,,,, with vertices A''' (__1, __5) B''' (__4, __5)and c,,, (__6, __2), is the image of , triangle A,,B,,c,,, under a transformation **T**.

i. Draw the triangle A,,,B,,,c,,,, (1 mark)

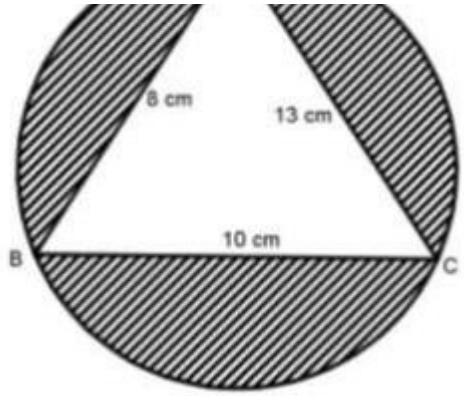
ii. Describe fully the transformation **T**. (2 marks)

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

i. Directly congruent. (1 mark)

ii. Oppositely congruent. (1 mark)

20. The figure below shows a triangle inside a circle. AB = 8 cm, Bc = 10 cm and Ac = 13cm



Calculate

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

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(b) Angle BAC (2 marks)

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

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

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

a) Determine:

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

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

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

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

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ENDTERM 1 **ELECTRICAL TECHNOLOGY (Theory)**

PATHWAY: S.T.E.M

Time: 1 Hour 50 Minutes

COMPETENCE ASSESSMENT EXAMINATION

LEARNER'S DETAILS

Name:
.

School:
.

Assessment Number: . **Date:**

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

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

SCORE GRID

Item	**1 7**	**1 7**	**2 7**	**2 7**	**2 7**	**3 7**	**3 7**	**3 7**	**3 8**	**4 8**	**4 8**	**4 9**	**5 a**	**5 b**	**5 a**	**5 b**	**5 c**	**5 a**	**5 d**	**5 e**	**6 f**	**6 a**	**6 b**	**6 c**	**6 a**	**6 b**	**7 c**	**7 d**	**9 TOTA**
Question	**e**	**f**	**a**	**b**	**c**	**d**	**e**	**a**	**b**	**c**	**d**	**e**	**)**	**(i**	**)**	**(ii**	**i**	**i**	**i**	**a**									
Marks	2	2	1 2	1 2	1 3	3	2	2	2	2	3	3	3	3	3	3	3	3	2	2	4	2	2	2	3	2	2	2	1 3
Learn																													

-ELECTRICAL TECHNOLOGY- -003- -Senior

	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

Performance Levels Grid

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SECTION A: (90 Marks)

Answer all questions in this section.

1. A community is planning to expand access to electricity to improve living standards, education, and economic activities.



a) Explain **TWO ways** electricity is important in society. (2 marks)

i.
.

ii.
.

b) State **TWO reasons** why electricity is considered essential for modern development. (2 marks)

i.
.

ii.
.

2. Electricity is widely used in homes, schools, hospitals, industries, and public spaces in Kenya. Safe generation, distribution, and use of electricity requires the involvement of different stakeholders.

a) Name **ONE government regulatory body** responsible for electrical safety in Kenya. *(1 mark)*

_____

_____

b) Identify **ONE electricity distribution company** involved in supplying electricity to consumers in Kenya. *(1 mark)*

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_____

_____

c) State **ONE role** played by licensed electricians in promoting electrical safety. *(1 mark)*

_____

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3. (a) The diagram below shows electricity being used in a residential house, a hospital, and a cyber cafe.



X



Y



Z

State the uses of electricity in picture X, Y and Z. *(3 marks)*

X:

.

Y:

.

Z:

.

d) Identify **TWO** stakeholders responsible for ensuring electrical safety in the places shown above. *(2 marks)*

i.

.

ii.

.

e) Explain **TWO ways** in which stakeholders help to prevent electrical accidents in Kenya. *(2 marks)*

i.

.

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ii.

.

4. During a career guidance session, learners discuss job opportunities and safety practices in the electrical field.

a) Identify **TWO career opportunities** in the field of electrical technology. *(2 marks)*

i.

.

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ii.
.

b) State **THREE safety regulations** observed while carrying out electrical tasks. *(3 marks)*

i.
.

ii.
.

iii.
.

c) Explain **THREE roles of stakeholders** (government, employers, workers) in promoting electrical safety. *(3 marks)*

i.
.

ii.
.

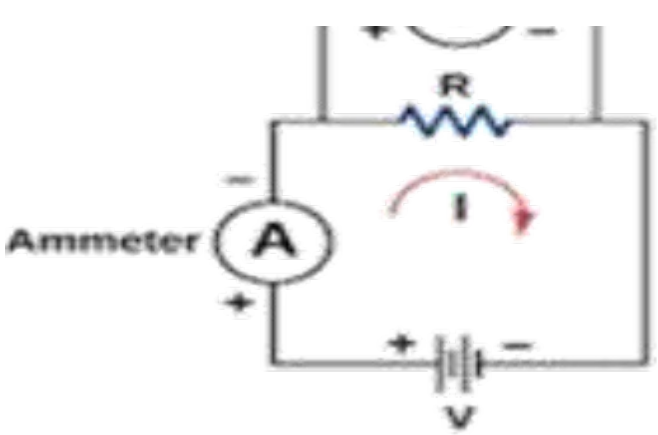
iii.
.

5. A learner constructs a simple DC circuit in a workshop using a battery, switch, resistor, ammeter and voltmeter.

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a) Describe **THREE properties** of an electric circuit. *(3 marks)*

i.
.

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ii.

•

iii.

•

b) Define the following types of materials: *(3 marks)*

i. Conductor

_____

ii. Insulator

_____

_____

iii. Semiconductor

_____

c) Give an example of each material. *(3 marks)*

Material	*Example*
i. Conductor	
ii. Insulator	

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iii. Semiconductor	

d) Explain the **mechanism of electrical conduction in metals**. (3 marks)

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_____

_____

_____

e) Using Ohm's Law, explain the relationship between **voltage, current and resistance** in a DC circuit. (3 marks)

_____

_____

_____

_____

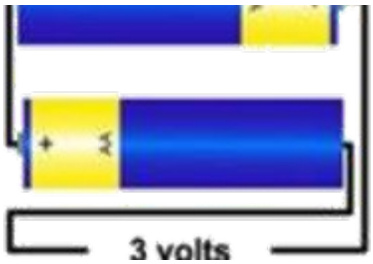
e) State **THREE practical applications** of DC circuits in day-to-day life. (3 marks)

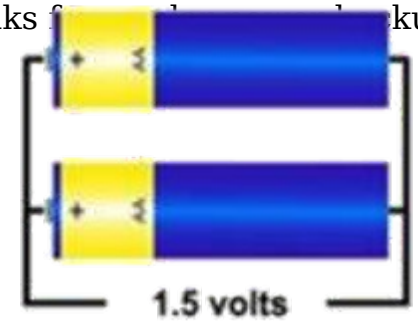
i
.

ii.
.

iii.
.

6. (a) A technician is assembling battery banks f kup system.





M **N**

Identify the type of connection in M and N. *(2 marks)*

M: .

N: .

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b) Describe the principle of operation of a primary cell. *(2 marks)*

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c) Explain the charging and discharging process in a secondary cell. *(4 marks)*

d) Differentiate between series and parallel connection of batteries**.** *(2 marks)*

e) State **TWO reasons** why safe disposal of cells and batteries is important. *(2 marks)*

i
.

ii.
.

7. An electronics technician is repairing a radio that uses capacitors for energy storage and signal smoothing.

a) Describe the **principle of operation of a capacitor** in an electric circuit. *(2 marks)*

b) State **THREE characteristics** of capacitive circuits. *(3 marks)*

i.
.

ii.
.

iii.
.

c) Explain **TWO factors** considered when selecting a capacitor for an application. *(2 marks)*

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i.

•

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ii.
.

d) State two factors that determine the resistance of a conductor. *(2 marks)*

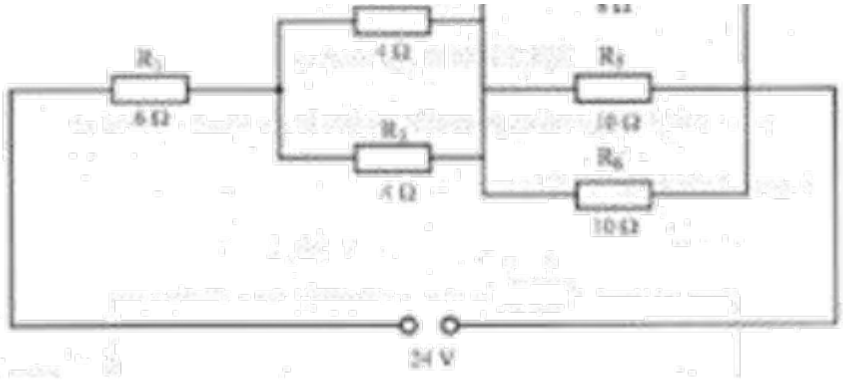
i.
.

ii.
.

e) Determine the color code of a 1500Ω 5±% carbon resistor. *(2 marks)*

---

f) The figure below shows a resistive circuit.



Calculate:

i. Total resistance of the circuit. *(3 ½ marks)*

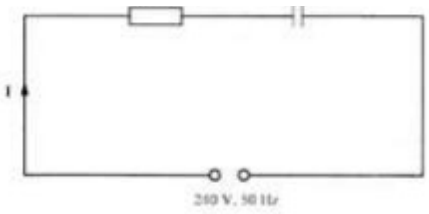
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ii. Current through R_6 *(2 ½ marks)*

8. The Figure below shows an R-C circuit.



Calculate the;

i. Impedance; *(2 marks)*

ii. Current I; *(2 marks)*

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iii. Phase angle. *(2 marks)*

9. An electrical technician uses drawings to explain wiring layouts and component placement.

a) State **THREE types** of pictorial drawings used in engineering. *(3 marks)*

i.
.

ii.
.

iii.
.

b) The Figure below shows a block drawn in isometric projection.

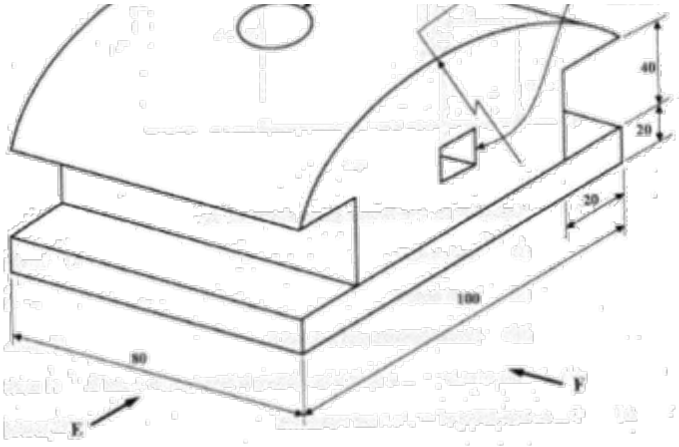


Figure 4

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Using first angle projection, draw the following views full size:

i. Front elevation in the direction of arrow F;
ii. End elevation in the direction of arrow E;
iii. Plan.

(Use A3, paper provided) *(13 marks)*

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 **HOMESCIENCE (Theory)** **ENDTERM 1**

PATHWAY: S.T.E.M

Time: 2 Hours

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:
.

School:
.

Assessment Number: . **Date:**
.

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

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

Performance Levels Grid

Question No.	1	2	3	4	5	6	7	8	TOTAL
Marks	8	10	8	10	14	12	10	8	80
Learner's Score									
Performance Level									

-HOMESCIENCE-003-Senior School-

	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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HOMESCIENCE :(80 Marks)

Answer all questions in this section.

1. A Grade 10 learner is interested in studying Home Science and wants to understand why **Foods and Nutrition** is an important area of study.

(a) Explain **four reasons** why foods and nutrition is an important area of study in Home Science. (4 marks)

i.
.

ii.
.

iii.
.

iv.
.

(b) Identify **four careers** related to foods and nutrition. (4 marks)

i.
.

ii.
.

iii.
.

iv.

. 2. Susan saw a diagram below showing a certain kitchen layout.

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(a) Name the kitchen layout shown above. (1 mark)

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_____.

(b) State **three advantages** ofthe kitchen layout shown. (3 marks)

i.
.

ii.
.

iii.
.

(c) Identify the following small kitchen tools and equipment. (4 marks)



A. .

B. .

C. .

D. .

d) In which way should each kitchen tool or equipment be stored? (4 marks)

i.
.

ii.
.

iii.
.

iv.
.

(d) State **two ways** of caring for kitchen equipment made of metal. (2 marks)

i.
.

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3. A family prepared food for a celebration. Two days later, some family members developed stomach upsets after eating leftovers that were poorly stored.

(a) Define the term **food hygiene**. (2 marks)

_____

_____

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(b) Differentiate between **food spoilage** and **food poisoning**. (4 marks)

_____

_____

_____

_____

(c) State **two signs** that show food has gone bad. (2 marks)

i.
.

ii.
.

4. Study the pictures below.



G



H

(a) Identify the method of cooking shown in: (2 marks)

G:
.

H:
.

(b) Classify the two methods identified above under: (2 marks)

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Category	Moist heat methods	Dry heat methods
Cooking method		

(c) Give **three reasons** why food is cooked. (3 marks)

i.

•

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ii.
.

iii.
.

(d) State **three safety precautions** to observe when cooking food. (3 marks)

i.
.

ii.
.

iii.

. 5. Angel School is planning a balanced lunch menu for learners using locally available foods.

(a) Classify food nutrients into **three food groups**. (3 marks)

i.
.

ii.
.

iii.
.

(b) State **two functions** of carbohydrates in the body. (2 marks)

i.
.

ii.
.

(c) Identify **two sources** of proteins. (2 marks)

i.
.

ii.
.

(d) Explain the meaning of **food fortification**. (2 marks)

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(e) State **three nutritional deficiency disorders** and one cause of each. (3 marks)

i.
.

ii.
.

iii.
.

(f) Suggest **two locally available foods** that can help prevent nutritional deficiencies. (2 marks)

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i.
.

ii.
.

6. A teacher observed that many learners experience challenges managing personal hygiene during puberty.

(a) State **three physical changes** that occur during puberty. (3 marks)

i.
.

ii.
.

iii.
.

(b) Explain **three personal hygiene practices** that boys should observe during puberty. (3 marks)

i.
.

ii.
.

iii.
.

(c) Describe **three menstrual hygiene management practices** for girls. (3 marks)

i.
.

ii.
.

iii.
.

(d) State **three reasons** why personal hygiene is important during puberty. (3 marks)

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i.
.

ii.
.

iii.
.

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7. Susan held a first aid kit as shown below



(a) Identify **four items** found in a First Aid kit. (4 marks) **i.**

.

ii.
.

iii.
.

iv.
.

(b) State **three causes** of accidents at home. (3 marks)

i.
.

ii.
.

iii.
.

(c) Describe **three safety precautions** when giving First Aid at home. (3 marks)

i.
.

ii.
.

iii.

. 8. A family is planning to move into a new home and wants to understand housing better.

(a) Give **three reasons** why housing is important to a family. (3 marks)

i.
.

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ii.
.

iii.
.

(b) Identify **two types of houses** found in the community. (2 marks)

i.
.

ii.
.

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(c) Match the following rooms with their correct functions: (3 marks)

Room	Function
Kitchen	
Bedroom	
Living room	

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 ENDTERM 1 MEDIA TECHNOLOGY (Theory)

PATHWAY: S.T.E.M

Time: 1 hour 50 min

COMPETENCY BASED ASSESSMENT

LEARNER'S DETAILS

Name

School: _____

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO LEARNERS

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

SCORE GRID

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

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

-MEDIA TECHNOLOGY- -003- -Senior School-

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SECTION A: (70 Marks)

Answer all questions in this section.

1. Learners are analyzing the impact of media content creation in their communities.

a. Mention three forms of media formats. **(3 marks)**

i. .

ii. .

iii. .

b. Define the following terms: (6 marks)

i. Media formats:

_____

ii. Multimedia streaming:

_____

_____

iii. Media distribution:

_____

c. During a class lesson, learners were given a list containing media formats. Give three examples of each category

	Print media		Electronic media
i		i	
ii		ii	
iii		iii	

2. State the role of the following persons in media technology

i. Camera operator:

_____

_____

ii. editor,

_____

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iii. reporter,

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iv. Social media content creator.

_____

_____

3. Name three other careers related to media technology apart from the ones listed in (2) above

i. .

ii. .

iii. .

4. Explain two importance of keeping a media portfolio in media technology. **(2 marks)**

i.
.

ii.
.

5. Identify three electronic media programs. (3 marks)

i. .

ii. .

iii. .

6. A school production team is editing a documentary before public release.



a) Identify **TWO personnel** involved in post-production. (2 marks)

i.
.

ii.
.

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b) Outline **FOUR steps** in the post-production phase. (4 marks)

i.
.
ii.
.
iii. _

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_____.

iv.
.

c) Name **TWO video editing software** used in post-production. (2 marks)

i.
.
ii.
.

d) State **TWO benefits** of evolving software in media post-production. (2 marks)

i.
.
ii.
.

e) Identify the following studio equipment (3 marks)

X

Y



Z

Identify the equipment used in the media production

X: .

Y: .

Z: .

7. A media club records a live school news bulletin.

a) Identify **FIVE production personnel** involved during production. (5 marks)

i.
.

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ii.
.
iii.
.
iv.
.
v.
.

b)

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State **ONE role** for **ANY FOUR** of the personnel above. (4 marks)

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

c) Outline **FOUR steps** involved in media production. (4 marks)

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

d) Explain **TWO reasons** why teamwork is important during production. (2 marks)

i.
.
ii.
.

8. **State the role of THREE personnel in a media production.** (4 marks)

i. Director:

_____

_____

ii. Sound engineer:

_____

_____

iii. Grip:

_____

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iv. Lighting technician:

_____

_____ -

9. A team plans a television drama and is preparing scripts, casting, and schedules.

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(a) State the function of:

i. Script desk,

_____

_____

ii. Casting sheets,

_____

_____

iii. Production schedule,

_____

_____

iv. Storyboard.

_____

_____

b) Identify **FOUR personnel** involved in pre-production. (4 marks)

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

c) State **FOUR steps** involved in media pre-production. (4 marks)

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

d) Explain **THREE roles of research** in pre-production. (6 marks)

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i.
.
ii.
.
iii.
.

e) State **THREE reasons** why pre-production is important. (1 marks)

i.
.

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ii.
.

iii.
.

10. Learners explore concepts and terminologies in media technology during a digital literacy lesson.

(a) Identify the following media items used in media technology.

a) Define the following: (4 marks)

i) Media

_____

_____

ii) Media technology

_____

_____

iii) Multimedia

_____

_____

iv) Traditional media

_____

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b) Identify **THREE forms of media** used in content creation. (3 marks)

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i.
.
ii.
.
iii.
.

c) State **THREE roles media technology plays** in society. (3 marks)

i.
.
ii.
.
iii.
.

11. A learner analyses traditional media platforms for a school project.

a) Identify **FOUR print media formats**. (4 marks)

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

b) Name **ONE electronic media programme** aired in traditional media. (1 mark)

i.
.

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GRADE 10 TOP SCHOOLS MULTILATERAL ENDTERM 1 EXAM

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

GRADE 10 PHYSICS (Theory) ENDTERM 1

PATHWAY: S.T.E.M

Time: 2 Hours

COMPETENCY BASED EDUCATION

LEARNER'S DETAILS

Name:
.

School:
.

Assessment Number: . **Date:**
.

School Code: . **Signature**:
.

INSTRUCTIONS TO LEARNERS

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5. **Check your work** before submitting the exam.
6. Manage your time well to complete all questions.

Performance Levels Grid

Q.N	**1**	**1**	**1**	**1**	**1**	**2**	**3**	**5**	**5**	**6**	**6**	**6**	**6**	**6**	**6**	**7**	**9**	**9**	**9**	**9**	**9**	**9**	**10a**	**10**	**10**	**10**	**10**	**10**	**11**	**12**	**13**	**13**	**Total**
Mark	2	4	3	3	3	3	3	3	1	3	4	2	3	3	2	2	2	1	2	3	3	3	2	3	4	2	4	3	2				100
Learner's Score																																	
Performance Level																																	

-PHYSICS- -000- -Senior School-

	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: (100 Marks)

Answer all questions in this section.

1. a) Define **Physics** as a body of knowledge in science. (2 marks)

_____

b) Identify **FOUR branches of Physics**. (4 marks)

i. . ii. .

iii. . iv. .

c) Explain **THREE ways Physics is important in day-to-day life**. (3 marks)

i.

. ii.

. iii.

.

d) Describe **ways Physics is related to other fields of study**. (3 marks)

i. Physics and Biology

:_____

:_____ _____

ii. Physics and Chemistry

:_____

:_____ _____

iii. Physics and Geography

:_____

:_____ _____

e) State **three career opportunity** associated with Physics. (3 marks)

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i.

.

ii.

.

iii.

.

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2. State **THREE factors that affect pressure in liquids**. (3 marks)

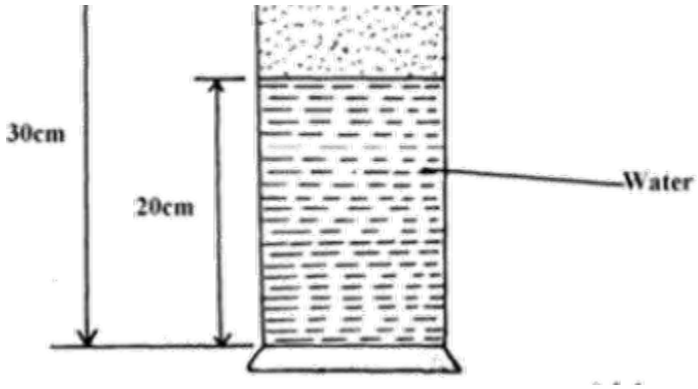
i.

. ii.

. iii.

.

3. The figure below shows a measuring cylinder of height 30cm filled to a height of 20cm with water and the rest occupied by kerosene



Given that density of water = 1000Kgm^{-3}, density of kerosene = 800Kgm-3 and atmospheric pressure = 1.03x10^{5} pascals, determine the pressure acting on the base of the container. (3 marks)

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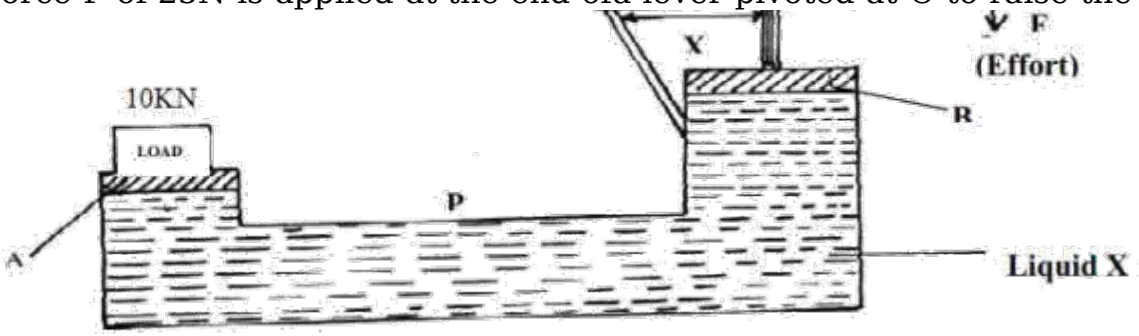
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4. State Pascal's principle of transmission of pressure(3 marks)

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5. The figure below shows a hydraulic press P which is used to raise a load of 10KN. A force F of 25N is applied at the end ofa lever pivoted at O to raise the load



a. State one property of liquid X (1 mark)

i.
.

b. Determine the distance x indicated on the press if force on piston B is 100N. (3 marks)

6. *A copper wire being stretched by a Grade 10 learner.*

a) Define the following properties of materials: (4 marks)
i) Ductility

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ii) Elasticity

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b) State **TWO materials** that show **malleability** in everyday life. (2 marks)

i.

. ii.

.

c) A wire of original length **2.0 m** extends by **0.004 m** when a force is applied. (3 marks) Calculate the **strain**. (3 marks)

d) A force of **400 N** is applied on a wire with cross-sectional area **0.0002 m2**. Calculate the **stress**. (3 marks)

e) State **TWO industrial applications** of mechanical properties of materials. (2 marks)

i.

. ii.

.

f) Explain why **steel** is preferred over **glass** in construction. (2 marks)

i.

. ii.

.

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7. State the reason why the speed of water at the narrow tube/section of a river is higher than at the wider section. (2mks)

_____.

_____ _____.

_____ _____.

8. State Hooke's law of elasticity (lmark)

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_____.

_____ _____.

_____ _____.

9. a) Define **temperature**. (2 marks)

_____

_____

b) Name **THREE units of temperature**. (3 marks)

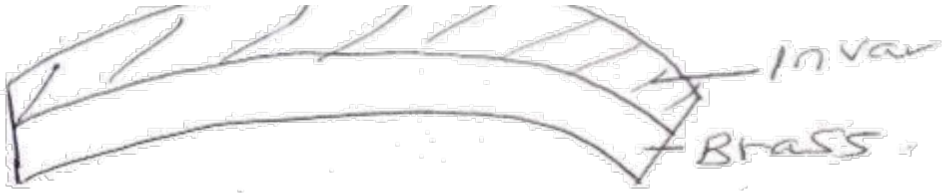
i.

. ii.

. iii.

.

c) The figure below shows the shape of a bi-metallic strip after it has cooled below room temperature.



Explain why the strip curved as shown. (3marks)

:_____

:_____ _____

_____

d) Identify **THREE temperature-measuring devices**. (3 marks)

i _____

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ii.
.

iii.
.

e) Describe the **unusual expansion of water** between 0°C and 4°C. (2 marks)

:_____

:_____

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:_____ _____

f) State **THREE applications of thermal expansion** in daily life. (3 marks)

i.

. ii.

. iii.

.

10. a) Define: (4 marks)
i) Moment of a force

:_____

:_____ _____

ii) Torque
_____.

:_____ _____

b) State the **principle of moments**. (2 marks)

:_____

:_____ _____

:_____ _____

c) Explain **TWO states of equilibrium**. (4 marks)

i.

. ii.

.

e) Describe how the **centre of gravity** affects the stability of an object. (3 marks)

i.

. ii.

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. iii.

.

f) State **TWO applications of moments** in daily life. (2 marks)

i.

. ii.

.

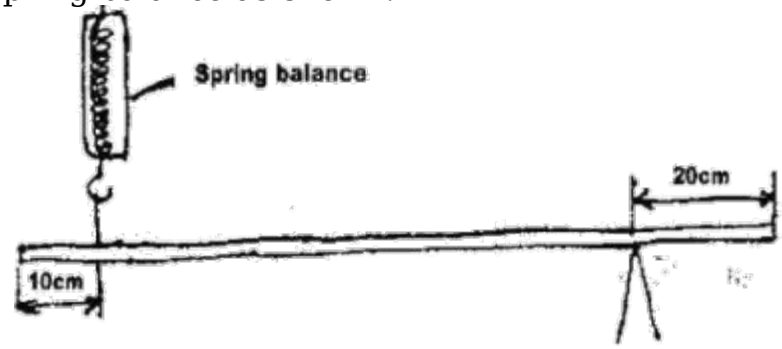
11. The figure below shows a uniform bar of length 1 m pivoted near one end. The bar is kept in equilibrium by a

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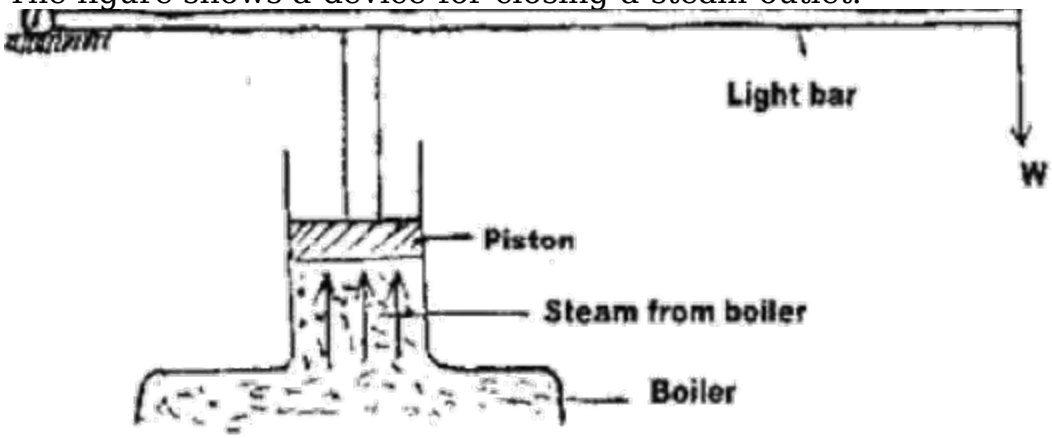
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spring balance as shown.



Given that the reading of the spring balance is 0.6N. Determine the weight of the bar. (3 marks)

12. The figure shows a device for closing a steam outlet.



The area of the piston is 4.0×10^{-4} m^2 and the pressure of the steam in the boiler is 2.0×10^5 Nm^{-2}. Determine the weight W that just holds the bar in the horizontal position shown. (3 marks)

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13.

a. State the principle of moments.

b. Two men P and Q carried a uniform ladder 3.6 m long weighing 1200N. P held the ladder from one end while Q supported the ladder at a point 0.4m from the other end.

i. Sketch a diagram showing the forces acting on the ladder. (3 marks)

ii. Calculate the load supported by each man(3 marks)

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NOVEMBER/
DECEMBER
HOLIDAY REVISION

TRIAL 2

REVISION QUESTIONS

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2 MIDTERM ASSESSMENTS 2026

GRADE 10 – APPLIED AGRICULTURE 006 JUNE
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A youth group in Bomet County wants to start a vegetable farming project but does not own land.

a) Identify **two legal ways** the group can access land. (2 marks)

i.
ii.

b) State **two advantages** of having a secure land ownership for farming. (2 marks)

i.
ii.

2. During a practical lesson, learners collected soil from a farm and separated its components.

a) Name **two components of soil** observed. (2 marks)

i.
ii.

b) State **one role of each component** named in (a) in crop production. (2 marks)

Component of soil	Role of the component in crop production

3. A farmer noticed that water drains very quickly

in his sandy soil. a) Identify the soil property

responsible for this observation. (1 mark)

b) State **two disadvantages** of this soil property to crop production. (2 marks)

i.
ii.

c) Suggest **one way of improving the soil condition**. (1 mark)

4. A school agriculture club is preparing a plot that has been left fallow for two years.

a) State **two activities carried out during land clearing**. (2 marks)

i.

b) Identify **two operations done during secondary cultivation**. (2 marks)

i.
ii.

5. A farmer in Kirinyaga County is growing tomatoes.

a) Name **two management practices** carried out on tomatoes. (2 marks)

i.
ii.

b) State **one benefit of each practice**. (2 marks)

---

6. A maize farmer observed that weeds were competing with crops for nutrients.

a) Identify **two types of weeds** that may be present in the farm. (2 marks)

i.
ii.

b) State **two methods of controlling weeds**. (2 marks)

i.
ii.

7. A farmer harvested maize too early and experienced low yields.

a) State **one factor that determines the correct harvesting time**. (1 mark)

---

b) Give **two signs that maize is ready for harvesting**. (2 marks)

i.
ii.

8. A student plans to start a poultry farming business.

a) Name **one factor of production required**. (1 mark)

---

b) State **two sources of capital** for the enterprise. (2 marks)

i.
ii.

SECTION B (50 MARKS)

Answer all questions provided in this section.

9. A farmer in Uasin Gishu County owns a 5-acre piece of land. He wants to grow wheat but is unsure about the suitability of his land.

a) Explain **four natural factors** he should consider before planting wheat. (8 marks)

i.
ii.
iii.
iv.

b) Explain **two ways the farmer can improve land productivity**. (2 marks)

i.
ii.

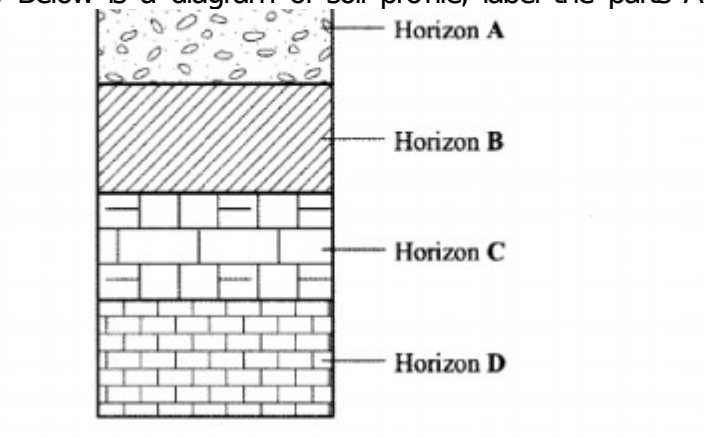
10. During a field trip, learners observed the following soil profile:

a) What is soil profile? (2mks)

_____

_____

b) Below is a diagram of soil profile, label the parts A to D. (4 marks)



A. _____ .
B. _____ .
C. _____ .
D. _____ .

c) Describe **three characteristics of the topsoil layer**. (3 marks)

i.
ii.
iii.

d) Explain **two importance of soil profile in crop production**. (2 marks)

i.
ii.

11. A farmer in Machakos County practices **minimum tillage** due to frequent droughts.

a) Describe **three activities involved in primary cultivation**. (3 marks)

i.
ii.
iii.

b) Explain **three advantages of conservation tillage**. (6 marks)

i.
ii.
iii.

c) State **one tertiary operation** carried out before planting. (1 mark)

_____

_____ .

12. The diagram below shows a tomato plant undergoing pruning. Before pruning



After pruning



a) Explain **three reasons for pruning tomato plants**. (6 marks)

i.
ii.
iii.

b) Describe **two methods of top-dressing fertilizer application**. (4 marks)

i.
ii.

13. A group of learners established a cabbage nursery and later sold the produce in a local market in Nakuru.

a) Describe **four steps followed in preparing a nursery bed**. (4 marks)

i.
ii.
iii.
iv.

b) Explain **two advantages of raising crops in a nursery**. (4 marks)

i.
ii.

c) Outline **two ways of preparing agricultural produce for marketing**. (2 marks)

i.
ii.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – AVIATION 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A learner is researching early aviation inventors.

a) Name the inventors of the first successful powered aircraft (1 mark)

b) State one contribution of George Cayley in aviation development. (1 mark)

_____.

c) Identify one aircraft that uses rotating blades. (1 mark)

_____.

d) State one reason why aluminum is widely used in aircraft construction. (1 mark)

_____

_____

e) Identify one example of a powered tool used in aviation workshops. (1 mark)

_____.

2. During an aviation technology lesson, Grade 10 learners of Mang'u Senior School were asked to

define certain aviation terms a) Define **aviation technology**. (2 marks)

_____

_____

b) Define **isometric drawing**. (2 marks)

_____

_____

3. Agnes a Grade 10 Aviation technology visited Wilson Airport for an Aircraft Parts and Functions lesson. She was asked to:-

a) Name the part of an aircraft that:

i) Provides lift (1 mark)

ii) Houses passengers and crew (1 mark)

b) State the function of:-

i) Empennage. (1 mark)

_____.

ii) Landing gear. (1 mark)

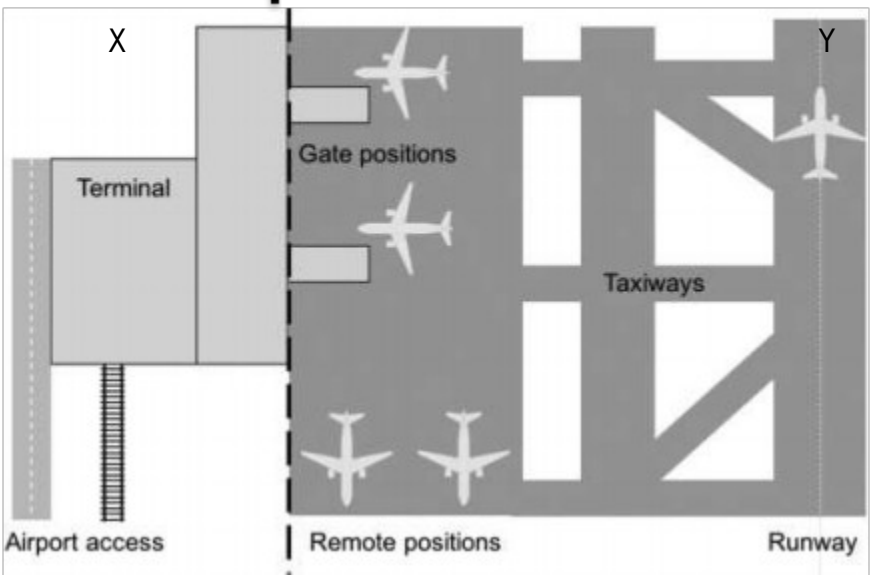
4. Taiswa identified types and Airport Areas

a) State two types of aircraft. (2 marks)

i.

ii.

b) Identify the following areas found in an airport. (2 marks)



X:

Y:

5. a) Identify two hazards commonly found in an aviation workshop. (2 marks)

i.

ii.

b) State two types of injuries that may result from these hazards. (2 marks)

i.

ii.

6. a) Below is an airplane part



What is its name? (1 mark)

_____.

b) State **two functions** of an aircraft part above. (2 marks)

i.

ii.

7. During an aviation safety lesson, Grade 10 learners were asked to identify Workshop Safety Rules (3 marks) Outline **three safety rules** observed in an aviation workshop. (3 marks)

i.

ii.

iii.

8. Draw a **simple aircraft** and label any **three main parts**. (3 marks)

SECTION B (50 MARKS)

Answer all questions provided in this section.

9. During an educational visit to an aviation museum in Nairobi, learners observed the evolution of aircraft: **Balloon → Glider → Fixed-wing aircraft → Helicopter**

a) Describe **one characteristic** of each stage of development. (4 marks)

		Characteristic
i	**Hot air Balloon**	
ii	**Glider**	
iii	**Fixed wing aircraft**	
iv	**Helicopter**	

b) Explain the contributions of:
i) Montgolfier brothers (2 marks)

i.

ii.

ii) Wright brothers (2 marks)

i.

ii.

c) Classify the aircraft above into:

i. Heavier-than-air
ii. Lighter-than-air (2 marks)

	Heavier that air	Lighter than air
i		
ii		
iii		
iv		

10. A trainee pilot is studying the structure of an aircraft.

a) Identify **four main parts** of an aircraft. (4 marks)

i.

ii.

iii.
iv.

b) Explain the function of each part identified in (a). (4 marks)

	Part	Function
i		
ii		
iii		
iv		

c) Explain how these parts contribute to **flight stability and movement**. (2 marks)

i.

ii.

11. During training at a local aerodrome, a technician suffered an **electric shock** while using a faulty tool.

a) Classify the injury sustained (2 marks)

b) Describe **three first aid procedures** for a victim of electric shock. (6 marks)

i.

ii.

iii.

c) Explain **two safety precautions** that could have prevented the incident. (2 marks)

i.

ii.

12. Learners are constructing a model aircraft in a workshop.

a) Classify the following tools:

i. Electric drill
ii. Hammer
iii. Spanner

i) Powered tools (1 mark)
ii) Non-powered tools (2 marks)

i.

ii.

b) Explain **three safety precautions** when using workshop tools. (3 marks)

i.

ii.

iii.

c) Describe **two properties of materials** used in aircraft construction. (2 marks)

i.

ii.

d) Explain **two methods of maintaining tools**. (2 marks)

i.

ii.

13. A student is required to represent an aircraft component using isometric projection.

(a) The figure below shows three views of a longitudinal beam of an aircraft fuselage drawn in first projection. Sketch in good proportion an isometric drawing of the beam. (2 marks)

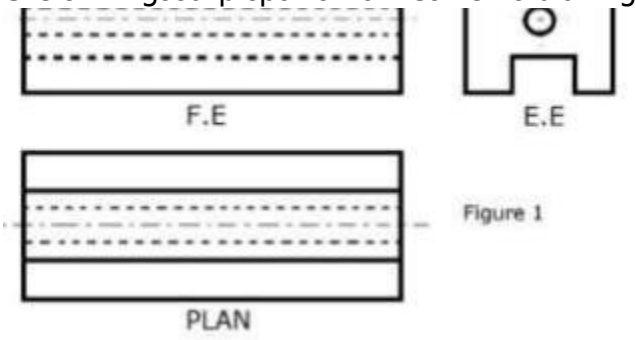


Figure 1

b) State **two characteristics** of isometric drawings. (2 marks)

i.

ii.

c) Describe **three steps** used in constructing an isometric drawing. (6 marks)

i.

ii.

iii.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – BIOLOGY 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Mr. Mwangi involved learners in browsing for information about Biological terms during a Biology lesson.

a) Define Biology. (1 mark)

_____

b) State TWO branches of Biology. (2 marks)

i.

ii.

2. At Greenfields Senior School, learners are exploring how Biology knowledge is applied in real life, including careers and agriculture.

a) Name TWO careers related to Biology. (1 mark)

i.

ii.

b) State ONE application of Biology in agriculture. (1 mark)

_____

_____.

3. State TWO factors that should influence career choice. **(2 marks)**

i.

ii.

4. Identify TWO apparatus used to collect specimens in the field. **(2 marks)**

i.

ii.

5. State TWO ways of preserving biological specimens. **(2 marks)**

i.

ii.

6. At Sunrise Senior School, students are studying cell structure under the topic of Biology, focusing on differences between plant and animal cells. a) Name TWO organelles found in plant cells only. (2 marks)

i.

b) State the function of the nucleus. (1 mark)

_____

_____

7. Grade 10 learners at Lakeview Senior School are studying the use of microscopes in Biology, comparing different types used to observe cells.

a) State ONE difference between a light microscope and an electron microscope. (1 mark)

_____

_____

b) State ONE similarity between them. (1 mark)

_____

_____

8. Match the cell type with its function: (2 marks)

Cell Type	Function
(i) Red blood cell	(A) Transmission of impulses
(ii) Nerve cell	(B) Transport oxygen

9. a) Name TWO classes of food nutrients. (2 marks)

i.

ii.

b) State ONE function of proteins. (1 mark)

_____

_____

10. a) Define enzymes. (1 mark)

_____

_____

b) State TWO factors affecting enzyme activity. (2 marks)

i.

ii.

11. Name TWO types of nutrition in plants. **(2 marks)**

i.

12. State TWO requirements for photosynthesis. **(2 marks)**

i.

ii.

13. Name the tissues responsible for:

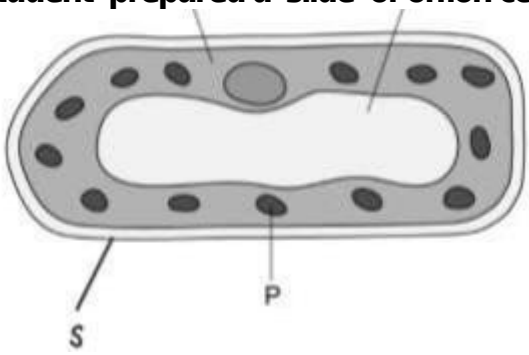
a) Transport of water (| mark)

b) Transport of food (| mark)

SECTION B (50 MARKS)

Answer ALL questions.

14. A student prepared a slide of onion cells and observed it under a microscope.



a) Name the part labeled R
(| mark)

b) Explain TWO reasons for staining cells. (2 marks)

i.

ii.

c) Outline THREE steps followed when preparing a temporary slide. (3 marks)

i.

ii.

iii.

d) Explain TWO differences between plant and animal cells. (2 marks)

i.

ii.

15. Simon drew the following specialized plant cell on a chart.



a) Identify the cell shown (1 mark)

b) State TWO functions of this cell. (2 marks)

i.

ii.

c) Explain THREE adaptations of the cell for its function. (3 marks)

i.

ii.

iii.

d) Compare this cell with a red blood cell. (4 marks)

CELL X	**Red blood cell**

16. A student carried out tests on food samples.

Food Sample	**Iodine Test**	**Biuret Test**
A	Blue-black	No change
B	No change	Purple

a) Identify the nutrients present in:
i) Sample A (1 mark)
ii) Sample B (1 mark)

b) Describe the test for lipids. (2 marks)

i.

ii.

iii.

c) Explain THREE factors affecting enzyme activity. (3 marks)

i.

ii.

iii.

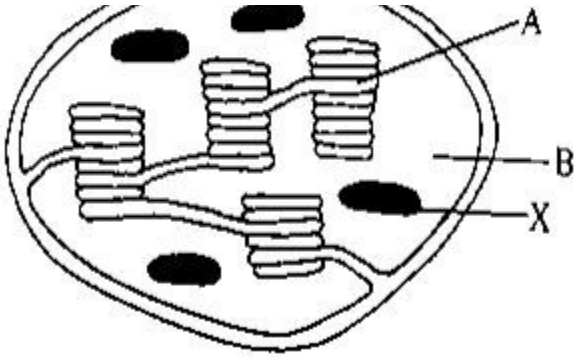
d) A student observed enzyme activity increases with temperature up to a point then decreases. Explain. (2 marks)

_____ .

_____ .

_____ .

17. The diagram below represents a plant cell organelle.



a) Name the organelle (1mk)

_____ .

b) In which of the labeled parts does carbon (IV) oxide fixation occur? (1mk)

_____

c) Name the parts labeled A and B and state how each is adapted to its function. (4mks)

PART	NAME	ADAPTATION
A		
B		

d) Explain what would have happened to the structure labeled X had the plant been kept in darkness for 48 hours. (1mk)

_____

_____

e) State the role of chlorophyll. (1 mark)

_____

_____

f) Write the word equation for photosynthesis. (1 mark)

_____

_____

g) Explain TWO importance of photosynthesis. (2 marks)

i.

ii.

h) Differentiate between light and dark stages. (2 marks)

_____

_____

18. A farmer in Mwatate notices plants wilting during hot weather.

a) Define transpiration. (2 marks)

_____

_____

b) Explain THREE factors affecting transpiration. (3 marks)

i.

ii.

c) Describe an experiment to demonstrate transpiration. (3 marks)

i.

ii.

iii.

d) Explain TWO mechanisms of water transport in plants. (2 marks)

i.

ii.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – BUILDING CONTRUCTION 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

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Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. At Nairobi School, Grade 10 learners are introduced to basic concepts in building construction.

a) Define a building. (1 mark)

b) State TWO functions of buildings in everyday life. (2 marks)

i.

ii.

2. Learners at Mama Ngina Senior School are studying different categories of buildings and their uses.

Match the type of building with its description:

Type of Building	Description
(i) Residential	Used for trade activities
(ii) Commercial	Used for human shelter
(iii) Industrial	Used for manufacturing

3. At Kisumu Boys Senior School, students explore how buildings have changed over time.

State ONE characteristic of:

a) Pre-colonial buildings (1 mark)

b) Modern buildings (1 mark)

4. Learners at Moi Girls Eldoret are learning about the structure of buildings.

Name TWO basic components of a building.

i.

5. At Kenya Institute of Construction, trainees study factors influencing safe and suitable building sites.

State THREE factors to consider when selecting a building site in Kenya.

i.

ii.

iii.

6. Learners at Nanyuki Senior School are introduced to tools used before construction begins.

Name TWO tools used during site preparation.

i.

ii.

7. At Machakos Senior School, students are taught how to prepare level ground for construction.

State TWO methods used to level a building site.

i.

ii.

8. Students at Nakuru School learn about safety and environmental practices at construction sites.

State TWO safe ways of disposing waste at a construction site.

i.

ii.

9. Grade 10 learners from Nyanturago Senior School, practiced the use of technical drawing instruments.

Identify the use of the following:

a) T-square (1 mark)

b) Compass (1 mark)

_____

_____

c) Set square (1 mark)

_____

_____

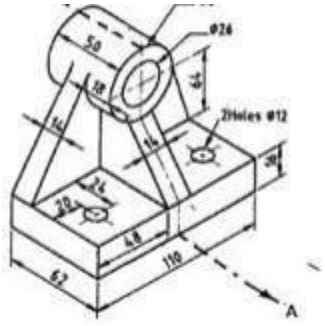
10. Students at Murang'a Senior school are introduced to 3D drawing techniques.

(a) State TWO characteristics of isometric drawings.

i.

ii.

(b) Figure 7 shows an isometric drawing of a block.



Draw: (6 marks)

i. Sectional front elevation along plane A — A.

ii. End elevation.

iii. Plan.

11. At Jomo Kenyatta Senior School, learners explore modern digital drawing methods.

a) State the meaning of CAD. (1 mark)

_____

_____

b) Name ONE type of CAD system. (1 mark)

_____

_____

12. Students at Bungoma Technical College study materials used in construction.

Name TWO materials used to make concrete.

i.

ii.

13. At Kericho Tea Senior School, learners are taught about structural support in buildings.

Name TWO types of building foundations.

i.

ii.

SECTION B (50 MARKS)

Answer ALL questions.

14. A county government in Kenya plans to construct different types of buildings: a hospital, a factory, and residential houses.

a) Classify each building type. (3 marks)

	Building type	Category
i.		
ii.		
iii.		

b) Explain TWO differences between pre-colonial and modern buildings. (4 marks)

i.

ii.

c) Describe THREE functions of buildings in the community. (3 marks)

i.

ii.

iii.

15. A contractor is preparing land for construction in Kiambu County.



(A)



(C)



(B)

a) Identify the use of each tool. (3 marks)

A. _____

B. _____

C. _____

b) Outline THREE steps involved in site preparation. (3 marks)

i.

ii.

iii.

c) State TWO dangers associated with poor site preparation. (2 marks)

i.

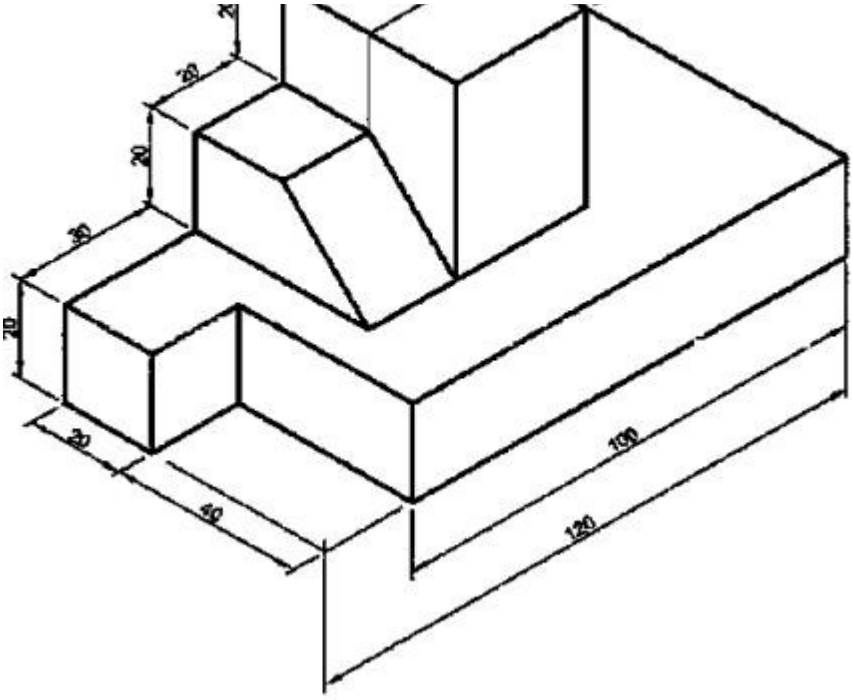
ii.

d) Explain TWO methods of levelling a site. (2 marks)

i.

ii.

16. Amelia made the drawing shown below



a) Identify the type of drawing shown. (1 mark)

-.

b) State THREE characteristics of this drawing. (3 marks)

i.
ii.
iii.

c) Name THREE drawing instruments used to produce it. (3 marks)

i.
ii.
iii.

d) Explain TWO advantages of using CAD in construction. (3 marks)

i.
ii.

17. A builder is constructing a house foundation using concrete.

a) List the FOUR main materials used in concrete. (2 marks)

i.
ii.
iii.
iv.

b) Arrange the following processes in the correct order: (4 marks)

✓ Mixing	✓ Placing	Curing	✓ Batching	✓ ✓ Compacting

i.
ii.
iii.
iv.
v.
vi.

c) State ONE tool used in each of the following: (3 marks)

i) Mixing

ii) Transporting

iii) Compacting

d) Explain ONE importance of curing concrete. (1 mark)

---

18. Tondo visited various construction sites and identified the following types of construction foundations.







(A)
(C)

(B)

a) Match each type of foundation with its description: (3 marks)

i. Supports load along a continuous strip :
ii. Supports individual columns :
iii. Covers the entire building area :

b) Describe TWO uses of strip foundation. (2 marks)

i.

ii.

c) State THREE materials used in timbering. (3 marks)

i.

ii.

iii.

d) State whether the following statements are TRUE or FALSE: (2 marks)

i) Timbering is used to support trenches

ii) Concrete is not used in foundations

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – BUSINESS STUDIES 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

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Assessment Number: **Date:**

School Code: **Signature:**

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A trader in Nairobi receives Kenyan currency when selling goods.

a) State TWO security features found in Kenyan currency. (2 marks)

i.

ii.

b) Identify ONE function of money in this transaction. (1 mark)

_____

_____.

2. A farmer in Eldoret uses money to buy fertilizers and pay workers.

State THREE functions of money illustrated in this scenario.

i.

ii.

iii.

3. During a festive season in Kenya, people demand more money.

State TWO factors that increase the demand for money.

i.

ii.

4. The Central Bank of Kenya regulates money supply.

State TWO factors that determine the supply of money in an economy.

i.

ii.

5. A shopkeeper in Kisumu sells expired goods to customers.

a) State TWO unethical practices shown. (2 marks)

i.

ii.

b) State ONE ethical practice that should be observed. (1 mark)

_____.

6. A young entrepreneur in Mombasa starts a small bakery.

a) Define entrepreneurship. (1 mark)

_____

b) State TWO characteristics of a good entrepreneur. (2 marks)

i.

ii.

7. State TWO sources from which entrepreneurs can get business ideas in Kenya.

i.

ii.

8. Identify TWO types of entrepreneurs.

i.

ii.

9. A startup in Kenya is supported in a business incubation center.

a) State the meaning of business incubation. (1 mark)

_____

b) State ONE importance of incubation to business growth. (1 mark)

_____

10. A small business owner sets the following goals:

Time Frame	Goal	Amount (KSh)
Short-term	Buy stock	50,000
Medium-term	Expand shop	200,000
Long-term	Open a branch	1,000,000

a) Identify ONE short-term goal. (1 mark)
b)

_____

b) State ONE long-term goal. (1 mark)

c) State ONE importance of setting financial goals. (1 mark)

_____

11. State TWO factors to consider when setting financial goals for a business.

i.

ii.

12. A trader in Nairobi prepares a budget for his shop.

a) State the meaning of budgeting. (1 mark)

_____

_____ .

b) State TWO importance of budgeting. (2 marks)

i.

ii.

13. A business owner deposits money in a bank in Kenya.

a) Name TWO types of banks in Kenya. (2 marks)

i.

ii.

b) State ONE service offered by banks. (1 mark)

_____

_____ .

SECTION B (50 MARKS)

Answer ALL questions.

14. A trader in Nairobi receives a suspicious banknote while selling goods. Mwangi told him to check the security features from the 100 shilling note,





a) Identify THREE security features shown. (3 marks)

i.

ii.

iii.

b) Explain TWO functions of money in a business. (4 marks)

i.

ii.

c) Describe THREE ways to identify counterfeit money. (3 marks)

i.

ii.

iii.

15. A youth group in Kisumu wants to start a business after attending an incubation program.

a) Define entrepreneurship using the group's experience. (2 marks)

_____

_____

b) Identify THREE characteristics of a successful entrepreneur. (3 marks)

i.

iii.

c) Explain THREE sources of business ideas they can use. (3 marks)

i.

ii.

iii.

d) Explain TWO benefits of business incubation to startups. (2 marks)

i.

ii.

16. Mrs. Kebenei prepared a family budget as the one shown below for the Month of June 2026.Use it to answer the questions that follow Table 1: Business Budget

Item	Cost (KSh)
Rent	20,000
Salaries	30,000
Stock	50,000
Utilities	10,000

a) Calculate the total budget. (3 marks)

b) Identify TWO types of budgets used in business. (2 marks)

i.

ii.

c) Explain THREE importance of budgeting. (3 marks)

i.

ii.

iii.

d) List the correct steps in preparing a budget. (2 marks)

i.

17. A business owner in Kenya uses a bank to manage money.

a) Identify TWO types of accounts offered by banks. (2 marks)

i.

ii.

b) State THREE functions of banks. (3 marks)

i.

ii.

iii.

c) Explain TWO unethical practices in banking. (2 marks)

i.

ii.

d) State THREE modern trends in banking in Kenya. (3 marks)

i.

ii.

iii.

18. A company in Kenya produces bottled water.

a) Identify FOUR factors of production required. (4 marks)

i.

ii.

iii.

iv.

b) Explain TWO types of costs in production. (2 marks)

i.

ii.

c) Describe TWO advantages of division of labour. (2 marks)

i.

ii.

d) State TWO responsibilities of:

i) Producers (1 mark)

i.

ii.

ii) Consumers (1 mark)

i.

ii.

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – CHEMISTRY 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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2. Write the name of your school and your stream in the spaces provided.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A Grade 10 learner in a Kenyan school is revising branches of chemistry during a science club discussion. Name ONE branch of chemistry that deals with carbon compounds.

_____.

2. During a community health awareness campaign, a chemist explains safe drug use. State what is meant by the term dosage.

_____.

3. In a laboratory practical, students observe a substance made of identical particles.



Define the term “atom”.

_____

_____

4. A teacher writes the following element on the board:

$^{23}_{11}Na$

Identify the atomic number of sodium.

_____

5. In a classroom discussion, learners compare atomic models.

State ONE main feature of the Rutherford atomic model.

_____

_____

6. A chemistry teacher demonstrates the arrangement of electrons in atoms. Give the electronic configuration of Neon (Ne).

_____

7. During a revision class, students are asked to classify elements. Name ONE group of elements that are chemically unreactive.

_____

8. In a hospital pharmacy, drugs are dispensed carefully. State ONE effect of drug abuse on the human body.

_____

_____

9. A student performs an experiment on chemical bonding. Name the type of bond formed between sodium and chlorine in sodium chloride.

_____

_____

10. In a lab, learners are given two isotopes of chlorine:

$^{35}\mathrm{cl}$ **and** $^{37}\mathrm{cl}$

Define the term “isotopes” .

_____

_____

11. During an exam discussion, a teacher writes:

$2H_2 + 0_2 \rightarrow 2H_20$

State whether this equation is balanced or not.

_____

_____

12. A learner studying the periodic table identifies elements in the same vertical column. State the name given to vertical columns in the periodic table.

_____

13. During a lab safety lesson, students learn about gases.

Name ONE gas produced during combustion of hydrocarbons that contributes to global warming.

_____

14. A learner analyzes atomic structure. State the charge of a proton.

_____

15. In a lesson on bonding, students compare structures.

Which bond type allows electricity to pass through molten sodium chloride?

_____

_____

16. A teacher discusses careers in chemistry.

Name ONE career related to chemistry.

_____

17. During a discussion on substance abuse, learners mention bhang. State ONE effect of bhang on the human brain.

_____

_____

18. In a chemical reaction lesson, students observe a reaction releasing heat. What type of reaction is this?

_____

_____

19. A learner studies orbitals.

Name the orbital that can hold a maximum of 2 electrons.

_____

20. During a lab session, students study periodic trends.

State how atomic size changes across a period (left to right).

21. A student compares metals and non-metals. Name ONE property of metals.

_____

_____

22. In a class experiment, a solution conducts electricity. State what type of compound is present.

_____ .

23. A learner identifies a molecule with shared electrons.

Name the type of bond formed by sharing electrons.

_____ .

24. During a revision session, students balance equations. What is the total number of atoms of oxygen in $2H_20$?

_____.

25. A student studies the noble gases.

State ONE characteristic of noble gases.

_____

26. A teacher demonstrates oxidation. Define oxidation in terms of oxygen.

_____

_____

27. During a lab test, a student identifies ions. State the charge of a chloride ion.

_____

_____

28. A learner studies chemical symbols.

Write the chemical symbol for Aluminium.

_____

_____

29. In a classroom debate, learners discuss drug abuse causes. State ONE cause of substance abuse among youth.

_____

_____

30. A student studies hydrocarbons in daily life. Name ONE use of hydrocarbons in everyday life.

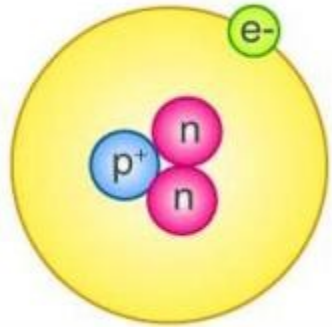
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SECTION B: (50 MARKS)

(Answer ALL questions.)

31. During a laboratory investigation in Lenana Senior School, students analyze the structure of the atom using the following diagran



(a) Identify the subatomic particles labeled p+, n^0 , and e_ . (3 marks)

p+	n^0	e_

(b) Explain the role of the nucleus in an atom. (2 marks)

_____

_____

(c) A sample of chlorine contains isotopes:

75% of mass 35 and 25% of mass 37.
Calculate the relative atomic mass of chlorine. (2 marks)

(d) State ONE use of isotopes in medicine. (1 mark)

_____

_____

32. A learner studies the first 20 elements in the periodic table and is given: **Element X: Atomic number = 11**

(a) Write the electron arrangement of element X. (2 marks)

_____

_____

(b) Identify the group and period of element X. (2 marks)

Group	**Period**

(c) State TWO characteristics of alkali metals. (2 marks)

i.

ii.

(d) Explain how electron arrangement determines chemical reactivity. (2 marks)

_____

_____

(e) A student observes sodium reacting with chlorine:

$$Na + cl \rightarrow Nacl$$

Explain the type of bond formed. (1 mark)

_____

_____

33. During a practical lesson, students compare bonding in diamond and sodium chloride. (a) State the type of bonding in diamond. (1 mark)

_____

_____

(b) Explain why diamond does not conduct electricity. (2 marks)

_____

_____



34. A learner performs a reaction between hydrogen and oxygen in the laboratory. (a) Balance the equation: (2 marks)

i. $Cl_2(g) + NaOH(aq) \rightarrow NaCl(aq) + NaOCl(aq) + H_2O(l)$

ii. $Cl_2(g) + KOH(aq) \rightarrow KCl(aq) + KClO_3(aq) + H_2O(l)$

iii. $FeCl_2(aq) + Cl_2(g) \rightarrow FeCl_3(aq)$

iv. $Mg(s) + CuSO_4(aq) \rightarrow MgSO_4(aq) + Cu(s)$

(b) Define valency. (1 mark)

_____

_____

(c) Determine the valency of oxygen in water. (2 marks)

_____

_____

(d) Write the formula for a compound formed between calcium (valency 2) and chlorine (valency 1). (2 marks)

_____

_____

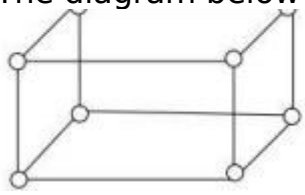
(e) Explain the importance of valency in chemical bonding. (2 marks)

_____

_____

35.

a. The diagram below represents part of the structure of sodium chloride crystal



The position of one of the sodium ions in the crystal is shown as;

i. On the diagram, mark the positions of the other three sodium ions

ii. The melting and boiling points of sodium chloride are 801°C and 1413°C respectively. Explain why

sodium chloride does not conduct electricity at 25°C, but does not at temperatures between 801 °C and 1413 °C

_____

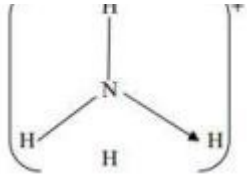
_____

b. Give a reason why ammonia gas is highly soluble in water

_____

_____

c. The structure of ammonium ion is shown below;



Name the type of bond represented in the diagram by N → H

_____.

d. Carbon exists in different crystalline forms. Some of these forms were recently discovered in soot and are called fullerenes

i. What name is given to different crystalline forms of the same element

_____.

ii. Fullerenes dissolve in methylbenzene while the other forms of carbon do not. Given that soot is a mixture of fullerenes and other solid forms of carbon, describe how crystals of fullerenes can be obtained from soot

_____

_____

iii. The relative molecular mass of one of the fullerenes is 720. What is the molecular mass of this fullerene

_____

36. Explain the following observations:-

i.NaCl allows electric current to pass through them in molten state

_____

_____

ii.Graphite is a non-metal yet it is a conductor of electricity

_____

_____

37. Study the table below and answer the questions that follow:-

Substance		A	B	C	D	E	F
Melting Point (°C)		801	113 119	-39	5	-101	1356
Boiling point (°C)		1410	445	457	54	-36	2860
Electrical Conductivity	Solid	Poor	Poor	Good	Poor	Poor	Poor
	Liquid	Good	Poor	Good	Poor	Poor	Poor

Identify with reasons the substances that:

i. Have a metallic structure (1½mk)

_____

_____

ii. Have a molecular structure and exist in the liquid state at room temperature and pressure

_____

_____

iii. Suggest a reason why substance B has two melting points

_____

_____

iv. Substances A and C conduct electric current in the liquid state. State how the two substances differ as conductors of electric current

38. The grid below represents part of the periodic table. The letters do not represent actual symbols of the elements. Study it and answer the questions that follow:-

F			P			G	N	I	
	Q		J	K		L	M		
N		X - Z							

a. What type of bond would you expect in the compound formed between H and F. Explain

b.

i. Which of the elements J and M will have a greater atomic radius? Explain

ii. Elements F and N are in the same group of periodic table. How do their atomic radius compare? Explain

c. An element W has atomic number 15. lndicate the position it would occupy in the table above

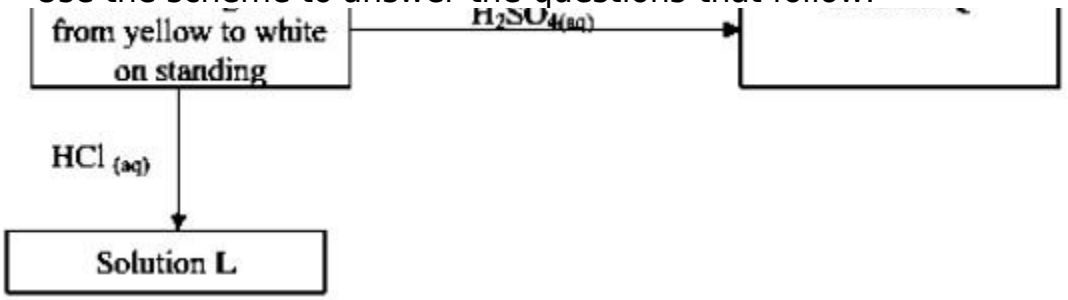
d. What is the name given to elements X – Z?

e. Why is J used in electric cables where Q is not

f. P and J are termed as metalloids. What does the term metalloid mean?

g. How would you expect the reactivity of H and M to compare? Explain

39. Use the scheme to answer the questions that follow:



a. Identify solid N .

b. Write a balanced equation for the formation of Q

c. Write the formula of the complex ion formed when sodium hydroxide is added to solution L in excess

40.

a. Using dots (•) and crosses (x) to represent electrons show bonding in:

i. NH_2^- (N=7, H=1)

ii. S_8 (S = 16)

b. Show bonding in Carbon (II) Oxide by use of (—) or (→) to represent bonds.

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – COMPUTER STUDIES 006 JUNE
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During a history of computing lesson, a teacher shows early tools used for calculations.
Name ONE early computing device used by traders to count beads

2. A student visits a museum and sees a mechanical calculator invented in the 17th century.
Name the device invented by Blaise Pascal

3. During a lesson on early computing, learners observe a device that used punched cards.
Name this early computing device used in textile manufacturing

4. A teacher explains modern computing components.
Identify the device that performs arithmetic and logical operations in a computer

5. During a computer lab session, students examine system components.
State ONE function of the CPU.

_____.

6. A learner is asked to identify storage types.
State whether RAM is volatile or non-volatile.

_____

_____

7. In a computer science lesson, a teacher discusses input devices.
Name ONE example of an input device used in data entry.

_____

_____

8. A student observes output from a printer.
State ONE example of an output device.

_____.

9. During a networking lesson, students learn about communication modes.
State ONE advantage of full duplex communication.

_____

_____

10. A teacher explains system software.
Name ONE example of an operating system.

_____

_____

11. During a practical lesson, learners save a file.
State the correct order of steps when saving a file in a computer.

i.
ii.
iii.
iv.
v.

12. A student studies computer storage.
Name the type of memory that stores BIOS instructions.

13. A learner studies computer ports.
Name ONE example of a computer port used for connecting peripherals.

14. During a lesson on data communication, the teacher defines signals.
State the difference between analogue and digital signals.

15. A student is revising transmission media.
Name ONE example of a guided transmission medium.

16. A teacher demonstrates computer architecture.
State ONE component of the CPU.

17. During a lesson on operating systems, learners compare interfaces. **Name ONE type of user interface.**

18. A student is asked to match storage devices.
Name ONE secondary storage device.

19. During a lesson on networking, a teacher introduces protocols. **State what TCP/IP stands for.**

20. A learner studies computer generations.
Name the technology used in the second generation of computers.

21. During a discussion on computer performance.
State ONE factor that affects computer speed.

22. A student studies operating system functions. **State ONE function of an operating system.**

23. During a lab session, a student observes RAM usage.
State ONE difference between RAM and ROM.

24. A learner studies core designs.
State ONE example of a multi-core processor.

25. During networking lessons, students study OSI model.
How many layers does the OSI model have?

26. A student studies communication modes.
State ONE example of simplex communication.

27. During a lesson on data communication. **Define the term "data".**

28. A learner studies input devices. **Name ONE pointing device.**

29. A teacher demonstrates buses in computer systems. **Name ONE type of bus in computer architecture.**

30. During a discussion on career opportunities.

Name ONE career related to computer science.

_____

_____

SECTION B: (50 MARKS)

Answer ALL questions in this section.

31. A Kenyan museum showcases early computing devices used before modern computers. Abacus Pascaline Napier's Bones Slide Rule

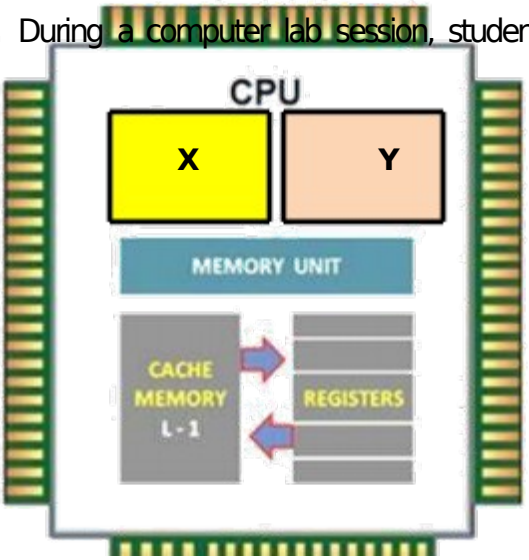
(a) Match each device with its inventor: (3 marks)
(i) Blaise Pascal:
(ii) John Napier:
(iii) Early traders in Asia:
(b) Explain ONE advantage of using the abacus in early calculations. (2 marks)

(c) Describe TWO limitations of early computing devices. (2 marks)

i.
ii.

(d) Explain how modern computers are an improvement over early devices. (3 marks)

32. During a computer lab session, students examine the CPU.



(a) Identify the components labeled X and Y. (2 marks)

X:

Y:

(b) State the function of the ALU. (2 marks)

(c) Describe the fetch-execute cycle. (3 marks)

(d) Explain the role of registers in the CPU. (3 marks)

33. A school ICT department uses different storage devices.

(a) Differentiate between primary and secondary storage. (2 marks)

(b) Classify the following as primary or secondary storage: (4 marks)

i. RAM
ii. Hard Disk
iii. ROM
iv. Flash Drive

Primary storage	Secondary storage

(c) State TWO factors to consider when selecting a storage device. (2 marks)

i.

(d) Explain why RAM is called volatile memory. (2 marks)

34. A Kenyan company installs different operating systems in their computers.

(a) State TWO functions of an operating system. (2 marks)

i.
ii.

(b) Match the following OS with their category: (3 marks)



Windo



. L

Android:



(c) Explain the difference between GUI and CLI. (3 marks)

(d) State TWO factors to consider when choosing an operating system. (2 marks)

i.
ii.

35. A telecommunications company in Kenya sets up a communication network.



(a) Define data communication. (2 marks)

(b) Explain THREE characteristics of data communication. (3 marks)

i.
ii.
iii.

(c) Identify the mode of communication shown in the diagram and explain. (3 marks)

i.
ii.
iv.

(d) State TWO advantages of digital signals over analogue signals. (2 marks)

i.
ii.

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – CORE MATHEMATICS 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. a) Categorize the following set of numbers into rational and irrational numbers: (2 marks)

$$\{\sqrt{9},\ 0.333\ldots,\ \pi,\ \sqrt{12},\ -4,\ -\frac{2}{7},\ 1.414\}$$

rational numbers	irrational numbers

b) Farmer John counted 25 composite numbers among his first 100 goats. If he considers goats numbered with prime numbers to be the healthiest, how many 'unhealthy' goats (excluding number 1) does he have in the first 100? (2 marks)

2. Using mathematical tables, find the reciprocal of 0.004278. Hence, evaluate:

$$\sqrt[5]{0.0427} - 2.15 \times 10^2$$

(3 marks)

3. A bacterial culture doubles in number every hour. If the initial number of bacteria is 2^3, find:

a) The number of bacteria after 5 hours, leaving your answer in index form.(1 mark)

b) Solve for x in the equation: (2 marks)

$$3^{2x-1} \times 81^{x} = 243.$$

4. Given that $\log_{10}2 = 0.3010$ and $\log_{10}3 = 0.4771$, evaluate the following without using mathematical tables:

a) $\log_{10}18$ (2 marks)

b) $\log_{10}\sqrt{0.6}$ (2 marks)

5. a) Expand and simplify the expression:

$$(3x - 2y)(x + 4y) - (2x - y)^2.$$

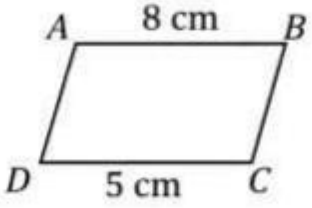
(2 marks)

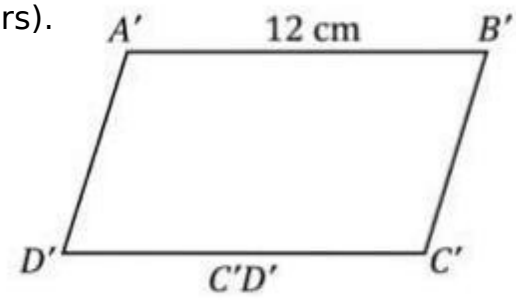
b) Factorize completely the quadratic expression:

$$4p^2 - 12pq + 9q^2.$$

(2 marks)

6. A rectangular piece of land has a length that is 5 meters more than its width. If the area of the land is 150 square meters, form a quadratic equation representing this information. (Let the width be x meters). (2 marks)





7. Solve the following quadratic equations by factorization:

a)

$x^2 \_\_ 7x + 12 = 0$ (2 marks)

b)

$3x^2 + 11x \_\_ 4 = 0$ (2 marks)

8. The diagram below shows two mathematically similar shapes. If the side length AB is 8 cm and the corresponding side $A'B'$ is 12 cm, calculate the linear scale factor of enlargement from $ABCD$ to $A'B'C'D'$. If $CD = 5$ cm, find $C'D'$. (3 marks)

9. State the number of lines of symmetry and the order of rotational symmetry for the following plane figures:

a) A square (1 mark)

b) A parallelogram (1 mark)

SECTION B (50 MARKS)

(Answer ANY FOUR questions in this section)

10. a) Simplify:

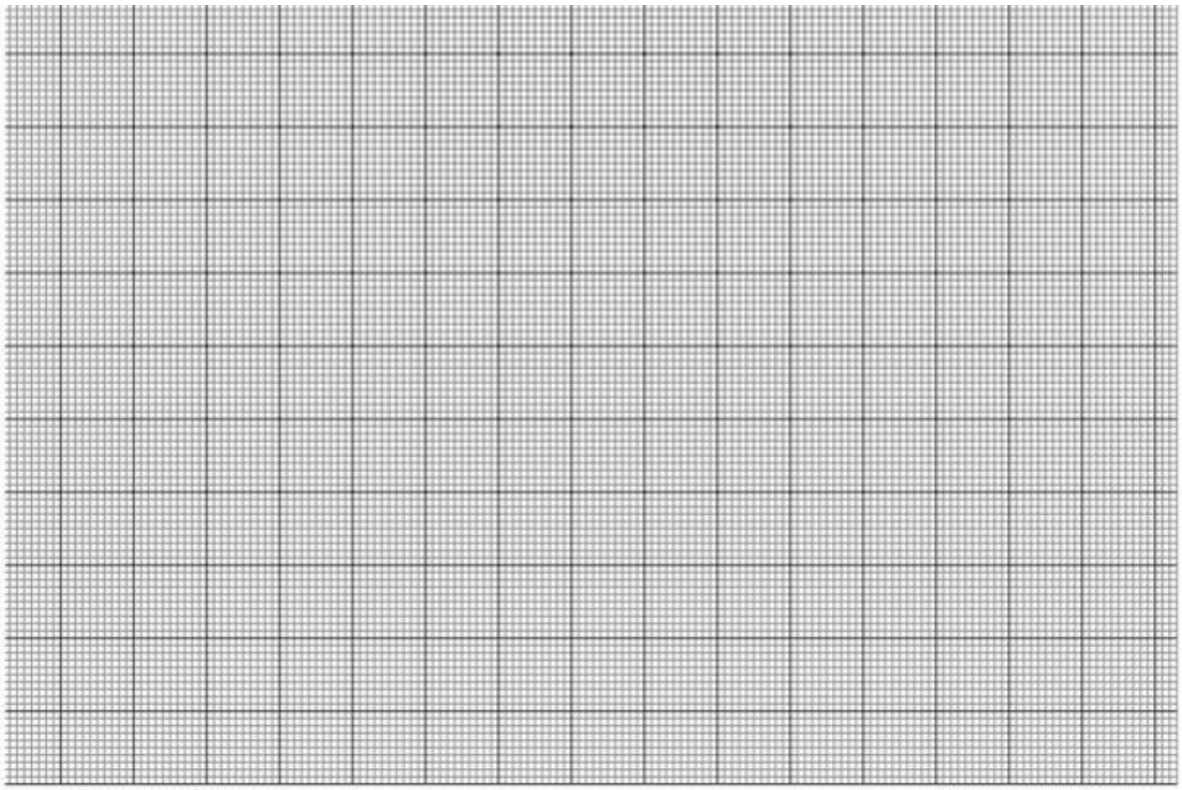
$$\frac{(2^{n+1}\times 8^{n-1})}{4^{2n}}$$

(4 marks)

b) Solve the equation: (3 marks)

$$\log_{10}(x^2 - 3x) = \log_{10}4$$

c) On a graph, triangle ABC has coordinates A(2,2), B(4,4), C(6,2).
Find the coordinates after enlargement scale factor 2 about centre (1,1). (3 marks)



11. Two buses, A and B, start at the same time from two towns, Nakuru and Nairobi, which are 160 km apart. Bus A travels from Nakuru to Nairobi at an average speed of □ km/h. Bus B travels from Nairobi to Nakuru at an average speed which is 10 km/h slower than bus A's speed.

a) Write expressions in terms of □ for the time taken by each bus to complete the journey. (2 marks)

b) The journey for bus B took 20 minutes longer than the journey for bus A. Form a quadratic equation in □ to represent this information.
(3 marks)

c) Solve the quadratic equation by factorization and determine the speed of bus A. (3 marks)

d) Find the speed of bus B. (2 marks)

12. A cylinder-shaped water tank has a diameter of 2 meters and a height of 3 meters. A second cylinder, which is mathematically similar to the first one, has a diameter of 3 meters.

a) Find the linear scale factor of enlargement from the first cylinder to the second. (2 marks)

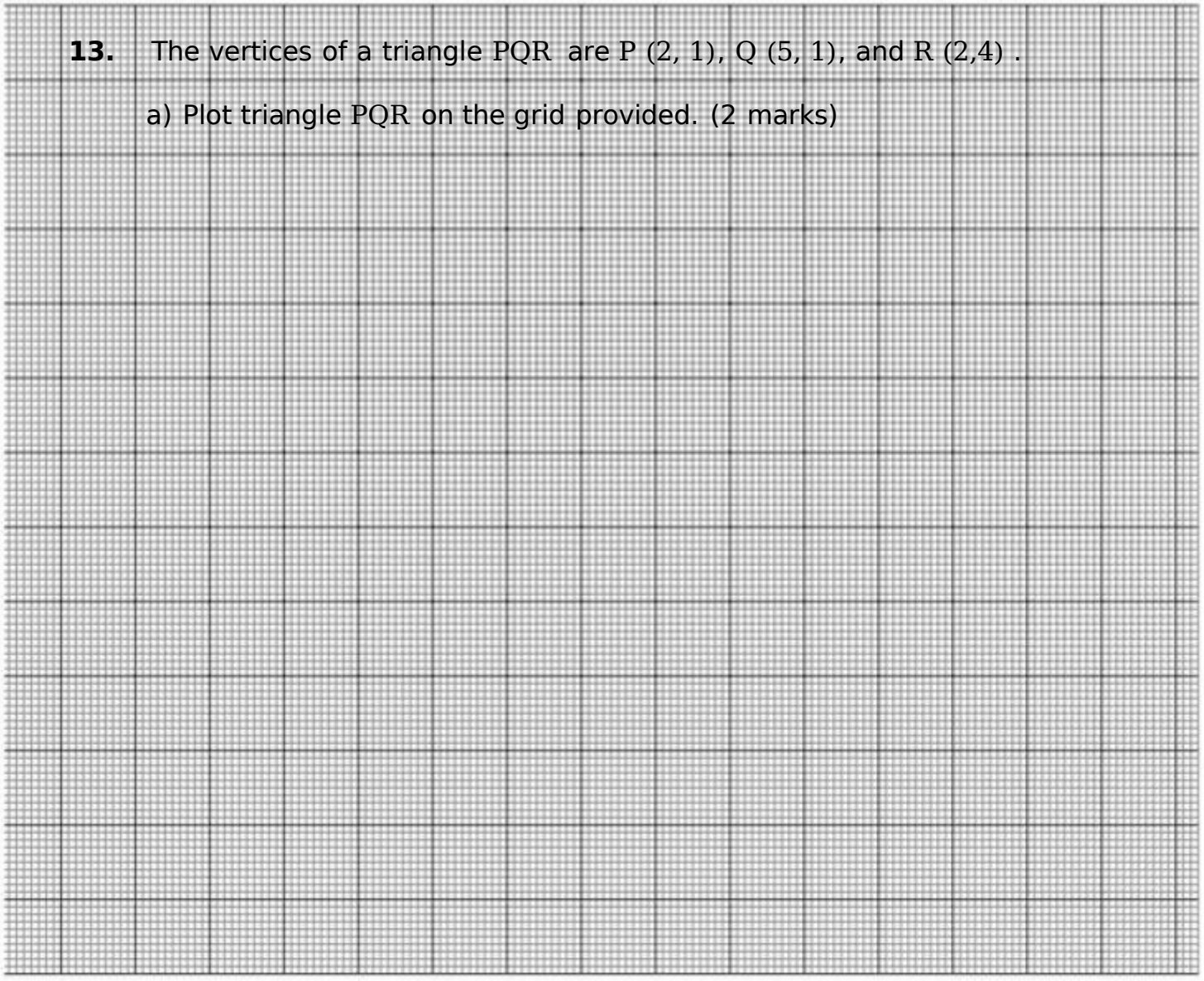
b) Calculate the volume of the first cylinder. (Take $\pi = \frac{22}{7}$) (2 marks)

c) Use the volume scale factor to find the volume of the second cylinder. (3 marks)

d) If it costs KSh 5,000 to paint the curved surface area of the first cylinder, find the cost of painting the curved surface area of the second cylinder, assuming the cost per unit area is the same. (3 marks)

13. The vertices of a triangle PQR are $P(2, 1)$, $Q(5, 1)$, and $R(2,4)$.

a) Plot triangle PQR on the grid provided. (2 marks)



b) Find the coordinates of the image $P'Q'R'$ when PQR is reflected in the x-axis. (3 marks)

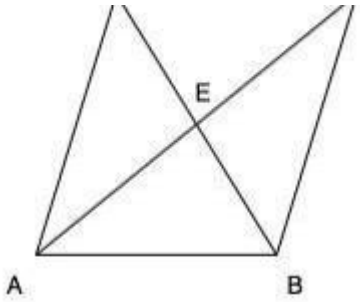
c) The image of triangle PQR under another reflection is $P''(1,2)$, $Q''(1,5)$, and $R''(4,2)$.

i) Plot $P''Q''R''$ on the same grid. (1 mark)

ii) Describe fully this reflection, including the equation of the mirror line. (2 marks)

d) Determine the line of symmetry for the combined shape formed by PQR and its image $P''Q''R''$. (2 marks)

14. The figure below shows a rhombus $ABCD$. The diagonals AC and BD intersect at point E.



a) State two pairs of congruent triangles formed in the rhombus and give a reason for each. (3 marks)

b) If $AC = 16$ cm and $BD = 12$ cm:

i) Calculate the length of side AB. (3 marks)

ii) Find the area of triangle ABE. (2 marks)

iii) Show that the area of triangle ADE is equal to the area of triangle CBE. (2 marks)

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – CHRISTIAN RELIGIOUS EDUCATION 006 JUNE
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream.
3. Write your admission number and the date.
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SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Madam Eunice of State House Girls Senior School always reads the Bible and urges her learners to read the bible often.

a) Why is the Bible referred to as a **"Library of Books"?** (1 mark)

_____

_____

b) Identify the literary form used in the following Bible books: (2 marks)

i. Psalms:

ii. Proverbs:

c) Match the Bible Study method to its correct description: (2 marks)

Method	Description
(i) Inductive	A. Focuses on topics
(ii) Devotional	B. Personal spiritual growth
(iii) Topical	C. Observation, interpretation, application
(iv) Biographical	D. Study of people

2. During a C.R.E lesson, Grade 10 learners watched a documentary about Adam and Eve.

a) State the consequence of sin to the following as recorded in Genesis 3: (3 marks)

i. The Serpent:
.

ii. The Woman (Eve):
.

iii. The Man (Adam):
.

b) **Circle or tick the correct answer:**

The first step in God.s redemptive work was: (1 mark)

(i) The Flood ☐

(ii) The Call of Abraham ☐

(iii) The Ten Commandments ☐

(iv) The Birth of Jesus ☐

c) Define the term **Salvation**. (1 mark)

_____

_____

3. During a CRE lesson, Grade 10 learners discussed how the Israelites made the Sinai Covenant with God and how it guided their worship in the wilderness.

a) Define a **Covenant**. (1 mark)

_____

_____

b) List two items that were kept inside the **Ark of the Covenant**. (2 marks)

i.

ii.

c) State whether the following is **True or False**: (2 marks)

i. The Israelites broke the Sinai Covenant by worshipping a Golden Calf. [ ]

ii. The Tabernacle was a permanent stone building in the wilderness. [
]

4. During a class discussion, Grade 10 learners explored the role of prophets in the Old Testament and how they provided leadership and guidance to God's people.

a) Name two categories of prophets in the Old Testament. (2 marks)

i.

ii.

b) Identify the prophet associated with each of the following: (2 marks)

i. The contest at Mount Carmel:

ii. The vision of the basket of summer fruit:

c) What is a **Remnant** in the context of Prophet Amos' teachings? (1 mark)

_____

_____

5. During a Bible study session, Grade 10 learners examined the events surrounding the baptism of Jesus and discussed His ministry, including the opposition He faced and His relationship with John the Baptist.

a) Arrange the following events of the **Baptism of Jesus** in chronological order (1st to 4th): (2 marks)

[i] A voice came from heaven saying "You are my Son." **[ii]** Jesus was baptized by John in the Jordan.

[iii] The Holy Spirit descended in the form of a dove.

[iv] Jesus was praying after coming out of the water.

_____

_____

_____

_____

b) Name two groups of people who opposed Jesus in his Galilean Ministry. (2 marks)

i.

ii.

c) Identify one similarity between John the Baptist and Jesus Christ. (1 mark)

_____

_____

6. In youth fellowship meeting, members discussed the growth of the Early Church, focusing on spiritual gifts and the challenges that led to divisions among believers.

a) Name two gifts of the Holy Spirit mentioned by Paul in 1 Corinthians 12. (2 marks)

i.

ii.

b) List two causes of divisions in the church at Corinth. (2 marks)

i.

ii.

c) Define the **Holy Trinity**. (1 mark)

SECTION B (50 MARKS)

(Answer all questions in this section)

7. In a village in Narok County, the local forest is being cleared for charcoal burning, leading to drying rivers and soil erosion.

a) Define **Stewardship** from a Christian perspective. (2 marks)

_____

_____

b) Explain three qualities of a good steward that the youth in this village should adopt. (3 marks)

i.

ii.

iii.

c) Suggest three practical ways Christians today can promote environmental conservation. (3 marks)

i.

ii.

iii.

d) Identify two poor ways people are treating the environment in Kenya today. (2 marks)

i.

ii.

8. A learner in your school has been invited to join a secret group that promises wealth but requires them to stop attending church and burn their Bible.

a) Identify the form of religious extremism/idolatry in the scenario above. (2 marks)

_____

b) Using the example of Elijah and the Prophets of Baal, describe how Elijah demonstrated loyalty to the true God. (3 marks)

i.

ii.

iii.

c) Outline three values needed by a Grade 10 learner to fight social injustices like corruption in Kenya today. (3 marks)

i.

ii.

iii.

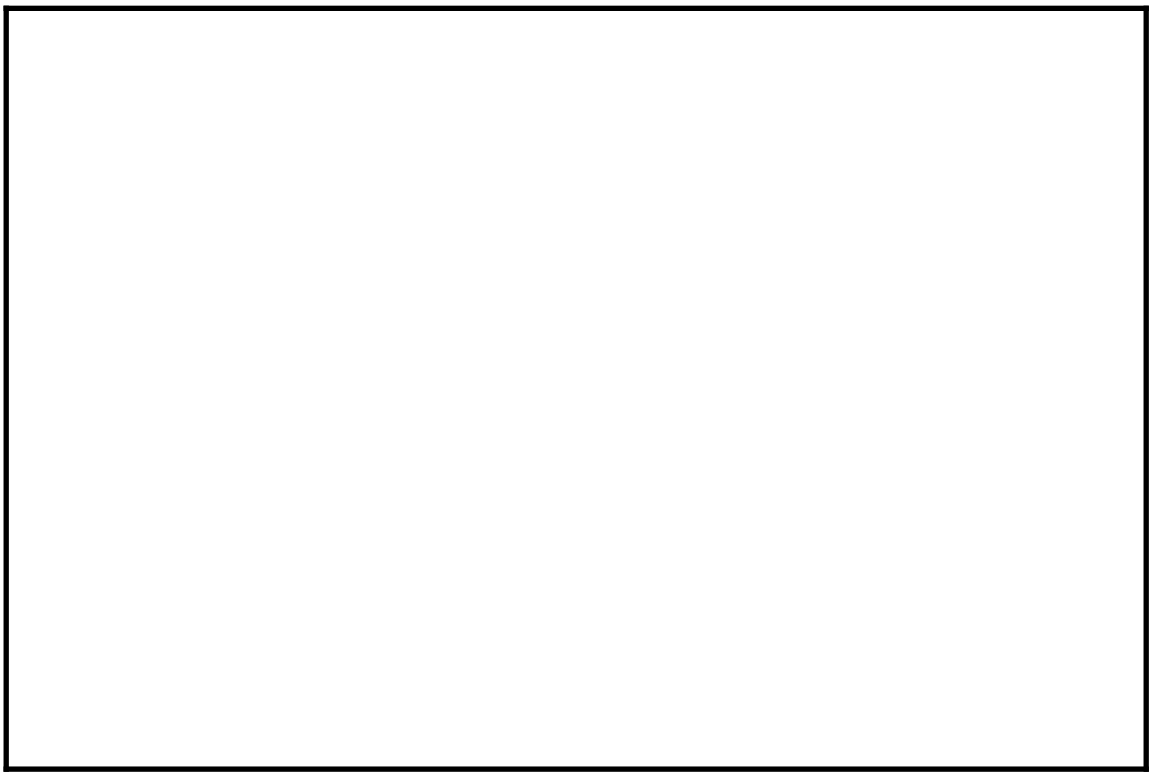
d) State two ways of discerning "Devil Worship" or false teachings in modern society. (2 marks)

i.

ii.

9. a) In the space provided below, draw a simple sketch of the Ark of the Covenant **based on the description in Exodus. (3 marks)**

(Use space below)



b) Explain the importance of the Ark of the Covenant to the Israelites during their journey in the wilderness. (2 marks)

i.

ii.

c) Describe the process of the renewal of the Sinai Covenant after it was broken. (2 marks)

i.

ii.

d) Identify two places of worship used by Christians in Kenya today that serve a similar purpose to the Tabernacle. (2 marks)

i.

10. A wealthy businessman refuses to help his poor neighbour, claiming that the neighbour is lazy and cursed by God.

a) Use the Parable of the Good Samaritan to explain how Jesus taught about compassion. (3 marks)

i.

ii.

iii.

b) Complete the table below matching the Parable to its core meaning: (3 marks)

Parable	Meaning/Lesson
The Prodigal Son	
The Sower	
The Mustard Seed	

c) Explain two reasons why Jesus faced opposition from the Pharisees regarding the Sabbath law. (2 marks)

i.

ii.

d) State two lessons Christians learn from the rejection of Jesus at Nazareth (Luke 4:16–30). (2 marks)

i.

e) **During a CRE lesson on the teachings of Jesus in the Sermon on the Mount, learners were asked to recall one of the Beatitudes.**

Complete the following Beatitude: **(1 mark)**



11. Many youths today are struggling with drug abuse and sexual immorality, claiming that "it is my body, my choice."

a) Describe the events that took place during the Outpouring of the Holy Spirit on the Day of Pentecost. (4 marks)

i.
ii.
iii.
iv.

b) Explain why Apostle Paul addressed the issue of sexual immorality in the church at Corinth (1 Corinthians 6:18–20). (2 marks)

i.
ii.

c) Suggest two ways that can be used to solve moral challenges among the youth today. (2 marks)

i.
ii.

d) Briefly explain the roles of the three persons in the Holy Trinity in the life of a believer. (2 marks)

	Member Of The Holy Trinity	**Role**
i.		
ii.		

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – COMMUNITY SERVICE LEARNING 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. In a recent baraza led by Chief Mutua in Machakos, several issues were raised by the residents. Categorize the following needs as *Environmental, Political, Social, Economic, or Technological***:**

a) Lack of a reliable 5G network for remote learning:
.

b) Increasing cases of unemployment among the youth:
.

c) Need for a new boundary delimitation for the ward:
.

d) High levels of plastic pollution in the local river: .

e) Lack of a community social hall for weddings: .

2. Mr. Kamau, the CSL patron at Kilgoris Boys Senior School, described different leadership styles to his students. Match the style to the correct description:

Style	Description
A. Servant Leadership	1. Focuses on the growth and well-being of people and the community.
B. Democratic	2. The leader changes their style depending on the specific task or group.
C. Transformative	3. Inspires and motivates followers to achieve extraordinary outcomes and change.
D. Situational	4. Members of the group take a more participative role in decision-making.
E. Dictatorial	5. The leader makes all decisions without consulting others.

3. Arrange the following steps of the Action Research Cycle in the correct chronological order (from 1 to 4):

[i] Observe: Monitoring the effects of the action and gathering data.

[ii] Plan: Identifying the problem and designing a strategy to fix it.

[iii] Reflect: Analyzing the results and deciding on the next steps.

[iv] Act: Implementing the designed strategy in the community.

_____

_____

_____

_____

4. State whether the following statements regarding intercultural interactions are True or False**:**

a) Stereotypes help in building lasting peace between ethnic groups. [ ]

b) Cultural sensitivity involves being aware that cultural differences exist. [ ]

c) Tolerance is the ability to endure opinions or behavior that one dislikes. [ ]

d) Empathy is the capacity to understand what another person is feeling. [ ]

5. Identify four factors that influence an individual's Public Self-Awareness when they are serving the community:

i)

ii)

iii)

iv)

6. Name four tools a researcher can use to gather information during a CSL project:

i) ii)

iii) iv)

7. Define the following strategies used to solve community conflicts:

a) Mediation:

_____

_____

b) Arbitration:

_____

_____

SECTION B (50 MARKS)

(Answer all questions in this section)

8. At Tumaini Senior School, three learners—Asha, Ben, and Chloe—were involved in a conflict over the use of the school garden.







Asha	Ben	Chloe
They bring in the school counselor to guide them to a mutual agreement.	The Deputy Principal should listen to both sides and make a final, binding decision for them.	They all give up a bit of their space so everyone has enough room.

a) Identify the conflict resolution strategy used by:

i) Asha:
(1 mark)

ii) Ben:
(1 mark)

iii) Chloe:
(1 mark)

b) Explain three effects of unresolved conflict in a school community. (3 marks)

i)
.

ii)
.

iii)
.

c) Describe two qualities of a responsible decision-maker when resolving such a conflict. (4 marks)

i)
.

ii)
.

9. Wanjiku, a Grade 10 learner, conducted action research on the "Number of trees planted by different households in her village" **to address environmental degradation. She collected the following data from 10 households:**

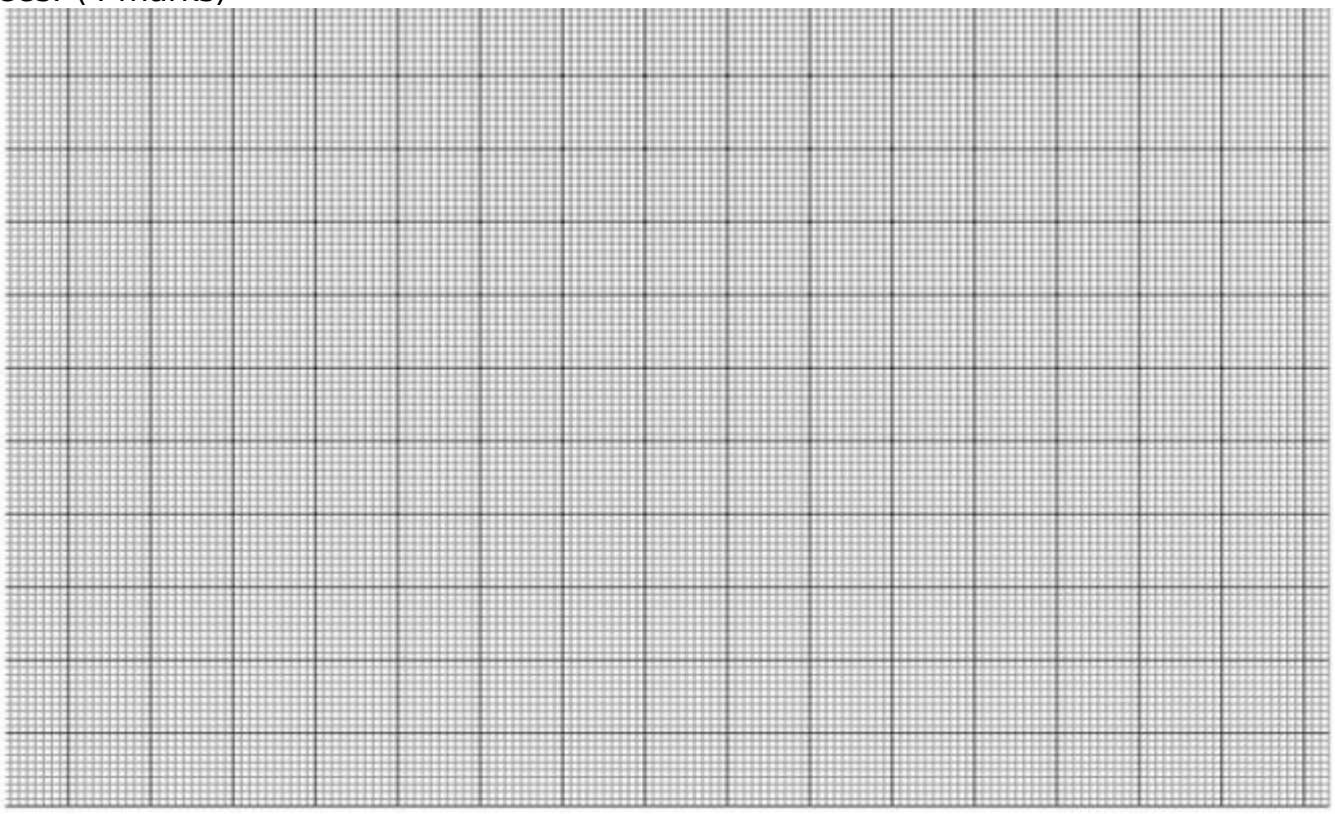
12, 15, 12, 20, 18, 12, 25, 30, 18, 18

a) Calculate the Mean number of trees planted. (3 marks)

b) Find the Mode of the data. (1 mark)

c) Find the Median of the data. (2 marks)

d) Using the grid below, draw a simple Bar Graph to represent the frequency of the number of trees. (4 marks)



10. Moraa wants to run for the position of Community Youth Chairperson.

a) Outline the procedure for carrying out a free and fair election in a community group by arranging these steps: (5 marks)

i)
.

ii)
.

iii)
.

iv)
.

v)
.

ii)
.

b) Explain two responsibilities of a leader in a Community Service project. (2 marks)

i)
.

ii)
.

c) Describe three characteristics of Action Research that make it different from regular library research. (3 marks)

i)
.

ii)
.

iii)
.

11. Juma, a famous local athlete, was caught on video shouting at a waiter from a different ethnic background.



The video went viral, and many people are criticizing his mannerisms and decisions.

a) Critique Juma's expressive qualities and his public image based on the scenario. (3 marks)

i)
.

ii)
.

iii)
.

b) Explain two benefits of positive intercultural interactions in a diverse country like Kenya. (4 marks)

i)
.

iii)
.

ii)
.

c) Identify three intercultural activities that Senior School learners can organize to promote peace. (3 marks)

i)
.

ii)
.

iii)
.

12. Your CSL group at Maua Senior School intends to start a "Digital Literacy Program" **for the elderly in the community.**

a) Identify three community partners you could forge a partnership with to acquire computers and internet. (3 marks)

i)
.

ii)
.

iii)
.

b) Mention two digital resources you would use to create a database of the community's needs. (2 marks)

i)
.

ii)
.

iii)
.

c) Differentiate between Responsible and Irresponsible decisions in the context of spending project funds. (4 marks)

Responsible decision	**Irresponsible decision**

d) Define the term Reflection as used in Action Research. (1 mark)

_____

_____

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – ELECTRICITY TECHNOLOGY 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school and stream clearly.
3. Fill in your admission number and the date.
4. The paper is divided into **Section A and Section B**.
5. Attempt **all questions** in both sections.
6. Respond to all questions in **English**.
7. Write all answers in the spaces provided in the question paper.
8. Do not tear or remove any page from this paper.

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. Musa, a Grade 10 student at Lodwar Senior School, is interested in the electrical field.

a) Name two career opportunities available for Musa if he specializes in Electricity Technology. (2 marks)

i) .

ii) .

b) Identify the following electrical equipment used in the school electricity workshop: (2 marks)

	Description	***Tool***
i	The tool used to strip insulation from a wire	
ii	The instrument used to measure the rate of flow of electric current	

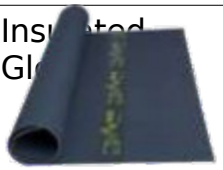
c) State two importance of electricity in the growth of the Kenyan economy. (2 marks)

i)
.

ii)

. **2.** At a construction site in Kisumu, workers must follow strict safety protocols.

a) Match the Personal Protective Equipment (PPE) with its correct use: (2 marks)

PPE	**Purpose**
Rubber Mat	To protect the head from falling objects
Insulated Glove 	To prevent electric shock when standing on a wet floor
Safety Helmet 	To protect the eyes from sparks

Goggles 	To prevent direct hand contact with live conductors

b) State the role of the **Energy and Petroleum Regulatory Authority (EPRA)** in electrical safety in Kenya. (1 mark)

_____

_____

c) Why is it dangerous to use a screwdriver with a cracked handle? (1 mark)

_____

_____

d) Identify the correct way to store a multimeter after use. (1 mark)

_____

_____

3. In an electrical workshop at Kenya High, a teacher demonstrates how different materials behave when used in electrical circuits. Some materials allow current to flow easily, while others resist or completely block the flow.

a) Classify the following materials as **Conductor, Insulator, or Semiconductor**: (1.5 marks)

i. Silicon:
ii. Copper: .
iii. Porcelain:

b) Explain how conduction occurs in metals. (1.5 marks)

_____

_____

_____

c) Circle the correct symbol for a resistor in a DC circuit diagram: (1 mark)

(i) —| |— (ii) —(A)— (iii) —[] — (iv) —(V)—

d) What is a short circuit? (1 mark)

_____

4. Teacher Jane asked the class to measure the voltage of a car battery. a) What is "zeroing" an ohmmeter and why is it important? (2 marks)

_____
_____
_____

b) Distinguish between a **parallax error** and a **systematic error**. (2 marks)

_____
_____
_____
_____

c) Identify the following instrument used by Kenya Power (KPLC) at the consumer's house. (1 mark)



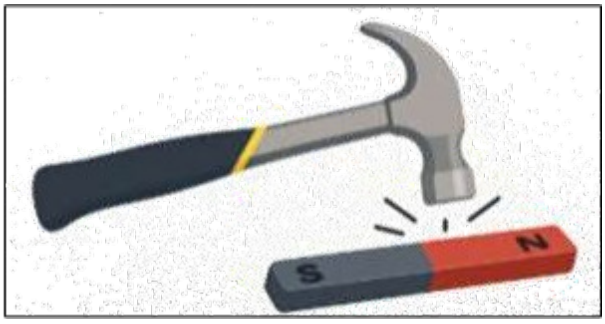
_____ .

5. a) State whether the following statements are True or False: (2 marks)

i. Heating a magnet increases its magnetic strength.
ii. A magnetic keeper prevents self-demagnetization.

b) Identify the methods of demagnetizing a permanent magnet shown below. (2 marks)





X Y

X:

Y:

c) Name one domestic appliance that uses a permanent magnet. (1 mark)

_____.

6. During a practical session in the school electronics lab, a teacher demonstrates how electrical components like inductors and capacitors behave in circuits. Learners observed how these components store and oppose energy in different ways

a) Define inductance and state its SI unit. (2 marks)

Definition	**SI Unit**

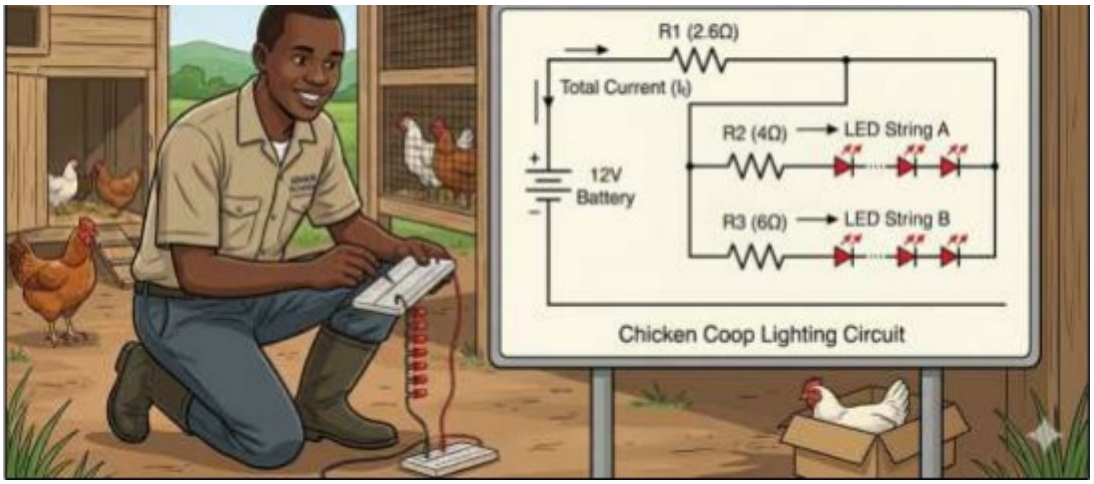
b) List three factors that affect the capacitance of a parallel plate capacitor. (3 marks)

i.
ii.
iii.

SECTION B (50 MARKS)

(Answer all questions in this section)

7. Omondi, a student at Nyamagwa Senior School, is using a **12V battery** to power LED strings in his chicken coop. To protect the LEDs, he has designed a circuit with a combination of resistors: a series resistor (R1) and two parallel branches (R2 and R3).


R1 (2.6Ω)
Total Current (Iₜ)
R2 (4Ω)
LED String A
12V
Battery
R3 (6Ω)
LED String B
Chicken Coop Lighting Circuit

a) Calculate the effective resistance (R_p) of the parallel portion of the circuit. (2 marks)

b) Determine the Total Resistance (R_T) of the entire circuit. (2 marks)

c) Using the Total Resistance calculated in Question 1 and the 12V source:

Calculate the Total Current flowing from the battery into the circuit. (2 marks)

d) Calculate the total Power dissipated by the circuit in Watts (W). (2 marks)

e) Omondi leaves the lighting system on for 5 hours every night to keep the coop illuminated.

Calculate the total Electrical Energy consumed in Watt-hours (Wh). (2 marks)

8. A village in Baringo uses a solar system powered by a lead-acid battery.

a) Describe the process of discharging in a secondary cell. (3 marks)

i.
ii.
iii.

b) Mrs. Kerubo noticed a white crusty substance (T) on battery terminals:

(T)



i) Identify the condition. (1 mark)

_____

ii) Explain how to properly clean the terminals. (2 marks)

_____
_____
_____

c) Why is it important to maintain electrolyte levels in a battery? (1 mark)

i.
ii.

d) Mention two hazardous materials found in batteries that require careful disposal. (2 marks)

i.
ii.

9. Mr. Mutua is repairing a faulty electric bell.

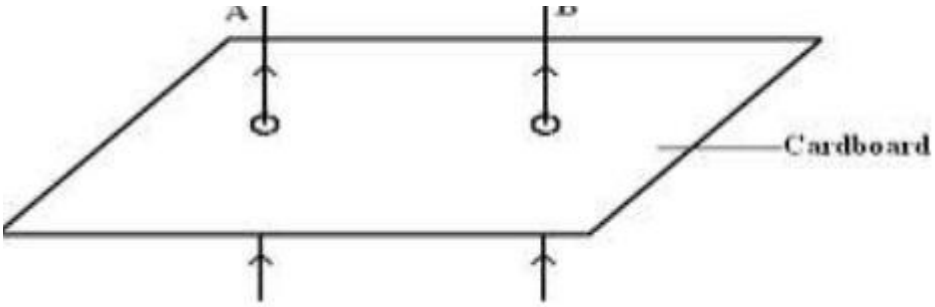
a) Explain how the electric bell operates when the switch is pressed. (2 marks)

i.
ii.
iii.
iv.

b) State the Right-Hand Grip Rule as applied to a solenoid. (1 mark)

_____
_____
_____

c)The fig below shows two conducting wire A and B passing through a horizontal piece of cardboard



(i) **Sketch** the resultant magnetic field patterns when the currents of the high magnitude are following in both wires as shown. (2mks)

(ii) **What** is the resulting effect of the field on the wires at the loose end. (1 mark)

_____

(iii) If the current in B were to be reversed, **state how** resulting effect the wire conductors. (1mark)

_____

d) Identify two factors that increase the strength of an electromagnet. (2 marks)

i.
ii.

e) The bell vibrates but does not ring properly. State two possible faults. (2 marks)

i.
ii.

10. In an electronics project at Kanga School, a learner investigates how a capacitor charges and discharges in a simple circuit.

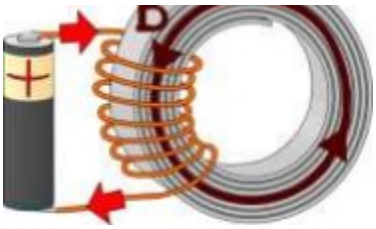
a) Draw a well-labeled RC charging circuit diagram. (3 marks)

b) Sketch a graph of voltage against time during capacitor charging. (3 marks)

c) Match the application to the correct component: (2 marks)

	Application	Component
i	Smoothing in power supplies	
ii	Filtering high-frequency noise	

d) Identify the component shown and state its function in a DC circuit. (2 marks)



i.
ii.

11. A new house in Nanyuki is being connected to the national grid.

a) Match the intake equipment to its function: (3 marks)

Equipment	**Function**
Service Cable	Contains circuit breakers or fuses that control and protect different circuits in the house.
Consumer Unit (CCU)	Protects the incoming supply and KPLC equipment by breaking the circuit in case of overload or fault.
Cut-out Fuse	Provides a path for electric current to enter the house from the supply line (pole).

b) Identify the name of the following electrical component used at home? (2 marks)



M



N

M:

N:

c) Drawing Task:

Convert the given 2D orthographic sketch of a rectangular plastic junction box into a **3D isometric drawing**. (5 marks)

Dimensions (60mm × 40mm × 20mm)

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: JUNE MIDTERM ASSESSMENT 2026

GRADE 10 – ENGLISH 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Fill in your name, school name, your assessment number, date, the school code and signature in the spaces provided above.
2. The paper consists of **five tasks sections: A, B, C, D and E**.
3. Attempt **all questions** in every section.
4. Use **English** to answer all questions.
5. Write your responses in the spaces provided in the paper.
6. Do not detach or remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	A	B	C	D	E	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	10 MARKS	20 MARKS	25 MARKS	5 MARKS	20 MARKS		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10

POINTS							8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE														

Answer all questions in this section.

SECTION A: LISTENING AND SPEAKING (10 MARKS)

Read the following dialogue between four learners at Kitale Senior School and answer the questions that follow.

Moraa: I read that by 2030, AI will be teaching half of our lessons. Isn't that exciting?
Juma: Exciting? I disagree. It's quite daunting, isn't it? We need the human touch of Mr. Kamau to truly understand literature.
Akinyi: Juma is right. However, we cannot ignore the efficiency of technology. It's not only faster but also more accurate in grading our science practicals.
Kibet: It was not until I used the new VR goggles in Geography that I realized how much we've been missing. I felt like I was actually standing on the peaks of Mt. Kenya!
Moraa: Exactly! Technology is a tool, not a replacement. We just need to be digitally literate to survive.

Questions

a) Identify two divergent opinions regarding technology mentioned in the dialogue. (2 marks)
   i.
   ii.

b) Which phrase used by Akinyi shows that technology has more than one advantage? (1 mark)

_____

c) Provide a word that is pronounced the same as the following words used in the dialogue: (2 marks)

   i. Read:
   ii. Right: .

d) Identify a polite phrase used to express disagreement in the conversation. (1 mark)

_____

e) Explain the meaning of the phrasal verb **"missing out"** as implied by Kibet. (2 marks)

_____
_____

f) Add an appropriate question tag to the following sentence from the text: (2 marks)
"*We just need to be digitally literate to survive,* *?*"

SECTION B: COMPREHENSION (20 MARKS)

TASK 1: THE MAJESTIC AFRICAN ELEPHANT (10 MARKS)



The African elephant is the largest terrestrial mammal on earth, an engineering masterpiece of nature. These gentle giants are highly social creatures, living in complex matriarchal societies led by the oldest and often wisest female. Their communication is profound; they use infrasonic sounds that can travel for kilometers through the ground, felt by other elephants through their sensitive feet. Tragically, these magnificent animals are suffering from habitat loss and the persistent threat of poaching. Conservationists in Kenya, particularly in the Maasai Mara and Amboseli, are working tirelessly to ensure these "architects of the savannah" do not go extinct. It is noted that elephants possess a remarkable memory, which is essential for locating water holes during extreme droughts. They are not only vital for tourism but also play a crucial role in the ecosystem by dispersing seeds and creating pathways in thick forests.

Questions

a) According to the passage, why is the matriarch important to the elephant herd? (2 marks)

_____
_____

b) Describe how elephants communicate over long distances. (2 marks)

_____
_____

c) Give another word that mean same as the term **"profound"** as used in the second paragraph. (2 marks)

_____
_____

d) Why are elephants referred to as **"architects of the savannah"?** (2 marks)

_____
_____

e) Identify two adjectives from the text used to describe the elephant. (2 marks)

i.
ii.

TASK 2: THE DIGITAL REVOLUTION IN HEALTHCARE (10 MARKS)



In the modern era, the intersection of technology and medicine has birthed a revolution that is saving millions of lives.
Telemedicine, for instance, has enabled doctors in Nairobi to
treat patients in remote areas of Turkana via video link. High- tech robotic surgeries are now more precise than human hands, reducing recovery time significantly.
However, this advancement comes with ethical dilemmas. The rise of "**cyber-chondria**," where people self-diagnose using unverified internet sources, has led to many deaths. Some patients have died of
complications arising from wrong medications bought online. Educators are now calling for "Digital
Health Literacy" to be taught in schools to protect the youth from misinformation. It is imperative that we embrace technology while remaining cautious of its pitfalls.

Questions

a) How has telemedicine bridged the gap between urban and rural Kenya? (2 marks)

_____

_____

b) What is **"cyber-chondria"** according to the passage? (2 marks)

_____

_____

c) In your own words state the importance of digital technology in healthcare systems (2 marks)

_____

_____

d) State two benefits of robotic surgery mentioned in the text. (2 marks)

i.
ii. _____

e) What is the author's tone regarding the future of healthcare technology? (2 marks)

_____

_____

SECTION C: GRAMMAR AND LANGUAGE USE (25 MARKS)

1. Order of Adjectives (2 marks)

Rearrange the words in brackets to complete the sentences correctly:

a) The bride wore a
gown. (white, beautiful, lace, long)

b) Kibet bought a
laptop. (sleek, black, new, Japanese)

2. Sentence Transformation (3 marks)

a) He is tall. He is also very fast. (Join using: *Not only... but also*)

---

b) The rain stopped. Then the students started the match. (Begin: *It was not until...*)

---

c) I prefer tea to coffee. (Rewrite using: *Good at*)

---

3. Cloze Test (5 marks)

Effective communication is the (i) to successful relationships. One must (ii) observe etiquette (iii) speaking to elders. For (iv) , using words like "please" and "thank you" shows that you (v) respect for others.

4. Vocabulary and Spelling

a) Choose the correctly spelt word by circling it(3 marks)

i. Embarrass / Embaras / Embarass
ii. Occuried / Occurred / Ocured
iii. Harasment / Harassment / Harrassment

b) Identify the homophone (2 marks)

i. Flower:
ii. Course:

5. Sentence Re-ordering (5 marks)

Arrange the following sentences to make a meaningful paragraph:

A. Finally, click the 'send' button to deliver your message.
B. First, open your email application on your smartphone.
C. After that, type the recipient's email address in the 'To' field.

D. Then, compose your message clearly in the body section.

E. Ensure you have a stable internet connection before starting.

Correct Order:

_____

_____

_____

_____

_____

6. Quantifiers and Pronouns (5 marks)

a) There isn't (some/any) sugar left in the jar.

b) Each of the students (has/have) received a prize.

c) Neither the teacher nor the students (was/were) present.

d) To (who/whom) was the letter addressed?

e) The cat licked (its/it's) paws.

SECTION D: POETRY (5 MARKS)

uestions.

The Silent Teacher

The wind whispers through the cedar trees, Telling secrets of the ancient seas. It has no voice, yet it speaks so loud, Hidden behind a wandering cloud.

Questions

a) Identify the personification used in the first stanza. (1 mark)

_____

b) What is the rhyme scheme of the poem? (1 mark)

_____

_____

c) Identify a pair of rhyming words. (1 mark)

_____

_____

d) What does the wind symbolize in this poem? (1 mark)

_____

_____

e) Identify an adjective phrase used to describe the wind. (1 mark)

_____

SECTION E: COMPOSITION (20 MARKS)

Complete the following story in about **250 words**, ensuring it follows the given beginning:

"The classroom was uncharacteristically quiet as Mr. Onyiso walked in holding a stack of laptops. We had been waiting for this technological rollout for months, but the look on his face suggested that something was terribly wrong..."

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – ESSENTIAL MATHEMATICS 006 JUNE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school, stream, admission number, and date clearly.
3. This paper has **TWO sections: A and B**.
4. Attempt **ALL questions** in both sections.
5. Show all working clearly where necessary.
6. Write all answers in the spaces provided.
7. Do NOT remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A learner stated that 84 is a composite number. List all its factors to support this statement. *(3 marks)*

2. Write down any three prime numbers between 60 and 70. *(3 marks)*

3. Explain briefly why $\sqrt{7}$ is an irrational number. *(2 marks)*

4. Determine whether the number 542,319 is odd or even. Give a reason. *(1 mark)*

5. Simplify:

$\frac{5}{6} + \frac{1}{3} - \frac{1}{2}$ (*2 marks)*

6. Evaluate:

$40 \times \frac{1}{4}$ of $16 \div 8 + 12 - 64$ *(3 marks)*

7. Find the reciprocal of 0.0045 and express your answer in **standard form** to 4 significant figures. *(2 marks)*

8. The temperature in a town was recorded as 18.6°C in the morning and 24.2°C in the afternoon. Calculate the mean temperature. *(1 mark)*

9. Estimate the height of a classroom wall in **kilometres**. *(1 mark)*

10. Express 243 as a power of a prime number. *(2 marks)*

11. Simplify using the laws of indices:

$(5^2)^{\frac{1}{2}}$ *(2 marks)*

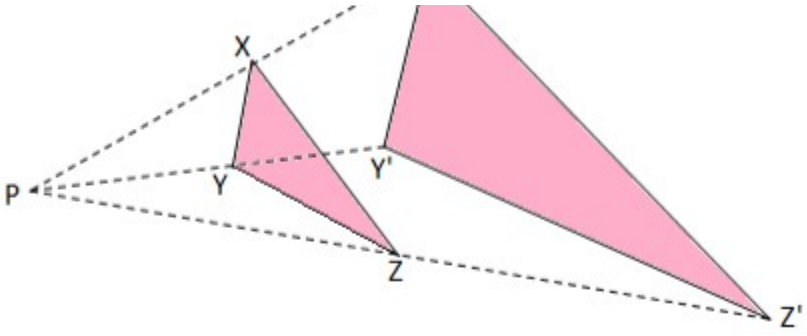
12. Solve for x: $2^{x+1}=32$ *(2 marks)*

13. The width of a rectangle is x cm and its length is (x + 4) cm. Form an algebraic expression for its area. *(2 marks)*

14. Factorize completely: x^2_16 *(3 marks)*

15. From the diagrams provided, identify any pair of shapes that are similar. *(1 mark)*

16. A triangle XYZ has been enlarged to Δ X'Y'Z' about the centre of enlargement O by a scale factor 2.5.



Find:
(i) X’Y’ if XY = 4 cm,

(ii) XZ if X’Z’ = 15 cm,

(iii) OX’ and XX’ if OX = 3 cm.

17.Classify the following numbers as **rational** or

irrational: a) 0.666… *(1 mark)*

b) √ 11 *(1 mark)*

c) 3/8 *(1 mark)*

d) π *(1 mark)*

e) 0.125 *(1 mark)*

18.Simplify the expression: *(5 marks)*

$$\frac{\frac{21}{10} \times \frac{3}{18} \times \frac{2}{5} \div \frac{3}{25}}{1\frac{1}{2} \times \frac{4}{7} \div 2 + 2\frac{5}{7}}$$

19.A farmer produces 40 litres of milk in the morning and 35 litres in the evening. He sells of the total milk produced.

a) Find the total milk produced per day. *(2 marks)*

b) Determine the quantity sold. *(2 marks)*

c) Calculate the quantity left. *(2 marks)*

d) If milk is sold at Ksh 60 per litre and the daily cost is Ksh 1800, calculate the percentage profit. *(3 marks)*

20. A trader harvested x bags of maize.
He sold ½ of them, used % of the remainder, and had 200 bags left.

a) What fraction of the original maize remained? *(3 marks)*

b) Find the value of x. *(2 marks)*

c) How many bags were used? *(2 marks)*

d) How many bags were sold? *(2 marks)*

21.Simplify and leave answers in index form:

a) $5^3 \times 5^9$ *(2 marks)*

b) $(5_3)^5$ *(2 marks)*

c) $13^9 \div 13^0$ *(2 marks)*

d) $5^2 \times 3 \div 125$ *(2 marks)*

e) $1000^3 \times 1000^{10}$ *(2 marks)*

22.The area of a rectangular table top is $625y^2 - 1296$. Using the knowledge on quadratic expressions, factorize $625y^2 - 1296$ to get the dimensions of the rectangle. (4 marks)

23.Alex and Belinda have two mathematically similar sofas.

Alex's sofa
sofa



Belinda's



The height of Alex's sofa is 70 cm.

The height of Belinda's sofa is 98 cm.

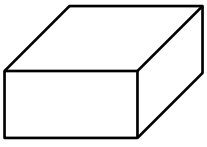
The surface area of Belinda's sofa is 78,400 cm^2.

Find the surface area of Alex's sofa. (3 marks)

24. Pictured below are two mathematically similar cuboids – Cuboid C and

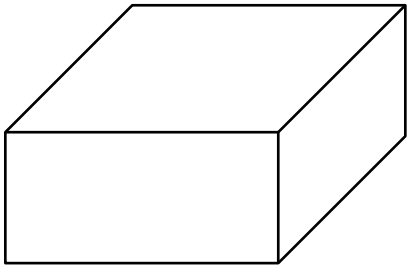
Cuboid D.

Cuboid C



16 cm

Cuboid D



28 cm

The surface area of Cuboid C is 896 cm2.

(a) Find the surface area of Cuboid D.

(b) Find the height of Cuboid C.

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA

ASSESSEMENT ELIMU MSINGI INAYOENDANA NA UMAHIRI (CBE)

TATHMINI YA SHULE ZA SEKONDARI (DARAJA LA JUU)

MTIHANI WA KATI WA MUHULA WA PILI – 2026

GREDI YA 10 – FASIHI YA KISWAHILI 006 JUNI

Muda: Saa 2

TAARIFA ZA MTAHINIWA

Jina: _____ Shule: _____
Darasa: _____ Nambari ya Mtihani: _____
Tarehe: Saini:

MAELEKEZO KWA WATAHINIWA

1. Andika jina lako na taarifa zote muhimu katika nafasi ulizopewa.
2. Karatasi hii ina sehemu mbili: **A na B**.
3. Jibu maswali yote katika sehemu zote mbili.
4. Tumia lugha ya Kiswahili sanifu katika majibu yako.
5. Andika majibu yako katika nafasi ulizoachiwa.
6. Usiondoe ukurasa wowote wa karatasi hii.

KWA MATUMIZI RASMI PEKEE (MATUMIZI YA MTAHINI)

SEHEMU	SEHEMU A	SEHEMU B	ASILIMIA (%)	KUZ 1	KUZ 2	KUF1	KUF2	KUK1	KUK2	CHI1	CHI2
WIGO LA ALAMA	ALAMA 50	ALAMA 20		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTI				POINTI 8	POINTI 7	POINTI 6	POINTI 5	POINTI 4	POINTI 3	POINTI 2	POINTI 1
JUMLA YA ALAMA ZA MWANAFUNZI											

SEHEMU A: (ALAMA 50)

1. Fasihi Simulizi (Alama 10)

a) Eleza maana ya fasihi simulizi. (alama 2)

_____

_____

b) Taja sifa **nne (4)** za fasihi simulizi. (alama 4)

i) _____ .

ii) _____ .

iii) _____ .

iv) _____ .

c) Eleza umuhimu wa fasihi simulizi katika jamii. (alama 4)

i) _____ .

ii) _____ .

iii) _____ .

iv) _____ .

2. Hadithi ya Fasihi Simulizi (Alama 10)

Soma hadithi ifuatayo kisha ujibu maswali yanayofuata:

Hapo zamani za kale, kulikuwa na kijiji kimoja kilichozungukwa na msitu mzito. Katika kijiji hicho aliishi kijana mmoja aitwaye Juma ambaye alikuwa jasiri lakini pia mwenye kiburi. Siku moja wazee wa kijiji
walimwonya Juma asiingie msituni usiku kwa sababu kulikuwa na mazimwi waliokaa humo. Lakini Juma hakusikiliza ushauri huo.

Usiku mmoja, aliamua kuingia msituni ili kuthibitisha kuwa yeye ni jasiri kuliko wengine wote. Alitembea kwa muda mrefu hadi akafika mahali palipokuwa na nyumba ya ajabu iliyokuwa ikipepesa mwanga
hafifu. Alipokaribia, alisikia sauti nzito ikimwita. Hapo ndipo alipoanza kuhisi hofu.

Ndani ya nyumba hiyo kulikuwa na zimwi mkubwa aliyekuwa akila watu waliopotea msituni. Zimwi hilo lilimkaribisha Juma kwa maneno matamu lakini macho yake yalikuwa yakitoa moto. Juma alitambua

hatari iliyokuwa mbele yake. Kwa haraka, alikumbuka mafundisho ya wazee kuhusu kutumia akili badala ya nguvu.

Alianza kuimba nyimbo za kijiji zilizokuwa na maana ya kuomba msaada. Ghafla, watu wa kijiji walisikia sauti hiyo na wakaja kwa wingi wakiwa na mishumaa na moto. Zimwi lilikimbia na kutoweka msituni.
Juma aliokolewa lakini alijifunza somo kubwa—kwamba kiburi kinaweza kumuangamiza mtu.

Kuanzia siku hiyo, Juma alibadilika na kuwa mtu mwenye heshima na anayesikiliza ushauri wa wazee.

Maswali:

a) Hadithi hii ni aina gani ya fasihi simulizi? (alama 2)

_____

b) Taja wahusika wawili na ueleze sifa zao. (alama 4)

	Mhusika	Sifa
i		
ii		

c) Eleza maudhui mawili yanayojitokeza katika hadithi. (alama 2)

i) _____ .

ii) _____ .

d) Toa funzo moja kutoka hadithi hii. (alama 2)

_____

_____ .

3. Mazungumzo (Alama 10)

Soma mazungumzo yafuatayo kisha ujibu maswali:

Amina: Kwa nini hukufika shuleni jana?

Juma: Nilikuwa mgonjwa, sikuweza hata kutoka kitandani.

Amina: Pole sana! Je, umeona daktari?

Juma: Ndiyo, alinipa dawa na sasa ninajisikia afadhali.

Amina: Vizuri. Hakikisha unamaliza kazi za shule ulizokosa.

a) Taja wahusika katika mazungumzo haya. (alama 2)

i) _____ .

ii) _____ .

b) Eleza sifa mbili za mazungumzo. (alama 4)

i) _____ .

ii) _____ .

c) Eleza dhima ya mazungumzo katika jamii. (alama 4)

i) _____ .

ii) _____ .

4. Semi (Alama 10)

a) Eleza maana ya semi. (alama 2)

_____

_____

b) Taja aina mbili za semi. (alama 2)

i) _____.

ii) _____

c) Eleza sifa mbili za semi. (alama 2)

i) _____.

ii) _____.

d) Eleza umuhimu wa semi katika jamii. (alama 2)

i) _____.

ii) _____

e) Eleza maana ya semi zifuatazo: (alama 2)

i) Haraka haraka haina baraka

_____

_____.

ii) Asiyesikia la mkuu huvunjika guu

_____

_____ .

5. Uchambuzi wa Vitabu Teule (Alama 10)

a) Kutoka riwaya ***Fumbo la Baba***, eleza dhima mbili. (alama 4)

i) _____ .

ii) _____ .

b) Kutoka tamthilia ***Jahazi la Mchongoma***, taja wahusika wawili na umuhimu wao. (alama 4)

Mhusika	Umuhimu wake

c) Eleza maana ya tawasifu ukirejelea ***Mlemavu? Sio***. (alama 2)

_____

_____

SEHEMU B: (ALAMA 20)

6. Ushairi (Alama 10)

Soma shairi lifuatalo kisha ujibu maswali:

Maisha ya Jamii

Maisha ni safari, yenye mengi majaribu,
Binadamu hushindana, kwa juhudi na
taabu, Lakini tukishirikiana, hupungua
madhara,
Umoja ni nguvu, hutufanya tuwe imara.

Wazee hutupa hekima, vijana nguvu
kazi, Watoto ni taifa, wana ndoto za
kesho wazi, Tukiwalea kwa maadili,
tutapata manufaa, Jamii itaimarika,
kwa msingi wa heshima.

Chuki na ubaguzi, huvunja mshikamano,
Upendo na huruma, huleta mabadiliko,
Tuchague mema daima, tuache mabaya,
Maisha yatakuwa bora, kwa wote bila shaka.

Elimu ni ufunguo, wa maisha yenye nuru,
Hufungua milango, ya mafanikio ya
kudumu, Tujifunze kwa bidii, tusikate
tamaa,
Ndoto zetu zitatimia, tukidhamiria kweli.

Maswali:

a) Taja aina ya shairi hili. (alama 2)

_____

b) Eleza sifa mbili za shairi. (alama 2)

i) _____ .

ii) _____ .

c) Eleza dhima ya ushairi katika jamii. (alama 2)

i) _____ .

ii) _____ .

d) Taja dhamira mbili zinazojitokeza. (alama 2)

i) _____ .

ii) _____ .

e) Eleza tofauti kati ya mashairi ya arudhi na mashairi huru. (alama 2)

Shairi la arudhi	Shairi huru

7. Bunilizi (Alama 10)

a) Eleza maana ya bunilizi. (alama 2)

i) _____ .

ii) _____ .

b) Taja vipengele vinne vya bunilizi. (alama 4)

i) _____ .

ii) _____ .

iii) _____ .

iv) .

c) Eleza kazi za kihalisia za bunilizi katika jamii. (alama 4)

i) _____ .

ii) _____ .

iii) _____ .

iv) .

HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – FINE ARTS

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Fill in your name, school name, your assessment number, date, the school code and signature in the spaces provided above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers MUST be written in the spaces provided in PAPER.
6. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

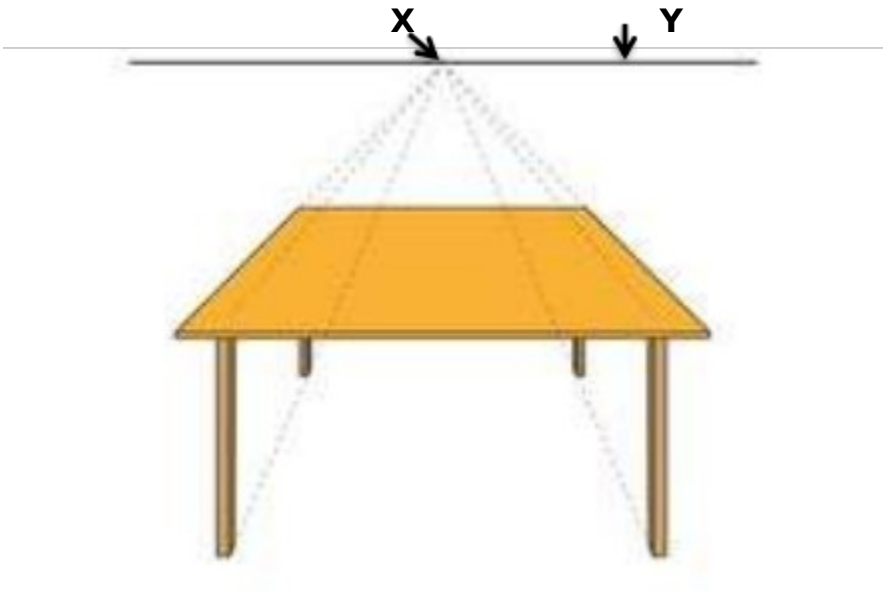
SECTION A: (30 marks)

Answer ALL questions in this section.

1. Moraa, a learner at Kilifi Senior School, is analyzing a painting in her art gallery. Match the following terms to their correct descriptions:

Term	Description
A. Hue	1. The name of a specific color (e.g., Red, Blue).
B. Value	2. The lightness or darkness of a color.
C. Intensity	3. The brightness or dullness of a color.
D. Tactile Texture	4. Surface quality that can actually be felt by touch.
E. Simulated Texture	5. Visual illusion of a surface texture created on a 2D plane.

2. During a Fine Art Lesson, Grade 10 learners drew the following art.



Identify the components of perspective shown in the

i) Point X:
ii) Line Y:
iii) Identify if the diagram shows One-point or Two-point perspective:

_____

iv) What happens to the size of objects as they approach the vanishing point?

_____

_____

3. Mandeq is studying color mixing techniques while analyzing a painting in her art class. She learns about how artists modify colors and arrange them on the color wheel to create different visual effects.

State whether the following statements are True or False:

a) A Tint is created by adding black to a base hue. [ ]
b) A Shade decreases the value of a color. []
c) Gradation strips show a gradual transition from one value to another. [ ]
d) Complementary colors sit next to each other on the color wheel. [ ]

4. Mr. Ochola, a Graphic Designer in Nairobi, uses various styles for advertisement.

a) Name two places in Kenya where Graffiti Art is commonly displayed as a form of urban expression. (2 marks)
i)
ii)

b) In Calligraphy, identify the three parts of a lowercase letter:
i) The part extending upwards :
ii) The main part of the letter:
iii) The part extending downwards:

5. List four materials or tools required to perform the Batik technique on cotton fabric.

i)
ii)
iii)
iv)

6. Circle the correct answer:

i) Which principle of art creates a sense of "oneness" in a composition?
(a) Rhythm (b) Harmony (c) Contrast (d) Movement

ii) The technique of overlapping shapes in a Still Life drawing is primarily used to create:
(a) Color (b) Depth (c) Texture (d) Line

7. Define the following terms used in Collage making:

a) Juxtaposition:

b) Mounting:

SECTION B (50 MARKS)

(Answer all questions in this section)

8. Akinyi has been asked to set up a Still Life composition in the Art Room. She places a traditional Kenyan Basket, and 2 pumpkins on a table.



a) Explain how Akinyi can achieve Dominance in her composition. (2 marks)

i)
.

ii)
.

b) Describe how Proportion is applied when drawing the gourd relative to the orange. (2 marks)

i)
.

ii)
.

c) Drawing Task: In the box below, draw a simple one-point perspective sketch of a rectangular table viewed from the front. (4 marks)

d) Identify two safe sources of natural pigments used by local artists in your community. (2 marks)

i)
.
ii)
.

9. Kibet is painting a landscape of his home. He uses a technique where he applies a very thin, transparent layer of watery paint over the paper to create a soft sky effect.



a) Identify the painting technique Kibet is using. (1 mark)

- b) Differentiate between a Flat Wash and a Graded Wash. (4 marks)

Flat wash technique	Graded wash technique

c) Explain the Spray Technique using a brush and state one safety precaution to observe. (3 marks)

i)
.

ii)
.

iii)
.

d) Look at the photo provided below.



Does it show a Painterly Effect or a Flat Effect? Justify your answer. (2 marks)

_____

_____

10. Chief Mutua wants a mural for the community hall made of recycled materials like maize cobs, eggshells, and old newspapers.

a) Distinguish between Single Media and Mixed Media collage. (2 marks)

Single media collage	Mixed media collage

b) Explain how a 3D effect is achieved in a collage. (2 marks)

_____

_____

_____

_____

c) Define Superimposition in the context of collage. (2 marks)

_____

_____

d) List four finishing techniques required to make a collage durable and ready for exhibition. (4 marks)

i.
ii.
iii.
iv.

11. You are tasked by "Zuru Kenya" **(a travel agency) to design a Trade Mark (Logo).**

a) State three characteristics of an effective Trade Mark. (3 marks)

i.
ii.
iii.

b) Mention two advantages of using Computer Aided Design (CAD) over Freehand Design for a logo. (2 marks)

i.
ii.

c) Calligraphy pens can be made from recyclable materials. Identify two materials you would use to make a DIY calligraphy pen at home. (2 marks)

i.
ii.

d) To prepare wax for Batik, a ratio of 2:1 (Paraffin wax to Bee wax) is required. If you use 400g of Paraffin wax, calculate the amount of Bee wax needed. (3 marks)

12. In a community-based art project, learners at Zuru Senior School are exploring traditional African textile techniques. They are creating fabric designs using methods such as Tie-Dye and Batik to produce decorative patterns for exhibition and cultural appreciation.



J



K

a) Identify the techniques used in:

i) Sample J: (1 mark)
ii) Sample K: (1 mark)

b) Explain how the "Crackled Effect" is achieved in Batik. (3 marks)

i.
ii.
iii.

c) Batik has deep roots in various countries. Apart from Kenya, name two other countries famous for Batik. (2 marks)

i.
ii.

d) Describe the process of creating a Diamond effect in Tie-Dye. (3 marks)

i.
ii.
iii.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA

ASSESSEMENT CERTIFICAT KENYAN

D'ÉDUCATION DE BASE

ÉVALUATION DU NIVEAU SUPÉRIEUR

TRIMESTRE 2 : ÉVALUATION DE MI-TRIMESTRE 2026

CLASSE DE 10e – FRANÇAIS

Durée : 2 heures

INFORMATIONS DU CANDIDAT

Nom : École :

Numéro d'évaluation : Date :

Code de l'école : .Signature :

.

INSTRUCTIONS AUX CANDIDATS

1. Écrivez votre nom dans les espaces prévus ci-dessus.
2. Écrivez le nom de votre école et votre classe dans les espaces prévus.
3. Écrivez votre numéro d'admission et la date de l'évaluation dans les espaces prévus.
4. Cette épreuve comprend deux sections : A et B.
5. Répondez à toutes les questions des sections A et B.
6. Répondez aux questions en Francais lorsque cela est demandé .
7. Toutes les réponses DOIVENT être écrites dans les espaces prévus dans ce document.
8. Ne retirez aucune page de ce sujet d'examen.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A : COMPÉTENCES ORALES (LISTENING & SPEAKING) – 40 POINTS

PARTIE 1 : ÉCOUTE ET COMPRÉHENSION (15 Points)

(Le professeur lit le texte suivant deux fois)

Bonjour ! Je m'appelle Jean. J'ai quinze ans. J'habite à Nairobi avec ma famille. Mon père est médecin et ma mère est professeur. J'aime manger des fruits, surtout les oranges, mais je déteste le café .

Quel est le nom du garçon ? (2 pts)

Quel âge a-t-il ? (2 pts)

Où habite-t-il ? (2 pts)

Quelle est la profession de son père ? (2 pts)

Qu'est-ce qu'il n'aime pas boire ? (2 pts)

Étiquette : Comment dit-on "Thank you very much" en français ? (5 pts)

A) De rien B) Merci beaucoup C) Enchanté D) S'il vous plaît

PARTIE 2 : PRODUCTION ORALE (25 Points)

Lisez le passage suivant avec la bonne prononciation. (10 pts)

"Le matin, je prends mon petit-déjeuner à sept heures. Je mange du pain avec du beurre et je bois du jus de mangue. C'est délicieux ! Après, je vais à l'école avec mon ami Kibet."

Conversation : Répondez aux questions du professeur : (15 pts)

Comment allez-vous ?

Comment s'appelle votre école ?

Quelle est votre nationalité ?

SECTION B : GRAMMAIRE ET COMPRÉHENSION ÉCRITE – 40 POINTS

PARTIE 1 : IDENTIFICATION PAR IMAGE (10 Points)

Associez le nom de l'item à l'image correspondante.

Getty Images

La pomme :

Le poulet :

Le pain :

Le jus d'orange :

Le chou :

PARTIE 2 : GRAMMAIRE ET STRUCTURES (15 Points)

Conjugaison : Complétez avec la forme correcte du verbe entre parenthèses. (5 pts)

a) Je (être) étudiant à Kilgoris Senior School.
b) Nous (habiter) au Kenya.
c) Tu (avoir) un stylo bleu ?
d) Ils (manger) des légumes.
e) Vous (aller) au marché .

Les Articles et Prépositions : Choisissez le bon mot. (5 pts)

a) J'ai (un / une) sœur.
b) Il va (à la / au) cinéma.
c) C'est le livre (de / du) professeur.
d) Elle mange (du / de la) viande.
e) Nous sommes (en / au) classe.

Adjectifs de Quantité : Remplissez avec : beaucoup de, un peu de, trop de. (5 pts)

a) Il boit (too much) soda, ce n'est pas bon.
b) Il y a (a lot of) mangues dans le panier.

PARTIE 3 : INFORMATIONS PERSONNELLES (5 Points)

çais.

D'INSCRIPTION : CLUB DE FRANÇAIS

NOM : **FICHE**

PRÉNOM :

ÂGE :

NATIONALITÉ :

PARTIE 4 : COMPOSITION (10 Points)

Écrivez un petit paragraphe (50-60 mots) pour présenter votre famille. Utilisez les mots : père, mère, frère, sœur, ans, s'appelle.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – GENERAL SCIENCE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. During a career guidance session at Nakuru Senior School, learners were discussing how General Science is important in various professions and how scientists make conclusions from observations.

(a) List two careers in the Kenyan job market that require a strong foundation in General Science. (2 marks)

i.

ii.

(b) Define the term Inference as used in scientific investigations. (2 marks)

_____

_____

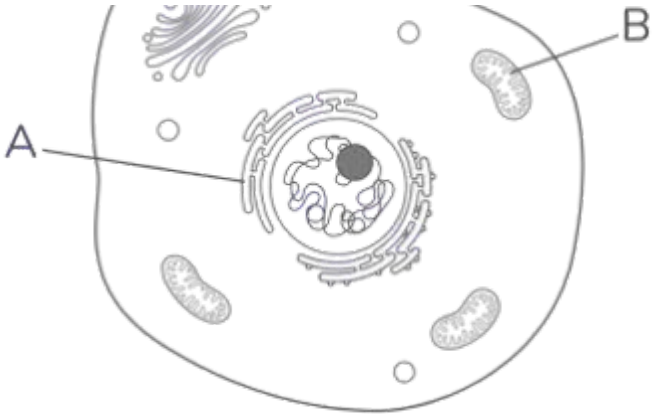
2. Dominic was learning about using microscopes to observe plant and animal cells and reviewing the functions of different cell organelles.

(a) Identify the part of the microscope described below: (2 marks)

(i) The part that regulates the amount of light reaching the specimen: .

(ii) The lens closest to the specimen being viewed: .

(b) Identify the name of the following component of a cell,



A:

B:

(b) Write the function of the following component of a cell: (2 marks)

(i) Cytoplasm —
.

(ii) Ribosome —
.

(c) Circle the correct answer:

An Electron Microscope has a higher magnification than a Light Microscope.

☐ True ☐ False (1 mark)

3. During a science lesson on human nutrition, students were learning how food is digested and absorbed in the body, focusing on the structure and function of the digestive system.

(a) Name the part of the human digestive system where Mechanical Digestion begins. (1 mark)

_____.

(b) Identify the enzyme in the stomach that initiates the digestion of proteins. (1 mark)

_____.

(c) State three adaptations of the ileum for the absorption of digested food. (3 marks)

i.

ii.

iii.

4. In a General Science lesson, students were studying the arrangement of elements in the periodic table and how atomic structure determines chemical properties and bonding.

(a) An element has an atomic number of 17.

(i) Write its electronic configuration: . (1 mark)

(ii) State its Valency: . (1 mark)

(b) Write the chemical formula for Sodium Carbonate using the valency of Sodium (1) and Carbonate radical (2).

(1 mark)

_____

_____

(c) Identify the chemical family of elements found in Group Vlll (Noble Gases). (1 mark)

_____

_____

(d) Define the term Anion. (1 mark)

_____

_____

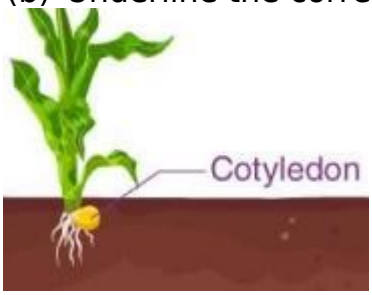
5. A farmer in Kenya plants maize seeds in his shamba and observes how they germinate, grow, and transport food throughout the plant.

(a) State two conditions necessary for seed germination. (2 marks)

i.

ii.

(b) Underline the correct type of germination shown below. (1 mark)



Epigeal Germination **Hypogeal Germination**

☐ ☐

(c) Identify the tissue responsible for the Translocation of manufactured food in plants. (1 mark)

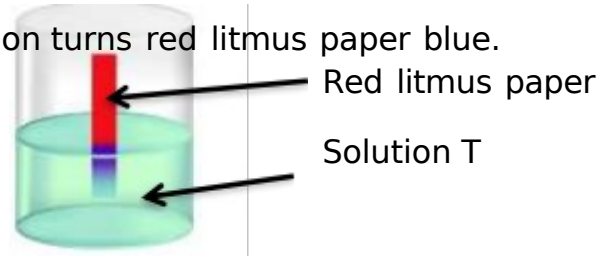
_____.

(d) Name the hormone responsible for apical dominance in plants. (1 mark)

_____ .

6. In a school laboratory, learners carry out experiments to test different solutions, observe reactions between metals and acids, and study how salts behave under various conditions.

(a) A solution turns red litmus paper blue.



Is it an Acid or a Base? (1 mark)

_____.

(b) Name the salt formed when Magnesium reacts with Dilute Hydrochloric Acid. (1 mark)

_____.

(c) Identify the process where a salt absorbs enough water from the atmosphere to form a solution. (1 mark)

_____.

(d) State two factors that affect the rate of a chemical reaction. (2 marks)

i.

ii.

7. In a General Science lesson, learners learn how different substances react and practice writing and balancing chemical equations to represent these reactions correctly.

(a) Write the **word equation** for the reaction between Hydrogen gas and Oxygen gas to form Water. (2 marks)

(b) Write the **balanced chemical equation** for the reaction in (a). (2 marks)

_____

_____

(c) Balance the following chemical equation: (1 mark)

$$Fe + O_2 \rightarrow Fe_2O_3$$

SECTION B: (50 MARKS)

Answer all questions in the spaces provided below.

8. Data Analysis and Science Process (8 Marks)

Moraa, a student at Garisa Senior School, conducted an experiment to investigate the rate of reaction
between marble chips (Calcium Carbonate) and dilute Hydrochloric acid. She recorded the volume of gas produced over time as shown in the table below:

Time (Seconds)	**Volume of Gas Produced (cm^3)**
0	0
30	15
60	25
90	32
120	35

(a) Name the gas produced in this reaction. (1 mark)

_____

(b) How did Moraa likely collect the gas to measure its volume? (1 mark)

_____.

(c) Between which two time intervals was the reaction the fastest? (2 marks)

_____

(d) Draw an Inference regarding why the rate of reaction slows down after 90 seconds. (4 marks)

_____
_____
_____

9. Chief Mutua noticed an increase in flu-like symptoms and skin rashes among children in the village. He invited Dr. Sarah to explain the types of infections. He displayed various images of disease causing
organisms as shown below



P



Q



R



S

(a) Identify which of the images above represents a Virus. (1 mark)

_____

(b) State the scientific name of the bacterium that causes Tuberculosis. (1 mark)

_____

(c) Explain why antibiotics are effective against bacteria but not against viruses. (3 marks)

_____
_____
_____

(d) List two economic importance of fungi in the food industry. (2 marks)

i.

ii.

(e) Describe three methods the village can use to prevent the transmission of water-borne microorganisms. (3 marks)

i.

ii.

iii.

10. Akinyi observed that her potted plant withered when she left it in a windy, hot area for a day.



(a) Identify the structures responsible for the absorption of water from the soil. (1 mark)

-

(b) Explain how Wind and Temperature affect the rate of transpiration in Akinyi's plant. (4 marks)

Factor	Effect
Wind	
Temperature	

(c) Kibet, a marathon runner, felt a sharp pain in his muscles (cramp) during a race.

(i) Name the type of respiration that resulted in the cramp. (1 mark)

_____.

(ii) Identify the respiratory substrate being used by Kibet. (1 mark)

_____.

(iii) Calculate the Respiratory Quotient (RQ): (2 marks)

(d) List three differences between aerobic and anaerobic respiration. (3 marks)

	Aerobic respiration	Anaerobic respiration
i		
ii		

11. Teacher Otieno provided a sample of Sodium Chloride (Table Salt) and a Graphite rod (from a pencil) for a class experiment on conductivity.

(a) Using dots and crosses, illustrate the ionic bonding in Sodium Chloride. (4 marks)

(b) Explain why Graphite can conduct electricity while Diamond cannot. (3 marks)

(c) Identify the chemical family of Magnesium and describe its reaction with air. (3 marks)

12. Farmer Kamau bought seeds that failed to germinate even when provided with water, light, and warmth.

(a) Define Seed Dormancy. (2 marks)

(b) Suggest two causes of dormancy. (2 marks)

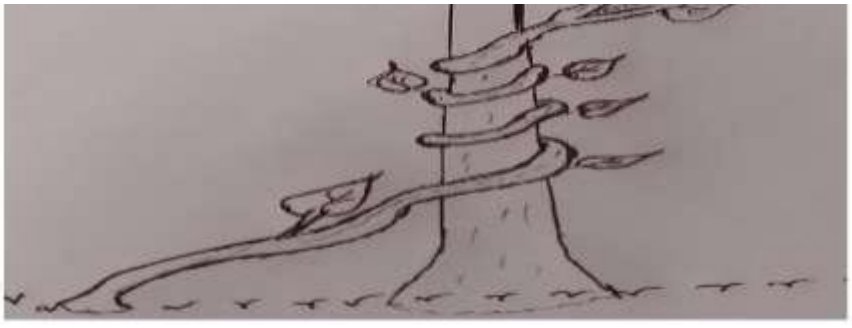
i.

ii.

(c) Differentiate between Primary Growth and Secondary Growth. (3 marks)

Primary growth	Secondary growth

(d) The diagram below illustrates a response by a certain plant.



(i) Name the type of response (1mark)

_____

(ii) Explain how the response illustrated above occurs (2marks)

i.

ii.

iii.

iv.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2 MIDTERM ASSESSMENTS 2026

GRADE 10 – GEOGRAPHY
Time: 2 Hours 30 Minutes

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (45 MARKS)
Answer ALL questions in this section.

1. Mary, a learner at Karima Girls Senior School, placed various features in her digital portfolio as shown below.



Image T:



Image V:

(a) Identify the branch of Geography represented by Image T. (1 mark)

(b) Identify the branch of Geography represented by Image V. (1 mark)

(c) State **three reasons** why the study Geography is important. (3 marks)

i.
ii.
iii.

2. Your Geography teacher, Mr. Mwangi, brought the following GPS equipment to class.



Q



R

(a) Name the equipment labeled Q and R. (2 marks)

Q:

R:

(b) Identify the **two main components** of a Geographic Information System (GIS) . (2 marks)

i.

(c) Convert the following decimal degree coordinate into Degrees, Minutes, and Seconds (DMS): (2 marks)

34.5° ***(Show your working)***

3. Study the map of Meru (1:50000 sheet 108/3) provided and answer the following questions.

(a) (i) What is the height of Njorivola hill at grid square 4117. (1 mark)

(ii) Find the bearing of the forest guard post in grid square 3800 from the water tower in grid square 4500.
(2 marks)

(iii) Calculate the area of forest cover bound by eastings 34 and 40 and northing 01 and 06. Give your answer in square kilometres.
(2 marks)

(b)

(i) Draw a rectangle measuring 16cm by 12cm to represent the area bound by easting 39 and 43 and northing 00 and 03. (1 mark)

(ii)On the rectangle, mark and label:

- ✓ Mount Kenya forest (1 mark)
- ✓ Dry weather road (1 mark)
- ✓ Githongo market (1 mark)

(iii)Calculate the scale of the new map. (1 mark)

_____

_____

(c) Citing evidence from the map, explain:

(i) Two factors that favour trading in the area covered by the map. (2 marks)

i.
ii

(ii) two human factors influencing agricultural activities in the area covered by the map. (2 marks)

i.

(b)

ii

(d) Apart from cattle dip, identify three other man-made features in grid reference 3615. (2 marks)

i.
ii

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

i.
ii

4. During a field study in the Great Rift Valley, students observe different rock formations and learn how rocks are formed, classified, and identified based on their characteristics.

(a) Identify the type of rock formed through the cooling and solidification of magma. (1 mark)

_____.

(b) Give **one example** of a Sedimentary rock found in the Kenyan Rift Valley. (1 mark)

_____.

(c) Match the rock type to its characteristic: (3 marks)

Rock Type	Characteristic
Igneous	A. Contains fossils and occurs in layers
Sedimentary	B. Formed from pre-existing rocks under high heat/pressure
Metamorphic	C. Hard, crystalline, and lacks layers

5. A weather station in Eldoret Town recorded rainfall and temperature data throughout the year to help farmers plan their agricultural activities.

The table below shows the monthly rainfall (mm) and average temperature (°C) for one year:

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Rainfall (mm)	50	50	120	200	80	40	30	20	60	150	180	70
Temperature (°C)	24	25	24	22	21	20	19	20	22	23	22	24

(a) Calculate the mean annual rainfall. (2 marks)

_____
_____

(b) Identify the mode of the rainfall data. (1 mark)

_____

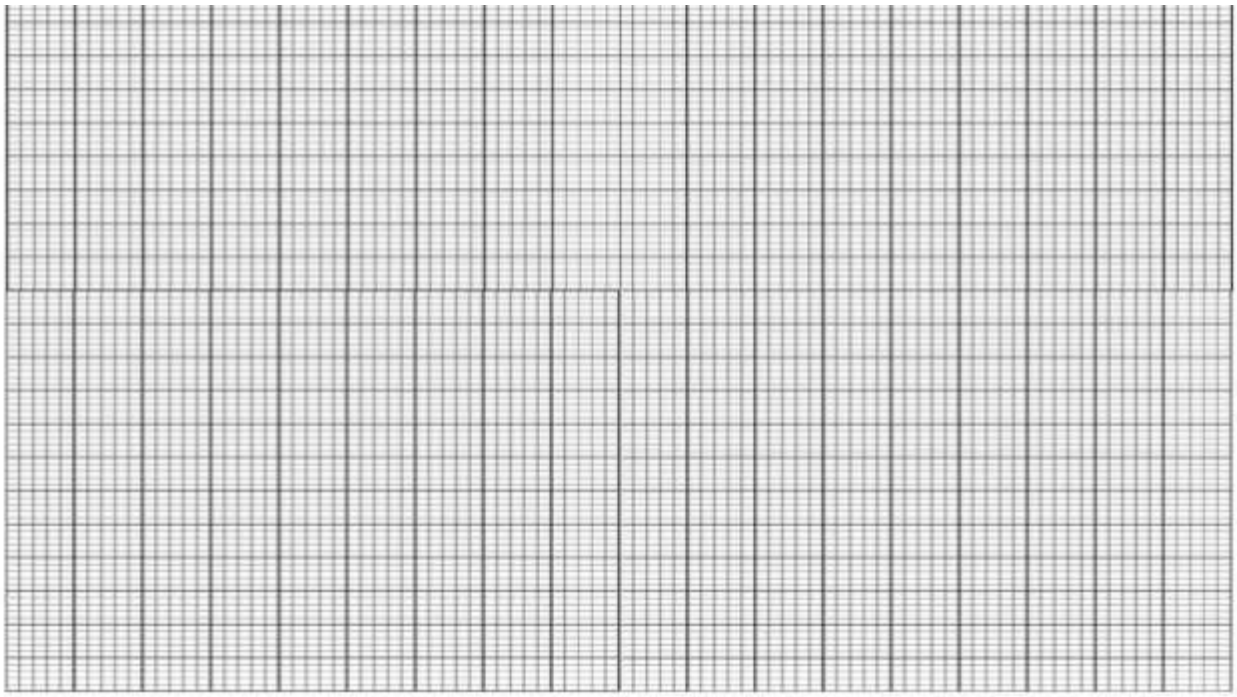
(c) Identify the median rainfall value. (1 mark)

(d) State two limitations of using statistics to explain geographical facts. (2 marks)

i.
ii

(e) Using the data provided above, construct a combined graph to represent: (5 Marks)

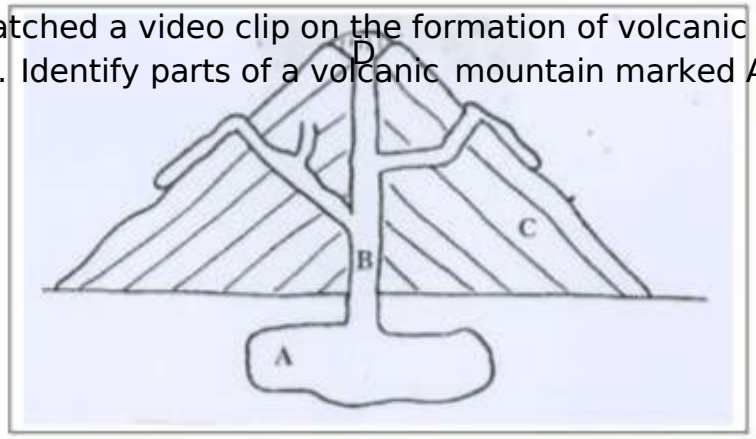
- ✓ Rainfall using a Bar Graph
- ✓ Temperature using a Line Graph



SECTION B (35 MARKS)

6. Akinyi visited Mt. Longonot for a field study. She drew the following diagram of a volcanic mountain.

You watched a video clip on the formation of volcanic mountains during a Social Studies lesson. Identify parts of a volcanic mountain marked A B and C on the diagram below.



(a) Name the parts labeled: (4 marks)

i) A:

ii) B:

iii) C:

iv) D:

(b) Distinguish between **Vulcanicity** and **Volcanicity**. (2 marks)

_____

_____

_____

_____

(c) Explain **three positive significances** of vulcanicity to the Kenyan economy. (3 marks)

i.

ii

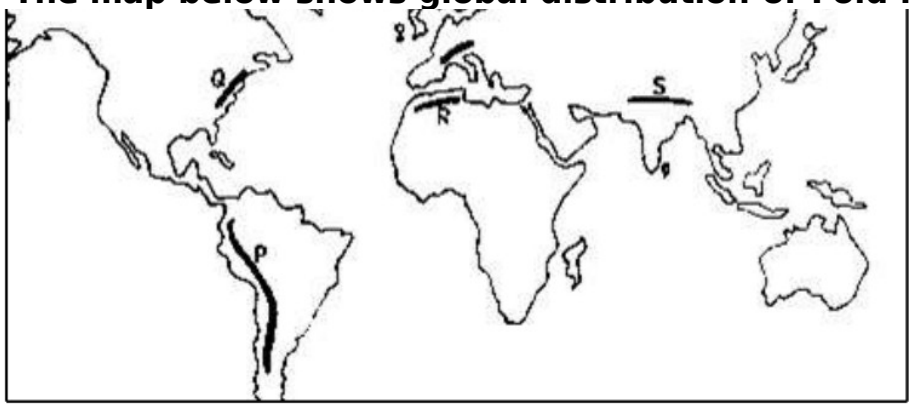
iii

(d) Identify **two negative effects** of volcanic eruptions on the immediate environment. (2 marks)

i.

ii

7. The map below shows global distribution of Fold Mountains.



(a) Name the Fold Mountains marked P, Q, R and S. (4 marks)

P:

Q:

R:

S:

(b) With the aid of a **well-labeled diagram**, describe the formation of a **Syncline and an Anticline**. (5 marks)

(c) Describe **two types of folds** resulting from tectonic compression. (2 marks)

i.
ii

(d) How does folding influence the distribution of rainfall in a region? (3 marks)

i.
ii
iii

8. Koech, a Grade 10 learner, is conducting research on the relationship between Geography and Agriculture in his home village.

(a) Name **two methods** Kibet can use to collect primary data in the field. (2 marks)

i.
ii.

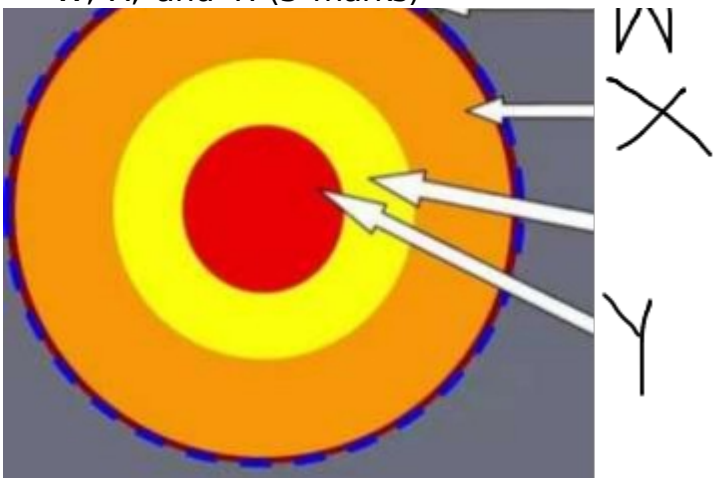
(b) State **two advantages** of using Direct Observation during fieldwork. (2 marks)

i.
ii.

(c) List **three career opportunities** available for learners pursuing Geography. (3 marks)

i.
ii.
iii.

9. The diagram below shows the internal structure of the Earth. Name the parts marked W, X, and Y. (3 marks)



W:

X:

Y:

Geography Department

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 - GERMAN

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
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6. Answer the questions in English where required.
7. All answers MUST be written in the spaces provided in this paper.
8. Do NOT remove any page from this question paper.

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SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)

Answer ALL questions in this section.

ABSCHNITT A: HÖREN UND SPRECHEN (LISTENING & SPEAKING) – 20 PUNKTE

I. Dialogverständnis (10 Punkte)

(Der Lehrer liest den Dialog zweimal vor / The teacher reads the dialogue twice)

Dialog:
Kibet: Guten Tag, Frau Müller! Wie geht es Ihnen?
Frau Müller: Hallo Kibet! Mir geht es sehr gut, danke. Und dir?
Kibet: Auch gut. Frau Müller, wie spät ist es bitte?
Frau Müller: Es ist jetzt genau zehn Uhr morgens.
Kibet: Danke schön. Auf Wiedersehen!
Frau Müller: Tschüss, Kibet!

(a) Wie geht es Frau Müller? (2 Pkt)

_____

(b) Wie spät ist es im Dialog? (2 Pkt)

_____

(c) Begrüßungen zuordnen (Match the greetings to the correct time/English name): (6 Pkt)

Deutsch	Englisch / Zeit	Antwort
1. Guten Morgen	A. Good evening	1.
2. Guten Abend	B. Good night	2.
3. Gute Nacht	C. 06:00 - 11:00 Uhr	3.

II. Mündliche Produktion (10 Punkte)

Vorlesen:

Lesen Sie den Text laut vor. Achten Sie auf Aussprache und Intonation. (5 Pkt)

„In meiner Schule gibt es viele Klassenzimmer. Mein Lieblingsfach ist Deutsch. Ich lerne gern Vokabeln."

Interaktion:

Beantworten Sie die Fragen Ihres Lehrers über Ihre Schule. (5 Pkt)

ABSCHNITT B: GRAMMATIK UND WORTSCHATZ – 30 PUNKTE

I. Wortschatz (10 Punkte)

Ordnen Sie die Wörter zu (Match the German words to English):

Deutsch	Englisch	Antwort
1. Der Hund	A. Pineapple	1.
2. Die Banane	B. School bag	2.
3. Die Schultasche	C. Dog	3.
4. Die Ananas	D. Banana	4.
5. Das Gemüse	E. Vegetables	5.

II. Strukturen (20 Punkte)

Artikel und Plural (4 Pkt)

Ergänzen Sie die Tabelle (Fill in the missing forms).

Nominativ (Singular)	Unbestimmter Artikel	Pluralform
Der Tisch	ein Tisch	die
Die Schule	eine Schule	die

Modalverben (4 Pkt)

Ergänzen Sie mit *können, müssen* oder *wollen*.

(a) Ich _____ heute Deutsch lernen. (Necessity)

(b) _____ du gut Fußball spielen? (Ability)

Trennbare Verben (2 Pkt)

Bilden Sie einen Satz mit „aufstehen“ .

_____

_____

_____

Kasus (Akkusativ & Dativ) (4 Pkt)

Wählen Sie den richtigen Artikel.

(a) Ich habe (einen / einem) Hund. (Akkusativ)

(b) Ich helfe (der / dem) Lehrer. (Dativ)

Konjunktionen (4 Pkt)

Verbinden Sie die Sätze mit „und“ oder „aber“.

(a) Das Haus ist groß . Es ist alt.

_____

_____

(b) Ich mag Äpfel. Ich mag keine Orangen.

_____

_____

Zeitformen (2 Pkt)

Schreiben Sie die formelle Uhrzeit für **14:30 Uhr**.

_____

_____

ABSCHNITT C: LESEVERSTEHEN (READING) – 15 PUNKTE

Lesen Sie den Text über Transport und Reisen.

Text:

Mein Name ist Otieno. Jeden Morgen fahre ich mit dem Matatu zur Schule. Die Reise dauert zwanzig

Minuten. Mein Vater fährt mit dem Auto zur Arbeit. Er arbeitet im Stadtzentrum von Nairobi. Am

Wochenende fliegen wir manchmal nach Mombasa. Das Flugzeug ist sehr schnell, aber teuer. Ich finde Züge auch gut. Der SGR-Zug ist bequem und sicher.

(a) Wie fährt Otieno zur Schule? (2 Pkt)

_____

_____

(b) Wo arbeitet der Vater? (2 Pkt)

_____

_____

(c) Wie findet Otieno den SGR-Zug? (2 Pkt)

_____

_____

(d) Wahr oder Falsch? (4 Pkt)

a) Das Flugzeug ist billig. [ ]
b) Die Reise zur Schule dauert 20 Minuten. [ ]

(e) Zeichnen Sie eine einfache Karte/Route von Otienos Haus zur Schule (Markieren Sie: Haus, Straße, Matatu-Haltestelle, Schule). (5 Pkt)

_____

_____

_____

ABSCHNITT D: SCHREIBEN (WRITING) – 15 PUNKTE

I. Informationstabelle (5 Punkte)

Füllen Sie den Stundenplan für Montag aus (Fill in your school schedule):

Zeit	Montag
08:00 - 09:00	_____
09:00 - 10:00	_____
10:00 - 10:30	PAUSE

II. Funktionelles Schreiben (10 Punkte)

Schreiben Sie einen kurzen Aufsatz (**60–80 Wörter**) über:

- „Meine Schule“ **oder**
- ein „Rezept/Menü“

Benutzen Sie **Adjektive** (groß, schön, lecker) und **Adverben** (heute, oft, immer).

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – HISTORY AND CITIZAENSHIP

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write the detail required above
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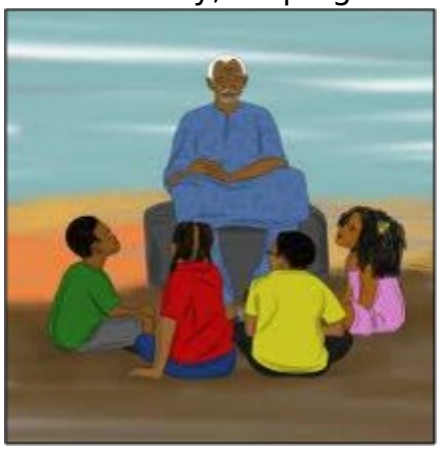
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LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)

1. Sajni, a learner at Parklands Senior School, is categorizing her research notes. Match the Branch of History in Column A with its correct description in Column B.

Column A (Branch)	Column B (Description)
(i) Political History	A. Study of how people produce, distribute, and consume wealth
(ii) Economic History	B. Focuses on the environment, climate change, and conservation
(iii) Social History	C. Deals with systems of government, leaders, and power
(iv) Environmental History	D. Deals with the rights, duties, and legal status of individuals
(v) Legal History	E. Focuses on the daily lives, traditions, and culture of people

2. During a community visit, learners gather around an elderly man, Mzee Mambo, as he narrates stories about the historical past of their community, helping them understand different sources of historical information.



(a) Identify the primary source of history being demonstrated in the picture above. (1 mk)

_____.

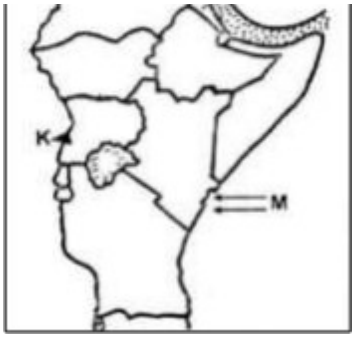
(b) List three examples of secondary sources used by learners in a school library. (3 mks)

i)

ii)

iii)

3. During a History lesson, learners study a map showing the movement of early communities into Kenya and discuss their migration patterns, reasons for movement, and effects of settlement.



Which language group used the route shown by the arrows marked M during their migration into Kenya?

_____

(b) Based on the map, identify the linguistic group that entered Kenya from the West. (1 mk)

_____.

(c) State two reasons why the Bantu migrated from their original cradle land in the Congo Basin. (2 mks)

i)
.

ii)
.

(d) Name two effects of the settlement of these groups on the indigenous Kenyan communities. (2 mks)

i)
.

ii)
.

4. The following questions focus on key events in Kenya’s colonial history, including British occupation, the partition of Africa, and the methods and responses of African communities during colonization.

Identify the following events by writing the correct Year or Name:

(a) The year Kenya officially became a British Colony: (1 mk)

(b) The conference where European powers partitioned Africa: (1 mk)

(c) Name one community that resisted British rule and one that collaborated. (2 mks)

i. **Resisted:**

ii. **Collaborated:**

(d) State two methods used by the British to establish their rule in Kenya. (2 mks)

i)
.

ii)
.

5. Kenya's Constitution outlines the roles of institutions, citizenship rights, and leadership rules that govern elections, participation, and accountability in the country.

State whether the following statements are **True or False**:

(a) The IEBC is the body mandated to conduct elections in Kenya. [ ]

(b) A Kenyan citizen can vote at the age of 16. [ ]

(c) Negative ethnicity promotes national integration. [ ]

(d) A Member of Parliament can lose their seat if they miss 8 consecutive sittings without permission. [_____]

(e) The term limit for a President in Kenya is 10 years (**two terms**). [ ]

6. The picture shows an early stage in human history when people lived as hunters and gatherers before adopting agriculture and settling in permanent homes.



(a) Identify the stage of human development shown in the picture. (1 mk)

(b) Give two factors that led early humans to shift from a migratory to a sedentary (settled) lifestyle. (2 mks)

i)
ii)

(c) Name two pastoralist communities in Africa today. (2 mks)

i) .
ii) .

SECTION B (50 MARKS)

(Answer all questions in this section)

7. At Zidi Senior School, the Board of Management (BOM) wants to build a new swimming pool. They invite learners, parents, and the local Chief Ole Ndiema to a meeting to give their views. Moraa, Kibet, and Akinyi attend.



Moraa ensures everyone's view is recorded.



Kibet makes sure the budget is shown to everyone.



Akinyi ensures that learners with disabilities are invited.

(a) Identify the three principles of public participation demonstrated by the learners. (3 mks)

Moraa:

Kibet:

Akinyi: .

(b) Explain three benefits of public participation in a local community project. (3 mks)

i) .

iii) .

ii)
.

iii)
.

(c) Describe two challenges that might limit effective public participation in Kenya today. (4 mks)

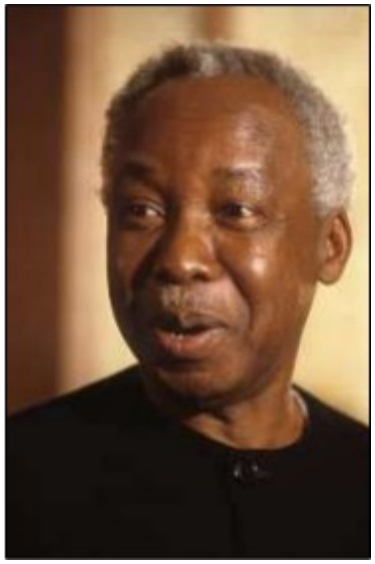
i)
.

ii)
.

8. A history teacher shows the class a photo of a prominent African leader. Learners printed the photographs and later placed in their portfolios.



X



Y

(a) |dentify the leader in the image and name the country he led. (2 mks)

prominent African leader	**X**	**Y**
His name		
Country he led		

(b) Explain three factors that influence d the rise of modern nationalism in Africa after World War ||. (3 mks)

i)
.

iii)
.

ii)
.

iii)
.

(c) Describe three lessons modern Kenyan leaders can learn from the life of Desmond Tutu or Thomas Sankara regarding integrity. (3 mks)

i)
.

ii)
.

iii)
.

(d) Underline the European power to the country they colonized: (2 mks)

i. Britain: (Nigeria / Angola)
ii. Portugal: (Mozambique / Ghana)

9. (a) Grade 10 History learners drew a map and located the Aksum Empire. Which modern-day country is it found in? (1 mk)

(b) Explain three factors that led to the growth and development of the Aksum Empire. (3 mks)

i)
.

ii)
.

iii)
.

(c) Describe the social and economic organization of the Aksumite people. (2 mks)

i)
.

ii)
.

(d) Name one famous King of Aksum. (1 mk)

_____.

10. **During a “Citizenship Day” at school, learners discuss the role of government in Kenya.**

(a) Explain how the following principles promote democracy in Kenya: (3 mks)

i) Devolution

_____

_____

ii) The Bill of Rights

_____

_____ i

ii) Separation of powers

_____

_____

(b) Give three ways in which citizens can participate in a democratic government. (3 mks)

i)

ii)

iii)

(c) Briefly explain the following milestones in Kenya's history: (4 mks)

i) Repeal of Section 2A:

_____

_____

ii) Establishment of Republic Status (1964):

_____

_____

(d) Kenya has faced several political challenges. Identify two such challenges and suggest a possible solution for each. (4 mks)

Challenge 1:

_____

_____

Solution:

_____

_____

Challenge 2:

_____

_____

Solution:

_____

11. A news report on the school TV shows the ongoing conflict between Russia and Ukraine.



(a) Identify the international body represented by the logo. (1 mk)

_____.

(b) State the start and end years of **World War II**. (2 mks)

Year It Started: _____ **Year It Ended**: _____

(c) Explain three negative effects of global wars on the economy of developing nations like Kenya. (3 mks)

i)

ii)

iii)

(d) Discuss two strategies that the **African Union (AU)** can use to safeguard African states from the
impacts of modern global conflicts. (4 mks)

i)

ii)

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – HOMESCIENCE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. Define the term "**Home Science**" as an area of study in Senior School. (1 mark)

_____

_____

2. The picture below shows a professional in the food industry.



Name two careers related to Food and Nutrition apart from the one shown above. (2 marks)

(i) .

(ii) .

3. Match the following kitchen tools with their correct classification. (4 marks)

Tool	**Classification**
(a) Wooden spoon	(i) Measuring tool
(b) Glass measuring jug	(ii) Plastic / Melamine
(c) Earthenware pot	(iii) Wood
(d) Melamine plate	(iv) Clay

4. Circle the CORRECT answer. Which of the following is a sign of food poisoning? (1 mark)

A. Change in color
B. Unpleasant smell
C. Sudden abdominal cramps and vomiting
D. Pests found in the flour

5. List three categories of methods of cooking. (3 marks)

(i) .

(ii) .

(iii) .

6. Identify the nutrient deficiency disorder shown in the illustration below. (1 mark)



Disease:

7. State two physical changes that occur in both boys and girls during puberty. (2 marks)

(i)

(ii)

8. The image below shows a safety item found in Grade 10 labs.

			
i	ii	iii	iv

List the essential items that should be inside this kit shown above. (4 marks)

(i) .

(ii) .

(iii) .

(iv) .

9. True or False: Indicate whether the following statements are true or false. (4 marks)

(a) Soft water requires more soap to form a lather. [ ]

(b) A U-shape kitchen layout uses three walls for equipment. [ ]

(c) Bleaches are used to remove stains and whiten clothes. [ ]

(d) Renting a house is a method of permanent home ownership. [ ]

10. Name the laundry agent described:

"An agent used to make cotton fabrics stiff and crisp." (1 mark)

_____.

11. Outline three reasons for cleaning a house daily. (3 marks)

(i)
.

(ii)
.

(iii)
.

12. Identify the method of waste disposal shown in the picture. (1 mark)



Method:

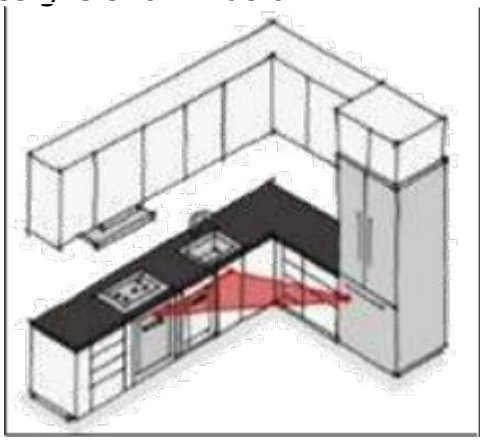
13. State two rights of a consumer in Kenya. (2 marks)

(i)
.

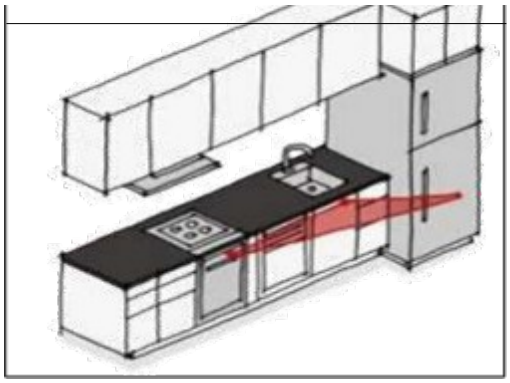
(ii)
.

SECTION B (50 MARKS)

14. Chief Mutua is planning to build a new house for his family in Narok. He is stuck between two kitchen designs shown below.



Layout A



Layout B

(a) Identify Layout A and Layout B. (2 marks)

A:

B:

(b) Explain two factors Chief Mutua should consider when choosing between the two. (4 marks)

(i)
.

(ii)
.

(c) Suggest one way the Chief can improvise a kitchen shelf using locally available materials. (2 marks)

_____
_____

15. Amina, a Senior School learner, noticed that the milk she bought yesterday has turned sour and smells bad.

(a) Differentiate between food spoilage (as seen in Amina's milk) and food poisoning. (4 marks)

(b) State three causes of the spoilage seen in the picture. (3 marks)

(i)
.

(ii)
.

(iii)
.

(c) Amina wants to prepare a meal to prevent Vitamin A deficiency. Plan a simple one-course meal using locally available Kenyan foods. (3 marks)

(i)
.

(ii)
.

(iii)
. **16.** Musa is doing his weekly laundry. He has a pile of white school shirts and a woolen sweater.

(a) Describe the process of laundering a white cotton school shirt from soaking to finishing. (6 marks)

(i)
.

(ii)
.

(iii)
.

(iv)
.

(b) Why should Musa avoid using a hot iron on the woolen sweater? (2 marks)

_____

_____

(c) Draw and label two tools Musa needs for the drying and finishing process. (4 marks)

17. During a Home Science practical, a student accidentally spills boiling water on their hand.



(a) Identify the type of injury shown in the picture. (1 mark)

_____.

(b) Describe the step-by-step First Aid procedure you would perform for this student. (5 marks)

(i)
.

(ii)
.

(iii)
.

(iv)
.

(v)
.

(c) How should the teacher safely dispose of the used cotton wool and gloves after the treatment? (2 marks)

(i)
.

(ii)
.

18. The "Competence Senior School" is teaching students about the interrelationship of rooms.

(a) Explain why the kitchen should be located next to the dining room as shown in the plan. (2 marks)

(i)
.

(ii)
.

(b) Mention two methods of housing a family in Kenya today. (2 marks)

(i)
.

(ii)
.

(c) Provide two sources of consumer information that a family can use before buying a new house. (2 marks)

(i)
.

(ii)
.

(iii)
.

(iv)
.

19. Teacher Jane wants to demonstrate "Moist Heat" cooking.



(a) Identify the method of cooking shown above. (1 mark)

(b) State two advantages of this method of cooking. (2 marks)

(i) _____ .

(ii) _____ .

(c) Calculate the total cost of ingredients if Teacher Jane buys 2kg of flour at 180 KES, 1 liter of milk at 100 KES, and eggs for 50 KES. (Show your workings). (3 marks)

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – INFORMATION COMMUNICATION TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your details as required in the spaces provided above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers MUST be written in the spaces provided in the paper.
6. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT

LEARNER'S TOTAL SCORE									

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. Competence Education Group has the following ICT infrastructure components. Group them into **Hardware, Software, or Network component**.



(i) Router:



(ii) Windows 11:



(iii) Mouse:

Hardware component	Software component	Network component

2. Four learners from Ziwani Senior School **gave the following definitions. Match the learner to the correct ICT term.**
(3 marks)

Musa: "The physical components and systems used to process and transmit data."

Asha: "Data that has been processed into a meaningful form for the user."

Kato: "A series of steps taken to convert raw facts into useful output."

Jane: "The use of digital technology to help people communicate and manage information."

Learner	Term described
(a) Musa	(i) Information
(b) Asha	(ii) Information Communication Technology
(c) Kato	(iii) Technology
(d) Jane	(iv) Process

3. Chief Otieno **was using a projector for a community meeting. (4 marks)**



For each statement provided tick whether a statement is true or false

	statement	True	False
(a)	A projector is an input device used to capture data.		
(b)	Using ICT in the community improves information reach		
(c)	Digital devices like tablets are only for entertainment		
(d)	ICT can help Chief Otieno store community records safely		

4. Identify the following Search Engines **from their logos. (3 marks)**

(a) (b) (c)

5. Circle the Operating System that is primarily used for mobile devices like smartphones in Kenya. (1 mark)



A.



B.

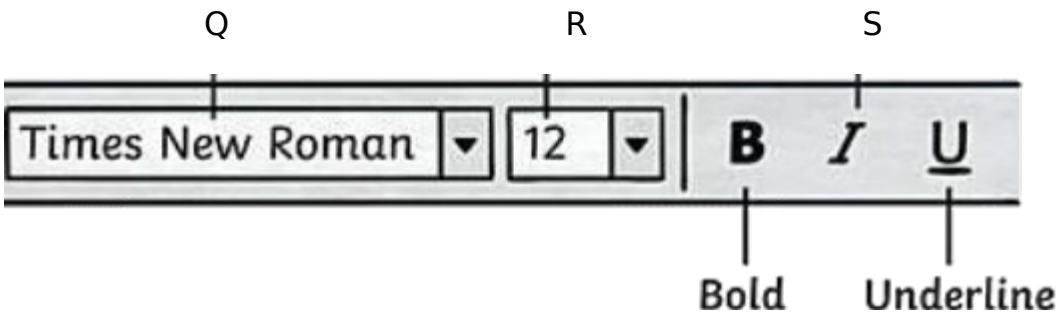


C.



D.

6. Look at the Word Processor interface below. Name the parts labeled Q, R, and S. (3 marks)



A: B: C:

7. Match the Utility Software to its correct function in a school computer lab. (4 marks)

Utility	Function
(a) Antivirus	(i) Reduces file size for storage
(b) Disk Cleanup	(ii) Protects against malware and viruses
(c) File Compression	(iii) Creates a copy of data for safety
(d) Backup Utility	(iv) Removes unnecessary temporary files

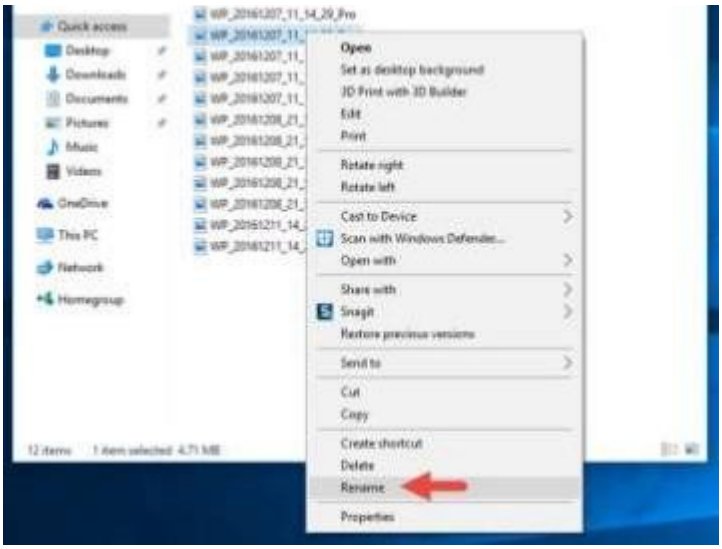
8. List **four technologies** used in communication within a modern Kenyan office. (4 marks)

(i) .
(ii) .
(iii) .
(iv) .

9. State **two ways** a user can protect their computer from physical threats. (2 marks)

(i)
(ii)

10. Identify the File Explorer operation being performed in the image below. (2 marks)



Operation:

SECTION B (50 MARKS)

11. Mr. Kamau, the ICT teacher at Kilimani Senior School**, wants students to understand how to interact with computers. He shows them two images:** Image X and Image Y**.**

(a) Identify the type of User Interface (UI) shown in: (2 marks)



Image X



Image Y

Image X:

Image Y:

(b) Explain **two advantages** of using the interface in Image X for a beginner student. (4 marks)

i.
ii.

(c) Describe the steps Mr. Kamau would take to **change the Desktop Background** in Image X. (4 marks)

i.
ii.
iii.
iv.

12. Sarah, a Grade 10 student, is creating a school newsletter. She needs to include a table and some images.

(a) Explain the function of the **"Merge Cells"** feature Sarah used in her table. (2 marks)

i.
ii.

(b) Suggest **three formatting features** she should apply to make her document professional. (3 marks)

i.
ii.
iii.

(c) Describe the difference between **AutoCorrect** and **AutoSave**. (4 marks)

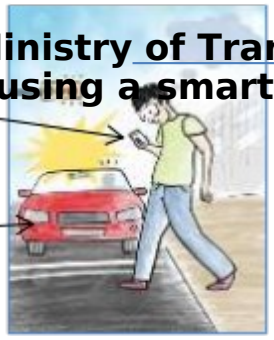
_____.

_____.

_____.

_____.

13. During a routeen monitoring, The Ministry of Transport observes a person crossing a busy Nairobi **street while using a smartphone.**



(a) Identify the unsafe behavior shown. (2 marks)

_____.

(b) Discuss **two physical health problems** that can arise from improper use of digital devices. (4 marks)

i.

ii.

(c) What is a **Digital Footprint**, and how can it affect a learner's future safety? (4 marks)

_____ .

_____ .

14. Zainab has saved her project in a folder named "TERM 1 PROJECT. "

(a) How does checking the **"Read-only"** option protect her file? (2 marks)

i.

ii.

(b) Outline the steps to **move a file** from the Desktop to a Flash Drive. (5 marks)

i.

ii.

iii.

iv.

(c) State the purpose of the **Recycle Bin**. (2 marks)

_____ .

_____ .

15. A local clinic in Bomet County **uses ICT to manage patient records. One morning, the computer fails to boot.**

(a) Explain the term **booting**. (2 marks)

_____

_____

(b) Suggest **two troubleshooting steps** to solve the problem. (4 marks)

i.

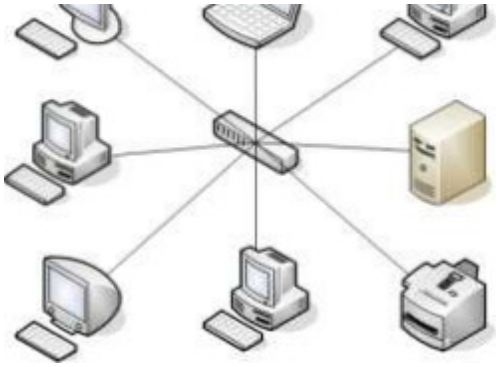
ii.

(c) Analyze how lCT helps in **environmental protection** in the clinic. (2 marks)

i.

ii.

16. The school has connected computers using a certain network Topology**.**



(a) ldentify the topology shown. (1 mark)

_____.

(b) Explain the role of the central device (Switch/Hub). (2 marks)

i.

ii.

(c) Calculate the number of cables needed if **5 more computers** are added. (2 marks)

_____

_____

_____

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT JUNE 2026

GRADE 10 – ISLAMIC RELIGIOUS EDUCATION
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your details as required above
2. This □a□er co□sists of two sectio□s: A a□d B.
3. A□swer all questio□s i□ sectio□ A a□d sectio□ B.
4. A□swer the questio□s i□ E□glish.
5. All a□swers M□ST be writte□ i□ the s□aces □rovided i□ the □a□er.
5. Do NIT remove a□y □age from this questio□ □a□er.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. Match the Caliph in Column A with his specific contribution to the preservation of the Qur'an in Column B. 5 Marks)

Column A (Caliph)	Column B (Contribution)
(a) Abubakar As-Siddiq	(i) Standardized the Mushaf into one dialect (Quraish).
(b) Uthman bin Affan	(ii) Introduced Tashkil (vowelling marks).
(c) Ali bin Abi Talib	(iii) Commissioned the first formal compilation after Yamama.
(d) Zaid bin Thabit	(iv) Served as the primary head of the compilation committee.

2. State whether the following statements regarding *Ulum al-Hadith* are True or False**: (4 Marks)**

(a) *Isnad* refers to the actual text or speech of the Prophet (S.A.W). [ ]
(b) A *Muhaddith* must possess high integrity and a sharp memory. [ ]
(c) *Matn* is the chain of narrators reaching back to the Prophet. [ ]
(d) Authentic Hadith are classified as *Sahih*. [ ]

3. Identification from Images (6 Marks)

Look at the illustrations below regarding Funeral Rites and identify the specific stage/item.



(a) Identify the item: (1 mark)

(b) Identify this specific *Swalah*: (1 mark)

(c) List four stages of funeral rites in the correct order: (4 marks)
(i) .

(ii) .

(iii) .

(iv) .

4. During an I.R.E lesson at Al-Huda Senior School, the teacher guides learners on understanding the Qur'an, its interpretation, and Islamic teachings on character and work ethics. Answer the questions below based on this learning.

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

_____

_____

(b) Circle the correct answer: Verses of the Qur'an that have clear, direct meanings are called: (1 mark)

i) *Mutashabihat* ii) *Muhkamat* iii) *Al-'am*

(c) List three qualities of the servants of Allah mentioned in *Surah al-Furqan (25:63-67)*. (3 marks)

(i)
.
(ii)
.
(iii)
.

(d) Name the two types of vowelling marks introduced to the Qur'an for ease of reading. (2 marks)

(i)
(ii)

(e) Mention two conditions for a valid Labour Contract in Islam. (2 marks)

(i)
.
(ii)
.

5. Categorization (5 Marks)

Group the following types of Divorce into categories:

(*Li'an, Khulu, Faskh, Talak, Mubarat*)

(i) Initiated by Husband:
(ii) Initiated by Wife/Court:
(iii) Mutual:

SECTION B (50 MARKS)

Answer all questions in this section

6. Amina, a Grade 10 student at Al-Huda Senior School**, noticed that her younger brother finds it difficult to read a Qur'an script that lacks dots (*I'jam*) and vowels (*Tashkil*).**

(a) Explain to Amina’s brother the difference between *I’jam* and *Tashkil*. (4 marks)

(b) Analyze three circumstances that led to the compilation of the Qur'an during the reign of Caliph *Abubakar*. (6 marks)

i.
ii.
iii.

7. Chief Omar of Kilifi County **is worried about the lack of unity and environmental degradation in his location. He invites Sheikh Juma to speak to the youth.**

(a) Using the Hadith on the *"Parable of the Believers,"* describe how the youth should treat one another. (4 marks)

i.
ii.
iii.
iv.

(b) Sheikh Juma quoted a Hadith stating the world is *"sweet and green."* Suggest three practical ways the youth can act as vicegerents (*Khalifa*) of the environment. (6 marks)

i.
ii.
iii.

8. Brother Hassan is a successful farmer in Narok**. He has a harvest of 400 bags of maize (irrigated) and 100 grams of Gold saved for a year.**

(a) If the *Nisab* for Gold is 85 grams and the rate is 2.5%, calculate the Zakat payable on his Gold. *(Show workings).* (4 marks)

(b) For his irrigated maize, the rate of Zakat is 5%. If each bag is worth 3,000 KES, calculate the total Zakat in KES for the 400 bags. (6 marks)

9. Fatuma wants to run for the position of President of the Student Council. Her teacher tells her to study the principles of *Shura*.

(a) Define *Shura* and explain its significance in governance. (4 marks)

Definition

_____

_____

Significance

_____

_____

(b) Identify three qualities Fatuma should demonstrate to be a leader according to Islamic teachings. (6 marks)

i.
ii.
iii.

10. In a local community, a widow named Zainab is being denied her inheritance by her late husband's relatives.

(a) Describe the Islamic teachings on the treatment and care for widows. (4 marks)

i.
ii.
iii.
iv.

(b) Zainab works for a company where the employer delays her salary. Outline the rights of an employee in Islam regarding wages and working conditions. (6 marks)

i.
ii.
iii.
iv.
v.
.
vi.

END OF QUESTION PAPER

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

CHETI CHA ELIMU YA MSINGI
KENYA (KCBE) TATHMINI YA
SHULE YA UPILI YA JUU
TATHMINI YA KWANZA MUHULA WA 2, 2026
GREDI YA 10 – KISWAHILI
Muda: Saa 2

TAARIFA ZA MWANAFUNZI

Jina: Shule:

Nambari ya Tathmini: Tarehe:

Nambari ya Shule: Sahihi:

MAELEKEZO KWA WANAFUNZI

1. Andika jina lako katika nafasi ulizopewa hapo juu.
2. Andika jina la shule yako na darasa lako katika nafasi ulizopewa.
3. Andika nambari yako ya usajili na tarehe ya tathmini katika nafasi ulizopewa.
4. Karatasi hii ina sehemu mbili: A na B.
5. Jibu maswali yote katika sehemu A na sehemu B.
6. Jibu maswali kwa lugha ya Kiswahili.
7. Majibu yote LAZIMA yaandikwe katika nafasi ulizopewa kwenye karatasi hii.
8. USIONDOE ukurasa wowote kutoka kwenye karatasi hii ya maswali.

ALAMA ZA MWANAFUNZI

SEHEMU	SEHEMU A	SEHEMU B	ASILIMIA (%)	KUZ 1	KUZ 2	KUF 1	KUF 2	KUK 1	KUK 2	CHI 1	CHI1 2
KIWANGO CHA ALAMA	ALAMA 30	ALAMA 50		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTI			8 POINTI	7 POINTI	6 POINTI	5 POINTI	4 POINTI	3 POINTI	2 POINTI	1 POINTI	
JUMLA YA ALAMA ZA MWANAFUNZI											

SEHEMU A: SARUFI NA MATUMIZI YA LUGHA (ALAMA 30)

Jibu maswali YOTE katika sehemu hii.

1. **Soma aya ifuatayo kwa sauti (Alama 3)**

Taja maneno yeye sauti:

mb	**bw**	**mbw**

2. **Sahihisha sentensi ifuatayo kwa kuzingatia sheria za uandishi:**

mkuu wa shule ya upili ya ya juu ya alliance bwana amani alisema wanafunzi mnatakiwa kusoma

Teknolojia ya Habari na Mawasiliano Sayansi ya Nyumbani na kiswahili kwa bidii ili mpate matokeo bora (Alama 3)

_____

_____

_____

_____

_____

3. Andika sentensi zifuatazo katika wingi na utambue ngeli husika: (Alama 4)

(a) Kifaa hiki cha kiteknolojia kimeharibika baada ya kutumiwa vibaya.

Wingi: _____

Ngeli: _____ .

(b) Uzi uliokatika ulikuwa mrefu sana na mweupe.

Wingi:

Ngeli: .

4. Nyakati, Hali na Ukanushaji (Alama 5)

Kamilisha jedwali lifuatalo kwa kubadilisha nyakati na kukanusha:

Wakati/Hali	Sentensi Chanya	Sentensi ya Kanusha
Uliopo (-na-)	Sisi tunasoma Kiswahili sasa.	Sisi
Uliopita (-li-)	Mwalimu alieleza mada ya sarufi.	Mwalimu
Ujao (-ta-)	Mwanafunzi atasafiri kwenda Nairobi.	Mwanafunzi
Hali timilifu (-me-)	Wao wameandika insha ndefu.	Wao

5. Jaza jedwali la mnyambuliko wa kitenzi “andika”**: (Alama 5)**

Kauli	Mnyambuliko
Kutenda	
Kutendea	
Kutendwa	
Kutendewa	
Kutendesha	

6. Linganisha neno lililopigiwa mstari na aina yake: (Alama 10)

Sentensi	Aina ya Neno
(a) Mtoto **yule** ni mtiifu sana.	(i) Kiunganishi
(b) Alikimbia **haraka** ili asichelewe.	(ii) Kihusishi
(c) Walikuja **lakini** hawakukaa.	(iii) Kivumishi

Sentensi	Aina ya Neno
(d) Kitabu kiko **ndani ya** mkoba.	(iv) Kielezi
(e) **Mimi** nimefurahi kukuona.	(v) Kiwakilishi

SEHEMU B: UFAHAMU, USHAIRI NA INSHA (ALAMA 50)

7. Soma kifungu kifuatacho kwa makini kisha ujibu maswali:

Mandhari ya kijiji cha Kilgoris yalikuwa yamejaa kijani kibichi cha mashamba ya ngano. Chifu Ole Ronoh aliitisha mkutano wa dharura chini ya mti wa mbuyu ulioko katikati ya soko. Mzee Juma na Bi. Zawadi walikuwa na mzozo mkali kuhusu mpaka wa mashamba yao. Ploti ya hadithi hii ilianza pale Bi. Zawadi alipogundua kuwa ua wake ulikuwa umehamishwa usiku wa manane.

Wanakijiji walihusika katika mjadala wa kina. Chifu alitumia fani ya methali kusema, *“Mchimba kaburi huingia mwenyewe,”* akionya dhidi ya dhuluma. Msuko wa matukio ulionyesha kuwa Mzee Juma alikiri
kosa baada ya ushahidi wa vijana wa doria kuwekwa wazi. Ujumbe mkuu ulikuwa umuhimu wa uaminifu na suluhu ya amani katika jamii.

(a) Fafanua sifa za wahusika wawili wakuu katika simulizi hii. (Alama 4)

i. _____ .

ii. _____ .

(b) Eleza jinsi mandhari yanavyochangia katika kuimarisha maana ya hadithi. (Alama 3)

i. _____ .

ii. _____ .

iii. _____ .

(c) Kwa maneno yasiyopungua ishirini (20) na yasiyozidi thelathini (30), fupisha suluhisho la mzozo huu.

(Alama 4)

NAKALA CHAFU

_____

_____

_____

_____

NAKALA SAFI

_____

_____

_____

_____

_____

_____

(d) Tambua mbinu ya lugha (fani) iliyotumiwa na Chifu Ole Ronoh. (Alama 4)

i. _____ .

ii. _____ .

iii. _____ .

iv.

8. Soma shairi hili kwa makini:

Ewe kijana amka, sasa ndio wakati,
Dunia inabadilika, kwa kasi kama nyati,
Teknolojia imefika, shika kadi na
katikati, Elimu ndio hakika,
mwangaza usio na doti.

Kenya yetu tujenge, kwa moyo wa uzalendo,
Ufisadi tuupinge, na chuki zenye upendo,
Mazingira tusiyange, tuyatunze kwa
mwenendo, Viongozi wasitunge, sheria
zenye mapendo.

Shuleni tuwe na bidii, masomo tuyathamini,
Uvutaji wa kilevi, tusiutie mwilini,
Haki sote tuitii, kuanzia majumbani,
Maisha yenye ufanisi, yapo mikononi mwetu yakini.

(a) Shairi hili lina beti ngapi na kila ubeti una mishororo mingapi? (Alama 2)

Beti: _____ .

Mishororo:

(b) Eleza dhamira ya mwandishi katika ubeti wa pili. (Alama 4)

_____

_____

_____.

(c) Tambua mbinu ya kurashia au takriri iliyotumika katika shairi. (Alama 3)

i. _____ .

ii. _____ .

iii. _____ .

(d) Toa maana ya maneno haya kama yalivyotumika katika shairi: (Alama 6)

(i) Nyati:

_____

_____

(ii) Uzalendo:

_____

_____

(iii) Yakini:

_____

_____

9. Insha: (Alama 20)

Wewe ni mwanafunzi katika **Shule ya Upili ya Juu ya Kisasa**. Andika barua ya kirafiki kwa rafiki yako **Musa** anayeishi **Mombasa** ukimweleza jinsi unavyoendelea shuleni.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

MWISHO WA KARATASI

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: JUNE MIDTERM ASSESSMENT 2026

GRADE 10 – LITERATURE IN ENGLISH

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Fill in your name in the space provided above.
2. Write your school name and stream clearly.
3. Indicate your admission number and date.
4. The paper consists of **two sections: A and B**.
5. Attempt **all questions** in every section.
6. Use **English** to answer all questions.
7. Write your responses in the spaces provided in the paper.
8. Do not detach or remove any page from this paper.

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. (a) Define **Oral Literature**. (1 mark)

_____

(b) Identify three **functions of Oral Literature** in **Kenyan society**. (3 marks)

(i)

(ii)

(iii)

2. (a) **Match** the following **genres** of **Oral Literature** to their correct descriptions: (3 marks)

Genre	Description
(i) Riddle	(a) A short, wise saying used to advise or warn.
(ii) Proverb	(b) A play on words for humor or testing pronunciation.
(iii) Tongue Twister	(c) A word puzzle where an image is used to describe an object.

(b) List three **features** of **short forms** oforal **literature**. (3 marks)

(i)

(ii)

(iii)

3. (a) State two main differences between a poem and a prose narrative. (2 marks)

(i)

(ii)

(b) **Identify** the **poetical device** in the following line: "*The buzzing bee busy in the bush.* " (2 marks)

(i)

(ii)

4. (a) Name two **elements** of **performance in Oral Narratives**. (2 marks)

(i)

(ii)

(b) Why is **recording** an essential step in Oral Literature fieldwork? (2 marks)

_____

_____

5. Based on *Dear Mama* by **Kinyanjui Kombani**:

(a) What is the main difference between an **autobiography** and a **biography**? (2 marks)

_____

(b) Identify four **structural elements** ofa **personal journal**. (4 marks)

(i)

(ii)

(iii)

(iv)

6. Define the following terms as used in Kenyan Fiction (Novels and Plays):

(a) **Persona:**

_____

(b) **Setting:**

_____

(c) **Onomatopoeia:**

_____

SECTION B: (50 MARKS)

7. Read the following narrative carefully and answer the questions that follow.

The Clever Hare and the Greedy Hyena



Long ago, in the dry plains of the Rift Valley, there was a great famine. Hare and Hyena were friends, though everyone knew Hyena was as greedy as a bottomless pit. One day, Hare found a secret garden belonging to the Chief's wife, full of sweet potatoes. Hare told Hyena, "Friend, I found food, but you must promise to eat only three potatoes and leave the rest for tomorrow."

Hyena's mouth watered. When they reached the garden, Hare ate his three and sat by the fence. Hyena, seeing the mounds of food, forgot the promise. He ate until his stomach was as round as a water pot. He tried to squeeze through the fence to leave, but he was stuck! Hare laughed and shouted, "The Chief is coming! The Chief is coming!" Hyena panicked, struggled, and tore his skin against the thorns. Hare skipped away singing, "Wisdom is better than a big stomach!"

(a) Classify this narrative. Give a reason for your answer. (2 marks)

_____

_____

(b) Identify two character traits ofthe Hare as brought out in the story. (4 marks)

(i)

(ii)

(c) State three features of Oral Narratives evident in this story. (3 marks)

(i)

(ii)

(iii)

(d) What is the moral lesson of this story in the context of modern Kenyan values? (3 marks)

(e) Explain the use of ideophones or similes in the narrative (3 marks)

POETRY APPRECIATION (10 MARKS)

8. Read the poem below from *Voices from the Woods* by **Christopher Okemwa**:



(a) Who is the persona in this poem? (2 marks)

(b) Identify the rhyme scheme of the first stanza. (2 marks)

(c) Identify and explain one figurative language device used. (3 marks)

(d) What is the mood of the poem? (3 marks)

THE NOVEL (EXCERPT) (15 MARKS)

(a) Identify the author and the setting of this excerpt. (2 marks)

(b) Discuss the thematic concern of **Change vs. Tradition**. (4 marks)

(c) Contrast the views of Mzee Munene and Kariuki. (4 marks)

(d) Explain the use of imagery in describing the road. (3 marks)

(e) What cultural value is being protected? (2 marks)

_____

_____

_____

THE PLAY (EXCERPT) (10 MARKS)

10. Read the excerpt from *Dreams Denied* by **James Karuga**:

MUTUA: (Pacing the stage, clutching a tattered certificate)

Ten years, Sarah! Ten years of schooling, and all I have to show for it is this paper that can't even buy a kilo of sugar!

SARAH: (Softly, wiping her hands on her apron)

The Chief said there are no vacancies at the County office. He says we wait.

MUTUA: Wait? Hunger does not wait! The system is a broken pot that holds no water. My dreams were written in sand.

(a) Describe the conflict facing Mutua. (2 marks)

_____

_____

(b) What do the following props symbolize? (2 marks)

(i) Tattered Certificate:

(ii) Apron:

(c) Identify two themes in the dialogue. (4 marks)

_____

_____

(d) Explain how the stage direction contributes to characterization. (2 marks)

_____

THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – MANDARIN

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer all questions in **Mandarin** unless otherwise stated.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. (a) Listen to the teacher and circle the correct tone for the following syllables: (2 marks)

(i) Ma (Mother): mā / má / mǎ / mà

(ii) Xue (To study): xuē / xué / xuě / xuè

(b) Combine the following Initials and Finals to form a valid Pinyin syllable: (3 marks)

(i) sh + uo =

(ii) j + ü =

(iii) h + ao =

2. (a) Identify the missing stroke in the character "□" (I/Me): (1 mark)

_____.

(b) Number the strokes in the correct order for the character (4 marks)

□ **(jiā)**

_____

3. Match the Chinese term to its corresponding family relation: (5 Marks)

Mandarin (Characters)	**English Relation**
(a) □□ (yéye)	(i) Mother's Brother (Uncle)
(b) □□ (nǎinai)	(ii) Paternal Grandfather
(c) □□ (jiùjiu)	(iii) Paternal Grandmother
(d) □□ (mèimei)	(iv) Younger Sister
(e) □□ (gēge)	(v) Older Brother

4. Categorize the following professions into the correct Place of Work: (5 Marks) (□□ Yīshēng, □□ Lǎoshī, □□ Chúshī, □□ Nóngmín)

(a) □□ :

(b) □□ :

(c) □□ :

(d) □□ :

5. (a) Fill in the blanks with the correct demonstrative pronoun (4 marks)

(□ zhè / □ nà)

(i) □□□□ (This is my book - pointing close).

(ii) □□□□□ (That is his teacher - pointing far).

(b) Use the Adverb of Degree "□" (hěn - very) or "□" (tài - too) to complete the sentences: (6 marks)

(i) □□□□ □ (Today's weather is very hot).

(ii) □□□ □□ (This dish is too salty).

SECTION B (50 MARKS)

Q6. Read the passage below and answer the questions in English or Pinyin.

□□□□□□ (Traveling to Kenya)
□□□□□□□□□□□□□□□□□□□□(yóukè)□□□□□□□□□□□□□ (Masai Mara) □□□□□□□□□□□□□□ (Naivasha)□□□□□□□□ □□□□□□□□ (dǎoyóu) □□“□□□□□□□□□”

(a) List two animals mentioned that tourists come to see in Masai Mara. (2 marks)

i.
ii.

(b) What unique physical feature is found in Naivasha? (2 marks)

i.
ii.

(c) Translate the phrase: "□□□□□□□□□□□□□□□□" (3 marks)

_____
_____

(d) Match the Tourism vocabulary to their Pinyin: (4 marks)

(i) Attraction -> A. □□ (lǚyóu)

(ii) Tourist -> B. □□ (jǐngdiǎn)

(iii) Tourism -> C. □□ (yóukè)

(iv) Destination -> D. □□□ (mùdìdì)

(e) Rearrange the jumbled words to form a correct sentence: (4 marks)
□ / □□ / □□□ / □□ / □□

_____
_____

Q7. (a) Look at the picture and describe the position using the preposition □ □/□/□(6 marks)

(i) □□□□ (The cat is on the chair).

(ii) □□□□ (The ball is under the table).

(iii) □□□ (The book is in the bag).

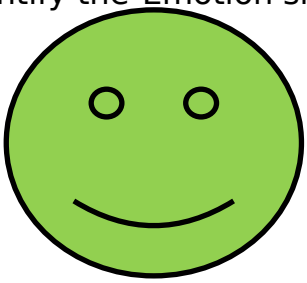
(b) List two items found in the □□ (Kitchen) and two in the □□ (Bedroom). (4 marks)□□: ,

□□: ,

Q8. (a) Match the symptoms to the common diseases: (6 marks)

Symptom	**Disease**
(i) □□ (tóuténg)	A. Cough
(ii) □□ (késou)	B. Fever
(iii) □□ (fāshāo)	C. Headache

(b) Identify the Emotion shown in the pictures and write the Mandarin word: (4 marks)





(i) : _____
(ii) : _____

Q9. Complete the Senior School Student Registration form in Mandarin (Pinyin or Characters).□□ (Name):

□□ (Age):

□□ (Nationality):

□□ (Grade):

□□ (School):

Q10. Write a short composition in Mandarin

about □□□□

_____

_____

_____

_____

_____

_____

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – MARINE TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Grade 10 learners were shown a documentary about marine life. They saw the following images of Kenyan aquatic ecosystems.



Q



R

(a)Name the ecosystem and state one physical characteristic. (5 Marks)

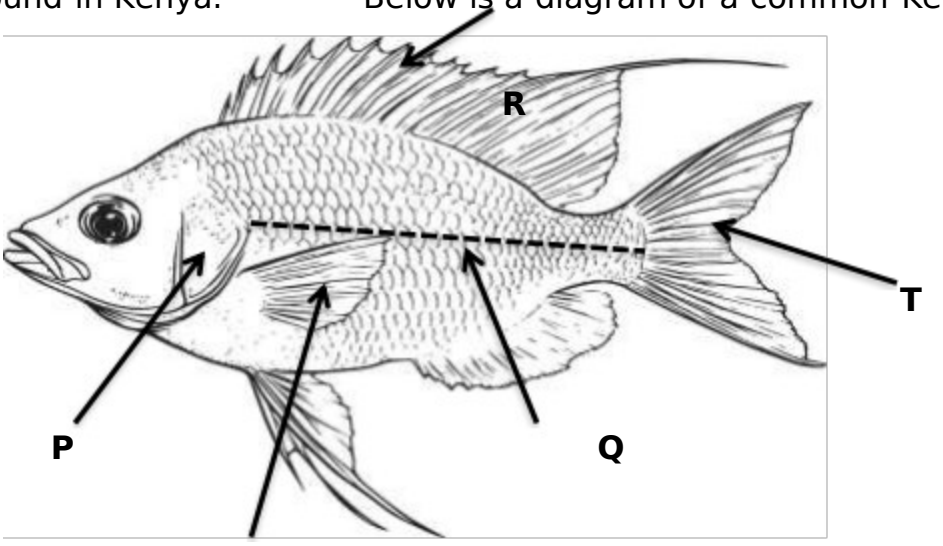
Image	Name of Ecosystem	One Physical Characteristic
(Q)		
(R)		

(b) State one physical characteristic of an estuary. (1 Mark)

_____

_____

2. During a Marine Technology lesson, learners were studying the structure of fish commonly found in Kenya. Below is a diagram of a common Kenyan fish, the Tilapia.



S

(a) Identify the parts labeled P, Q, R, S and state the function of part T.

P:

Q:

R:

S:

(b)What is the Function of the part labeled T:

_____

_____

3. During a career guidance lesson, learners explored different professions related to fisheries and marine science in Kenya.

Column A (Career)	Column B (Work Environment/Role)
(a) Aquaculturist	(i) Studies the chemical composition of seawater.
(b) Marine Biologist	(ii) Manages fish processing factories in Kisumu.
(c) Fish Quality Assurance Officer	(iii) Designs and manages fish cage systems in Lake Victoria.
(d) Oceanographer	(iv) Researches coral reef conservation in Diani.
(e) Fisheries Extension Officer	(v) Educates farmers on pond management in Sagana.

4. Learners were revising aquatic environments and fish characteristics in Kenya. State whether the following statements are TRUE or FALSE:

(a) High salinity is a biological characteristic of marine water. [ ]

(b) Lake Turkana is an example of a fresh water environment in Kenya. [ ]

(c) Cartilaginous fish, like sharks, possess a swim bladder for buoyancy. [ ]

(d) Mangroves act as breeding grounds for many marine fish species. [ ]

(e) The Nile Perch is an indigenous species of Lake Victoria. [ ]

5. A group of learners from Baraka Senior School visited a local fish farm as part of their Agriculture and Environmental Studies project. During the visit, they observed how fish are reared in earthen ponds

and how different conditions affect fish growth and survival. They were later asked to apply what they learned in class.

(a) Define Aquaculture. (2 marks)

_____

_____

(b) Outline three factors to consider when selecting a site for an earthen fish pond. (3 marks)

(i)

(ii)

(iii)

(c) Name two internal parts of a fish responsible for breathing and buoyancy. (2 marks)

(i)

(ii)

(d) Distinguish between Extensive and lntensive aquaculture systems. (3 marks)

_____

_____

_____

_____

SECTION B (50 MARKS)

6. Chief Mwalimu of Kwale County wants to start a community fish farm to improve food security. He has invited Mr. Okoth, a Marine Technology expert, to assess a piece of land near a seasonal river.

(a) Explain why topography and soil type are critical for Chief Mwalimu's earthen pond. (4 marks)

_____

_____

(b) Mr. Okoth recommends an Earthen Lined Pond. Describe the steps involved in constructing this type of pond. (6 marks)

(i)

(ii)

(iii)

(c) Calculate the area of a rectangular pond if the Chief decides to make it 20m long and 15m wide. (2 marks)



(d) Suggest three security measures the Chief should put in place for the farm. (3 marks)

(i)

(ii)

(iii)

7. Musa, a student at Lamu Senior School, is managing a school project involving a Fish Cage in the Indian Ocean. He has just received a batch of Tuna fingerlings.



(a) Identify the process shown in the description above: . (1 mark)

(b) Explain why the process mentioned in 7(a) above is done this way. (2 marks)

_____

_____

_____

(c) Musa notices some predators around the cage. Name two common predators in a marine aquaculture setup. (2 marks)

(i)

(ii)

(d) Explain the importance of Record Keeping in Musa's project. (3 marks)

(i)
(ii)
(iii)

(e) Why is Liming necessary before stocking a pond? (2 marks)

(i)

(ii)

8. During a field trip to the Watamu Marine National Park, Grade 10 learners observed a massive bleaching event in the coral reefs.



(a) Explain two biological or chemical factors that could lead to the condition shown in the "bleached" image. (4 marks)

(i)

(ii)

(b) Describe three ways in which the local community benefits economically from a healthy coral reef ecosystem. (3 marks)

(i)

(ii)

(iii)

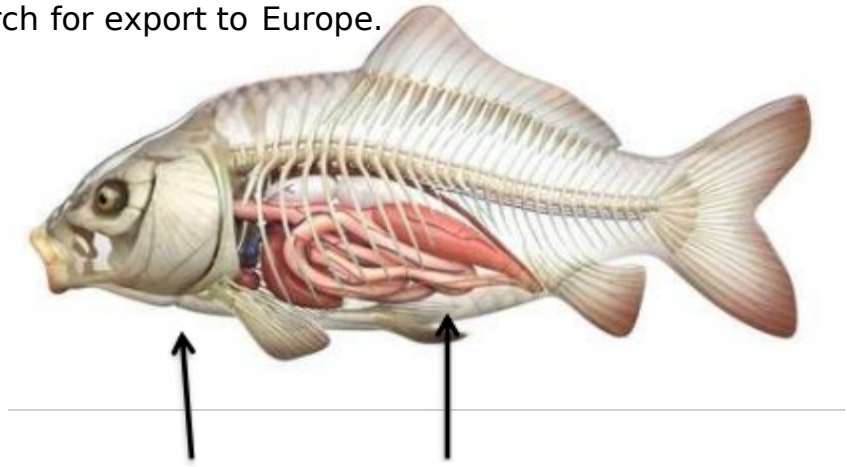
(c) Suggest three conservation efforts that can be implemented to protect Kenyan seagrass and mangroves. (3 marks)

(i)

(ii)

(iii)

9. Achieng works at a fish processing factory in Homa Bay. She is tasked with preparing Nile Perch for export to Europe.



G **H**

(a) Identify the parts labeled G and H of the Nile Perch. (2 marks)

G

H

(a) state their functions in the life of the Nile Perch. (4 marks)

G

H

(b) Compare the morphology of the Nile Perch with that of a Great White Shark in terms of skeleton and gills. (4 marks)

Nile perch	Great white shark

(c) Achieng needs to weigh the fish. If a batch of 50 fish weighs 125kg, what is the average weight of one fish in grams? (3 marks)

(d) Explain the role of Fish Processing Factories in the Kenyan economy. (4 marks)

(i)

(ii)

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2 MIDTERM ASSESSMENTS 2026

GRADE 10 - MEDIA TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. At Wajir Senior School, the Media Club is preparing to launch a school communication project. Some learners are using posters and the school notice board to share information, while others are creating content using social media platforms, videos, and podcasts. During a discussion, the teacher asks the learners to explain key concepts related to media technology and its role in society.

(a) Define **Media Technology**. *(1 mark)*

_____
_____

(b) Distinguish between **Traditional Media** and **New Media**. *(2 marks)*

_____
_____
_____
_____

(c) State **two roles** of media technology in modern Kenyan society. *(2 marks)*

(i) .
(ii) .

2. **Look at the images below of common print media found in Taita Taveta Senior Senior school.**
(5 Marks)



M



N



O





P

Identify the format name for each.

(M) . (N) .
(O) . (P) .
(Q) .

3. **Grade 10 learners of Kagumo School used the the** Digital Single Lens Reflex (DSLR) camera **below. Use it to answer the questions.** **(5 Marks)**

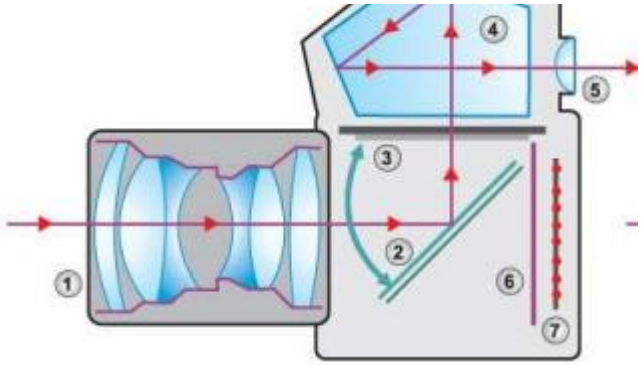
C



A

(a) Name the part labeled **A**:

(b) In the image below showing camera, what is the function of part **7**?



_____
_____

(c) Which part is responsible for capturing light and converting it into electrical signals?

_____
_____

(d) Identify the camera accessory used to stabilize the camera for a long-exposure landscape shot:

_____
_____

(e) Circle the correct type of lens used for a fixed focal length:

Prime Lens **Zoom Lens**

4. **Match the professional in** Column A **with their primary responsibility in** Column B**. (5 Marks) Column A (Personnel) Column B (Responsibilities)**

(a) Camera Operator (i) Edits and arranges video footage into a final production
(b) Scriptwriter (ii) Operates the camera during filming
(c) Video Editor (iii) Writes scripts, dialogue, and storylines
(d) Sound Engineer (iv) Oversees the entire production and guides the creative vision
(e) Director (v) Records and manages audio during production

5. **Learners at Kapenguria Senior School are working on a class project to produce a short**

documentary about their community. As they plan, film, and edit the video, they must understand the different phases of media production and the activities involved in each stage.

(a) List the **three main phases** of media production in the correct order. *(3 marks)*

(i) .

(ii) .

(iii) .

(b) Outline **three steps** involved in the **Pre-production phase**. *(3 marks)*
(i)
.
(ii)
.
(iii)
.

(c) State whether the following activities belong to **Production** or **Post-production**. *(4 marks)*

(i) Exporting a video using Adobe Premiere:

(ii) Capturing footage on location:

(iii) Setting up microphones and lights:

(iv) Adding background music and color grading:

SECTION B (50 MARKS)

6. **Kibet and Moraa, learners at Kericho Tea Senior School, want to produce a TV Talk Show titled** "The Youth Voice. " **Their teacher, Mr. Letaya, asks them to conduct research and write a script.**

(a) Explain **three aspects** that Kibet and Moraa should research to inform their production. *(6 marks)*

(i)
.
(ii)
.
(iii)
.
(b) Below is a segment of their script. Identify the **Script Format** and fill in the missing parts. *(4 marks)*

PROGRAM: The Youth Voice DATE: 03/05/2026
SCENE 1: THE STUDIO

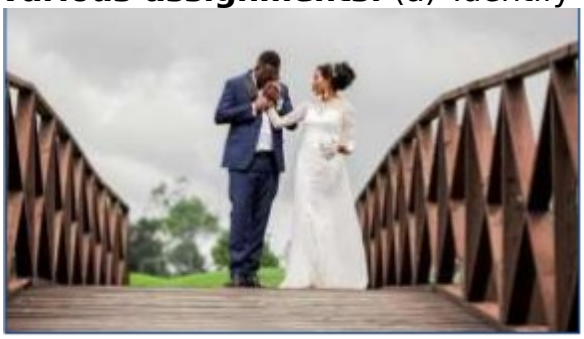
(i) [_____]: (*Fades in*) Upbeat Kenyan urban music. **HOST:** Habari zenu! Welcome to the show.

(ii) [_____]: (*Medium Shot*) Host sitting on a colorful sofa.

(c) Describe the role of a **Production Manager** during this pre-production phase. *(3 marks)*

(d) Why is **Pitching** important before filming begins? *(2 marks)*

7. Zawadi, a local photographer in Nyandarua, has been hired to cover various assignments. (a) Identify the **Genre of Photography** for: *(2 marks)*



U



V

Image U:

Image V:

(b) For Image V, which camera accessory would ensure a **sharp horizon line**? *(2 marks)*

_____

_____

(c) Explain how **Photojournalism** differs from **Portraiture**. *(4 marks)*

_____

_____

_____

_____

(d) State **two storytelling functions** of a photograph in a newspaper. *(2 marks)*

(i) .

(ii) .

8. During a school project at Kapsabet Senior School, learners are setting up for a Live News feature.

(a) Identify **two safety hazards** and suggest a solution for each. *(4 marks)*

	
Hazard 1	**Hazard 2**

(i)Hazard 1:
. **Solution:**

_____
_____

(ii)Hazard 2:
.
Solution:

_____
_____

(b) Name **two camera personnel** required during the production phase and their roles. *(4 marks)*

(i) –

(ii) –

(c) Distinguish between **Grip** and **Lighting personnel**. *(2 marks)*

_____
_____
_____

9. Achieng from Nandi has finished filming a documentary on "CONSERVATION IN NANDI. "

(a) Identify **two video editing software** she can use. *(2 marks)*

(i) .

(ii) .

(b) Outline **four basic steps** in the post-production process. *(8 marks)*

(i)
.

(ii)
.

(iii)
.

(iv)
.

(c) Explain the importance of **Archiving**. *(3 marks)*

(i)
.

(ii)
.

(iii)
.

(d) Distinguish between **Importing** and **Exporting** in video editing. *(2 marks)*

Importing video	**Exporting video**

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2 MIDTERM ASSESSMENT 2026

GRADE 10 - METAL TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. Juma, a learner at Chewoyet Senior School was seen working in the school's *Jua Kali* wing.

(a) Identify three safety violations committed by Juma in the picture above. (3 marks)
(i)
.
(ii)
.
(iii)
.

(b) Circle the correct tool used for protecting the eyes during electric arc welding: (1 mark)

Goggles **Welding Shield** **Sunglasses**

(c) State whether the following is **TRUE or FALSE**:
"Oily floors are a major cause of accidents in a metal workshop." [ ] (1 mark)

2. Match the tool image to its correct name and use. (5 Marks)

	Tool Image	**Name of Tool**	**Primary Use**
a			
b			
c			

3. At Alliance Senior School, Grade 10 learners in the Metal Technology workshop are being trained on the use of workshop tools.

(a) Name the parts of the hammer labeled below: (3 marks)


P
Q

P: **Q:**

(ii) A group of learners used the following tool during the project. (1 mark)



Name one function of the tool shown above.

_____.

(b) Identify the marking tool described below: (4 marks)

(i) Used for scribing large circles or arcs: .

(ii) Used to make a small indentation to guide a drill bit: .

(iii) Used to draw lines on metal surfaces: .

(iv) Used to support round bars during marking out: .

(c) Outline three maintenance practices for measuring tools like the Steel Rule. (3 marks)

(i)
.

(ii)
.

(iii)
.

4. Grade 10 learners from Garbatula Senior School studied classification, properties, and uses of ferrous and non-ferrous metals in workshop practice.

(a) Distinguish between a Ferrous metal and a Non-Ferrous metal. (2 marks)

_____

_____

(b) Categorize the following metals: (4 marks)

Copper, Mild Steel, Aluminium, Cast Iron

Ferrous: ,

Non-Ferrous: ,

(c) List two physical properties of Mild Steel that make it suitable for making window grills. (2 marks)

(i)
.

(ii)
.

(d) Identify the form of metal supply shown in the picture. (2 marks)



_____

SECTION B: S (50 MARKS)

5. Chief Lemayian of Samburu has donated funds to build a new Metal Technology workshop at Enkorika Senior School. The headteacher, Mrs. Chepngetich, wants the layout to follow OSHA rules.

(a) Explain the importance of the Emergency Exit and the First Aid Kit in a workshop. (4 marks)

(i)
.

(ii)
.

(iii)
.

(iv)
.

(b) Describe three effects of a fire accident in a welding workshop on both learners and the school. (6 marks)

(i) .

(ii) .

(iii) .

(c) Suggest two ways to prevent "Electrical Shock" accidents when using power machines. (3 marks)

(i) .

(ii) .

(d) Name two careers this project will provide for the youth. (2 marks)

(i) .

(ii) .

6. Moraa, a Grade 10 learner, is tasked with marking out a rectangular plate of High Carbon Steel measuring 150mm by 100mm.

(a) Identify the two tools Moraa is using. (2 marks)

(i) . (ii) .

(b) Explain the difference between an Inside Caliper and an Outside Caliper. (4 marks)

Inside caliper	**Outside caliper**

(c) Moraa finds that her Centre Punch is blunt. Describe how she should maintain it. (3 marks)

(i) .

(ii) .

(iii) .

(d) If Moraa uses a 300mm steel rule to measure three pieces of metal of equal length 85mm:

i. Total length used = .

ii. Length remaining = . (6 marks)

7. Wekesa runs a small *Jua Kali* workshop in Mumias.

(a) Which material is more suitable for a water tank? Give a reason. (3 marks)

(b) Outline the process of producing Iron from its ore (Blast Furnace process). (4 marks)

(i)
.

(ii)
.

(iii)
.

(iv)
.

(c) Wekesa uses Tin to coat metal products: (1 mark)

i. Name the process : .

ii. State its purpose (2 marks)

(i)
.

(ii)
.

(iii)
.

8. At Starehe Boys Centre, Grade 10 learners are carrying out a **practical bench work lesson** in the

Metal Technology workshop. The instructor demonstrates correct use of the **bench vice and hacksaw** while emphasizing safety, proper holding techniques, and understanding material properties such as ductility and malleability.

(a) Identify the safer method of cutting metal and explain why. (3 marks)

(i)
.

(ii)
.

(iii)
.

(b) Name the parts of the Bench Vice that prevent slipping. (2 marks)

_____

_____

(c) Distinguish between Ductility and Malleability. (5 marks)

Ductility	**Malleability**

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2 MIDTERM ASSESSMENT 2026

GRADE 10 – MUSIC AND DANCE
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your details as required above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
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FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.



1. At Starehe Senior School**, the music teacher, Ms. Naliaka, displayed note cards to help learners identify musical note values. (4 marks)**

Card Symbol	Picture/Illustration
A	♩ Quarter note
B	♪ Quaver
C	♫ Two semiquavers
D	𝄽 Crotchet rest

2. While helping at home, Amina clapped a rhythm while sweeping. (3 marks)



Circle the correct time signature:

a) $\frac{2}{4}$ b) ¾ c) $\frac{4}{4}$

State one reason for your answer:

_____

_____

3. During a community baraza on road safety, learners from Tenwek Senior School presented indigenous instruments.



A



B C

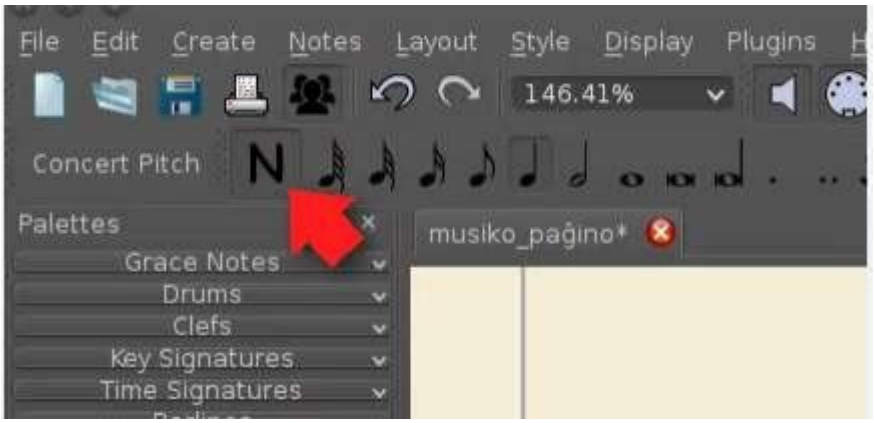
Identify the instruments above: (3 marks)

a) Picture A: .
b) Picture B: .

c) Picture C: .



4. At Utumishi Senior School**, learner Kiptoo used software shown below to create music. (4 marks)**

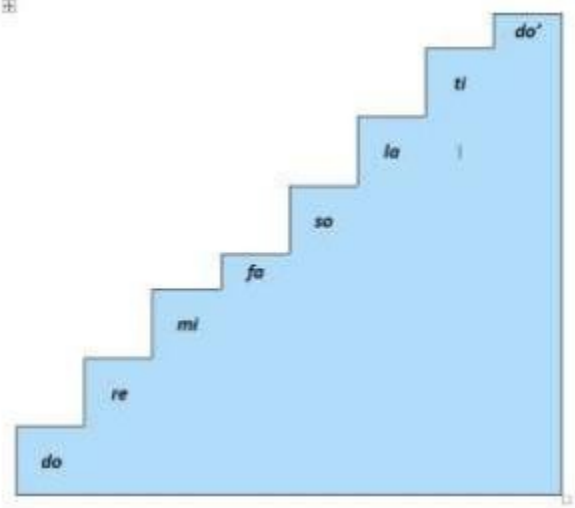


(i) What is the name of the software? .

(ii) Match each tool to its function:

Tool	**Function Letter**
i. Open	A. Listen to the melody
ii. Play	B. Produce a hard copy
iii. Save	C. Store the work
iv. Print	D. Access an existing file

5. Mr. Otieno of Bishop Gatimu Gandu Senior School illustrated a solfa ladder: (3 marks)



Define:

a) Melody

_____

_____

b) Rhythm

_____

c) Transposition

_____

_____

6. Learners from Kabianga Senior School composed a road safety jingle.

State TRUE or FALSE: (3 marks)

a) Syllables should be clearly separated. .

b) All syllables must be sung on one pitch. .

c) Speech accent helps identify beats. .

7. During choir rehearsal, Njeri a grade 10 learner identified symbols.

(4 marks) Fill in:

a) 𝄾 is a rest.
b) j is called in French rhythm names.
c) ♪ is called in French rhythm names.
d) ♫ is a group of .

8. Grade 10 Learners rehearsed a dance on anti-drug abuse. (3 marks)



Identify:

a) The drum was used as a .
b) Movement from upstage to downstage shows .
c) Bending and jumping shows .

9. During the annual music festival at Pangani Girls Senior School, a solo singer was carefully interpreting a musical score during rehearsal. While performing, she noticed the following symbol written above a passage in her music sheet.

What is its Meaning? (1 mark) 

---

10. At Pangani Girls Senior School, learners were practicing interval recognition in the music room. (2 marks)

Identify the interval

a) C to D = .

b) C to G = .

SECTION B: (50 MARKS)

11. At St. Peter's Senior School**, learners prepare a rhythm in** $\frac{4}{4}$.

Figure 11: Rhythm Bars

| ♩ ♩ ♪ ♪ | ♫ ♫ ♩ ♩ | triplet(♪ ♪ ♪) ♩ ♩ | |

a) Identify:
i. Bar with semiquavers .
ii. Bar with triplet .
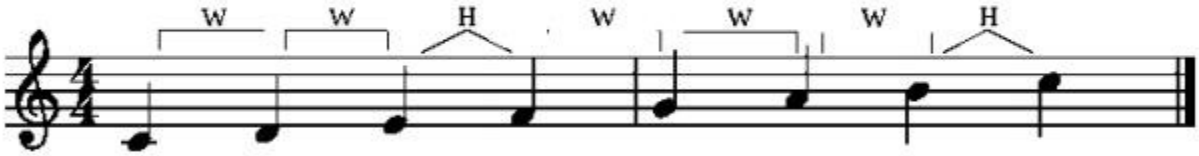
b) Calculate total beats in Bar 2.

c) Compose Bar 4 ($\frac{4}{4}$).

d) State TWO factors to consider:
(i)
.
(ii)

. **12. At** Lakeview Senior School**, Akinyi prepares a melody.**
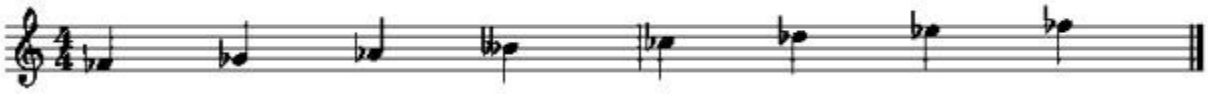
a. Identify the major scales shown. (3 marks)



_____.

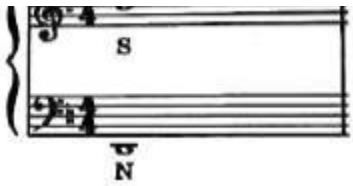


_____ .



_____ .

b. Study the staff below and name the note marked N. (1 mark)



_____.

c. The following are characteristics of a music scale. Study them and identify the music scale. (1 mark)

i. The notes include; F, G, A, Bb, C, D, and E.

ii. The key signature has one flat (Bb).

iii. The tonic arpeggios lie on the notes F-A-C
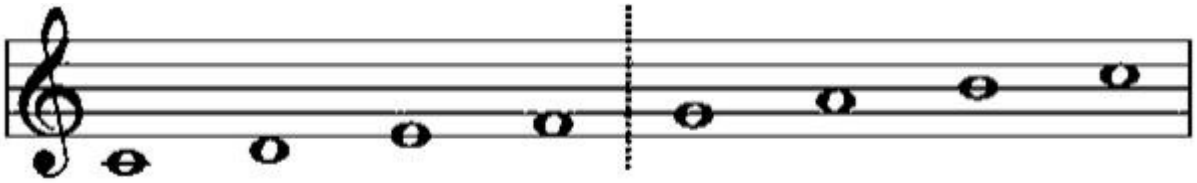
_____.

d. Write D major scale(1 mark)

_____

_____

e. Identify: Fragment X and Fragment Y(2 marks)

X Y



i. Fragment X

ii. Fragment Y

f. Transpose melody up a major 2nd. (1 mark)

i. C →
ii. D →
iii. E →

g. State TWO articulation marks and uses. (2 marks)

i.
ii.

13. At Kisumu East Senior School**, learners compose a jingle.**

Vu-ka se-he-mu sa-la-
ma Va-a ko-fi-a u-ki-
en-da

a) Write syllables correctly. (2 marks)

_____

b) Choose time signature and give reason. (3 marks)

_____

_____

c) State: (2 marks)

i. Cadence?

_____

_____

ii. Anacrusis possible?

_____

d) Write lower harmony. (2 marks)

---

14. At Tawa Senior School**, learners perform on social issues.**

a) Identify TWO elements of dance. (2 marks)

i.
ii.

b) Suggest TWO costumes and functions. (2 marks)

i.
ii.

c) State TWO multimedia effects. (2 marks)

i.
ii.

d) Give TWO safety measures. (2 marks)

i.
ii.

e) Identify a folk dance performed in any community and the occasion when it is performed. **(2 marks)**

---

15. During a County Music Festival, a learner performs a solo piece and is assessed on pitch, rhythm, diction, and posture using a standard scoring system.

The Scores are as follows:
Pitch: $\frac{4}{5}$
Rhythm: $\frac{3}{5}$
Diction: $\frac{5}{5}$
Posture: $\frac{4}{5}$

a) Distinguish between:

Kenyan folk song and the Western solo song (4 marks)

Kenyan folk song	**Western solo song**

b) Calculate:
i. Total score (1 mark)

ii. Percentage (2 marks)

c) Explain THREE steps in notation software use. (3 marks)

i.
ii.
iii.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2 MIDTERM ASSESSMENTS 2026

GRADE 10 – PHYSICAL EDUCATION

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. Learners are required to identify football restart situations, understand heading techniques, and apply basic passing principles in football.

(a) Study the images below of football restart situations and identify the type of kick/restart shown: (2 marks)



(i)



(ii)

(iii) When is Kick-off awarded? (1 mark)

_____

_____

(b) Match the heading technique to its correct description: (3 marks)

Technique	Description
(i) Diving Header	(a) Player lunges forward horizontally to meet a low cross.
(ii) Attacking Header	(b) Powerfully directed downwards towards the opponent's goal.
(iii) Defensive Header	(c) Used to pass the ball to a teammate while standing.

(c) State whether the following is TRUE or FALSE: (2 marks)

"In a lofted pass, the player should strike the top half of the ball to gain height." [_____]

2. Grade 10 Learners are demonstrating basic skills and understanding of passing, shooting, and movement in Netball and Basketball.

(a) Identify the Netball pass shown in the picture: (1 mark)





_____ .

(b) Name three factors that affect the accuracy of a Running Shot in Netball: (3 marks)

(i)
.
(ii)
.
(iii)
.

(c) In Basketball, distinguish between a Crossover Dribble and a Lay-up Shot. (3 marks)

_____
_____
_____
_____

3. At Migori County School, learners are assessed on their understanding of basic Badminton equipment and strokes, as well as key Athletics events and techniques taught during Physical Education lessons.

(a) Identify the following Badminton equipment and strokes: (2 marks)



Q



R

Picture	Name of Item
Q	

R	

(b) Identify the playing technique below. (1 mark)



_____ .

(c) Fill in the missing hurdle race distances for Senior School boys and girls. (2 marks)

i. Boys: m Hurdles

ii. Girls: m Hurdles

(d) Look at the image of the hurdling technique: (1 mark)



Phase identified:
.

(e) List two Middle Distance races in Athletics: (2 marks)

(i) .

(ii) .

4. Grade 10 learners from Makueni County are assessed on their understanding of fair play in sports and the importance of safety equipment and recovery techniques in athletics and football.

(a) Define Sportsmanship in the context of a Cross Country race. (2 marks)

_____

_____

(b) Circle the correct safety gear for a football goalkeeper: (1 mark)

Shin guards Gloves Spikes

(c) Outline two recovery techniques after a 1500m race: (2 marks)

(i) .

(ii) .

SECTION B: (50 MARKS)

5. Grade 10 learners at a school in Laikipia are being assessed on their understanding of football skills, including lofted passing, goalkeeping techniques, and team communication during set-piece situations.

(a) Describe the correct body positioning and contact point on the ball for a successful lofted pass. (4 marks)

i.

ii.

iii.

iv.

(b) Explain how stance and footwork help a goalkeeper “narrow the angle.” (4 marks)

i.

ii.

iii.

iv.

(c) Name the restart awarded when. (2 marks)

	Activity	Restart
i	A goalkeeper handles a back-pass inside the box.	
ii	The ball goes out of play over the goal line after last touching a defender	

(d) Explain the importance of communication between the goalkeeper and defenders during a corner kick. (2 marks)

i.

ii.

(e) Give the name for the following **soccer positions** (2 marks)

Number	1	2
Name		

(f) Name the following equipment used during a school game (1 mark)



_____ .

6. At a school in Tana River County, learners are assessed on their understanding of hurdling techniques and middle- distance running, focusing on proper movement, pacing, and adaptation to different terrains in athletics.

(a) Describe the take-off and landing phases in hurdling. (4 marks)

i.

ii.

iii.

iv.

(b) Explain why pacing is important in a 1500m race compared to a 100m sprint. (4 marks)

i.

ii.

(c) Suggest two adaptations to stride length and breathing on muddy, hilly terrain. (4 marks)

ii.

i.

ii.

(d) Distinguish between the approach and recovery phases in hurdling. (3 marks)

_____

_____

_____

7. Grade 10 learners at Moyale Senior School are applying their knowledge of Netball and Basketball skills, focusing on passing techniques, deceptive play, and correct movement rules during game situations.

(a)Describe the grip and release points for the flip pass. (3 marks)

_____

_____

_____

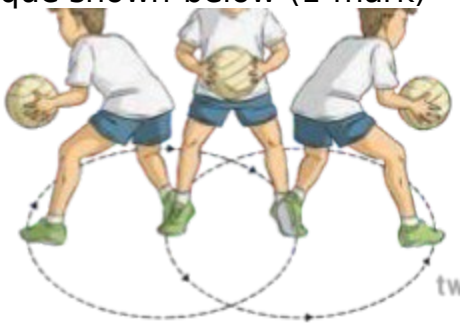
(b) Describe one scenario where a fake shot creates space in basketball. (3 marks)

_____

_____

_____

(c) Identify the netball technique shown below (1 mark)



_____ .

(d) Explain the above rule in Netball after catching the ball. (3 marks)

_____

_____

_____

8. At Shimo la Tewa senior school, learners are assessed on their understanding of badminton skills, including different strokes, shot execution, and fair play rules during a match.

(a) Compare the energy and racket angle between a smash and a drop shot. (4 marks)

	Smash shot	**Drop shot**
Energy		
Racket angle		

(b) State the difference between a forehand drive and a backhand drive. (4 marks)

Forehand drive	**Backhand drive**

(c) Two players Mwangi and Otieno are playing badminton, if Mwangi hits the shuttle into the net, who gains the point and who serves next? (2 marks)

_____

_____

_____

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – PHYSICS

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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6. Do NOT remove any page from this question paper
7. Silent non programmable calculators may be used.
8. Assume:

   i. Acceleration due to gravity, $\mathbf{g = 10\ m/s^2}$
   ii. Density of water = $\mathbf{1000\ kg/m^3}$

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. Moraa, a Form 10 learner at Watamu Senior School, attends a career guidance session. During the session, Engineer Omondi explains how various physics branches are applied to solve real-life problems in the community.

(a) Define the following term he explained: (1 mark) Physics

_____

_____

(b) Match each activity carried out by Engineer Omondi with the correct branch of Physics: (3 marks)

Task Performed	Branch of Physics
(i) Designing a refrigeration system for a dairy plant in Narok	(a) Geometrical Optics
(ii) Determining the force required to pull a tractor stuck in mud	(b) Thermodynamics
(iii) Repairing a lighthouse lens along the Coast	(c) Mechanics

(c) The engineer mentions that a radiologist applies Physics in hospitals. State the specific branch of Physics involved. (1 mark)

_____.

(d) Explain one connection between Physics and Geography . (1 mark)

_____

_____

2. Chief Lemayian is vaccinating cattle using a syringe. He observes that when he pulls the plunger, the liquid enters the syringe.

(a) Using the concept of atmospheric pressure, explain why the liquid flows into the syringe. (1 mark)

_____

_____

(b) The Chief's son drinks fermented milk using a straw.
If pressure at the bottom of the glass is 101,500 Pa and atmospheric pressure is 101,000 Pa, determine the pressure due to the liquid only. (2 marks)

(c) Explain why heavy tractors are fitted with wide tyres instead of narrow ones. (1 mark)

_____

_____

3. Achieng uses a slingshot made of a rubber band. She notices that excessive stretching causes it to snap permanently.

(a) Name the point beyond which the material does not return to its original shape. (1 mark)

_____.

(b) A spring stretches by 2 cm when a force of 5 N is applied. Calculate the spring constant (k). (2 marks)

(c) Differentiate between: (2 marks)

i. Ductility
ii. Brittleness

Ductility	Brittleness

4. An electric iron uses a bimetallic strip to control temperature in a modern house in Nanyuki Town. (a) Name the two metals typically used in the strip. (2 marks)

i.
ii.

(b) Explain how bending of the strip prevents overheating. (2 marks)

_____

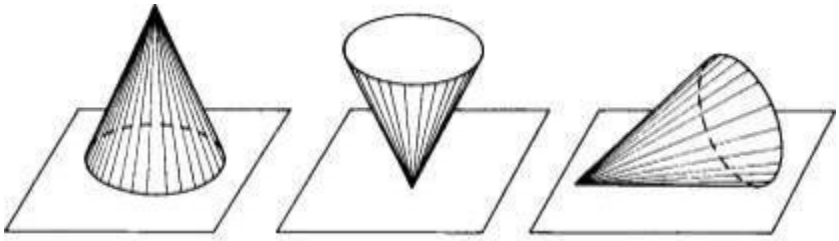
_____

(c) Give one reason why overhead power lines are left slack between poles. (1 mark)

_____

_____

5. Wekesa, a paper artist, is constructing a birthday cap for his children and wants to ensure it is stable.



U V W

(a) From the diagram provided, identify the most stable cap and explain why. (2 marks)

_____

_____

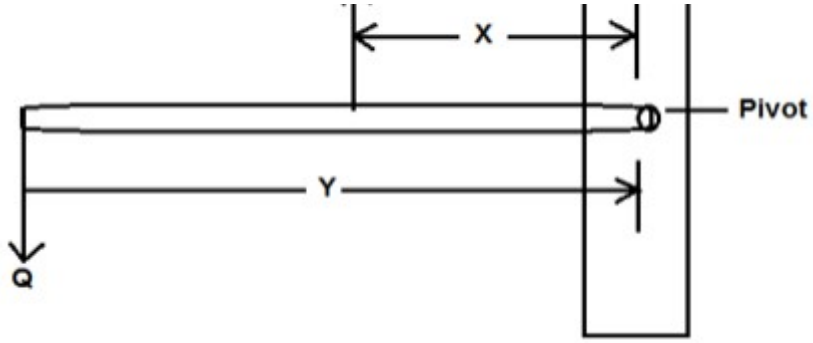
_____

(b) Define moment of a force. (2 marks)

_____

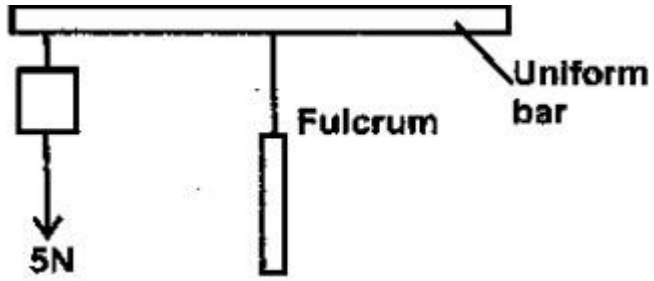
_____

(c) The figure below shows a beam of negligible weight balanced by constant forces P and R.



Derive the relationship between X and Y (2mks)

(d) The system the figure below is in equilibrium (2 marks)



Determine the weight of the bar.

(e) State the two conditions necessary for a body to be in equilibrium: (2 marks)

(i) .
(ii) .

SECTION B (60 MARKS)

6. Mutua is lifting a crate weighing 800 N to a height of 5 m using a pulley system in 20 seconds. Velocity Ratio = 2

(a) Calculate the work done. (2 marks)

(b) Determine the power produced. (2 marks)

(c) If the applied effort is 500 N, calculate the mechanical advantage. (2 marks)

(d) Find the efficiency of the system. (2 marks)

(e) Explain where energy losses occur in the machine. (2 marks)

(i)
.

(ii)
.

7. At a music festival, Otieno plays a guitar while Akinyi plays a flute, producing sound waves.



(a) State the type of wave produced by a vibrating guitar string. (1 mark)

_____.

(b) Differentiate between: (2 marks)

i. Reflection of sound
ii. Refraction of sound

_____
_____.

(c) Explain resonance and its role in amplifying sound. (2 marks)

_____
_____.

(d) Calculate the wavelength of a sound wave with frequency 170 Hz and speed 340 m/s. (2 marks)

8. At Mary Hill Girls Senior School, Grade 10 learners are carrying out a Physics experiment in the laboratory to study wave behavior. Under the guidance of their teacher, they explore interference and diffraction patterns using light and simple apparatus.

a. Distinguish between stationary and progressive waves. (2 marks)

_____
_____
_____
_____

b.

i. Describe how a young’s double slit may be made in a laboratory. (2 marks)

_____

_____

_____

_____

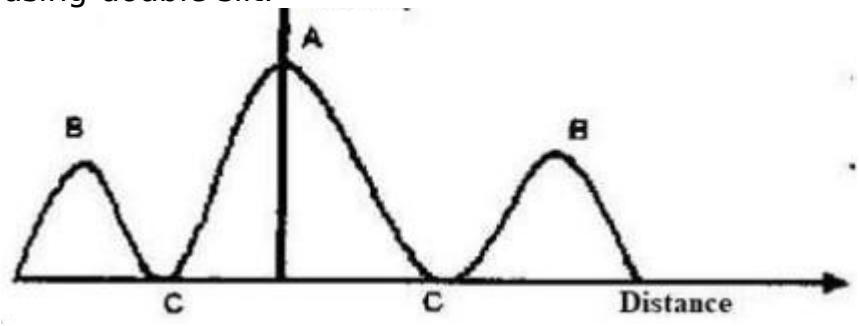
ii. State the condition for a minimum to occur in an interference pattern. (2 marks)

_____

_____

_____

c. The sketch graph below shows the results of an experiment to study diffraction patterns using double silt.



i. Sketch an experimental set up that may be used to obtain such a pattern. (2 marks)

ii. Name an instrument for measuring intensity (1 mark)

_____.

iii. Explain how the peaks labelled A and B and troughs labeled C are formed. (2 marks)

_____

_____

9. Figures (a) and (b) below show wave fronts incident on barriers blocking part of the path.



On the same figures sketch the wave fronts to show the behaviour of the waves as they pass each barrier and after passing the barrier. (1mk)

10. Scientists use radioactive tracers to study underground water movement.

a. What is meant by the following terms: (2 marks)

i. Radioactive decay

_____
_____

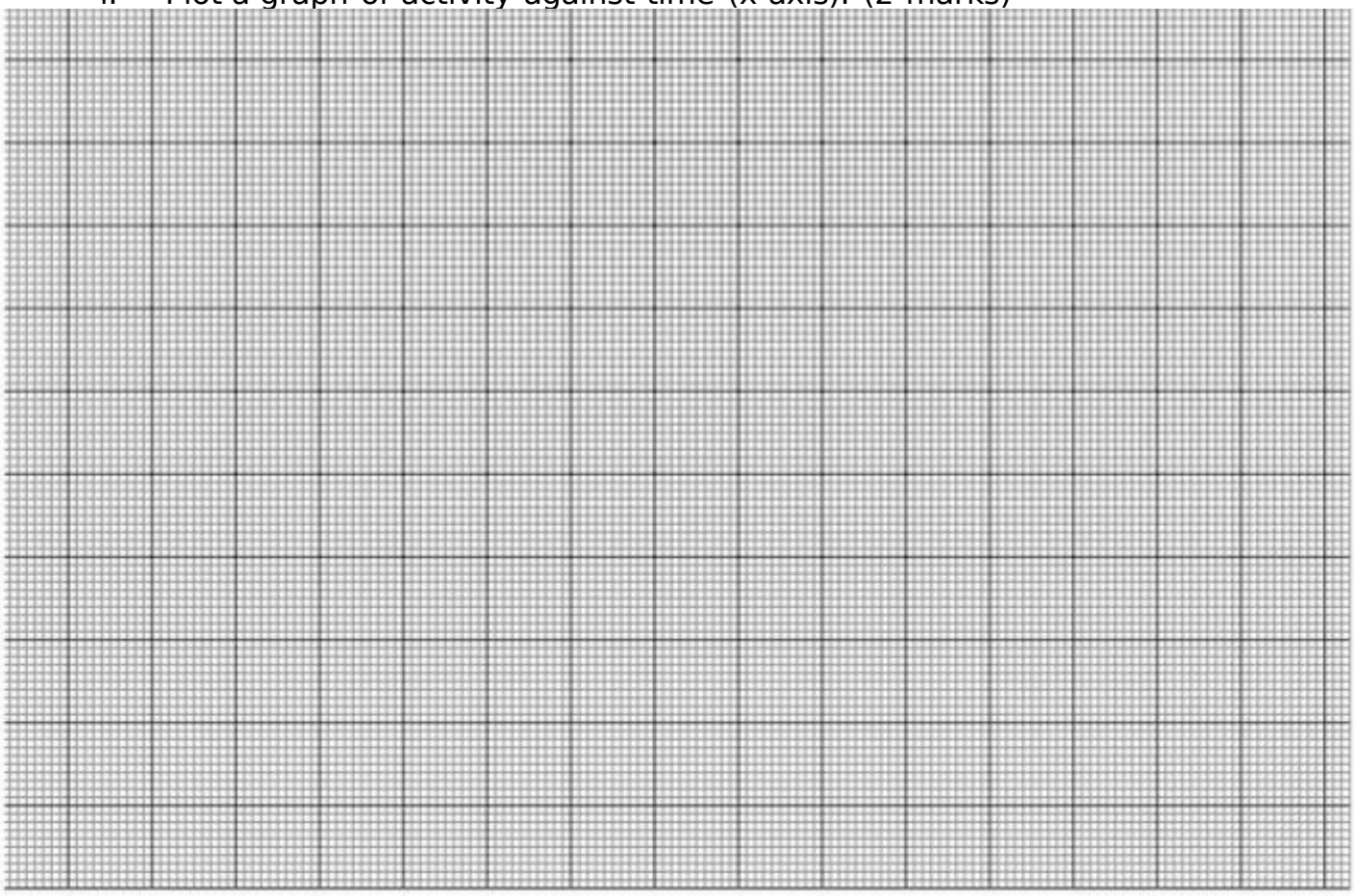
ii. isotope.

_____
_____

b. The table shows how the activity (disintegrations per minute) of a sample of carbon-14 varies with time (in years).

Time (grs)	0	2500	5000	7500	10000	12500	17250	20000
Disintegration/min	15	11	8	5	4.0	3.2	1.6	1.2

i. Plot a graph of activity against time (x-axis). (2 marks)



ii. Estimate the half-life of carbon-14 from the graph. (2 marks)

c.

i. Draw a labeled diagram of a Geiger- Muller tube. (2 marks)

ii. Explain how it detects radioactive particles/rays. (1 mark)

d. State one use of radioactivity in each of the following;

i. Medicine(1 mark)

_____

_____

ii. Agriculture. (1 mark)

_____

_____

iii. Radon gas $^{222}{}_{86}Rn$ decays by emission of α particles. Show by use of an equation the transformation of the gas. (2 marks)

iv. Give two uses of cobalt - 60 as a Radioactive source. (2 marks)

_____

_____

11. (a) A radioactive carbon -14 decays to Nitrogen by beta emissions as shown.

$$^{14}_{6}C \rightarrow {}^{x}_{7}N + {}^{0}_{y}\beta$$

Determine the values of x and y in the equation. (2 marks)

b. State two safety precautions when disposing radioactive waste. (2 marks)

_____

_____

12. At Precious Blood Riruta Senior School, Grade 10 learners are conducting a Physics practical to study heat and changes of state in the laboratory.

a. Define specific latent heat of fusion (1mk)

b. You are provided with the following apparatus:

A filter funnel, a thermometer, a stop watch, ice at 0°C, an immersion heater rated P watts, a beaker, a stand, boss and clamp and a weighing machine. Describe an experiment to determine the specific latent heat of fusion of ice. Clearly state the measurements to be made. (3mks)

c. 200 g of ice at 0°C is added to 400 g water in a well lagged calorimeter of mass 40 g.The initial temperature of the water was 40°C. lf the final temperature of the mixture is X°C,

(*Specific latent of fusion of ice L = 3.36 x 105 Jkg _1, specific heat capacity of water, c = 4200 Jkg _1K _1,*
specific heat capacity of copper = 400 Jkg⁻ 1K 1)

i. Derive an expression for the amount of heat gained by ice to melt it and raise its temperature to X°C (2mks)

ii. Derive an expression for the amount of heat lost by the calorimeter and its content when their temperature falls to X°C. (2mks)

iii. Determine the value of X. (2mks)

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2 MIDTERM ASSESSMENTS 2026

GRADE 10 – POWER MECHANICS
Time: 2 Hours 30 Minutes

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in the paper.
8. Do NOT remove any page from this question paper.
9. For technical drawing questions, ensure **all construction steps are clearly shown**

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. At NEP Girls Senior School, Grade 10 learners are being introduced to Power Mechanics and its role in modern transport and careers.

(a) Explain the meaning of Power Mechanics as a subject studied in Senior School. (1 mark)

_____
_____
_____

(b) From the illustrations provided below,



Q



R

Identify the stages in the evolution of motor vehicles. (2 marks)

Q:

R:

(c) State any two career paths available to learners specializing in Power Mechanics. (2 marks)

(i) .
(ii) .

2. Grade 10 learners of Hola Boys Senior School visited a workshop to study safety rules and the use of protective equipment in Power Mechanics.

(a) Classify each of the signs into the correct category: **(3 marks) (Mandatory / Warning /Prohibition)**

		
R	**S**	**T**

R:

S:

T:

(b) List any two Personal Protective Equipment (PPE) **required when working beneath a vehicle. (2 marks)**

(i) .
(ii) .

3. At Ngao Girls Senior School, Grade 10 learners are studying wheel systems and tyre markings as part of Power Mechanics.

Consider the tyre marking below:



(a) State the meaning of the following components: (4 marks)

A. 205:

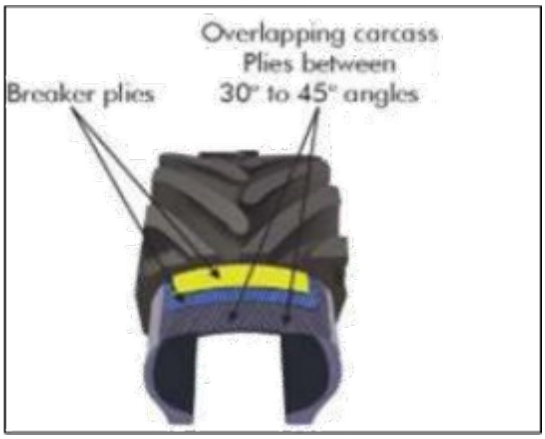
B. 55:

C. R:

D. 16:

(b) Identify the type of tyre ply arrangement shown in the diagrams. (2 marks)





X **Y**

X:

Y:

(c) Indicate whether the following statements are TRUE or FALSE**: (4 marks)**

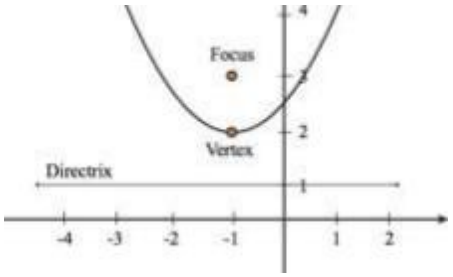
(i) A tubeless tyre contains an inner tube to hold air. [**]**
(ii) Under-inflated tyres wear out faster on the edges. [ ]
(iii) Rotating tyres helps to ensure even wear. [**]**
(iv) Aspect ratio refers to tyre height as a percentage of its width. [ ]

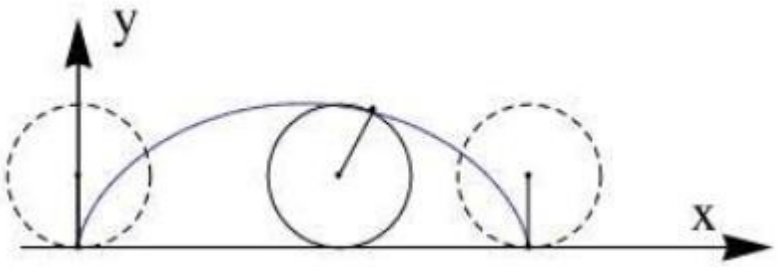
4. Members of the Bahari Girls Senior School Power Mechanics Club are practicing technical drawing skills, focusing on loci and the correct use of drawing instruments.

(a) Match each drawing tool with its correct function: (4 marks)

Tool	**Function**
(i) T-Square	(a) Used to draw circles and arcs
(ii) Set Square	(b) Used to draw horizontal lines
(iii) Compass	(c) Used for measuring angles
(iv) Protractor	(d) Used to draw vertical and inclined lines

(b) Name the type of loci illustrated in the diagrams. (2 marks)





G **H**

G:

H:

(c) Mention two types of scales used in technical drawing. (2 marks)

(i) .
(ii) .

(d) Underline the correct option: (2 marks)

A diagonal scale is used to read measurements up to **(one / two / three)** decimal places.

SECTION B (50 MARKS)

5. Chief Lemayian intends to establish a community garage in Namanga and seeks guidance from Moraa, a Power Mechanics student.

(a) Name the following floor markings. (3 marks)

		
J	**K**	**L**

(b) Identify three essential sections required in the workshop layout. (3 marks)

i.

ii.

iii.

(c) Outline two safety precautions when storing flammable substances such as petrol and oil. (2 marks)

i.

ii.

(d) Explain why the office should be separate from the working area. (2 marks)

i.

ii.

(e) Identify the following safety gear. (2 marks)



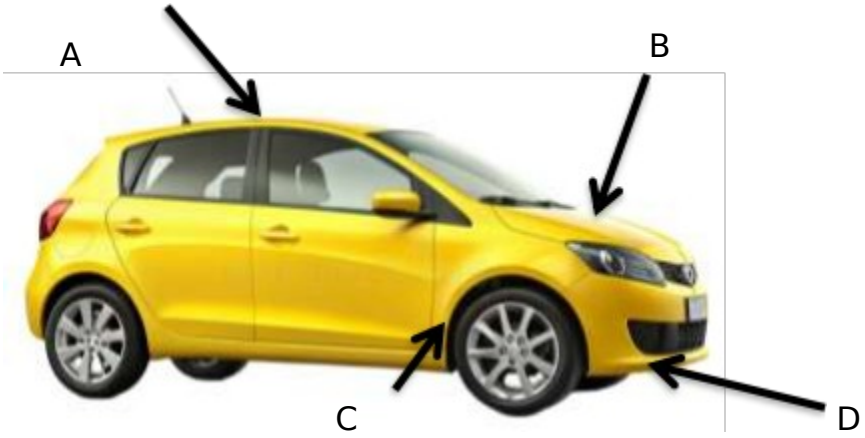


_____. _____.

6. During a visit to Isiolo Town, students observed different vehicles. (a)Classify the following vehicles based on their function: (3 marks)

		
M	**N**	**O**

(b) Identify the labeled exterior parts of the car shown below. (4 marks)



A: B:
C: D:

(c) State the role of emergency vehicles in the community. (3 marks)

i.

ii.

iii.

(d) Differentiate between a station wagon and a convertible. (3 marks)

Station wagon	**Convertible**

7. Mr. Lentaaya demonstrates different chassis designs. (a) Name the two types of chassis shown. (2 marks)





S T

S:

T:

(b) List three functions of a chassis. (3 marks)

i.

ii.

iii.

(c) Identify the shapes of the frame sections shown. (3 marks)



W **X** **Y**

W:

X:

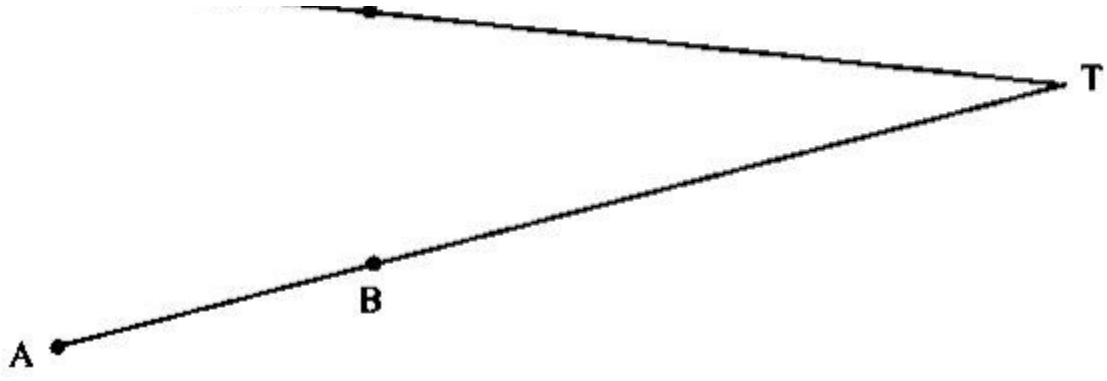
Y:

(d) Explain how crumple zones reduce injuries during accidents. (2 marks)

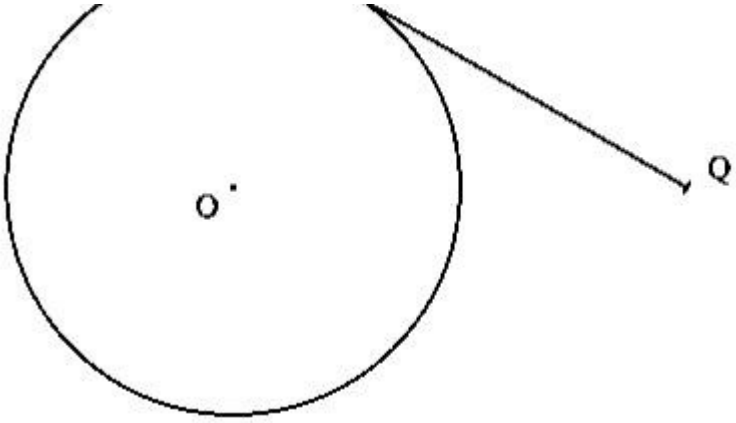
i.

ii.

8. In the figure below, AB and CD are chords of a circle that intersect externally at point T. Using a ruler and a pair of compasses only, construct the circle hence construct a tangent from point T to the
circle at E. Measure ET. [2 marks]



9. In this question, use a ruler and a pair of compasses. The following figure shows a circle, centre O. A tangent to the circle at P is drawn.



Construct another tangent to the circle to intersect the drawn tangent at an angle of 60° . (2 marks)

10. At Chogoria Girls Senior School, Grade 10 learners are undertaking a technical drawing lesson where they practice constructing curves such as involutes and tangents

a. Define the term involute. (2 marks)

_____

_____

b. Draw an involute to a circle of with a diameter of 30mm. (3 marks)

c. Draw a tangent to any point T on the involute. (2 marks)

11. At Ribe Boys Senior School, Grade 10 learners are learning technical drawing and vehicle safety features in Power Mechanics lessons.

(a) Explain what is meant by blending in technical drawing. (1 mark)

_____

_____

(b) State two interior safety features of a vehicle. (2 marks)

i.
ii.

(c) Explain why understanding a locus of mechanisms is important in Power Mechanics. (1 mark)

_____

_____

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – SPORTS AND RECREATION

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section

1. During games time at St. Theresa Senior School, teacher Mr. Mwangi displayed the following picture cards for learners to identify.



Card A



Card B



Card C

Name the sport shown in each card. (3 marks)

a) Card A .
b) Card B .
c) Card C .

2. The Chief of Shankoe location, Chief Ole Mapelu, is organizing a "Peace Marathon." Match the benefit of sports in column A with its correct description in column B. (4 marks)

Column A (Benefit)	**Column B (Description)**
(i) Cohesion	A. Earning a living through professional play or officiating.
(ii) Career	B. Improving heart health and lung capacity.
(iii) Physical Health	C. Bringing different ethnic groups together in unity.
(iv) Mental Health	D. Reducing stress and improving cognitive function.

3. At Ndururumo Senior School, learners were shown the following tools during a health and fitness lesson. (3 marks)



Tool A



Tool B



Tool C

State the use of each tool in body composition measurement.

a) Tool A
b) Tool B
c) Tool C

4. During a cross-country race in the community, a runner, Omari, trips and sustains a deep cut on his knee and appears to have a sprained ankle.

(a) Using the illustration provided, explain the R.I.C.E. principle for treating Omari's sprain. (2 marks)

i.
ii.

(b) Categorize the injury (Cut) as either Soft Tissue or Hard Tissue. (1 mark)

_____.

(c) State two strategies the race organizers should have put in place to prevent road injuries. (2 marks)

i.
ii.

(d) Explain one emotional effect of a long-term injury on a Senior School athlete. (1mark)

_____
_____.

5. The school is hosting a "Wellness Week." The Grade 10 class is tasked with creating a 20-minute floor aerobics routine.

(a) Outline the four phases of a standard aerobics session in their correct order. (4 marks)

i.
ii.
iii.
iv.

(b) Identify the movement shown below and describe how to perform it. (2 marks)



_____
_____
_____

(c) Suggest two dimensions of wellness that a learner achieves by participating in this group aerobics session. (2 marks)

i.
ii.

6. During a weekend cycling activity, Chief Wekesa reminded learners to observe road safety.







Sign A Sign B Sign C

State whether each statement is TRUE or FALSE. (3 marks)

a) Sign A. means there are children crossing the area .
b) Sign B reminds road users to be careful near a crossing area. .
c) Sign C means it is safe to text while crossing the road. .

7. At Makueni Boys Senior School, learners saw the following injury cards after a football match and long-distance training.

Write **ACUTE** or **CHRONIC** for each injury. (3 marks)

i. Twisted ankle after landing badly : .
ii. Blisters after many training days : .
iii. Shoulder dislocation after a fall :

8. Coach Atieno used the diagram below while training learners in netball. (3 marks)

[Observe] → [Identify weakness] → [Plan practice] → [Give feedback]

a) Define coaching. (1 mark)

_____

_____

b) Name any two steps shown in the coaching cycle. (2 marks)

i)

ii)

9. At Lakeview Senior School, the sports office displayed the following items.







Item A **Item B** **Item C**

Name each item. (3 marks)

a) Item A

b) Item B

c) Item C

10. At Kiboko Mixed Senior School, learners lacked enough sports equipment. Their teacher showed them locally available materials.







Material A **Material B** **Material C**

Old tyres *Plastic containers filled with sand* *Sisal rope*

(a) State one possible sports use for each material. (3 marks)

i) Old tyres

---

ii) Plastic containers filled with sand

---

iii) Sisal rope

---

b) State two qualities/criteria of good improvised sports equipment. (2 marks)

(i)
.

(ii)
.

SECTION B: (50 MARKS)

11. Chief Namutebi and Baraka Senior School organized a community recreation and wellness day to reduce drug abuse, promote unity and keep learners active during school holidays.

Activity	Number of Participants
Football	18
Volleyball	12
Aerobics	14
Cross country	10

a) From the table above:
i) Identify the activity with the highest number of participants. (1 mark)
_____

ii) Identify the activity with the lowest number of participants. (1 mark)

_____

b) Calculate the total number of participants in all the four activities. Show your working. (2 marks)

c) Explain two benefits of sports to an individual in this community programme. (2 marks)

i.

ii.

d) Explain two benefits of sports to society/community. (2 marks)

i.

ii.

e) Outline two ways Baraka Senior School and the local community can build a strong sports culture at school and at home. (2 marks)

i.

ii.

12. At St. Luke's Senior School, learner Moses visited the school wellness corner before joining the athletics club. The following measurements were taken by teacher Mr. Kiprop.

Measurement	Value
Mass	72 kg
Height	1.80 m
Waist circumference	84 cm
Hip circumference	96 cm

a) Calculate Moses' Body Mass Index (BMI). Show your working. (2 marks)

b) Calculate Moses' waist-to-hip ratio. Show your working. (2 marks)

c) Distinguish between: (2 marks)

Lean body weight and Fat body weight

_____

_____

_____

d) State two factors that determine body composition. (2 marks)

i.

ii.

13. At Karibu Senior School, learners were preparing for an aerobics display during the school open day. Their Sports and Recreation teacher, Ms. Achieng, reminded them that correct posture improves balance, movement efficiency and safety.



P.



Q.



R.

a) Identify the posture shown in:

i) Q (1 mark)

ii) R (1 mark)

iii) R (1 mark)

b) State two effects of correct posture on sports performance during running, jumping or throwing. (2 marks)

i.

ii.

c) The following table was given by the teacher during the aerobics activity

session plan

Phase	**Aerobics**	Time
Warm-up		8 minutes
Main aerobics routine		20

Calculate the total time for the aerobics session in the table above. Show your working. (2 marks)

d) Explain the importance of:

i) warm-up (1 mark)

_____

_____

ii) cool-down (1 mark)

_____

_____

14. During the April holidy some learners attended an cycling camp and were coached on cycling. Jabali the team coach took them through a training session.

(a) List four characteristics of a good coach. (2 marks)

(i)
.

(ii)
.

(b) Outline three safety road signs a student should identify when cycling for recreation. (3 marks)

(i)
.

(ii)
.

(iii)
.

(iv)
.

c) State three steps in the coaching process. (3 marks)

(i)
.

(ii)
.

(iii)
.

15. Circle TRUE or FALSE for the following statements regarding a Grade 10 aerobics session led by Mr. Wekesa. (4 marks)

i. The Cool-down phase prevents blood pooling in the legs. (TRUE / FALSE)

ii. Floor aerobics require a swimming pool to perform. (TRUE / FALSE)

iii. A Warm-up increases the internal body temperature. (TRUE / FALSE)

iv. High-impact aerobics involve both feet leaving the ground. (TRUE / FALSE)

16. During a practical session, **Abraham and Isaac** demonstrated proper lifting techniques in an aviation workshop.



Abraham



Isaac

(a) Who demonstrated the correct posture for lifting? (1 mark)

_____

(b) Describe the impact of the incorrect posture on the athlete's future performance. (2 marks)

(i)
.

(ii)
.

(c) Analyze how correct posture while running improves "Efficiency of Performance." (2 marks)

(i)
.

(ii)
.

(d) ldentify two causes of postural defects in the school environment. (2 marks)

(i)
.

(ii)
.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – THEATRE AND FILM

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

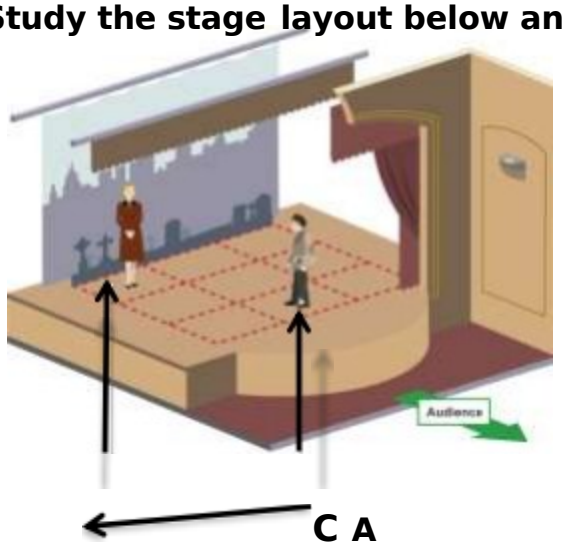
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. (a) Study the stage layout below and name the parts labeled A, B, and C. (3 marks)



C A B

A: **B:** **C:**

(b) Match the production personnel in Column X with their correct responsibility in Column Y. (4 marks)

Column X (Personnel)	Column Y (Responsibility)
i. Stage Manager	A. Creates the visual look of characters using cosmetics.
ii. Playwright	B. In charge of backstage organization and calling cues.
iii. Make-up Artist	C. Writes the script and develops the story.
iv. Props Manager	D. Sources and manages all moveable objects on stage.

2. (a)

Define the term "De-role" as used in acting. (2 marks)

_____

_____

(b) List three tools of an actor. (3 marks)

i
ii
iii

(c)Write True or False at the end of each statement below(4 marks)

i. An Arena Stage has the audience on all four sides. [ ]
ii. Warm-down exercises are done before a performance to prevent injury. [ ]
iii. A "Character Bible" is a detailed description of a character's history and traits. [ ]
iv. Traditional Kenyan theatre was strictly for paid audiences in closed halls. [ ]

(d) Circle the correct type of lighting technique used to follow a moving actor on stage: (1 mark)

A. Flood Lighting	**B. Follow Spot**	**C. Practical Lighting**

(e) Outline three characteristics of Traditional Kenyan Theatre. (3 marks)

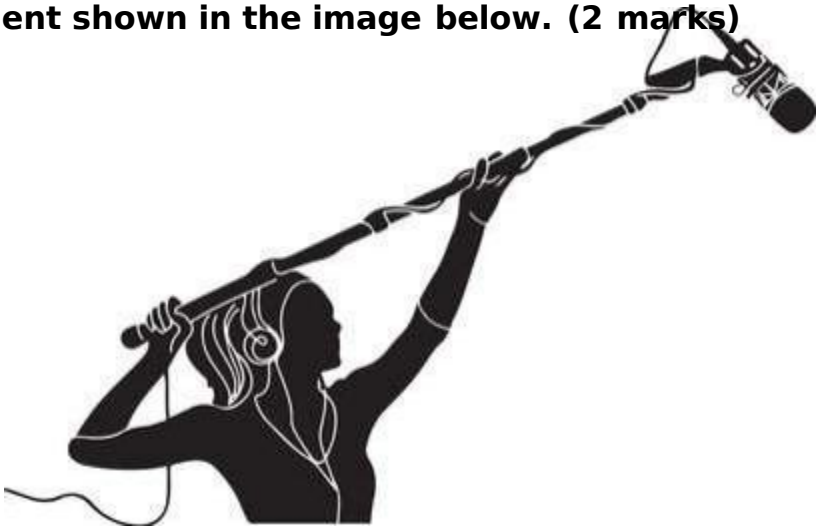
i
ii
iii

3. (a) You are writing a Spoken Word piece on Road Safety. Identify two Poetic Elements you would use to make it rhythmic. (2 marks)

i
ii

(b) Identify the sound equipment shown in the image below. (2 marks)





Device 1: Device 2:

(c) Identify six positions on a 9-point stage grid from the list below by ticking (✓) the correct ones. (6 marks)

i. Upstage Right ☐

ii. Backstage Left ☐

iii. Downstage Center ☐

iv. Center Stage ☐

v. Mid-wing ☐

vi. Upstage Left ☐

vii. Downstage Left ☐

viii. Center Stage Right ☐

SECTION B (50 MARKS)

7. Read the following script excerpt written by a student at Baraka Senior School and answer the questions that follow.

TITLE: THE BROKEN SILENCE

SCENE 1: Mzee Juma's Compound – Evening.

(*The stage is set to look like a rural home. There is a wooden stool and a small fire (L.E.D projection). MZEE JUMA is sitting, staring at the sky. ADHIAMBO enters, carrying a heavy bag*.)

MZEE JUMA: *(Voice trembling)* You are late, daughter of my sister. The sun has already swallowed the hills.

ADHIAMBO: *(Setting the bag down heavily)* The roads are bad, Uncle. The contractors left them half- done.

MZEE JUMA: *(Sighs)* Corruption is a worm that eats the road we walk on. Did you bring the medicine?

ADHIAMBO: (*Hesitating)* I... I couldn't. The prices have doubled.

(a) Identify the Setting of this play. (2 marks)

_____

(b) Describe the Dramatic Conflict presented in this scene. (2 marks)

_____

_____

(c) Suggest a Pertinent and Contemporary Issue (PCI) being addressed in this script. (2 marks)

_____

_____

Using the Three-Act Structure, outline what might happen in Act II (The Climax) of this story. (3 marks)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

5. (a) Identify the Design Components visible in the image above. (3 marks)







i.

ii.

iii.

(b) Explain the difference between Actual Performance and Virtual Performance in the context of modern Kenyan theatre. (2 marks)

Actual Performance	Virtual Performance

(c) Mr. Mutua, the Drama Teacher, wants to create a "Found Space" performance at the local market. Describe two challenges he might face with the audience. (2 marks)

i.

ii.

(d) Describe the duties of the following members of a theatre production team:

i. Director (2 marks)

_____

_____

ii. Stage manager (2 marks)

_____

_____

iii. Costume designer (2 marks)

_____

_____

6. Chief Kamau has invited your theatre group to perform a piece on Community Engagement.

(a) Before the play starts, the actors must perform Warm-up exercises. Describe one physical and one vocal warm-up exercise they can use. (2 marks)

_____

_____

(b) Drawing Task:

In the space below, draw a simple Thrust Stage and label where the audience sits. (3 marks)

(c) Distinguish between Rehearsal and Debriefing. (4 marks)

_____

_____

_____

_____

7. (a) Traditional Kenyan theatre forms often incorporate Rituals. Analyze two functions of rituals in a communal setting. (2 marks)

_____

_____

(b) How does Music and Dance enhance the moral function of a story in a traditional performance? (2 marks)

_____

_____

(d) State three values of artistic creation in addressing societal issues like drug abuse or environmental conservation. (3 marks)

i.

iii.

8. You are planning a spoken word performance themed Road Safety in Nairobi.

(a) Explain how you would use the following elements to make your piece effective:

i. Persona (1 mark)

_____

_____

ii. Word play (1 mark)

_____

_____

iii. Rhythm (1 mark)

_____

_____

iv. Repetition (1 mark)

_____

_____

(b) Write eight lines of your spoken word poem portraying the theme. (4 marks)

_____

_____

_____

_____

_____

_____

_____

_____

9. Study the illustration below showing a traditional Kenyan performance scene.



(a) Identify two traditional elements evident in the performance. (2 marks)

i.

ii.

(b) State two functions of such performances in community life. (2 marks)

i.

ii.

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THE 47 COUNTIES C1 SCHOOLS' JOINT NATIONAL SBA ASSESSEMENT

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: MIDTERM ASSESSMENT 2026

GRADE 10 – WOOD TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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2. Write the name of your school and your stream in the spaces provided.
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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. A Grade 10 learner from Jitegemee Senior School put on the PPE below.



(a) Identify the PPE worn by the learner and state its specific use when using a circular saw. (2 marks)

PPE:
Use:

(b)Circle the

look professional.

A. To
B. To protect clothes from dust and sharp wood splinters.

2. (a) Match the tool in Column X with its correct classification in Column Y. (4 marks)

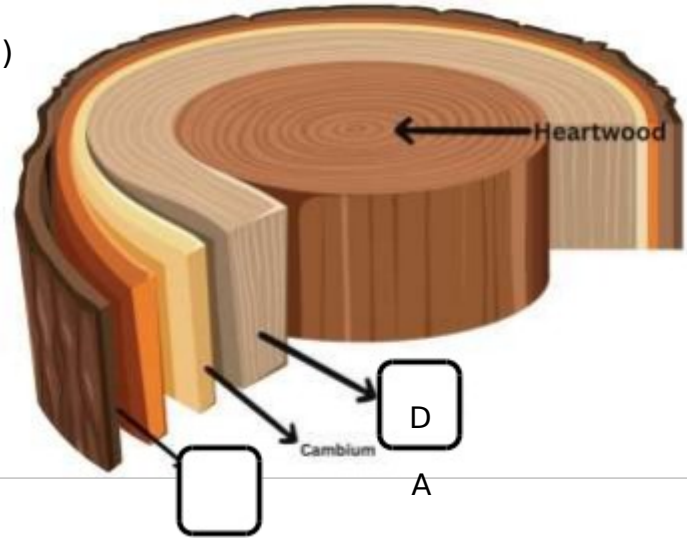
Column X (Tool)	Column Y (Classification)
i. G-Clamp	A. Impelling Tool
ii. Claw Hammer	B. Holding/Clamping Tool
iii. Jack Plane	C. Boring Tool
iv. Ratchet Brace	D. Planing Tool

(b) List two maintenance practices for a Jack Plane. (2 marks)

i

ii

3. (a)



Name the parts labeled A and D. (2 marks)

A: D:

(b) State whether the following are True or False: (4 marks)

i. Softwood trees usually have needle-like leaves. [ ]
ii. Hardwood trees are mostly evergreen. [ ]
iii. The Pith is the oldest part of the tree. [ ]
iv. Annual rings are used to determine the age of a tree. [ ]

4. (a) Define the term Timber Seasoning. (2 marks)

_____

_____

(b) Identify the method of timber conversion shown in the diagram below. (1 mark)



Method:

(c) Outline two dangers of growing tall timber trees very close to the main highway. (2 marks)

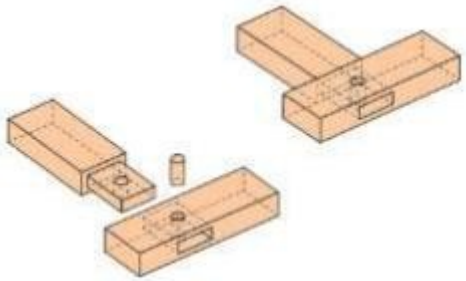
i

ii

3. (a)

5.

a. Identify the joint shown in the image below and name one fastener used to strengthen it. (2 marks)



Joint Name:
Fastener:

b. Tick (✓) the correct adhesive used for external furniture exposed to rain. (1 mark)

i. Animal Glue [ ]

ii. PVA Glue [ ]

iii. Synthetic Resin [ ]

c. List three benefits of studying Woodwork Technology in Senior School. (3 marks)

i
ii
iii

d. Underline the career that is NOT directly related to Woodwork: (1 mark)

Carpenter	Joiner	Pharmacist	Furniture Designer	Wood Turner.

e. Name the cutting tool shown below. (1 mark)



_____

f. Define "Beveling" as a timber process. (2 marks)

_____
_____

SECTION B (50 MARKS)

6. Mr. Omondi, the Woodwork teacher at Mtito Andei Senior School, wants to redesign the workshop layout to improve safety and efficiency.



(a) Use the diagram below to analyze the layout. Identify two features that are misplaced for a safe workflow and explain why. (4 marks)

i

ii

(b) Describe three reasons why a workshop should have a "First Aid Kit" and a "Fire Extinguisher" clearly labeled and accessible. (6 marks)

i.
ii.
iii.

(b) Suggest one way the layout can be improved for a learner using a wheelchair. (2 marks)

_____

_____

7. Chief Mutua has donated a Eucalyptus log to the school for making desks. The log has a high moisture content and needs seasoning.

(a) The original weight of a wood sample was 500g. After oven-drying, the weight became 400g. Calculate the Moisture Content (MC) percentage using the formula: (6 marks)

(b) Sketch and label the Quarter Sawing method of conversion. (4 marks)

Explain one advantage of this method over Through and Through sawing. (2 marks)

_____

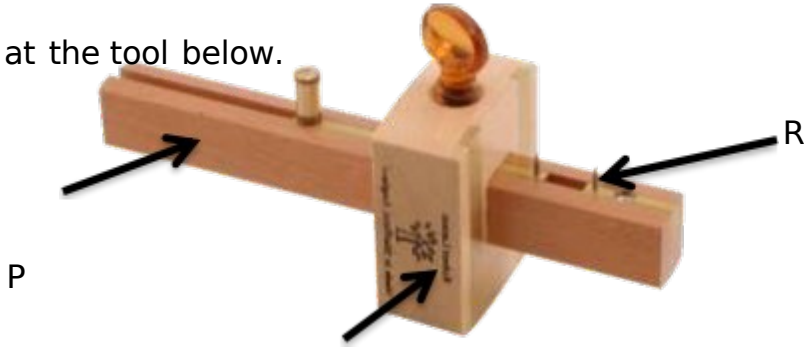
_____

(c) Distinguish between Hardwoods and Softwoods based on their physical features.(2 marks)

Hardwood	softwood

8. A learner, Amina, is preparing a piece of timber to make a picture frame. She needs to follow the "Face Side, Face Edge" procedure.

(a) Look at the tool below.



Name the parts labeled P, Q, and R. (3 marks)

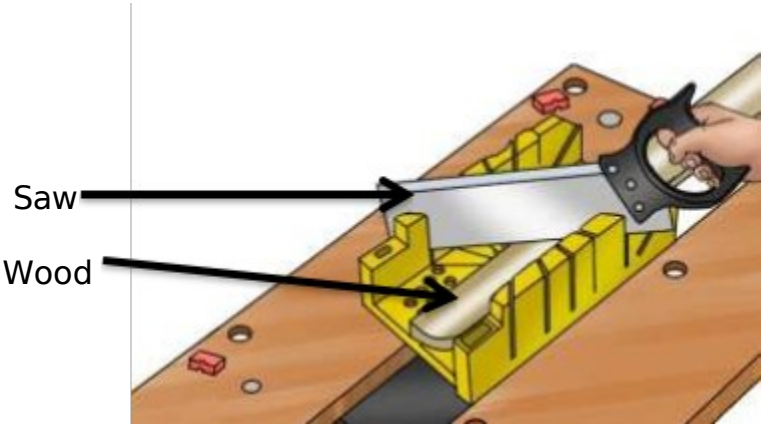
P :
Q :
R :

(b) Outline the step-by-step procedure Amina should follow to "turn up the stock". (6 marks)

i.
ii.

iii.

(c)Identify the operation shown in the picture where a learner is cutting a 45-degree angle at the end of a piece of wood. (1 mark)



_____

(d) Name two tools used for "Boring" holes in wood. (2 marks)

i.
ii.

9. The school needs to repair wooden dining tables. Some joints have widened, and some legs are broken.

(a) Sketch a "Bridle Joint" and

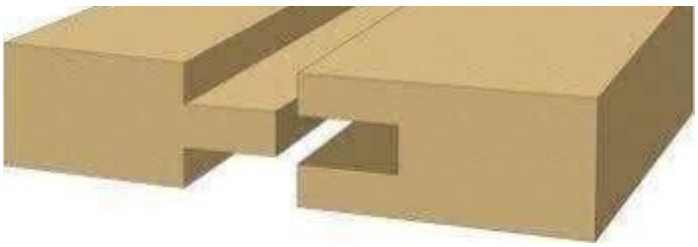
State where it is commonly used in furniture making. (5 marks)

_____

(b) A learner suggests using Nails and Screws for the repair. Compare the two fasteners in terms of holding power and ease of removal. (4 marks)

	Nails	Screws
Holding power		
Ease of removal		

(c) Identify the "Widening Joint" shown below used to make a tabletop. (1 mark)



_____

(d) State two safety precautions when using contact adhesives (glue). (2 marks)

i.
ii.

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NOVEMBER/DECEMBER HOLIDAY REVISION

TRIAL 3 REVISION QUESTIONS

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 ENDTERM ASSESSMENTS 2026

GRADE 10 – AGRICULTURE
Time: 2 Hours

LEARNER'S DETAILS

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Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A farmer in Bomet County wants to establish a vegetable farm. Before acquiring land, she considers factors such as soil characteristics, slope, rainfall and accessibility.

a) State **two factors** that determine the suitability of land for agricultural production. (2 marks)

i.

ii.

b) Give **one reason** why land productivity should be considered before establishing a farm. (1 mark)

SENIOR SCHOOL
AGRICULTURE ASSESSMENT

KCBE

2. During a practical lesson, learners collected three soil samples.

i. *Sample Xfelt gritty when rubbed between the fingers, while*
ii. *Sample Y felt smooth and sticky when wet.*

a) Identify the soil represented by Sample X. (1 mark)

b) Identify the soil represented by Sample Y. (1 mark)

c) State **one advantage** of loamy soil for crop production. (1 mark)

3. A farmer intends to prepare a field for planting maize.

a) Name **two primary land preparation operations** that may be carried out before planting. (2 marks)

i.

ii.

b) Explain **one importance** of proper land preparation. (1 mark)

4. A maize farmer notices that some young plants have been attacked by weeds shortly after germination.

a) State **two harmful effects of weeds** on crops. (2 marks)

i.

ii.

b) Name **one method** of controlling weeds in a maize field. (1 mark)

5. A farmer wants to maintain good crop growth throughout the growing period.

State **three field management practices** that the farmer can carry out after crop establishment. (3 marks)

i.

ii.

iii.

6. A farmer harvested tomatoes when some fruits were still green while others were fully ripe.

a) State **one indicator** that can be used to determine the maturity of a crop. (1 mark)

b) Give **one reason** why crops should be harvested at the correct stage of maturity. (1 mark)

7. A dairy farmer is selecting cattle for milk production.

State **two characteristics** that the farmer should consider when selecting a good dairy breed. (2 marks)

i.

ii.

8. During an Agriculture practical lesson, learners were shown a cow that was restless and attempting to kick.

a) State **one safety precaution** that should be taken when handling the animal. (1 mark)

b) Give **one reason** why animals should be handled calmly. (1 mark)

9. A farmer observes that one of her goats has lost appetite, has a dull coat and appears weak. **a)** State **one possible indication** that the animal is unhealthy. (1 mark)

b) Give **one general measure** that can be taken to prevent diseases in livestock. (1 mark)

10. A group of learners establishes a small beekeeping project at school.

State **two products** that can be obtained from honey bees. (2 marks)

i.

ii.

11. A farmer has the following tools:



a) State the use of a **secateurs** in crop production. (1 mark)

_____

_____

b) State **one maintenance practice** that should be carried out on farm tools after use. (1 mark)

_____

_____

12. A youth group processes fresh mangoes into mango juice and packaged dried mango slices. **a)** Identify the agricultural activity illustrated above. (1 mark) _____

b) State **one benefit** of adding value to agricultural produce. (1 mark)

_____

_____

13. A farmer produces 500 kg of tomatoes. After sorting, grading and packaging, she sells the produce directly to consumers at a higher price.

a) Name the process of grouping agricultural produce according to quality and size. (1 mark)

_____.

b) State **one advantage** of proper packaging of agricultural produce. (1 mark)

14. A school Agriculture club plans to establish a small vegetable enterprise.

State **two factors** that should be considered before establishing the enterprise. (2 marks)

i.

ii.

15. A farmer has crop residues, animal manure and dry leaves available on the farm.

a) Name the process of converting these materials into a useful organic manure. (1 mark)

b) State **one benefit** of using compost manure in crop production. (1 mark)

SECTION B: 50 MARKS

Answer ALL questions in this section.

16. A farmer in Narok County plans to establish a 5-hectare maize farm. The farm has gently sloping land, receives adequate rainfall and has a mixture of sandy and clay soils. The farmer intends to conduct a soil assessment before beginning land preparation.

a) Explain **four factors** that the farmer should consider when evaluating the suitability of the land for maize production. (4 marks)

i.

ii.

iii.

iv.

b) Describe **three physical properties of soil** that influence crop production. (3 marks)

i.

ii.

iii.

c) Explain **three ways** in which a farmer can conserve soil on sloping agricultural land. (3 marks)

i.

ii.

iii.

17. A farmer planted beans on a one-acre field. Two weeks after germination, the farmer noticed that weeds were
competing with the beans. Some plants were also showing signs of poor growth. The farmer decides to improve field management practices.

a) Explain **four harmful effects of weeds** on crop production. (4 marks)

i.

ii.

iii.

iv.

b) Describe **three appropriate field management practices** that the farmer can undertake to improve the growth of the beans. (3 marks)

i.

ii.

iii.

c) State **three factors** that should be considered when determining the correct time to harvest a crop. (3 marks)

i.

ii.

iii.

18. A farmer wants to start a small dairy enterprise. He plans to purchase two dairy cattle and intends to establish good animal health and handling practices.

a) Explain **three characteristics** of a good dairy animal. (3 marks)

i.

ii.

iii.

b) Describe **three safe practices** that should be followed when handling livestock. (3 marks)

i.

ii.

iii.

c) Explain **two measures** that can be used to prevent the spread of diseases in livestock. (2 marks)

i.

ii.

d) State **two signs** that may indicate that an animal is unhealthy. (2 marks)

i.

ii.

19. A Grade 10 Agriculture class establishes a beekeeping project as part of an enterprise activity. The learners plan to harvest honey and sell it after proper processing and packaging.

a) Explain **three factors** that should be considered when selecting a suitable site for a beehive. (3 marks)

i.

ii.

iii.

b) State **two precautions** that should be taken when harvesting honey. (2 marks)

i.

ii.

c) Explain **three ways** through which an animal-rearing or beekeeping project can benefit learners. (3 marks)

i.

ii.

iii.

d) State **two records** that should be maintained in an agricultural enterprise. (2 marks)

i.

ii.

20. A youth group in Kisumu County produces tomatoes. Instead of selling all the tomatoes fresh, the group decides to process some into tomato sauce. The members package and label the product before selling it to consumers.

a) Explain **three reasons** why agricultural produce is processed and value-added. (3 marks)

i.

ii.

iii.

b) Describe **three factors** that the group should consider when choosing a market for its tomato products. (3 marks)

i.

ii.

iii.

c) The group harvested **800 kg** of tomatoes. It sold **600 kg** at **KSh 50 per kilogram**.

Calculate the total amount of money received from the sale. (2 marks)

d) State **two qualities** of a successful agricultural entrepreneur. (2 marks)

i.

ii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – BIOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A learner was tasked with defining the term Biology.

a) State the correct meaning of Biology. **(1 mark)**

_____

b) Give **two ways** in which Biology can be applied in solving community problems. **(2 marks)**

i.

ii.

2. During a field study, learners collected leaves, insects and small organisms for identification.

a) Name **two apparatus** that can be used to collect biological specimens. **(2 marks)**

i.

ii.

b) State **one reason** why biological specimens should be properly preserved. **(1 mark)**

_____

_____

3. A student observed a cell using a light microscope.

a) State the function of the **nucleus**. **(1 mark)**

_____

b) Give **two differences** between a plant cell and an animal cell. **(2 marks)**

Plant cell	**Animal cell**

4. The diagram below represents a specialized cell.



a) Identify the likely specialised cell represented.
(1 mark)

b) State **one adaptation** that enables the cell to perform its function efficiently. **(1 mark)**

_____

_____

5. Food samples were tested in a school laboratory.

a) Name the reagent used to test for **starch**.
(1 mark)

b) State the colour change expected when starch is present. **(1 mark)**

_____

_____

c) Name the reagent used to test for **reducing sugars**.
(1 mark)

6. A farmer noticed that a plant kept in darkness for several days had pale leaves.

a) Name the process by which green plants manufacture food.
(1 mark)

b) State **two conditions** necessary for this process. **(2 marks)**

i.

ii.

7. A learner placed a leafy plant in sunlight and covered one leaf with opaque paper.

a) Why was the leaf partly covered? **(1 mark)**

_____

_____

b) Which substance is being investigated in this experiment? **(1 mark)**

_____

8. The table below shows the results obtained when a student investigated water movement in plant tissues.

Tissue	**Movement of water**
X	Upward
Y	Downward

a) Identify tissue **X**. **(1 mark)**

b) Identify tissue **Y**. **(1 mark)**

9. During a Biology lesson, learners observed that a person breathes faster immediately after vigorous exercise. a) State **one reason** for the increased breathing rate. **(1 mark)**

_____

_____

b) Name the gas required by body cells during aerobic respiration.
(1 mark)

10. A student investigated the effect of temperature on the rate of respiration in yeast.

a) State the role of yeast in the investigation. **(1 mark)**

_____

b) Give **one observable indication** that respiration is taking place. **(1 mark)**

_____

_____

11. A learner ate a meal containing carbohydrates,

proteins and fats. a) State the main function of

carbohydrates in the body. **(1 mark)**

_____

_____

b) State **one function** of proteins in the body. **(1 mark)**

_____

_____

c) State **one function** of fats and oils. **(1 mark)**

_____

_____

12. State **three characteristics** that distinguish living organisms from non-living things. **(3 marks)**

i.

ii.

iii.

SECTION B: 50 MARKS

Answer all questions in this section.

13. A Biology teacher gave a group of learners a specimen of an onion epidermis and instructed them to prepare a temporary slide for microscopic observation.

a) State **two materials** required when preparing the temporary slide. **(2 marks)**

i.

ii.

b) Describe how the onion epidermis can be prepared for observation under a light microscope. **(4 marks)**

i.

ii.

iii.

iv.

c) State **two functions** of the microscope in biological investigations. **(2 marks)**

i.

ii.

d) Give **two safety precautions** that should be observed when handling a microscope and biological specimens. **(2 marks)**

i.

ii.

14. The cells of multicellular organisms are specialised to perform different functions.

a) Explain the meaning of **cell specialisation**. **(2 marks)**

_____

_____

b) Complete the table below. **(4 marks)**

Specialised cell	**Main function**
Red blood cell	
Root hair cell	
Sperm cell	
Palisade cell	

c) Explain **two adaptations** of a root hair cell that make it efficient in absorbing water and mineral salts. **(2 marks)**

i.

ii.

d) State **two advantages** of having specialised cells in multicellular organisms. **(2 marks)**

i.

ii.

15. A school health club conducted a survey on the eating habits of learners. They found that some learners frequently skipped breakfast and consumed mainly sugary snacks.

a) State **three classes of food nutrients** required by humans. **(3 marks)**

iii.

i.

ii.

iii.

b) Explain **two effects** of inadequate protein intake in growing learners. **(2 marks)**

i.

ii.

c) Describe how a learner can obtain a balanced diet from commonly available foods in Kenya. **(3 marks)**

i.

ii.

iii.

d) Explain why excessive consumption of sugary foods may be harmful to health. **(2 marks)**

i.

ii.

16. A farmer observed that two similar plants were growing differently.

i. PlantA was placed in adequate sunlight and watered regularly, while
ii. Plant B was kept in a dark room.

a) Explain why Plant B developed weak, elongated and pale shoots. **(3 marks)**

i.

ii.

iii.

b) Describe the process of **transpiration** in plants. **(3 marks)**

c) State **two factors** that affect the rate of transpiration. **(2 marks)**

i.

ii.

d) Explain the importance of transpiration to a plant. **(2 marks)**

i.

ii.

17. During a school athletics competition, a learner ran several laps around the field. His breathing rate and heartbeat increased considerably.

a) Explain why the learner's breathing rate increased during the exercise. **(3 marks)**

i.

ii.

iii.

b) Distinguish between **aerobic respiration** and **anaerobic respiration**. **(2 marks)**

_____

_____

_____

_____

c) State the products of aerobic respiration. **(2 marks)**

i.

ii.

d) Explain why the learner continued breathing heavily for some time after completing the race. **(3 marks)**

_____

_____

_____

_____

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – BUILDING CONTRUCTION

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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SECTION A (30 MARKS)

Answer ALL questions in this section.

1. A group of Grade 10 learners at Itiero Senior visited a construction site in their locality. They observed residential houses, shops, offices and a school building under construction.

a) Define the term **building construction**. (2 marks)

.....

b) State **two reasons why buildings are important in society**. (2 marks)

i

i.....

c) Name **one type of building** used for each of the following purposes: (3 marks)

i. Residential

ii. Commercial

iii. Social

2. Buildings have developed from simple shelters such as caves and temporary huts to complex modern structures.

a) State **two early forms of shelter** used by human

.

beings. (2 marks) i

i.....

b) Name **three basic components of a building**. (3 marks)

i

ii

iii

3. A contractor intends to construct a classroom block on a piece of land that contains bushes, stones, loose soil and old structure. a

a) State **two activities carried out during site clearance**. (2 marks)

i

ii

b) Give **two reasons for setting out a building before**

excavation. (2 marks) i

i.....

c) Name **one tool used in setting out a building**. (1 mark)

.....

4. A building technician is preparing drawings for a small

residential building. **a)** What is meant by **scale in technical**

.....

drawing? (2 marks)

.....

b) State **two types of lines commonly used in building drawings**. (2 marks)

S



T

S

T

c) State **one advantage of using a scale when preparing a building drawing**. (1 mark)

.....

5. A learner was given samples of cement, sand, ballast, timber and bricks for identification. **a)** State **one use of cement in building construction**. (1 mark)

.....

b) State **one use of timber in building construction**. (1 mark)

.....

c) Give **two properties of good building sand**. (2 marks) i.....

ii

d) State **one factor considered when selecting building materials**. (1 mark)

.....

6. During the construction of a foundation, a concrete mixture is prepared using cement, sand, coarse aggregate and water.

a) Name the **four main ingredients of concrete**. (4 marks) i.....

ii

iii

iv

b) State **one purpose of water in concrete mixing**. (1 mark)

.....

7. A contractor is preparing trenches for the foundation of a single-storey building.

a) State **two factors that determine the depth of a foundation**. (2 marks) i .....

ii

b) State **one function of a foundation**. (1 mark)

.....

c) Name **one material commonly used in foundation construction**. (1 mark)

.....

8. During excavation, the sides of a deep trench become unstable and begin to collapse. **a)** What is **timbering**? (2 marks)

.....

.....

b) State **two reasons for timbering excavation sides**. (2 marks) i .....

ii

c) State **one danger associated with unsupported excavations**. (1 mark)

.....

9. After the foundation concrete has gained sufficient strength, the mason begins constructing the foundation wall. **a)** State **two functions of foundation walling**. (2 marks)

i

ii

b) Name **one material that can be used to construct foundation walls**. (1 mark)

.....

c) State **two functions of a ground floor**. (2 marks)

i

ii

10. A plumber is installing a water supply system in a newly constructed house. **a)** Name **two tools below used in plumbing work**. (2 marks)



M



N

M

N

b) State **two safety precautions that should be observed when carrying out plumbing work**. (2 marks) i .....

ii

c) Name **one material used for making water pipes**. (1 mark)

.....

SECTION B: 50 MARKS

Answer ALL questions in this section.

11. A community has acquired a piece of land on which a two-classroom block is to be constructed. The site is covered with vegetation and contains several stones. The contractor first prepares the site before setting out the building.

a) Explain **four activities that should be carried out during site preparation** before construction begins. (4 marks)

i

ii

iii

iv

b) Describe the procedure for **setting out a simple rectangular building**. (4 marks)

.....

.....

.....

.....

.....

.....

c) State **two precautions to observe during setting out**. (2 marks)

i

ii .....

12. A building technician has been asked to prepare a simple working drawing for a small house.

a) Differentiate between a **plan** and an **elevation** of a building. (4 marks)

Plan:

.....

.....

Elevation:

.....

.....

b) State **three types of information that may be shown on a building plan**. (3 marks) i .....

ii

iii

c) A wall measuring **6 metres** in actual length is represented by a line measuring **12 centimetres** on a drawing. Determine the scale used. Show your working. (3 marks)

.....

.....

13. A contractor is constructing the foundation of a proposed classroom block. The concrete used for the foundation must be properly proportioned, mixed, placed and compacted.

a) Explain **four steps involved in preparing concrete for foundation work**. (4 marks)

i

ii

iii

iv

b) Explain **three reasons why concrete should be properly compacted** after placing. (3 marks)

i

ii

iii

c) State **three factors that should be considered when determining the suitability of a foundation for a building**. (3 marks)

i

ii

iii

14. During the construction of a residential house, the contractor excavates deep foundation trenches. The soil is loose and the sides of the trenches are likely to collapse.

a) Explain **three reasons why timbering may be necessary in excavation work**. (3 marks)

i

ii

iii

b) Describe **three stages involved in constructing foundation walling** after the foundation has been prepared. (3 marks)

i

ii

iii

c) Explain **four considerations when constructing a ground floor**. (4 marks) i .....

ii

iii

iv

15. A newly constructed house requires a water supply and waste-water disposal system. A plumber is instructed to install the system using appropriate tools, materials and pipe fittings.

a) Name **four plumbing tools** that may be required for the installation. (4 marks)

i. .....

ii

iii

iv

b) Identify and explain the function of **the pipe fittings** used in plumbing. (3 marks)



Q



R



S

Pipe fitting	Function
Q	
R	
S	

c) State **three factors that should be considered when selecting pipes for a building water-supply system**. (3 marks)

i. .....

ii

iii

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – BUSINESS STUDIES

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. a) Define the term **money**.(1 mark)

_____

b) State **two functions of money**.(2 marks)

i.

ii.

c) Explain **two reasons why people demand money**.(2 marks)

i.

ii.

2. Study the simplified illustration below and answer the questions that follow.



a) Identify the security feature represented by **A**.
(1 mark)

b) Identify the feature represented by **B**. (1 mark)

c) Identify the security feature represented by **C**.
(1 mark)

d) State **two reasons why security features are incorporated in currency notes**.(2 marks)

i.

ii.

3. A group of Grade 10 learners plans to establish a small enterprise selling environmentally friendly shopping bags in their community.

a) State **three goals** that the learners may set for their business. (3 marks)

i.

ii.

iii.

b) Explain **one importance of setting business goals**. (1 mark)

_____

_____

c) State **one factor that should be considered when setting business goals**. (1 mark)

_____

_____

4. Amani Traders wants to open a bank account to make business transactions safer and easier.

a) Name **two types of bank accounts** that may be relevant to the business. (2 marks)

i.

ii.

b) State **two services offered by commercial banks to businesses**. (2 marks)

i.

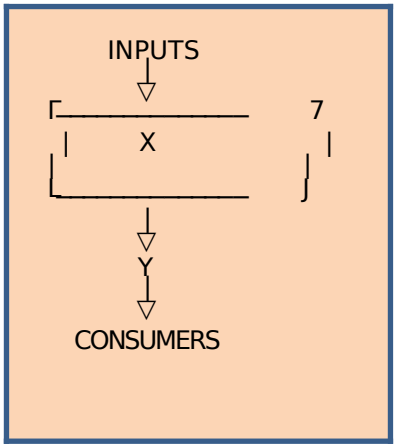
ii.

c) Give **one reason why a business should keep money in a bank rather than keeping all its money at the business premises**. (1 mark)

_____

_____

5. Study the production process represented below.



a) Identify the stage represented by the **X**. (1 mark)

_____

b) State **two factors of production** used during this process. (2 marks)

i.

ii.

c) Distinguish between **production** and **consumption**. (2 marks)

_____

_____

_____

6. Three friends, Brian, Carol and David, intend to start a business together. They agree to contribute capital, share profits and participate in decision-making.

a) Identify the most appropriate form of business ownership for the three friends. (1 mark)

_____

b) State **two characteristics** of this form of business ownership. (2 marks)

i.

ii.

c) State **two advantages** of this form of business ownership. (2 marks)

i.

ii.

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. Kiprono operates a small food business. He prepared the following monthly budget:

Item	Amount (KSh)
Expected sales revenue	120,000
Purchase of stock	45,000
Rent	15,000
Wages	20,000
Transport	8,000
Electricity and water	5,000
Advertising	4,000

a) Calculate the **total expected expenditure**. (2 marks)

b) Calculate the **expected profit** for the month. (2 marks)

c) State **three importance of preparing a budget for a business**. (3 marks)

i.

ii.

iii.

d) Explain **three ways in which Kiprono can control business expenditure**. (3 marks)

iv.

v.

vi.

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

Naserian noticed that many households in her community were struggling to obtain fresh vegetables regularly. She decided to establish a small vegetable-growing and delivery enterprise. She conducted a survey, identified her target customers, calculated the amount of capital required and [illegible]. She also decided to [illegible]

a) Identify **two entrepreneurial qualities** demonstrated by Naserian. (2 marks)

i.

ii.

b) Explain **three benefits of entrepreneurship to the Kenyan economy**. (3 marks)

i.

ii.

iii.

c) State **two factors Naserian should consider when identifying a business opportunity**. (2 marks)

i.

ii.

d) Explain **three reasons why a business plan is important to Naserian's enterprise**. (3 marks)

i.

ii.

iii.

9. A furniture-making enterprise employs several workers. One worker cuts timber, another smoothens the timber, another assembles the furniture, while another applies the final finish.

a) Identify the business concept illustrated by the arrangement above. (1 mark)

b) Explain **three advantages of division of labour to the enterprise**. (3 marks)

i.

ii.

iii.

c) Explain **three disadvantages of division of labour to workers or the enterprise**. (3 marks)

i.

ii.

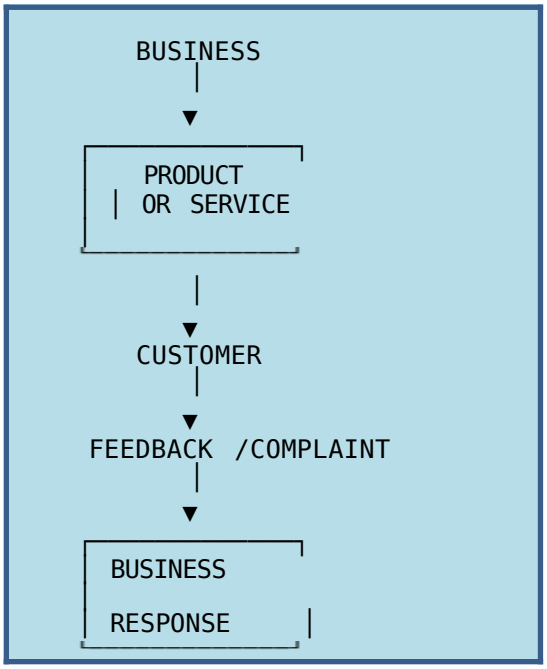
iii.

d) Distinguish between **division of labour** and **specialisation**. (2 marks)

e) State **one factor that may limit the extent to which division of labour can be practised in a business**. (1 mark)

10. Consumer Satisfaction and Protection (10 marks)

Study the customer-service process below.



a) Identify the process represented by the diagram.
(1 mark)

b) State **three reasons why customer satisfaction is important to a business**. (3 marks)

i.

ii.

iii.

c) A customer purchases an electronic appliance that develops a fault shortly after purchase. State **three remedies that may be available to the customer**. (3 marks)

i.

ii.

iii.

d) Explain **three ways in which a business can improve customer satisfaction**. (3 marks)

i.

ii.

iii.

11. A business received and made the following transactions during the month:

*2 August: Bought goods on credit from **Mali Wholesalers**, KSh 18,000.*

5 August: Sold goods for cash, KSh 12,000.

8 August: Purchased furniture for cash, KSh 10,000.

12 August: Returned goods worth KSh 3,000 to Mali Wholesalers.

15 August: A customer returned goods worth KSh 2,000 that had previously been sold on credit.

a) Name the **source document** that would be used when goods are purchased on credit. (1 mark)

_____

b) Name the **source document** that would be issued when goods are sold on credit. (1 mark)

_____

c) Identify the source document used to record goods returned by the business to Mali Wholesalers. (1 mark)

_____

d) Identify the source document used when a customer returns goods previously bought on credit. (1 mark)

_____

e) Prepare a simple table showing the following for the transactions dated **2 August, 12 August and 15 August**:

Date	Transaction	Appropriate Source Document
2 August		
12 August		
15 August		

(3 marks)

f) State **three reasons why source documents are important in business**. (3 marks)

i.

ii.

iii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: SECOND ASSESSMENT 2026

GRADE 10 – CHEMISTRY
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

1. A learner was investigating substances in the laboratory and recorded the following observations: **Substance P** occupied a definite volume but took the shape of its container.

Substance Q had a definite shape and definite volume.

Substance R spread throughout the available space in a container.

a) Identify the state of matter represented by substance P. (1 mark)

b) Identify the state of matter represented by substance Q.
(1 mark)

c) State one characteristic of the particles in substance R that enables it to spread throughout the container. (1 mark)

_____

_____

2. An atom of element X has an atomic number of **17** and a mass number of **35**.

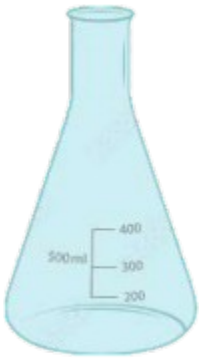
a) State the number of protons present in the atom. (1 mark)

b) Calculate the number of neutrons in the atom (1 mark)

c) Write the electronic arrangement of element X. (1 mark)

3. Study the simplified diagrams below.

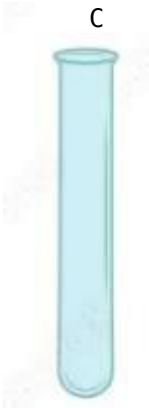
A



B



C



a) Identify apparatus **A**. (1 mark)

b) Identify apparatus **B**. (1 mark)

c) State one use of apparatus **C** in the chemistry laboratory. (1 mark)

_____

4. The elements represented by the letters A, B and C have the following electronic arrangements:

- A: 2.8.1
- B: 2.8.7
- C: 2.8.8

a) State the group to which element A belongs. (1 mark)

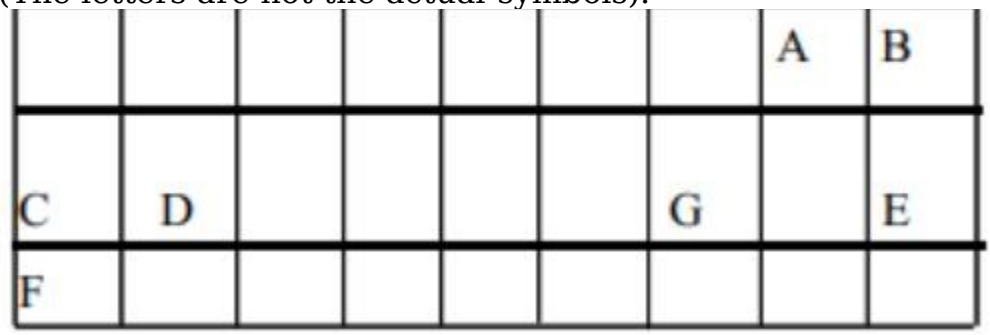
_____

b) State the group to which element B belongs. (1 mark)

_____

c) Explain why element C is chemically unreactive. (1 mark)

5. The grid below is part of the periodic table. Use it to answer the questions that follow: (The letters are not the actual symbols).



Write down the formula of the compound formed between C and A.

_____

a. Which element has the same electron arrangement as the stable ion of:

(i) F

(ii) A

b. Element Q has atomic number 15. Indicate its position on the grid.

_____

c. Explain how the atomic radii of the following compare:

i. C and F

_____

ii. C and D

_____

d. Write the type of bond present in a compound formed between D and A.

_____

e. Compound C and G were completely burned in oxygen.

i. Write down equations to show the combustion of each of the elements.

_____

ii. State whether each of the oxides (i) above is basic or acidic.

_____

6.

a. Study the table below and answer the questions that follow.

Particle	Atomic number	Ionic configuration	Formula of oxide	Atomic radii	Ionic radii
P	4	… … … … ..	……	0.110	0.031
Q	… … … … …	2.8.8	QO	0.200	0.099
R	……	2.8.8	R_2O	0.230	0.133
S	17	2.8.8	S_2O_7	0.099	0.181
T	16	……	……	0.104	0.231

i. Complete the table above

ii. From the table, choose the most reactive metal. Explain

_____

_____

_____

iii. Which element is the most electronegative. Explain

_____

_____

_____

iv. Using dots (.) and crosses (x) to represent electrons, show the bonding in the chloride of Q

v. Explain the solubility of element T in water

_____

_____

b.

i. Why is aluminium used to make utensils yet it is a reactive metal?

_____

ii. Distinguish between valency and oxidation number

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. The table below gives information about the ions T^{+} and Z^{2-}

Ion	**T^{+}**	**Z^{2-}**
Electron arrangement	2.8	2.8.8
Number of neutrons	12	16

a. How many protons are there in the nucleus of ?
   i. Element T?
   ii. Element Z?

b. Determine the relative formula mass of the compound formed between T and Z

c. State two conditions under which the compound would conduct electricity

i.

ii.

8. The number of protons, neutrons and electrons in atoms A to F are given in the table below the letters do not represent the actual symbol of the elements:-

Atoms	**Protons**	**Neutrons**	**Electrons**
A	3	4	2
B	9	10	10
C	12	12	12
D	17	18	17
E	17	20	17
F	18	22	18

a. Choose from the table the letters that represent:
   i. An atom of a metal . _____
   ii. A neutral atom of a non-metal _____
   iii. An atom of a noble gas _____
   iv. A pair of isotopes _____

v. A cation

9. A learner was given three colourless solutions labelled A, B and C. The learner carried out tests using universal indicator and obtained the following results.

Solution	Universal indicator colour	Approximate pH
A	Red	2
B	Green	7
C	Purple	13

a) Identify solution A as acidic, neutral or alkaline. (1 mark)

b) Identify solution B as acidic, neutral or alkaline. (1 mark)

c) Identify solution C as acidic, neutral or alkaline. (1 mark)

d) Arrange the three solutions in order of increasing acidity. (2 marks)

_____

_____

e) State the relationship between pH and acidity of a solution. (2 marks)

_____

_____

f) Name one natural indicator and one laboratory indicator that can be used to test whether a solution is acidic or alkaline. (2 marks)

_____

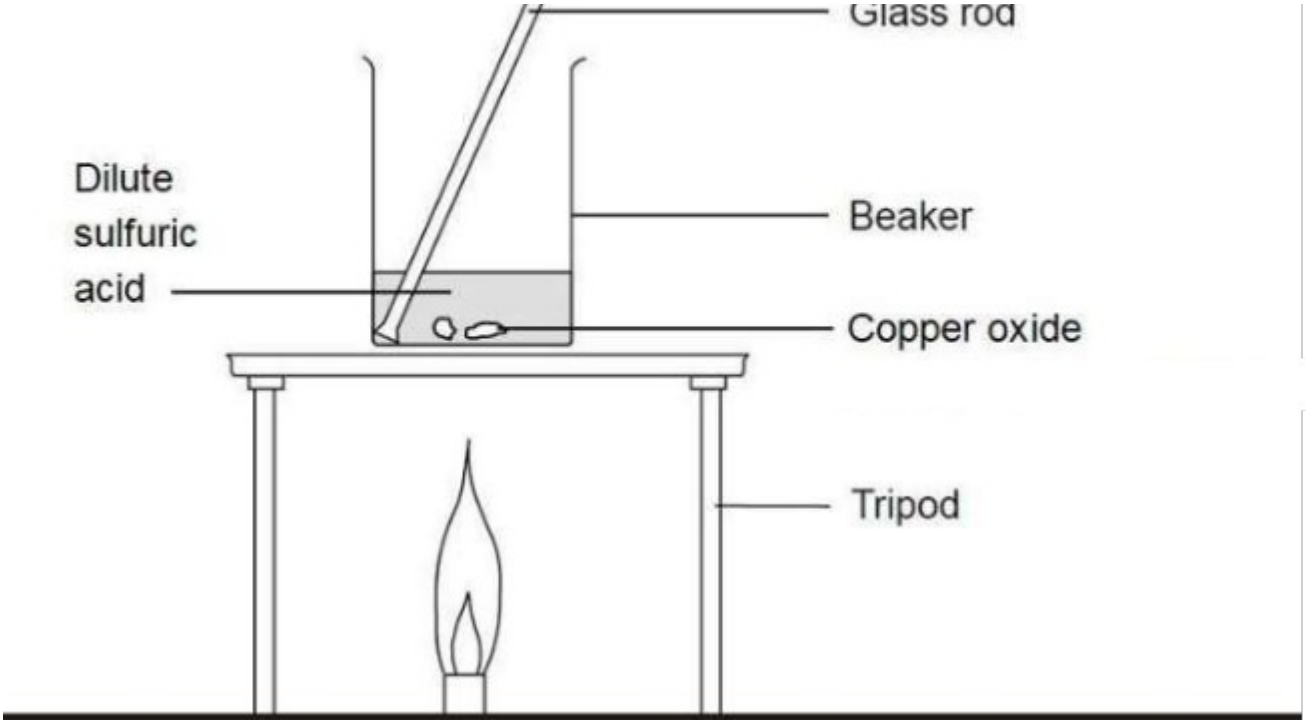
_____

g) State one use of indicators in everyday life or industry. (1 mark)

_____

_____

10. A learner prepared copper(II) sulfate crystals by reacting copper(II) oxide with dilute sulfuric acid. The experimental arrangement is represented below.



a) Identify the apparatus used to heat the solution. (1 mark)

_____

b) State the purpose of the glass rod during the experiment. (1 mark)

_____

c) Describe how the learner would obtain pure copper(II) sulfate crystals from the solution after the reaction is complete. (3 marks)

_____

_____

_____

d) Write a balanced chemical equation for the reaction between copper(II) oxide and sulfuric acid. (2 marks)

_____

_____

e) Explain why excess copper(II) oxide is removed before the crystals are obtained. (1 mark)

_____

_____

f) State one safety precaution necessary when carrying out this experiment. (1 mark)

_____

_____

g) Name the process by which the solid crystals are separated from the remaining liquid. (1 mark)

_____

_____

15. The following compounds belong to the same homologous series:

CH4, C2H6, C3H8, C4H1□

a) Name the homologous series represented by the compounds. (1 mark)

_____

_____

b) Give the name of the compound with the formula C2H6. (1 mark)

_____

_____

c) Give the name of the compound with the formula C_4H1_0 . (1 mark)

_____

_____

d) State the general formula of this homologous series. (2 marks)

_____

_____

e) State two characteristics of a homologous series. (2 marks)

_____

_____

f) Explain why members of a homologous series have similar chemical properties. (1 mark)

_____

_____

g) State one use of methane. (1 mark)

_____

h) State one environmental concern associated with the combustion of hydrocarbons. (1 mark)

_____

_____

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – COMPUTER STUDIES
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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SECTION A (30 MARKS)

Answer ALL questions in this section.

1. a) Define the term **computer system**. (1 mark)

_____

_____

b) State **two functions of the Central Processing Unit (CPU)**. (2 marks)

i.

ii.

c) Name the CPU component responsible for performing arithmetic and logical operations. (1 mark)

_____

d) State one function of the Control Unit. (1 mark)

_____

2. Study the simplified diagram below and answer the questions that follow.



a) Identify component **K**. (1 mark)

b) Identify component **L**. (1 mark)

c) Identify component **M**. (1 mark)

d) Identify component **N**. (1 mark)

e) State one function of component **C**. (1 mark)

_____

_____

3. (a) Distinguish between **data** and **information**. (2 marks)

_____

_____

b) Convert the binary number **1011012** into decimal. Show your working. (2 marks)

_____

_____

c) State one reason why computers use the binary number system. (1 mark)

_____

_____

4. a) What is **software**? (1 mark)

_____

_____

b) Give **two examples of system software**. (2 marks)

i.

ii.

c) State two functions performed by an operating system. (2 marks)

i.

ii.

5. a) Define a **computer network**. (1 mark)

_____

_____

b) State two advantages of connecting computers in a network. (2 marks)

i.

ii.

c) Distinguish between a **LAN** and a **WAN**. (2 marks)

_____

_____

6. a) What is meant by **computer security**? (1 mark)

_____

_____

b) State two ways of protecting a computer from malware. (2 marks)

i.

ii.

c) Give two examples of responsible behaviour when using computer systems and the Internet. (2 marks)

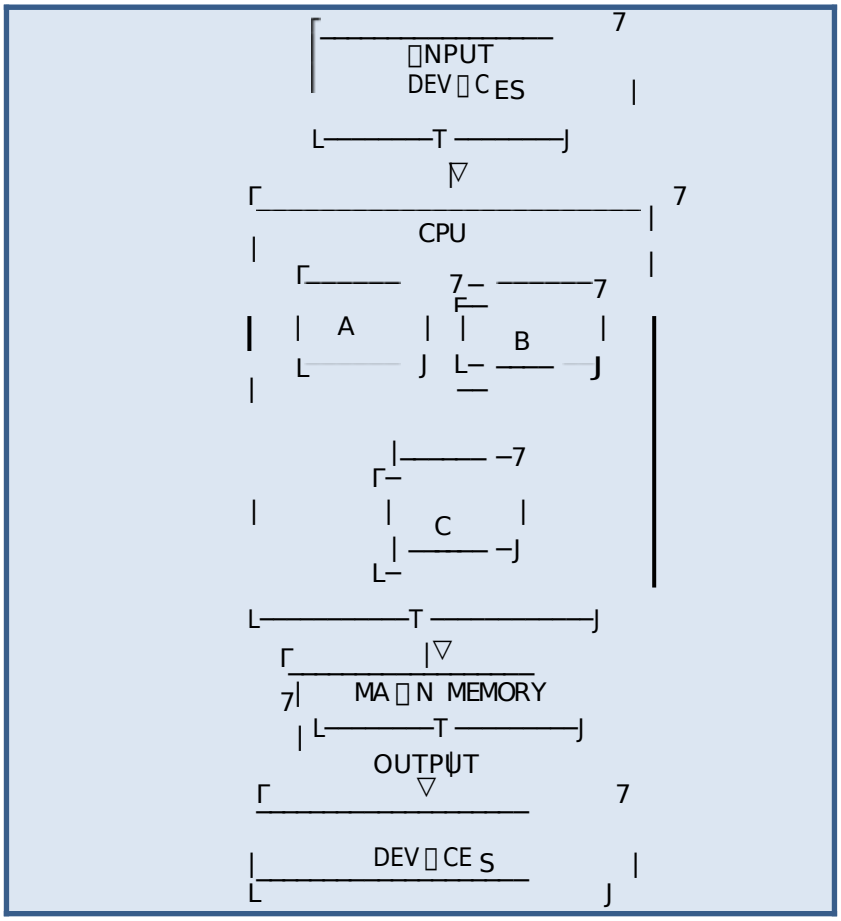
i.

ii.

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. Study the block diagram below and answer the questions that follow.



a) Identify the CPU components labelled:

i) A (1 mark)

ii) B (1 mark)

iii) C (1 mark)

b) Explain the function of each of the three CPU components identified in (a). (3 marks)

_____

_____

c) Explain the role of input devices in a computer system. (1 mark)

_____

_____

d) Explain the role of output devices. (1 mark)

_____

_____

e) Distinguish between **primary memory** and **secondary storage**. (2 marks)

8. A school laboratory has computers running an operating system. Students use the computers to create documents, save files and organise their work.

a) Define an **operating system**. (1 mark)

b) State four functions of an operating system. (4 marks)

i.

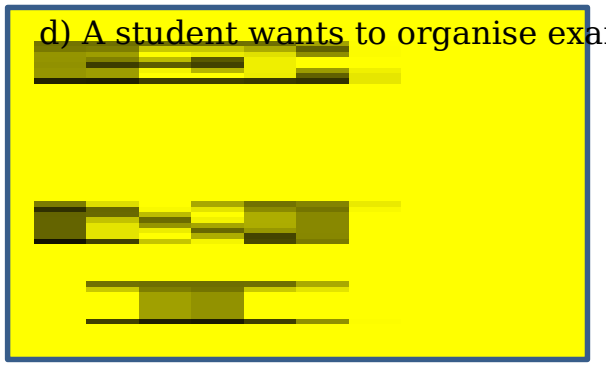
ii.

iii.

iv.

c) Explain the difference between a **file** and a **folder**. (2 marks)

d) A student wants to organise examination documents using the following structure:



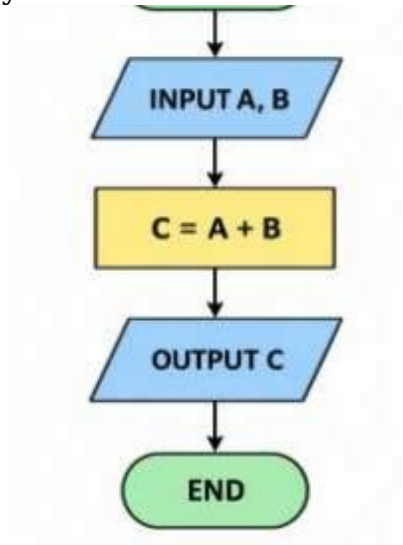
Identify:

i) The **parent folder** of COMPUTER SCIENCE. (1 mark)

ii) One **subfolder** under COMPUTER SCIENCE. (1 mark)

c) State one advantage of organising files into folders. (1 mark)

9. A learner is required to design a program that accepts two numbers, adds them and displays the result. Study the flowchart below.



a) Identify the flowchart symbol used for **START/END**. (1 mark)

b) Identify the symbol used for **INPUT A,B**. (1 mark)

c) Identify the symbol used for **C = A+B**. (1 mark)

d) Identify the symbol used for **OUTPUT C**.
(1 mark)

e) Write an algorithm, in numbered steps, for the process represented by the flowchart. (4 marks)

_____

_____

_____

_____

f) If A = 15 and B = 27, determine the value displayed as C. (2 marks)

_____

_____

10. a) Define the term **programming language**. (1 mark)

b) Differentiate between a **high-level programming language** and a **low-level programming language**. (2 marks)

c) State three characteristics of a good computer program. (3 marks)

i.
ii.
iii.

d) Study the pseudocode below. BEGIN

```
INPUT age
IF age >= 18 THEN
    OUTPUT "Adult"
ELSE
    OUTPUT "Minor"
ENDIF
 END
```

i) Identify the **input variable** used in the pseudocode. (1 mark)

ii) State the condition being tested. (1 mark)

iii) What output will be produced if the value entered is **20**? (1 mark)

iv) What output will be produced if the value entered is **15**? (1 mark)

11. A secondary school intends to connect computers in its computer laboratory and provide learners with controlled access to the Internet.

a) State three devices that may be used to establish a computer network. (3 marks)

i.
ii.
iii.

b) Explain the purpose of each of the following:

i) **Network switch** (1 mark)

ii) **Router** (1 mark)

c) State two benefits of Internet access in a school. (2 marks)

i.

ii.

d) A learner receives an email containing a suspicious attachment from an unknown sender.

State three actions the learner should take to remain safe. (3 marks)

i.

ii.

iii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 - CORE MATHEMATICS

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school, stream, admission number, and date clearly.
3. This paper has **TWO sections: A and B**.
4. Attempt **ALL questions** in both sections.
5. Show all working clearly where necessary.
6. Write all answers in the spaces provided.
7. Do NOT remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. Use logarithm tables to evaluate, correct to 4 significant figures:

$$\frac{1.24 \times 10^{-1.0456}}{3.82}$$

2. Solve for x **in the index equation:** $8^{x-1} \times 4^{2x+1} = 32^{x}$

3. Triangle ABC **has side lengths** AB = 7 **cm**, BC = 9 **cm** **and** LABC = 120°.

Calculate the **exact area** of the triangle, leaving your answer in the form $a\sqrt{b}$ where a and b are rational numbers.

4. An annular metal washer has an outer radius of 8.4 cm and an inner radius of 5.6 cm.

Taking $\pi = \frac{22}{7}$, calculate the **surface area of one face** of the washer.

5. The position vectors of points P **and** Q**, relative to the origin, are** p $= \begin{pmatrix} 3 \\ -2 \end{pmatrix}$ **and** q $= \begin{pmatrix} -5 \\ 4 \end{pmatrix}$ **respectively.**

Find the magnitude of the vector $\overrightarrow{PQ}$, leaving your answer in **simplified surd form**.

6. A particle accelerates uniformly from rest and covers a displacement of 180 m in 12 seconds along a straight line.

Determine its velocity at the end of the **12 seconds**.

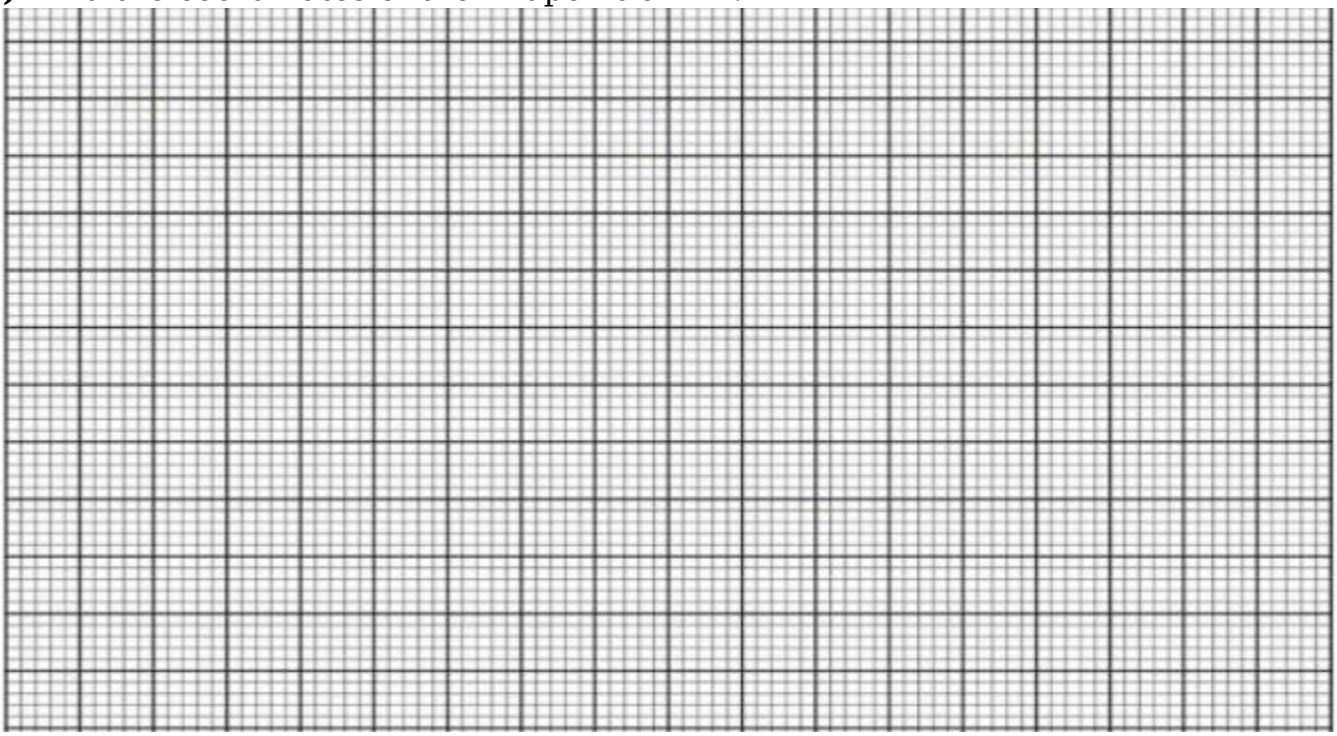
7. A quadrilateral ABCD **has side lengths**

AB = 6 cm, BC = 8 cm, CD = 10 cm, DA = 12 cm, and diagonal AC = 10 cm.

Calculate the area of quadrilateral ABCD , correct to **2 decimal places**, using **Heron's formula** for each triangular component.

8. Point A′ (2, __5) **is the image of** A(__4, 3) **under a reflection across line** L**.**

(a) Find the coordinates of the midpoint of AA′.



(b) Determine the equation of the mirror line L in the form

$$y = mx + c.$$

9. A bag contains 4 red balls and 6 blue balls.

Two balls are picked at random, one after another, **without replacement**.

(a) Draw a tree diagram to represent this experiment.

(b) Calculate the probability that **at least one red ball** is selected.

SECTION B (50 MARKS)

Answer ALL questions in this section.

10. A sector of a circle with radius $r = 12$ **cm subtends an angle of** $\theta = 105^{o}$ **at the centre** O**. Points** A **and** B **lie on the arc such that** OA = OB = 12 **cm**.

(a) Calculate the area of the sector OAB.

Take $\pi = 3.142$**. [2 Marks]**

(b) Calculate the area of triangle OAB. **[3 Marks]**

(c) Determine the area of the minor segment bounded by the chord AB and the arc AB. **[2 Marks]**

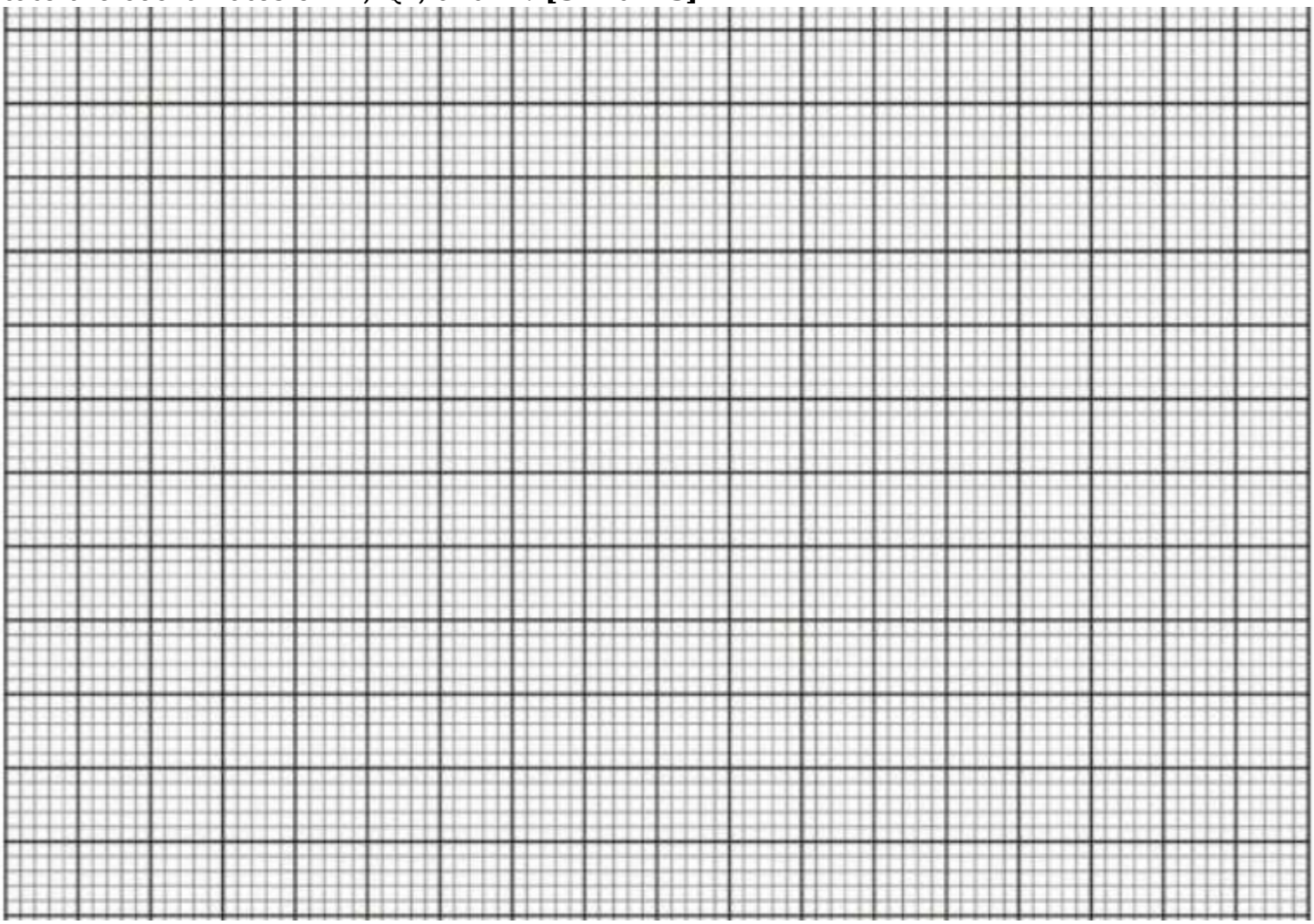
(d) A concentric inner circle creates an annulus of width **3 cm** within the main circle.

Calculate the area of the annular sector formed between the same radial lines OA and OB. **[3 Marks]**

11. Triangle PQR **has vertices** P(1, 2), Q(4, 2), R (3, 5).

(a) Triangle PQR undergoes an enlargement with centre c(0,0) and linear scale factor k = __2 to form image P′Q′R′.

State the coordinates of P′ , Q′ , and R′. **[3 Marks]**



(b) Triangle P′Q′R′ is then rotated through +90º about the origin (0,0) to map onto triangle P″Q″R″. Determine the coordinates of P″ , Q″ , and R″. **[3 Marks]**

(c) Describe fully a **single transformation** that maps triangle PQR directly onto triangle P″Q″R″. **[4 Marks]**

12. Two cars, X **and** Y**, start moving along a straight highway from town** A **towards town** B**, which is 240 km away. Car** X **leaves at 08:00 AM, travelling at a constant speed of** 60 **km/h**. **Car** Y **leaves town** A **at 08:30 AM, travelling at a constant speed of** 80 **km/h**.

(a) Express the distance covered by each car as a function of time t, in hours, after **08:00 AM**. **[2 Marks]**

(b) Calculate the time of day when Car Y overtakes Car X. **[3 Marks]**

(c) How far from town A does the overtaking take place? **[2 Marks]**

(d) If Car X experiences a breakdown immediately upon being overtaken and delays for **30 minutes** before continuing at90 km/h, determine which car arrives at town B first and by how many minutes. **[3 Marks]**

13. The vector positions of three towns A**,** B**, and** C **are given relative to an airfield** 0**.**

The vectors $\overrightarrow{OA}$ = a and $\overrightarrow{OB}$ = b.

Point C lies on AB such that AC: CB = 2: 3.

Point M is the midpoint of OA.

(a) Express the vectors AB and $\overrightarrow{OC}$ in terms of a and b. **[3 Marks]**

(b) Express the vector $\overrightarrow{MC}$ in terms of a and b. **[2 Marks]**

(c) Line MC is produced to point N such that $\overrightarrow{MN} = k\overrightarrow{MC}$, and $\overrightarrow{BN} = h\mathbf{a}$,

where k and h are scalars. Show that $\overrightarrow{ON}$ can be expressed in **two different ways** and find the values of k and h. **[4 Marks]**

(d) Deduce the ratio in which point C divides MN. **[1 Mark]**

14. The frequency distribution table below shows the distribution of marks scored by Grade 10 students in an end.of.term mathematics test.

Marks Class	Frequency f
30–39	4
40–49	8
50–59	14
60–69	12
70–79	8
80–89	4

(a) State the **modal class** and calculate the **estimated mean mark** for the distribution. **[4 Marks]**

(b) Calculate the **median mark** using the interpolation method. **[3 Marks]**

(c) If two students are selected at random from the class, calculate the probability that **both scored 60 marks or above**.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – CHRISTIAN RELIGIOUS EDUCATION
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream.
3. Write your admission number and the date.
4. This paper consists of TWO sections: A and B.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. a) State **two reasons** why Christians study the Bible. (2 marks)

i.
ii.

b) Explain **two ways** through which the Bible guides Christians in making moral decisions. (2 marks)

i.

ii.

c) Give **one reason** why Christians should interpret biblical teachings carefully in their daily lives. (1 mark)

_____

2. a) State **two responsibilities** that God gave human beings towards creation. (2 marks)

i.
ii.

b) Explain **two ways** in which Christians can demonstrate responsible stewardship of the environment. (2 marks)

i.
ii.

c) State **one consequence** of irresponsible use of natural resources. (1 mark)

---

3. a) Identify **two actions** that demonstrated disobedience by Adam and Eve. (2 marks)

i.
ii.

b) Explain **two lessons** Christians learn from the Fall of human beings. (2 marks)

i.
ii.

c) State **one way** Christians can overcome temptation in contemporary society. (1 mark)

---

4. a) State **two characteristics** of genuine Christian faith. (2 marks)

i.
ii.

b) Explain **two ways** in which faith influences a Christian's behaviour. (2 marks)

i.
ii.

c) Give **one example** of a situation in which a Christian may be required to demonstrate faith. (1 mark)

---

5. a) Name **two Christian values** that promote peaceful coexistence in society. (2 marks)

i.
ii.

b) Explain **two ways** in which forgiveness can promote reconciliation among people. (2 marks)

i.
ii.

c) State **one danger** of revenge in a community. (1 mark)

6. A group of learners discovers that one of their classmates is being bullied because of his or her background. Some learners want to retaliate against the bullies.

a) State **two Christian teachings** that can guide the learners in responding to the situation. (2 marks)

i.
ii.

b) Explain **two appropriate actions** the learners should take to address the problem. (2 marks)

i.
ii.

c) State **one reason** why Christians should avoid violence when resolving conflicts. (1 mark)

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. Read the situation below and answer the questions that follow.

A Christian learner is offered an opportunity to obtain examination answers secretly before an important examination. The learner knows that accepting the answers would give an unfair advantage but is afraid of failing.

a) Identify **two Christian principles** that should guide the learner's decision. (2 marks)

i.
ii.

b) Explain **three reasons** why the learner should refuse to use the examination answers.(6 marks)

i.
ii.
iii.

c) Describe **three possible consequences** of examination cheating to the learner and society. (3 marks)

i.
ii.
iii.

d) Suggest **three practical ways** through which the learner can prepare honestly for examinations. (3 marks)

i.

ii.

iii.

8. Christian leadership involves serving others and demonstrating responsibility.

a) State **four qualities** of a good Christian leader. (4 marks)

i.
ii.
iii.
iv.

b) Explain **four ways** through which Christian leaders can demonstrate servant leadership in their communities. (4 marks)

i.
ii.
iii.
iv.

c) A school leader notices that some learners are being excluded from school activities because of their social or economic background.

Explain **four actions** the leader can take to promote fairness and inclusion. (4 marks)

i.
ii.
iii.
iv.

d) State **two benefits** of responsible Christian leadership to a community. (2 marks)

i.
ii.

9. The family is an important institution in Christian teaching. Healthy relationships within the family contribute to the development of responsible members of society.

a) State **four roles** of the family in the Christian community. (4 marks)

i.
ii.

iv.

b) Explain **four ways** parents and children can promote harmonious relationships at home. (4 marks)

i.

ii.

iii.

iv.

c) Describe **three challenges** that may affect Christian family relationships among young people today. (3 marks)

i.

ii.

iii.

d) Suggest **three ways** Christians can address the challenges identified in part (c). (3 marks)

i.

ii.

iii.

10. A community is experiencing increasing cases of corruption, environmental destruction, substance abuse, cyberbullying and violence among young people.

a) Identify **four Christian values** that can help address these challenges. (4 marks)

i.

ii.

iii.

iv.

b) Explain **four ways** Christians can contribute to solving social problems in their communities. (4 marks)

i.

ii.

iii.

iv.

c) Discuss **four responsibilities** of young Christians in promoting responsible use of digital technology and social media. (4 marks)

i.

ii.

iii.

iv.

d) State **two ways** the Church can contribute towards the development of a responsible society. (2 marks)

i.

ii.

11. A group of young people is planning a community project. One member proposes that they should exaggerate the amount of money spent on the project so that they can keep the extra money for themselves.

a) Identify **two moral issues** raised by the proposal. (2 marks)

i.

ii.

b) Explain **four Christian teachings or values** that should guide the group in dealing with the situation. (4 marks)

i.

ii.

iii.

iv.

c) Describe **four steps** the group should follow when making a responsible moral decision. (4 marks)

i.

ii.

iii.

iv.

d) Explain **two benefits** of honesty and accountability in community projects. (2 marks)

i.

ii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 2: ENDTERM ASSESSMENT 2026

GRADE 10 – COMMUNITY SERVICE LEARNING
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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3. Write your admission number and the date.
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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1.

a) Define the term **Community Service Learning (CSL)**. (2 marks)

_____

_____

b) State **two characteristics** of effective Community Service Learning. (2 marks)

i. _____

ii

2.

A group of Grade 10 learners visits their community and discovers that the area around a public water point is dirty and poorly maintained.

a) Identify **one community need** presented in the situation. (1 mark)

_____

b) State **two possible causes** of the problem. (2 marks) i. _____

ii. _____

c) Suggest **one appropriate solution** that learners could undertake through Community Service Learning. (1 mark)

_____

_____

3.

a) Name **two values** that learners should demonstrate when participating in community service. (2 marks)

i

ii _____

b) Explain how **one** of the values named above contributes to successful community service. (2 marks)

_____

_____

4.

a) State **two groups of people** who can participate in a community service project. (2 marks)

i

ii

b) Give **two reasons** why involving community members is important in a service project. (2 marks)

i

ii

5.

During a community clean-up exercise, some learners disagree about how the work should be divided.

a) State **one appropriate way** of resolving the disagreement. (1 mark)

_____

b) Give **two benefits of teamwork** in Community Service Learning. (2 marks)

i

ii

6.

a) What is meant by **reflection** in Community Service Learning? (2 marks)

_____

_____

b) State **two things a learner can gain from reflecting on a community service activity**. (2 marks)

i

ii

7.

a) State **two responsibilities of a learner** participating in a community service project. (2 marks)

i

ii

b) Why should learners observe safety precautions during community service activities? (1 mark)

_____

SECTION B: 50 MARKS

Answer ALL questions in this section.

8. Your school administration has asked Grade 10 learners to identify a problem affecting the surrounding community and develop a Community Service Learning project to address it.

a) State **two methods** learners could use to identify
. _____
community needs. (2 marks) i
i
---

b) Give **three factors** learners should consider when selecting a community

. _____
_____
iii

problem to address. (3 marks) i

ii.

iii

c) Outline **four steps** that learners should follow when planning

the project. (4 marks) i

ii

iii

iv

d) State **one reason** why setting clear objectives is important in a community project. (1 mark)

9.

A Grade 10 class notices that plastic waste has accumulated around a nearby market. The waste blocks drainage
channels and creates an unpleasant environment. The learners decide to work with traders and community leaders to address the problem.

a) Identify **two problems** resulting from the situation. (2 marks)

i

i

b) Suggest **three activities** the learners could undertake to address
the problem. (3 marks) i.

ii

iii

c) Identify **two stakeholders** who should be involved in the

project. (2 marks) i

i

d) Explain **two ways** in which the project could benefit the community. (2 marks) i

ii

e) State **one indicator** that could be used to determine whether the project has been successful. (1 mark)

10.

During a school-community project, the project leader assigns most of the work to a few learners. Other learners complain that the distribution of responsibilities is unfair. An argument develops among members of the group.

a) Identify **two qualities of an effective CSL project leader**. (2 marks)

i.

ii

b) Explain **two ways** the leader could ensure fair distribution of

responsibilities. (2 marks) i

i

c) State **three appropriate steps** that could be used to resolve

the conflict. (3 marks) i

i

ii

d) Explain **two ways** teamwork can improve the success of a

community project. (2 marks) i

ii

e) State **one consequence** of failing to resolve conflicts in a community project. (1 mark)

11.

A group of learners is conducting a Community Service Learning project in a nearby village. During the project, one learner takes photographs of community members and posts them on social media without seeking their permission.

a) Identify **one ethical issue** in the situation. (1 mark)

ii

b) Explain **two reasons** why learners should respect the privacy and dignity of community members. (2 marks) i

ii

c) State **three values** that should guide learners when interacting with community members. (3 marks) i

i

ii

d) Suggest **two appropriate actions** the learner should take after posting the photographs without permission. (2 marks)

i.

ii

e) Explain **two ways** Community Service Learning promotes responsible citizenship. (2 marks) i.

ii

12.

Your class has completed a Community Service Learning project aimed at improving sanitation in the local community.

a) State **three ways** learners can evaluate the success of the project. (3 marks)

i.

i

ii

b) Give **two examples of evidence** that could be collected to show that the project achieved its objectives. (2 marks) i

ii

c) Explain **two lessons** learners may gain from participating in the project. (2 marks) i.

ii.

d) State **one challenge** that learners may have experienced during the project. (1 mark)

e) Suggest **one way** of addressing the challenge identified in (d). (1 mark)

f) Why is it important for learners to share the results of a completed community project with relevant stakeholders? (1 mark)

_____

_____

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – ELECTRICITY TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school and stream clearly.
3. Fill in your admission number and the date.
4. The paper is divided into **Section A and Section B**.
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6. Respond to all questions in **English**.
7. Write all answers in the spaces provided in the question paper.
8. Do not tear or remove any page from this paper.

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. a) Define the term **electric current**. (1 mark)

_____

_____

b) State the SI unit of electric current. (1 mark)

_____

c) Name the instrument used to measure electric current in a circuit. (1 mark)

_____

2. a) What is an electrical conductor? (1 mark)

_____

_____

b) Give **two examples** of materials commonly used as electrical conductors. (2 marks)

i.

ii.

3. State **three safety precautions** that should be observed when working with electrical equipment. (3 marks)

i.

ii.

iii.

4. A circuit has a potential difference of **12 V** and a current of **3 A**.

a) Write the formula used to calculate resistance. (1 mark)

b) Calculate the resistance of the circuit. (2 marks)

5. Name the appropriate electrical tool used for each of the following tasks:

a) Tightening a screw on an electrical terminal. (1 mark)

b) Removing insulation from an electrical conductor.
(1 mark)

c) Cutting an electrical wire. (1 mark)

6. Draw the standard circuit symbols for:

a) A cell. (1 mark)

b) A switch. (1 mark)

c) A lamp. (1 mark)

7. a) State **one characteristic** of a series circuit. (1 mark)

_____

_____

b) State **one characteristic** of a parallel circuit. (1 mark)

c) Give **one advantage** of connecting domestic electrical appliances in parallel. (1 mark)

8. a) Name the instrument used to measure potential difference. (1 mark)

b) State how this instrument is connected in an electrical circuit. (1 mark)

c) State the instrument used to measure resistance. (1 mark)

9. A 100 W electric lamp is operated for **5 hours**.

a) State the formula for calculating electrical energy in watt-hours. (1 mark)

b) Calculate the electrical energy consumed by the lamp in watt-hours. (1 mark)

c) Express your answer in kilowatt-hours (kWh). (1 mark)

10. State the function of each of the following: a) Electrical cable. (1 mark)

---

b) Switch. (1 mark)

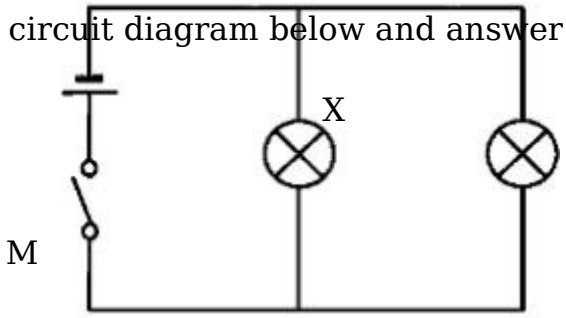
---

c) Fuse. (1 mark)

SECTION B: 50 MARKS

Answer ALL questions in this section.

11. Study the circuit diagram below and answer the questions that follow.



a) Identify component **M**. (1 mark)

b) Identify component **X**. (1 mark)

c) State the energy transformation that takes place in component X when the switch is closed. (2 marks)

---

d) State the function of the switch in the circuit. (2 marks)

---

e) Explain what happens to the lamp when the switch is opened. (2 marks)

_____

_____

f) State **two conditions** necessary for current to flow in this circuit. (2 marks)

i.

ii.

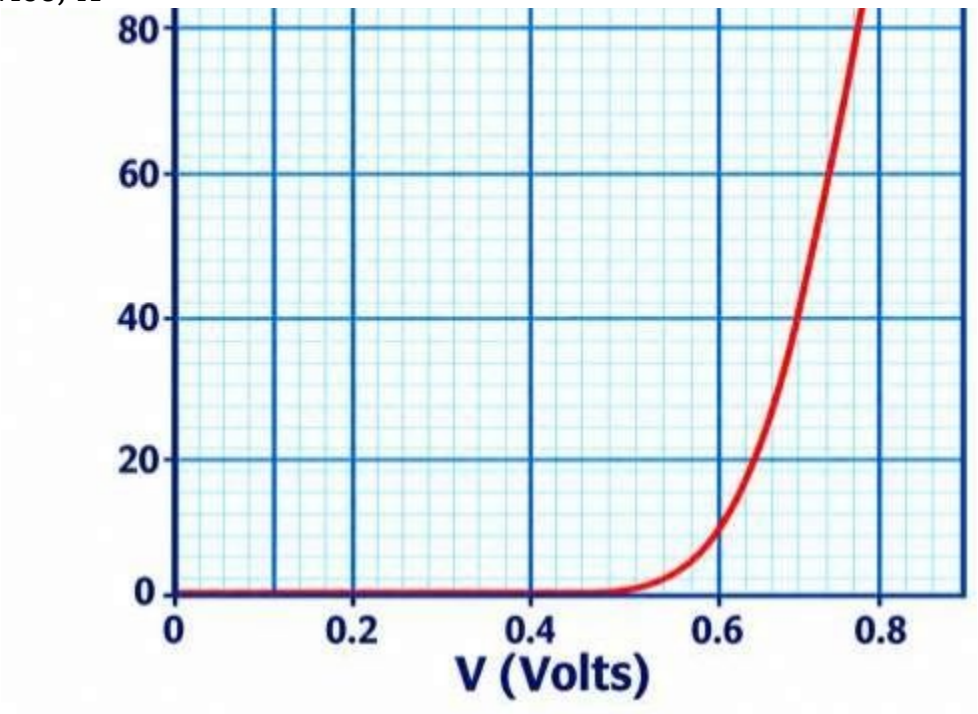
12. A learner sets up a circuit to investigate the relationship between voltage and current through a resistor.

a. State Ohm's law (1 mark)

_____

_____

b. The graph in the figure below shows the current voltage characteristics of a device, X

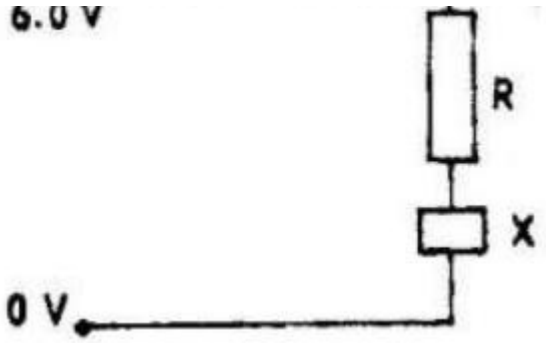


i. State with a reason whether the device obeys Ohm's laws (2 marks)

_____

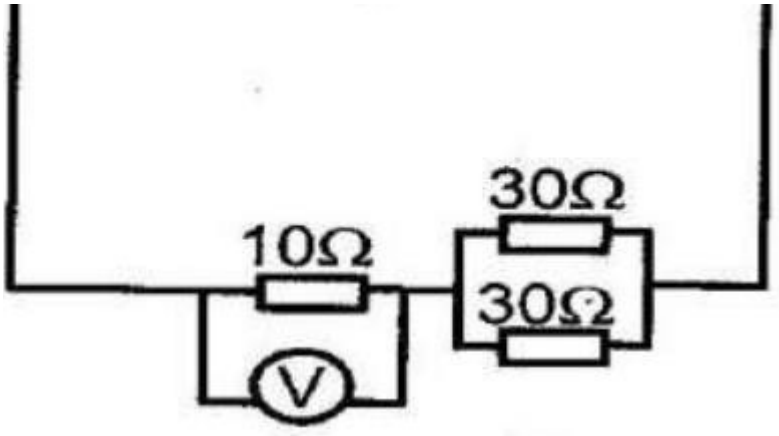
ii. Determine the resistance of the device X when the current through it is 60mA. (1 mark)

iii. When the device X is connected in the circuit below, the voltage across it is 0.70V.



Calculate the value of the resistance R. (mark)

c. The cell in the figure below has an emf of 2.1V and negligible internal resistance.



Determine the

i. Total resistance in the circuit (1 mark)

ii. Current in the circuit (1 mark)

iii. Reading on the voltmeter (1 mark)

d. State **two factors** that may affect the resistance of an electrical conductor. (2 marks)

i.

ii.

13. The diagram below represents an electrical hand tool.



a) Identify the tool shown. (1 mark)

b) State **two uses** of the tool in electrical work. (2 marks)

i.

ii.

c) State **three precautions** to observe when using electrical hand tools. (3 marks)

i.

ii.

iii.

d) Explain why insulated handles are important when working with electrical conductors. (2 marks)

_____

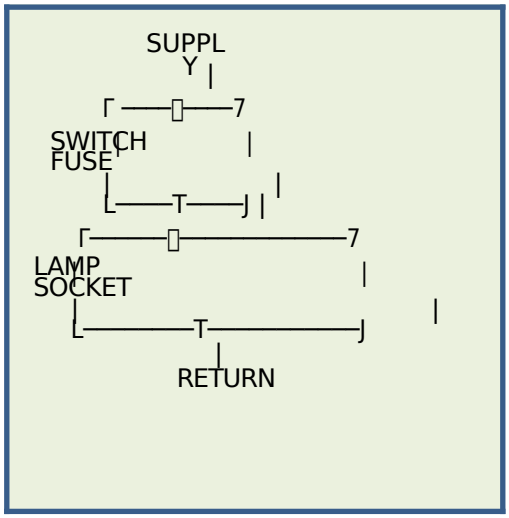
_____

e) State **two factors** to consider when selecting an electrical hand tool for a particular task. (2 marks)

i.

ii.

14. Study the simplified arrangement of a domestic electrical installation below.



a) Identify the protective device shown in the diagram. (1 mark)

b) State the main function of a fuse in a domestic electrical installation. (2 marks)

_____

_____

c) Explain why domestic appliances are connected in parallel rather than in series. (2 marks)

_____

_____

d) State **two electrical appliances** that may be connected to a domestic socket outlet. (2 marks)

i.

ii.

e) State **three safety precautions** when carrying out domestic electrical installation work. (3 marks)

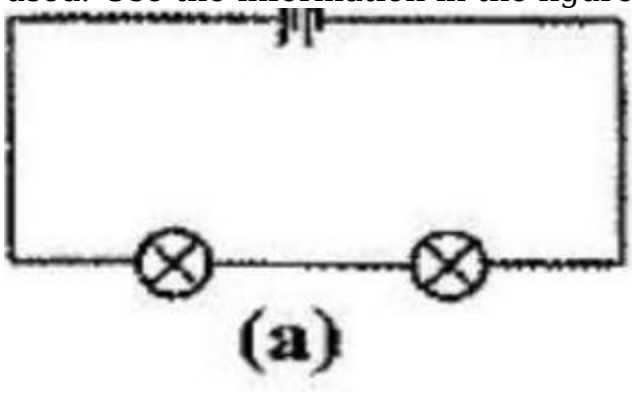
i.

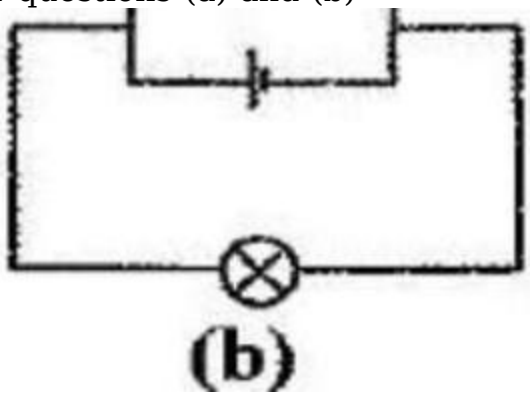
ii.

iii.

15. A current of 0.5A flows in a circuit. Determine the quantity of charge that crosses a point in 4 minutes.

16. The figure below shows two circuits in which identical dry cells and identical bulbs are used. Use the information in the figure to answer questions (a) and (b)





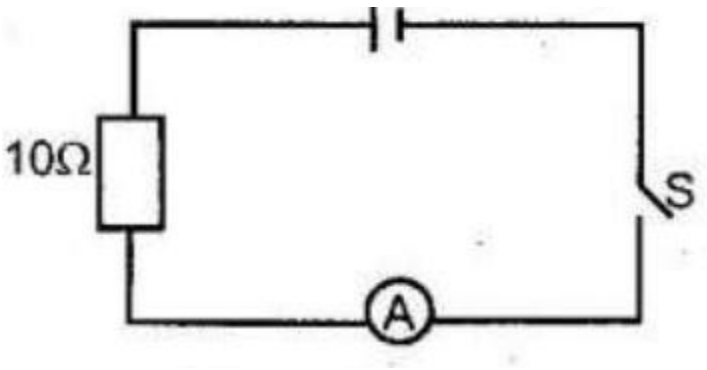
a. Explain why the bulb in figure (b) will be brighter than each of the bulbs in figure (a). (2 marks)

_____

_____

b. Give the reason why the cells in figure (b) Can be used for a longer period than the cells in figure (a)

17. Study the circuit diagram shown in the figure below. The ammeter has negligible resistance. When switch **S** is closed, the ammeter records a current of **0.13 A**. **(3 marks)**



a) Determine the resistance of the resistor connected in the circuit.

b) Show the steps used in arriving at your answer.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – ENGLISH

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Answer **ALL** questions.
2. Write your answers clearly in the spaces provided.
3. Read each question carefully before answering.
4. Give complete and grammatically correct answers where required.
5. This examination consists of **TWO sections**:
   - **Section A: Reading and Comprehension – 30 marks**
   - **Section B: Grammar and Functional Writing – 50 marks**

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	A	B	C	D	E	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	10 MARKS	20 MARKS	25 MARKS	5 MARKS	20 MARKS		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTS							8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE														

SECTION A: 30 MARKS

TASK 1: COMPREHENSION – 10 MARKS

Read the passage below and answer the questions that follow.

When learners at **Bomet Senior School** realised that the school kitchen spent a considerable amount of money buying vegetables, they began discussing ways of reducing the cost. The Agriculture Club proposed establishing a school farm where vegetables could be grown for use in the kitchen.

The idea was introduced by **Janet**, the club's vice-chairperson, during one of their weekly meetings. She explained that the school had unused land behind the laboratory that could be converted into a productive garden. The

agriculture teacher, **Mr. Rono**, encouraged the learners to study the soil and determine which crops would perform well.

After conducting a simple investigation, the learners selected vegetables such as kale, spinach and onions. They prepared the land, constructed a small compost pit and planted the crops. They also collected dry leaves and other biodegradable materials to make organic manure.

However, the project soon faced difficulties. There was insufficient water during a particularly dry period, and some seedlings withered. Rather than abandoning the project, the learners discussed possible solutions. They decided to collect water from the laboratory roof and use it carefully on the garden.

The school administration supported their efforts by providing a few watering cans. Parents also donated seeds, while the learners continued making compost from available organic materials.

After several weeks, the garden began producing vegetables. The kitchen used some of the harvest, while the learners sold the surplus to teachers. The money earned was used to purchase additional seeds and gardening tools.

The project eventually became more than a source of vegetables. It taught the learners that careful planning, innovation and teamwork can transform an unused resource into something valuable.

Questions

1. Why did the learners decide to establish a school farm? **(2 marks)**

_____

_____

2. Name **TWO** vegetables grown by the learners. **(2 marks)**

(i)

(ii)

3. What problem affected the project during the dry period? **(1 mark)**

_____

4. How did the learners respond to the shortage of water? **(1 mark)**

_____

5. State **TWO** ways in which the school community supported the project. **(2 marks)**

(i)

(ii)

6. What important lesson did the learners gain from the project? **(2 marks)**

_____

_____

TASK 2: CLOZE TEST – 10 MARKS

Read the passage below and fill in each blank with the **most appropriate word**.

THE PEER MENTORING PROGRAMME

At **Kisii Senior School**, a group of learners established a peer mentoring programme to help students who were experiencing difficulties in adapting to senior school life.

The programme was started (1) _____ a group of learners who believed that students could support one another. Before becoming mentors, the learners received guidance from the school counsellor (2) _____ effective communication and confidentiality.

During the first meeting, the mentors explained (3) _____ the programme would operate. They assured the younger learners that their concerns would be treated (4) _____ respect and sensitivity.

One learner admitted that she was struggling to manage her time. Her mentor helped her prepare a timetable (5) _____ included time for study, rest and recreation. Another learner needed help (6) _____ he was finding it difficult to balance schoolwork with responsibilities at home.

The mentors did not make decisions for their fellow learners. Instead, they encouraged them to think carefully (7) _____ possible solutions. When a problem required professional assistance, the mentors referred the learner (8) _____ the appropriate teacher or counsellor.

After several weeks, teachers noticed that many participants had become more confident. The mentors themselves also developed better listening and leadership skills. The programme therefore benefited both those who received support (9) those who provided it.

The school administration encouraged the learners to continue with the programme because cooperation and empathy are qualities (10) can strengthen a school community.

TASK 3: COMPREHENSION – 10 MARKS

Read the passage below and answer the questions that follow.

THE SCHOOL DEBATE

The auditorium at **Kakamega Senior School** was unusually quiet as members of the Debate Club prepared for an inter-school competition. Their topic was whether schools should completely ban the use of mobile phones by learners.

The debate chairperson, **Samuel**, reminded everyone that the purpose of the discussion was not simply to defeat the opposing side. Instead, learners were expected to present convincing arguments while respecting different opinions.

Faith, who supported the ban, argued that unrestricted phone use could distract learners from their studies. She gave examples of students who spent long periods on social media during study time.

Daniel, however, disagreed. He argued that mobile phones could be useful educational tools when used responsibly. According to him, learners could access electronic books, educational videos and online research materials.

As the discussion became more intense, some members began interrupting one another. Samuel raised his hand and waited until the room became quiet. He reminded the members to allow speakers to finish before responding.

The team eventually agreed that the issue was more complicated than simply banning or allowing phones. They proposed that schools should establish clear rules governing when and how mobile phones could be used for educational purposes.

Before the meeting ended, Samuel asked each member to write down one argument supporting the team's final position. He explained that a strong debate depended not only on speaking confidently but also on listening, evaluating evidence and modifying one's position when necessary.

Questions

1. What was the topic of the debate? **(1 mark)**

_____

_____

2. Give **TWO** arguments presented in the debate. **(2 marks)**

(i) _____

(ii)

3. Why did Samuel raise his hand during the discussion? **(1 mark)**

_____

_____

4. What compromise did the team eventually reach? **(2 marks)**

_____

_____

5. Explain in your own words the meaning of the statement:

"A strong debate depended not only on speaking confidently but also on listening." (2 marks)

_____

_____

_____

6. Identify **TWO** skills demonstrated by Samuel as the chairperson. **(2 marks)**

(i)

SECTION B: 50

MARKS TASK 4: GRAMMAR IN USE – 30 MARKS

Answer **ALL** questions in this task.

1. Identify the word class of each underlined word.

The **successful** learners **quickly** completed the task **before** sunset.

a) successful – **(1 mark)**

b) quickly – **(1 mark)**

c) before – **(1 mark)**

2. Use the word “light” in two different sentences, using it as indicated.

a) As a noun: (1 mark)

---

b) As an adjective: (1 mark)

---

3. Fill in the blank with an appropriate pronoun.

Jane and Asha completed the project by . **(1 mark)**

4. Identify the type of phrase underlined.

The learners completed the assignment **with remarkable accuracy**. **(1 mark)**

---

5. Rewrite the sentence by replacing the underlined words with an appropriate adverb.

The speaker answered the question **in a polite manner**. **(1 mark)**

6. Construct one meaningful sentence containing an adjectival phrase. (1 mark)

7. Identify the grammatical function of the underlined phrase.

The committee selected **the most responsible learner** as its representative. **(1 mark)**

8. Arrange the following words to form a meaningful noun phrase.

Kenyan / talented / three / young / musicians (1 mark)

9. Identify the type of clause in bold.

The learners continued working **although they were extremely tired**. **(1 mark)**

10. Complete the sentence using an appropriate subordinate clause.

The teacher postponed the practical lesson
(1 mark)

11. Join the two sentences using a suitable relative pronoun.

The girl won the essay competition. She represented our school. **(1 mark)**

12. Identify the independent clause in the sentence below.

If the weather improves, the agricultural club will resume its activities. **(1 mark)**

_____

_____

13. Rewrite the sentence by changing the dependent clause into a phrase without changing the meaning.

When the lesson ended, the learners left the classroom. **(1 mark)**

_____

_____

14. State whether the following sentence is simple, compound or complex.

The learners completed the experiment, but they forgot to record the results. **(1 mark)**

_____

_____

15. Join the two sentences using an appropriate conjunction.

The road was flooded. The students arrived at school on time. **(1 mark)**

_____

_____

16. Rewrite the sentence in the passive voice.

The science club members planted fifty trees. **(1 mark)**

_____

17. Rewrite the sentence in the active voice.

The school garden was maintained by the agriculture club. **(1 mark)**

_____

_____

18. Rewrite the sentence in reported speech.

Amina said, “I have completed my assignment.” **(1 mark)**

_____

_____

19. Rewrite the sentence beginning with the word given.

The learners would have won the competition if they had prepared adequately. **(1 mark)**

Begin:

Had

_____

20. Rewrite the sentence using too…to without changing its meaning.

The box was so heavy that the learner could not lift it. **(1 mark)**

Begin:

The box was

_____

_____

21. Add a suitable question tag.

You attended the environmental seminar, ? **(1 mark)**

22. Correct the grammatical errors in the following sentences.

a) The list of participants **were** submitted yesterday. **(1 mark)**

b) Neither the students nor the teacher **know** the answer. **(1 mark)**

23. Rewrite the following sentence using correct punctuation and capitalisation.

the principal asked jane where she had placed the laboratory keys (2 marks)

24. Correct the spelling errors in the sentence below.

The learners showed great **determination** and **responsiblity** during the campaign. **(2 marks)**

TASK 5: FUNCTIONAL WRITING – 20 MARKS

Your school has announced that it will select **two Grade 10 learners to represent the school in a county.level Young Innovators Exhibition**.

The exhibition will provide learners with an opportunity to present practical solutions to community problems.

You are interested in participating because you have developed an idea for a simple project that can help your community.

You are **Kevin Kiptoo**, a Grade 10 learner at **Fiti Senior School**.

TASK

Write a **formal application letter to the Principal of Fiti Senior School** requesting to be selected as one of the school's representatives.

Your letter should include:

- your address;
- the date;

- the recipient's address;
- an appropriate salutation;
- a clear subject/reference;

- the purpose of the letter;
- the innovation/project you wish to present;
- relevant skills or qualities you possess;
- reasons why you should be selected;
- a suitable conclusion;
- appropriate formal language and paragraphing.

(20 marks)

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – ESSENTIAL MATHEMATICS

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school, stream, admission number, and date clearly.
3. This paper has **TWO sections: A and B**.
4. Attempt **ALL questions** in both sections.
5. Show all working clearly where necessary.
6. Write all answers in the spaces provided.
7. Do NOT remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. The population of a local town increases by an index factor represented by

$$2^3 \times 4^2 \times 8^{-1}.$$

(a) Express 4^2 and 8^{-1} as powers of 2. **(1 mark)**

(b) Using the laws of indices, simplify $2^3 \times 4^2 \times 8^{-1}$ to a single integer value. **(2 marks)**

2. Consider the quadratic expression $3x^2 - 11x - 4$.

(a) Factorise the expression completely. **(2 marks)**

(b) Hence, solve the equation $3x^2 - 11x - 4 = 0$. **(1 mark)**

3. A sector of a circular water tank has a radius of 14 cm and subtends an angle of 135° at the centre. Calculate the area of the sector.

Take $\pi = \frac{22}{7}$. **(3 marks)**

4. A trader buys a watch in the United States for **USD 120**. On returning to Kenya, she sells the watch at a profit of 25%.

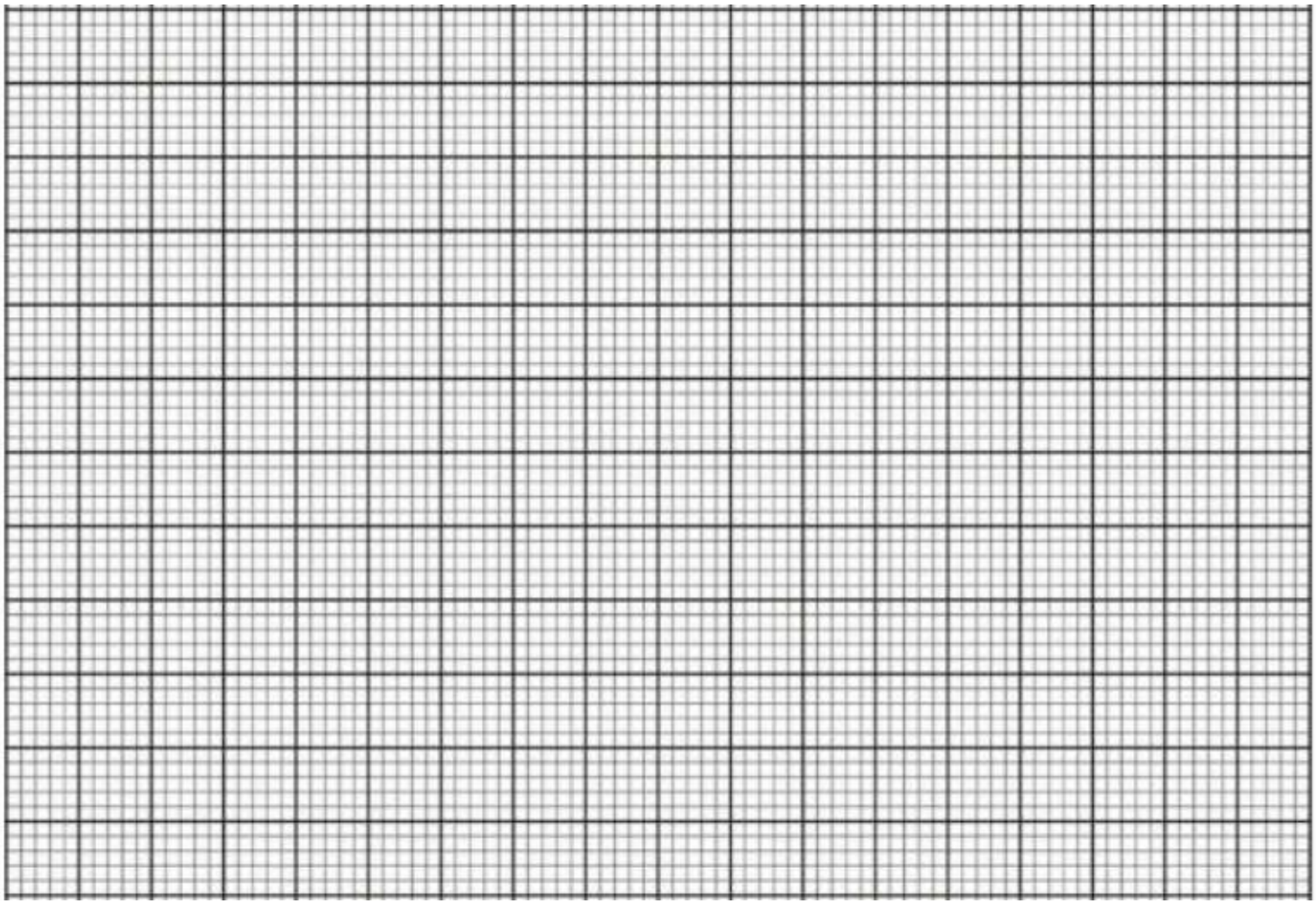
Given that the exchange rate is 1 USD = 130 KES, calculate the selling price of the watch in **Kenya Shillings (KES)**. **(4 marks)**

5. A vertical pole stands on level ground. From a point 15 m from the base of the pole, the angle of elevation to the top of the pole is 38°.

Calculate the height of the pole, correct to **2 decimal places**. **(3 marks)**

6. Point P(3, __2)is reflected in the line y = x to obtain the image P′. The point P′ is then enlarged about the origin (0,0) using a linear scale factor of __2, producing the final image P $^{\Pi}$.

Determine the coordinates of:



(a) P′ **(2 marks)**

(b) P $^{\Pi}$ **(2 marks)**

7. A solid right circular cone has a base radius of 6 cm and a slant height of 10 cm.

Calculate the **total surface area** of the cone in terms of π . **(3 marks)**

8. A fair six-sided die and a standard fair coin are tossed simultaneously.

(a) Draw a sample-space diagram showing all possible outcomes. **(1 mark)**

(b) Determine the probability of obtaining an **even number on the die and a Head on the coin**. **(2 marks)**

9. Classify each of the following numbers as either **Rational** or **Irrational**. Give a reason for each answer.

(a) √18 **(2 marks)**

(b) 0.333 ... **(2 marks)**

SECTION B: 50 MARKS

Answer ALL questions in this section.

10. Two similar conical water tanks have heights in the ratio

2: 5.

(a) State the linear scale factor from the smaller tank to the larger tank. **(1 mark)**

(b) The surface area of the base of the smaller tank is 48 cm^2. Calculate the surface area of the base of the larger tank. **(3 marks)**

(c) The larger tank has a maximum capacity of 625 litres.

(i) Calculate the maximum capacity of the smaller tank in litres. **(3 marks)**

(ii) Water is pumped into the smaller tank at a constant rate of 0.5 litres per second. Calculate the time, in minutes, required to fill the smaller tank completely from empty. **(3 marks)**

11. A landowner plans to construct a rectangular garden. The length of the garden is $(2x + 3)$ m and its width is $(x - 1)$ m.

(a) Write an expression for the area A of the garden in terms of x. **(2 marks)**

(b) The total area of the garden is 45 m^2.

(i) Form a quadratic equation in x and show that it simplifies to $2x^2 + x \_\_ 48 = 0$. **(2 marks)**

(ii) Solve the quadratic equation to obtain the possible value of x. **(4 marks)**

(iii) Hence, state the actual length and width of the garden. **(2 marks)**

12. A surveyor maps a triangular piece of land ABC. The measurements obtained are AB = 8 km, AC = 11 km and LBAC = 62°.

(a) Calculate the area of the triangular piece of land ABC , correct to **2 decimal places**. **(3 marks)**

(b) Calculate the length of BC , correct to **2 decimal places**. **(4 marks)**

(c) A drone is positioned 2 km vertically above point A. Calculate the angle of elevation of the drone as viewed from point B, correct to an appropriate degree of accuracy. **(3 marks)**

13. A bag contains **5 red balls and 3 blue balls**. Two balls are drawn from the bag, one after another, **without replacement**.

(a) Draw a fully labelled tree diagram showing all possible outcomes and the corresponding probabilities. **(4 marks)**

(b) Calculate the probability that:

(i) Both balls drawn are red. **(2 marks)**

(ii) The two balls drawn are of different colours. **(2 marks)**

(iii) At least one blue ball is drawn. **(2 marks)**

14. A mathematics investigation recorded the scores of **40 Grade 10 students** in a mental arithmetic test marked out of 10.

The scores were:

4	7	5	6	8	5	4	9	6	5
7	6	5	8	4	6	7	5	10	6
5	9	6	4	7	6	5	8	6	5
6	5	7	6	4	8	7	6	5	9

(a) Construct a frequency distribution table for the ungrouped data using the headings:

Score (x), Tally, Frequency (f), fx.

(4 marks)

(b) State the modal score. **(1 mark)**

(c) Calculate the mean score of the students. **(3 marks)**

(d) Determine the probability that a student selected at random scored **at least 7 marks**. **(2 marks)**

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

ELIMU MSINGI INAYOENDANA NA UMAHIRI (CBE)

TATHMINI YA SHULE ZA SEKONDARI (DARAJA LA JUU)

MTIHANI WA MWISHO WA MUHULA WA TATU– 2026

GREDI YA 10 – FASIHI YA KISWAHILI

Muda: Saa 2

TAARIFA ZA MTAHINIWA

JINA: **SHULE:**

DARASA: **NAMBARI YA MTIHANI:**

TAREHE: **SAINI:**

MAELEKEZO KWA WATAHINIWA

1. Andika jina lako na taarifa zote muhimu katika nafasi ulizopewa.
2. Karatasi hii ina sehemu mbili: **A na B**.
3. Jibu maswali yote katika sehemu zote mbili.
4. Tumia lugha ya Kiswahili sanifu katika majibu yako.
5. Andika majibu yako katika nafasi ulizoachiwa.
6. Usiondoe ukurasa wowote wa karatasi hii.

KWA MATUMIZI RASMI PEKEE (MATUMIZI YA MTAHINI)

SEHEMU	SEHEMU A	SEHEMU B	ASILIMIA (%)	KUZ 1	KUZ 2	KUF1	KUF2	KUK1	KUK2	CHI1	CHI2
WIGO LA ALAMA	ALAMA 50	ALAMA 20		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTI				POINTI 8	POINTI 7	POINTI 6	POINTI 5	POINTI 4	POINTI 3	POINTI 2	POINTI 1
JUMLA YA ALAMA ZA MWANAFUNZI											

SEHEMU A: ALAMA 30

SWALI LA 1 – FASIHI SIMULIZI (Alama 10)

Soma kifungu kifuatacho kisha ujibu maswali yanayofuata.

Hapo zamani za kale, katika sehemu yenye vilima na mabonde ya kijani kibichi, palikuwa na kijiji kilichoitwa

Mwangaza. Kijiji hicho kilijulikana kwa mshikamano wa wanajamii, kuheshimu wazee na kuhifadhi mila na desturi zao. Kilajioni baada ya shughuli za siku kumalizika, wanakijiji walikuwa wakikusanyika chini ya mti mkubwa

uliokuwa katikati ya kijiji. Wanaume, wanawake, vijana na watoto walikaa kwa utulivu huku wakisubiri wazee wawasimulie hadithi za zamani.

Miongoni mwa wazee waliopenda sana kusimulia hadithi alikuwa **Mzee Baraka**. Alikuwa na kipawa cha kutumia sauti, ishara za mwili na nyuso mbalimbali wakati wa kusimulia. Hadhira yake ilikuwa ikifuatilia kwa makini kila

neno alilolitamka. Mara kwa mara, aliwauliza wasikilizaji maswali na kuwapa nafasi ya kujibu au kurudia baadhi ya kauli zilizokuwa muhimu katika hadithi.

Siku moja, Mzee Baraka aliwasimulia vijana hadithi ya sungura mjanja aliyekuwa akiishi msituni pamoja na wanyama wengine. Sungura alikuwa mwenye akili nyingi na aliweza kufikiri haraka wakati wa matatizo. Hata hivyo, wakati mwingine alitumia ujanja wake kuwadanganya wanyama wengine ili ajinufaishe. Katika tukio moja, sungura aliwashawishi wanyama waamini kwamba kulikuwa na mnyama mkubwa aliyekuwa akija kuwashambulia. Wanyama waliingiwa na hofu na wakaanza kukimbia bila kuchunguza ukweli wa jambo hilo.

Baadaye, wanyama waligundua kwamba sungura alikuwa amewadanganya kwa sababu alitaka kupata chakula chao na kujinufaisha peke yake. Wanyama walikasirika na kumkabili. Sungura alitambua kosa lake na kuwaomba msamaha.
Wazee wa wanyama walimshauri kwamba akili na busara ni zawadi zinazopaswa kutumiwa kwa manufaa ya jamii, si kwa kuwadanganya au kuwadhuru wengine.

Mzee Baraka alipomaliza kusimulia hadithi hiyo, aliwatazama vijana na kuwauliza walichojifunza. Vijana walijadili kwa pamoja na kusema kuwa mtu mwenye akili hapaswi kutumia uwezo wake vibaya. Walieleza pia kuwa ukweli, ushirikiano, uaminifu na kuheshimiana ni muhimu katikajamii. Mzee Baraka aliwapongeza na kuwaambia kwamba hadithi kama hizo zilikuwa sehemu muhimu ya urithi wa jamii yao.

Kabla ya kuondoka, mzee huyo aliwakumbusha vijana kuwa Fasihi Simulizi haipaswi kutoweka kwa sababu ya mabadiliko ya maisha na maendeleo ya teknolojia. Aliwataka wajifunze kusimulia hadithi, nyimbo, methali na vitendawili kwa vizazi vijavyo. Vijana walikubaliana na ushauri wake na kuahidi kushiriki katika kuhifadhi utamaduni wao. Tangu siku hiyo, baadhi yao walianza kukusanya na kurekodi hadithi za wazee ili zisipotee.

Maswali

(a) Taja **sifa mbili za Fasihi Simulizi** zinazojitokeza katika kifungu hiki. **(Alama 2)**

.....

.....

(b) Mti mkubwa uliotajwa katika kifungu umetumiwa kama mazingira ya aina gani ya uwasilishaji wa Fasihi Simulizi? **(Alama 1)**

.....

.....

(c) Taja **maudhui mawili** yanayojitokeza katika kifungu hiki. **(Alama 2)**

.....

.....

(d) Eleza **umuhimu wa wazee** katika kuhifadhi Fasihi Simulizi kwa kurejelea kifungu. **(Alama 2)**

.....

.....

(e) Taja **vipengele vitatu** ambavyo msimulizi anaweza kutumia ili kufanya hadithi yake ivutie hadhira. **(Alama 3)**

SWALI LA 2 – SEMI NA MBINU ZA KIFASIHI (Alama 10)

Jibu maswali yote.

(a) Eleza maana ya istilahi zifuatazo. (Alama 4)

(i) **Tashbihi.** (Alama 1)

(ii) **Sitiari.** (Alama 1)

(iii) **Tashihisi.** (Alama 1)

(iv) **Takriri.** (Alama 1)

(b) Tambua mbinu ya kifasihi iliyotumika katika kila sentensi ifuatayo. (Alama 4)

(i) *Asha ni simba katika uwanja wa mjadala.* (Alama 1)

(ii) *Macho yake yalikuwa kama nyota angani.* (Alama 1)

(iii) *Upepo ulivuma na kuimba kwa huzuni.* (Alama 1)

(iv) *Twende, twende, twende hadi tufike.* (Alama 1)

.....
.....

.....

(c) Eleza umuhimu mmoja wa kutumia mbinu za lugha katika kazi ya kifasihi. (Alama 1)

.....

.....
.....

(d) Taja sifa moja ya lugha ya kifasihi inayotofautisha lugha hiyo na lugha ya kawaida. (Alama 1)

.....

.....

SWALI LA 3 – UHAKIKI WA KIFASIHI (Alama 10)

Jibu maswali yote.

(a) Tofautisha kati ya *fani* na *maudhui* katika kazi ya kifasihi. (Alama 2)

.....

.....

(b) Taja vipengele vinne vya fani vinavyoweza kuchanganuliwa katika kazi ya kifasihi. (Alama 4)

(i)

(ii)

(iii)

(iv)

(c) Eleza umuhimu wa wahusika katika kazi ya kifasihi. (Alama 2)

.....

.....

.....

(d) Kwa nini mazingira ni muhimu katika kazi ya kifasihi? (Alama 2)

.....

.....

SEHEMU B: ALAMA 50

SWALI LA 4 – (Alama 10)

Soma hadithi lifuatalo kisha ujibu maswali yanayofuata.

Juma alisimama mbele ya nyumba yao akiwa ameshika barua mkononi. Alikuwa amepokea habari ambazo alikuwa akizisubiri kwa hamu kwa muda mrefu. Baada ya kufanya mtihani wa mwisho wa shule, alikuwa ametuma maombi ya kujiunga na shule aliyokuwa akiitamani kwa miaka mingi. Sasa alikuwa amepata nafasi hiyo. Hata hivyo, badala ya kushangilia, Juma alibaki kimya huku akiitazama barua hiyo kwa makini.

Mama yake alipotokajikoni, alimwona mwanawe akiwa amesimama uani bila kusema lolote.

“Mbona umesimama hapo kama mtu aliyepoteza njia?” mama aliuliza kwa mshangao.

Juma hakujibu mara moja. Alimkabidhi mama yake barua hiyo bila kusema neno. Mama alifungua barua na kuanza kuisoma. Alipomaliza, macho yake yalijaa machozi ya furaha.

“Mwanangu, hii ndiyo matunda ya bidii. Nakumbuka ulivyokuwa ukisoma hadi usiku na kuamka mapema kila siku. Usisahau ulipotoka wala watu waliokusaidia kufikia hapa,” alisema mama yake.

Juma akatabasamu na kumshukuru mama yake. Alikumbuka siku ambazo alikuwa akisoma chini ya mwanga hafifu baada ya umeme kukatika. Wakati mwingine alitembea umbali mrefu kwenda shuleni, lakini hakukubali changamoto hizo zimzuie kufikia malengo yake. Marafiki zake walipokuwa wakicheza, yeye alitumia muda wake mwingi kufanya mazoezi na kusoma.

“Mama, sitawaangusha. Nitafanya kila niwezalo ili nifanikishe masomo yangu,” Juma alisema kwa ujasiri.

Mama yake akamshika begani na kumtazama kwa upendo.

“Kumbuka, mwanangu, elimu ni ufunguo wa maisha. Lakini mafanikio ya kweli hayapimwi kwa alama pekee. Nidhamu, unyenyekevu na kuwaheshimu wengine ni muhimu pia.”

Juma alitikisa kichwa kukubaliana naye. Alijua kuwa nafasi aliyokuwa ameipata haikuwa mwisho wa safari yake bali mwanzo wa safari mpya. Alikuwa tayari kukabiliana na changamoto zilizokuwa mbele yake. Akiwa ameshikilia barua hiyo kifuani, aliingia nyumbani akiwa na matumaini mapya.

(a) Taja wahusika wawili wanaojitokeza katika dondoo. **(Alama 2)**

i.....

ii.....

(b) Eleza sifa mbili za Juma zinazojitokeza katika dondoo. **(Alama 2)**

i.....

ii.....

(c) Bainisha maudhui mawili yanayojitokeza katika dondoo hili. **(Alama 2)**

i.....

ii.....

(d) Eleza mbinu moja ya lugha iliyotumiwa katika dondoo hili. **(Alama 1)**

.....

.....

(e) Eleza umuhimu wa mazungumzo katika dondoo hili. **(Alama 1)**

.....

.....

(f) Pendekeza kichwa mwafaka cha dondoo hili na utoe sababu moja ya jibu lako. **(Alama 2)**

Kichwa: .....

Sababu:

.....:::::::::::::::::::::::::::::::::::::::

:::::::::::::::::::::::::::::::::::::::.....

SWALI LA 5 – USHAIRI (Alama 10)

Soma shairi lifuatalo kwa makini kisha ujibu maswali yanayofuata.

Usikate tamaa,
mwana,
Ukikumbana na
shida, Jitahidi kila
jana,
Kesho yako iwe bora.

Njia huwa na miiba,
Safari huwa na
vikwazo,
Mvumilivu
hushinda,
Na mwenye bidii hufika.

Elimu ni taa njiani,
Maarifa ni nguvu
yako,
Usidharaujuhudi,
Maisha yatang'ara.

Unaposhindwa usilie,
Inuka uanze tena,
Kila hatua unayopiga,
Yakujenga kesho njema.

Usiogope changamoto,
Zikukomaze katika maisha,

Kwa bidii na
uvumilivu, Utafikia
malengo yako.

MASWALI

(a) Shairi hili linahusu nini? **(Alama 1)**

.....

.....

(b) Taja maudhui mawili yanayojitokeza katika shairi hili. **(Alama 2)**

(i)

(ii)

(c) Eleza maana ya mshororo ufuatao kama ulivyotumiwa katika shairi. **(Alama 2)**

“Elimu ni taa njiani.”

.....

.....

(d) Taja mbinu mbili za lugha zilizotumiwa katika shairi hili. **(Alama 2)**

(i)

(ii)

(e) Eleza ujumbe unaopatikana katika shairi hili. **(Alama 2)**

.....

.....

(f) Taja sifa moja ya mshairi inayoweza kubainishwa kutokana na shairi hili. **(Alama 1)**

.....

.....

SWALI LA 6 – TAMTHILIA (Alama 10)

Soma dondoo lifuatalo kwa makini kisha ujibu maswali yanayofuata.

DINCO: Katika karne hii bado unapima uwezo wa kiongozi kwa kigezo cha jinsia? Hii ni dunia ya usasa leo, ndugu. *(Anaweka kibonzo cha sungura aliyebeba kipaza sauti na kuuliza kama kidatu kipo sawa.)*

KIZITO: Visiki vyote lazima viondolewe. Awezaye kuviangusha ni Mulika tu! Wampendaye wampenda kwa dhati na wamchukiaye nao humchukia kwa dhati. *(Anaweka kibonzo kinachofagia.)*

MBUYU: Ee bwana, siasa si chakacha, ni misuli ya kupigana na mibabe, ni kampeni za maneno matamu ya kupata kura. Huo usasa mnaozungumzia hauna msingi. Siasa si mashindano ya urembo na mavazi... *(Anaweka kibonzo kinachopiga yowe.)*

KIZITO: Wewe umepofushwa na vipeni vichache unavyotumiwa kilajuma kupitia simu. Mtegemea nundu...

MBUYU: Nani kakuzuia nawe usivipate? Ukitaka kula asali, kaa na nyuki...

KIZITO: Lazima uchunguze malighafi anayoitumia nyuki kwenye sega. Nyuki wa siku hizi si nyuki asili. Ni mfano wa nyuki. Hawaaminiki. Raundi hii mawimbi ya mabadiliko yametufikia.

MBUYU: *(Anaweka vibonzo viwili vinavyocheka hadi kutoa machozi.)* Eti mabadiliko? Nguo kuukuu haiwi mpya kwa kupigwa viraka. Mulika ni adui wa maendeleo na ufanisi.

MUSA: Kwa nini umeamua kuondoka kijijini bila kuwaambia wazazi wako?

NEEMA: Niliogopa kwamba hawangenielewa.

MUSA: Lakini kukimbia tatizo hakutalimaliza.

NEEMA: Unafikiri nifanye nini basi?

MUSA: Waambie ukweli. Wazazi wanaweza kukasirika, lakini baadaye wataelewa.

NEEMA: Labda uko sahihi. Nimekuwa nikikimbia kwa sababu ya hofu.

MUSA: Ujasiri si kutokuwa na hofu. Ujasiri ni kukabiliana na hofu.

MASWALI

(a) Taja wahusika wawili wanaojitokeza katika dondoo hili. (Alama 2)

(i) .....

(ii) .....

(b) Eleza sifa mbili za Musa zinazojitokeza katika dondoo. (Alama 2)

(i) ……

(ii) ……

(c) Taja maudhui mawili yanayojitokeza katika dondoo hili. (Alama 2)

(i) ……

(ii) ……

(d) Eleza umuhimu wa matumizi ya mazungumzo katika tamthilia. (Alama 2)

……

……

(e) Taja mbinu moja ya kisanaa inayojitokeza katika dondoo hili na uelezejinsi ilivyotumiwa. (Alama 2)

Mbinu: ……

Maelezo:

……

……

SWALI LA 7 – FASIHI SIMULIZI NA JAMII (Alama 10)

Jibu maswali yote.

(a) Eleza tofauti kati ya Fasihi Simulizi na Fasihi Andishi kwa kuzingatia vipengele vifuatavyo. (Alama 6)

(i) Uwasilishaji (Alama 2)

Fasihi Simulizi:

……

……

Fasihi Andishi:

……

……

(ii) Uhifadhi (Alama 2)

Fasihi Simulizi:

.....

.....

Fasihi Andishi:

.....

.....

(iii) Hadhira (Alama 2)

Fasihi Simulizi:

.....

.....

Fasihi Andishi:

.....

.....

(b) Taja vipera vinne vya Fasihi Simulizi. (Alama 2)

(i)

(ii)

(iii)

(iv)

(c) Eleza umuhimu wa Fasihi Simulizi katikajamii ya kisasa. (Alama 2)

.....

.....

SWALI LA 8 – UHAKIKI WA KAZI YA KIFASIHI (Alama 10)

Jibu swali hili kwa kurejelea kazi yoyote ya kifasihi uliyosoma darasani.

Kazi ya kifasihi huakisi maisha ya watu na changamoto wanazokumbana nazo katika jamii. Kwa hivyo, **“Kazi ya kifasihi huwa kioo cha jamii.”**

Thibitisha kauli hii kwa hoja tano, ukitoa mifano mwafaka kutoka katika kazi ya kifasihi uliyosoma. (Alama 10)

(i)

(ii)

(iii)

(iv)

(v)

HUU NDIO UKURASAWA MWISHO ULIOPIGWA CHAPA

GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – FINE ARTS

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Fill in your name, school name, your assessment number, date, the school code and signature in the spaces provided above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers MUST be written in the spaces provided in PAPER.
6. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)
Answer ALL questions in this section.

1. a) Define the term line **as an element of art. (1 mark)**

_____

_____

b) Name **two types of lines** commonly used in drawing. (2 marks)

i.

ii.

c) State **two ways in which line can be used to create visual effects** in an artwork. (2 marks)

i.

ii.

2.

a) What is meant by the term **balance** in art and design? (1 mark)

_____

_____

b) Name **two types of balance** used in visual composition. (2 marks)

i.

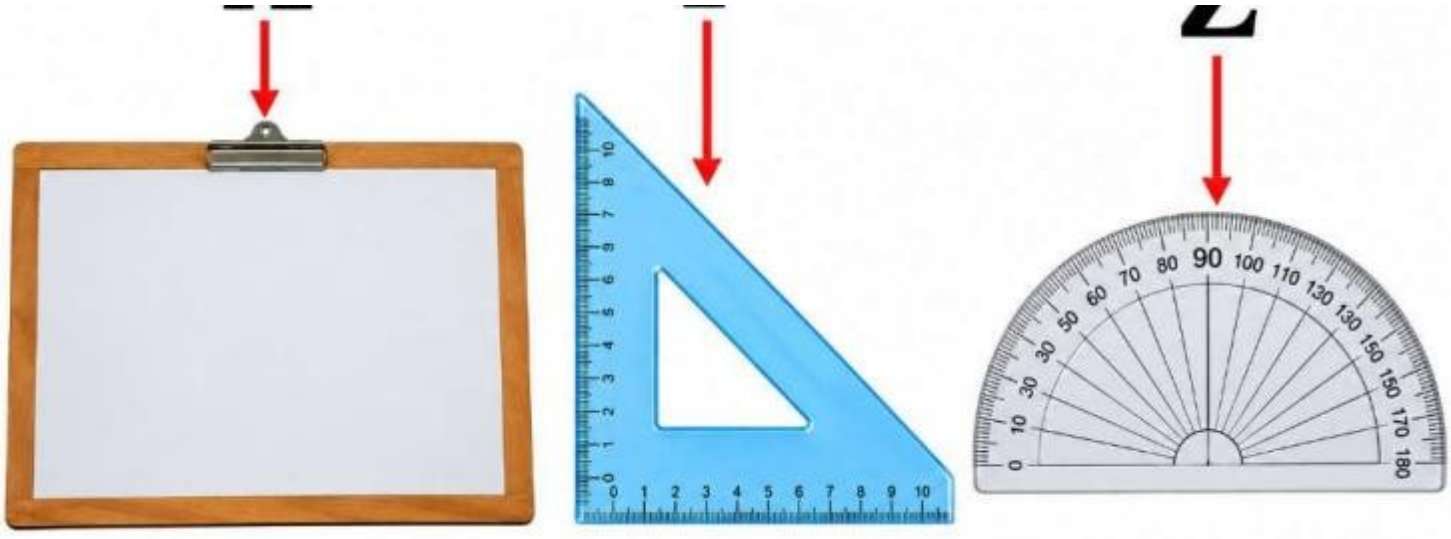
ii.

c) Explain **one way in which balance can improve an artwork**. (2 marks)

_____

_____

3. Study the tools represented below and answer the questions that follow.



a) Identify **any three drawing tools** that may be represented in the diagram. (3 marks)

X:

Y:

Z:

b) State **one use of each tool identified** in (a). (2 marks)

TOOL	**USE**
X	
Y	
Z	

4. a) What is a primary colour**? (1 mark)**

_____

_____

b) Name the **three primary colours**. (3 marks)

i.

ii.

iii.

c) State **one secondary colour** produced by mixing two primary colours. (1 mark)

_____

5. a) Distinguish between two-dimensional art **and** three-dimensional art**. (2 marks)**

_____

_____

_____

b) Give **one example of a two-dimensional artwork**. (1 mark)

_____

c) Give **two examples of three-dimensional artworks**. (2 marks)

i.

ii.

6. A learner produces a painting depicting a busy market scene.

a) State **one aspect you would consider when analysing the composition** of the painting. (1 mark)

_____

b) Give **two questions you could ask when interpreting the painting**. (2 marks)

i.

ii.

c) State **two qualities of a good art critique**. (2 marks)

i.

ii.

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. You are provided with a simple still-life arrangement consisting of a cup, a bottle and a fruit**.**

a) State **three things you should observe before beginning the drawing**. (3 marks)

i.

ii.

iii.

b) Explain **two ways of achieving accurate proportion** in an observational drawing. (2 marks)

i.

ii.

c) Name **three shading techniques** that can be used to create tonal effects. (3 marks)

i.

ii.

iii.

d) State **two ways in which shading can make an object appear three-dimensional**. (2 marks)

i.

ii.

8. Study the composition below.



The composition contains lines, shapes, a central form and repeated forms.

a) Identify **four elements of art** that could be observed in the composition. (4 marks)

i.

ii.

iii.

iv.

b) Explain **two ways repetition can be used effectively in an artwork**. (2 marks)

i.

ii.

c) Explain how **contrast** could be introduced into this composition. (2 marks)

i.

ii.

d) State **two factors that an artist should consider when arranging objects within a composition**. (2 marks)

i.

ii.

9. An artist wants to produce a painting of a Kenyan landscape showing vegetation, soil, sky and distant hills.

a) Explain the difference between **warm colours and cool colours**. (2 marks)

_____

_____

_____

b) Give **two examples of warm colours** and **two examples of cool colours**. (4 marks)

i.

ii.

c) Explain how an artist can use **colour intensity** to create emphasis in a landscape painting. (2 marks)

i.

ii.

d) State **two ways of creating a sense of distance using colour**. (2 marks)

i.

ii.

10. A Grade 10 learner has been asked to create a mixed.media artwork using paper, fabric, paint and natural materials.

a) What is meant by **mixed.media art**? (2 marks)

_____

_____

b) Name **three materials** that can be incorporated into a mixed-media artwork. (3 marks)

i.

ii.

iii.

c) Describe **two techniques** that could be used when combining different materials in the artwork. (2 marks)

i.

ii.

d) State **three safety precautions** the learner should observe while working in the art room. (3 marks)

i.

ii.

iii.

11. A cultural exhibition is organised to showcase Kenyan artistic traditions from different communities.

a) State **three purposes of art in Kenyan communities**. (3 marks)

i.

ii.

iii.

b) Name **three forms of traditional or contemporary Kenyan visual art**.m(3 marks)

i.

ii.

iii.

c) Explain **two ways in which artists can preserve cultural heritage through their work**. (2 marks)

i.

ii.

d) State **two ways in which visual artists can contribute to the economy**. (2 marks)

i.

ii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

CERTIFICAT KENYAN D'ÉDUCATION DE BASE

ÉVALUATION DU NIVEAU SUPÉRIEUR

TRIMESTRE 3: ENDTERM ASSESSMENT 2026

CLASSE DE 10e – FRANÇAIS

Durée : 2 heures

INFORMATIONS DU CANDIDAT

Nom : École :

Numéro d'évaluation : Date :

Code de l'école : .Signature :

.

INSTRUCTIONS AUX CANDIDATS

1. Écrivez votre nom dans les espaces prévus ci-dessus.
2. Écrivez le nom de votre école et votre classe dans les espaces prévus.
3. Écrivez votre numéro d'admission et la date de l'évaluation dans les espaces prévus.
4. Cette épreuve comprend deux sections : A et B.
5. Répondez à toutes les questions des sections A et B.
6. Répondez aux questions en Francais lorsque cela est demandé .
7. Toutes les réponses DOIVENT être écrites dans les espaces prévus dans ce document.
8. Ne retirez aucune page de ce sujet d'examen.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	40 MARKS	40 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A: 30 MARKS

1: Complete the dialogue below using appropriate French expressions. **(5 marks)**

Paul: Bonjour ! Comment vas-tu ?

Marie:

Paul: Comment t’appelles-tu ?

Marie:

Paul: Quel âge as-tu ?

Marie:

Paul: Où habites-tu ?

Marie:

Paul: Au revoir, Marie !

Marie:

2: Rewrite each sentence by supplying the correct article: **un, une, des, le, la, les**. **(5 marks)**

a) J'ai frère et sœur.
b) professeur entre dans classe.
c) Nous achetons livres et cahier.
d) école est près de maison.
e) Elle mange orange et bananes.

3: Put the verbs in brackets into the correct form. **(5 marks)**

a) Je français à l'école. *(étudier)*
b) Nous au marché le samedi. *(aller)*
c) Elle une lettre à son amie. *(écrire)*
d) Vous un bon repas. *(manger)*
e) Ils très contents aujourd'hui. *(être)*

4: Translate the following words into French. **(5 marks)**

a) School –
b) Teacher –
c) Family –
d) Friend –
e) Food –

5: Read the passage carefully and answer the questions that follow. **(10 marks)**

Ma vie scolaire

Je m'appelle Amina. J'ai quinze ans et je suis élève en classe de troisième. J'habite à Nakuru avec mes parents et mes deux frères. Chaque matin, je me réveille à six heures. Je prends mon petit déjeuner et je vais à l'école à sept heures.

J'aime beaucoup mon école parce qu'elle est grande et propre. Il y a une bibliothèque, un laboratoire, une salle informatique et un grand terrain de sport. Ma matière préférée est le français. J'aime apprendre de nouvelles langues et communiquer avec mes amis.

Après les cours, je rentre à la maison. Je fais mes devoirs avant dejouer au volleyball avec mes frères. Le soir, je dîne avec ma famille et je me couche à dix heures.

a) Quel âge a Amina ? **(1 mark)**

---

b) Avec qui habite-t-elle ? **(2 marks)**

Paul: Où habites-tu ?

---

c) À quelle heure se réveille-t-elle ? **(1 mark)**

d) Donnez **deux installations** de son école. **(2 marks)**

e) Quelle est sa matière préférée ? **(1 mark)**

f) Que fait-elle après les cours ? **(2 marks)**

g) À quelle heure se couche-t-elle ? **(1 mark)**

SECTION B: 50 MARKS

6: Complete the following conversations appropriately in French. **(5 marks)**

A. At the shop

Client: Bonjour, monsieur.

Vendeur:

Client: Je voudrais acheter un kilo de riz.

Vendeur:

Client: Combien coûte-t-il ?

Vendeur:

Client: Voici l'argent.

Vendeur:

Client: Merci beaucoup.

Vendeur:

B. Asking for directions

Your friend wants to know where the school library is. Write **five appropriate French expressions** that could be used in asking for and giving directions. **(5 marks)**

_____

_____

7: A. Make the sentences

negative. (5 marks) Rewrite the

following sentences using **ne...pas**.

a) Je mange du pain.

_____

b) Elle aime le chocolat.

_____

c) Nous allons au marché .

_____

d) Ils jouent au football.

_____

e) Paul est malade.

_____

B. Change the sentences into the plural. (5 marks)

a) Le garçon est intelligent.

_____

b) La fille est heureuse.

_____

c) Un livre est sur la table.

_____

d) Cette maison est grande.

_____

e) Mon ami est Kenyan.

_____

8: Read the timetable below. **(10 marks)**

Heure	Activité
6h00	Se réveiller
6h30	Prendre le petit déjeuner
7h00	Aller à l'école
8h00–13h00	Étudier
13h00	Déjeuner
14h00–16h00	Étudier

17h00	Rentrer à la maison
19h00	Dîner
20h00	Faire les devoirs
22h00	Se coucher

Answer the questions in French.

a) À quelle heure l'élève se réveille-t-il ? **(1 mark)**

---

b) Que fait-il à six heures et demie ? **(2 marks)**

---

c) À quelle heure va-t-il à l'école ? **(1 mark)**

---

d) Combien d'heures étudie-t-il entre 8h00 et 13h00 ? **(1 mark)**

---

e) Que fait-il à 17h00 ? **(1 mark)**

---

f) Que fait-il à 20h00 ? **(2 marks)**

---

g) À quelle heure se couche-t-il ? **(1 mark)**

---

h) Écrivez une phrase sur son activité à 19h00. **(1 mark)**

9: Write a paragraph of **80–100 words in French** on the topic: **(10 marks)**

Ma famille

In your composition, include:

- your name and age;
- where you live;
- the members of your family;
- what your parents/guardians do;
- your brothers and sisters;
- what you enjoy doing with your family.

10: Your French-speaking friend **Jean** has invited you to his birthday celebration. **(10 marks)** Write a short letter/message of **80–100 words in French** in which you:

1. greet Jean;
2. thank him for the invitation;
3. say whether you will attend;
4. mention what you will bring;
5. ask about the time and place;
6. end the message appropriately.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – GENERAL SCIENCE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (35 MARKS)
Answer ALL questions in this section.

1. a) Define the term General Science**. (1 mark)**

_____

_____

b) Name **three major branches of science** that contribute to General Science. (3 marks)

i.

ii.
iii.

c) State **one importance of General Science in everyday life**. (1 mark)

2. A learner wanted to investigate the effect of temperature on the rate at which sugar dissolves in water.

The learner used three beakers containing equal volumes of water at different temperatures.

a) State the **independent variable** in the investigation.
(1 mark)

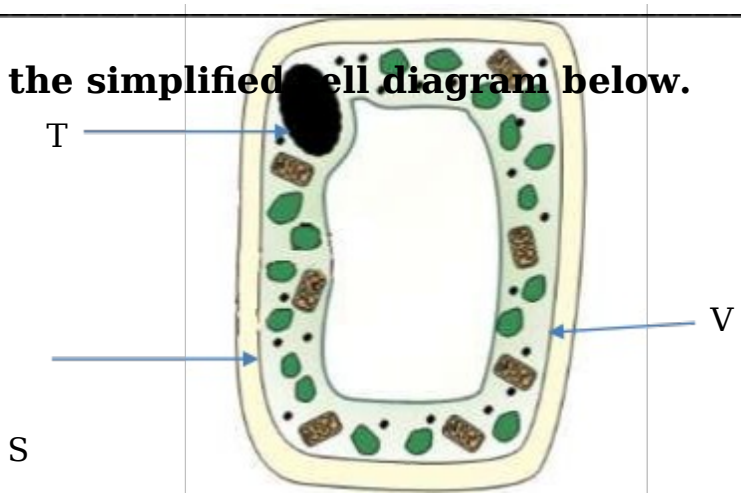
b) State the **dependent variable**. (1 mark)

c) Give **two variables that should be kept constant** for the investigation to be fair. (2 marks)

i.
ii.

d) State one **safety precaution** that should be observed when carrying out the investigation. (1 mark)

3. Study the simplified cell diagram below.



a) Identify structures **S, T and V**. (3 marks)

S:

T:

V:

b) State **one function of structure T**. (1 mark)

c) Is this a plant cell or an animal cell? Give reason for your answer. (1 mark)

4. a) What is meant by balanced diet**? (1 mark)**

_____

_____

b) Name the nutrient mainly responsible for:

i) growth and repair of body tissues; (1 mark)

ii) providing energy for body activities.
(1 mark)

c) State **two differences between aerobic and anaerobic respiration**. (2 marks)

	Aerobic respiration	**Anaerobic respiration**
i.		
ii.		

5. Three solutions were tested using universal indicator.

Solution	**Colour obtained**
P	Red
Q	Green
R	Purple

a) Which solution is **neutral**? (1 mark)

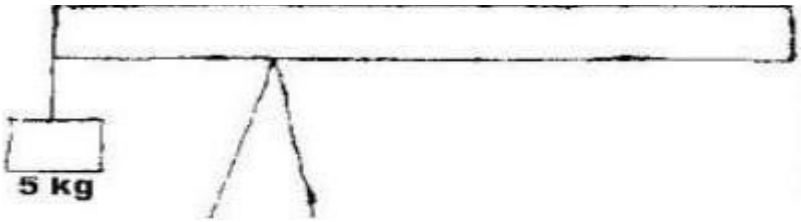
b) Which solution is **strongly alkaline**?
(1 mark)

c) State the approximate pH range expected for a neutral solution.
(1 mark)

d) Give **two common examples of acids found in everyday life**. (2 marks)

i.
ii.

6. The diagram below shows a uniform bar of lengths 6m.



a) If the weight of the bar is 15N, determine x. (3 marks)

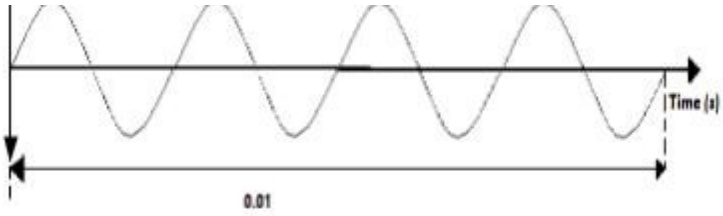
b) State **two factors that determine the turning effect of a force**. (2 marks)

i.
ii.

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. The diagram below shows a displacement-time graph for a certain wave.



a)

i. How many oscillations are shown above?

ii. Calculate the frequency of the wave

iii. Calculate the periodic time of the wave

b) Distinguish between **transverse waves and longitudinal waves**. (2 marks)

c) Give **two examples of waves used in everyday life or technology**. (2 marks)

i.

ii.

8. A healthy green plant was placed in water containing a coloured dye. After several hours, the coloured dye could be observed in the veins of the leaves.

a) Name the plant tissue responsible for transporting water and mineral salts from the roots to the leaves. (1 mark)

_____

b) Explain how water moves from the soil into the roots. (2 marks)

_____

_____

c) State **two factors that can affect the rate of transpiration**. (2 marks)

i.

ii.

d) Explain the importance of transpiration to a plant. (2 marks)

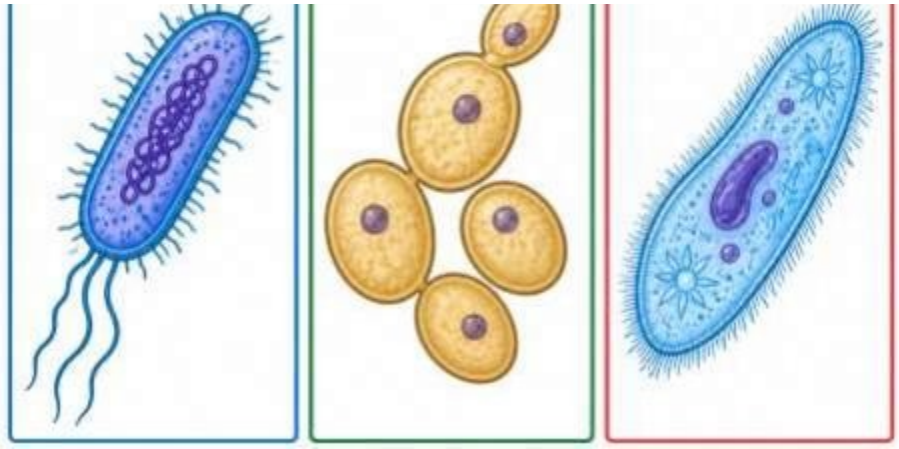
i.

ii.

e) Name the plant hormone mainly associated with **cell elongation and growth towards light**. (1 mark)

_____

9. The diagram below represents three microorganisms.



a) Identify the three broad groups of microorganisms represented by **A, B and C**. (3 marks)

A:

B:

C:

b) State **two useful roles of microorganisms** in human life. (2 marks)

i.

ii.

c) Explain **two ways through which harmful microorganisms can be transmitted from one person to another**. (2 marks)

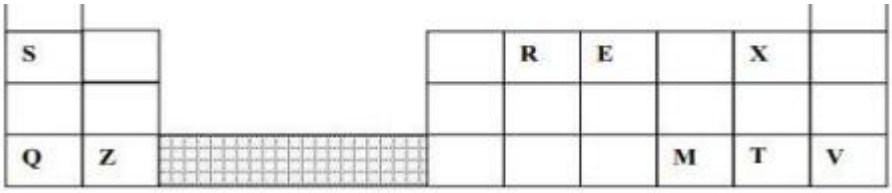
i.

ii.

d) State one method of preventing the spread of communicable diseases caused by microorganisms. (1 mark)

---

10. The grid below represents part of the periodic table. Study it and answer the questions that follow:



Identify the element that gains electrons most readily:

i. Which of the metal is most reactive? Explain

ii. What name is given to the family of elements to which elements X and T belong?

iii. Explain why:-

I. Ionic radius of Q is larger than that of M

II. Atomic radius of Q is greater than that of S

iv. Which of the element in the table does not have the ability to form an ionic or covalent bond? Explain

v. Give the formula of the compound formed between R and Z

11. A learner investigated the effect of temperature on the rate of reaction between dilute hydrochloric acid and calcium carbonate.

The learner obtained the following results:

Temperature (°C)	**Time taken to collect a fixed volume of gas (s)**
20	80

30	60

40	45
50	30

a) What does the term **rate of reaction** mean? (2 marks)

b) Describe the relationship between temperature and the rate of this reaction. (2 marks)

c) Explain why increasing temperature generally increases the rate of a chemical reaction. (2 marks)

i.
ii.

d) State **two other factors that can affect the rate of a chemical reaction**. (2 marks)

i.
ii.

12. A motorbike starts from rest and accelerates uniformly at 4 m/s² **for** 6 seconds**.**

a) What is meant by **acceleration**? (1 mark)

b) State the initial velocity of the motorbike. (1 mark)

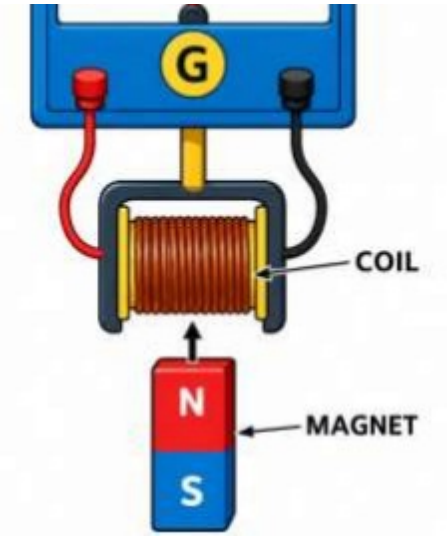
c) Calculate its final velocity after 6 seconds: (2 marks)

d) Calculate the distance travelled by the motorbike using: (3 marks)

e) State **two examples of situations in everyday life where acceleration occurs**. (2 marks)

i.
ii.

13. Study the simplified arrangement below.



a) Name the phenomenon in which an electric current is produced when there is relative motion between a magnet and a conductor. (1 mark)

_____

b) State **two ways of increasing the induced current** in the coil. (2 marks)

i.
ii.

c) State the role of the galvanometer in the experiment. (1 mark)

_____

_____

d) Give **two practical applications of electromagnetic induction**. (2 marks)

i.
ii.

e) State **two properties of magnetic field lines**. (2 marks)

i.
ii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3 ENDTERM ASSESSMENTS 2026

GRADE 10 - GEOGRAPHY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

Answer ALL questions in this section.

1. The table below shows the **value of selected food crops imported into Kenya** between **2021 and 2025**. Study the data carefully and use it to answer the questions that follow. *Values are in KSh million.*

Crop / Year	2021	2022	2023	2024	2025
Unmilled	6,989	7,515	5,577	6,099	6,754

wheat					
Maize	4,664	3,342	229	1,417	4,647
Rice	1,968	2,619	2,104	2,981	3,659

Wheat flour	180	639	237	168	200

(a)

(i) Using a vertical scale of **1 cm to represent KSh 1,000 million**, draw a **comparative bar graph** to represent the data in the table. **(8 marks)**

(b) State **three advantages** of using comparative bar graphs to present statistical data. **(3 marks)**

i.

ii.

iii.

(c) Explain **three reasons why Kenya may produce the commodities shown in the table but still import them. (6 marks)**

i.

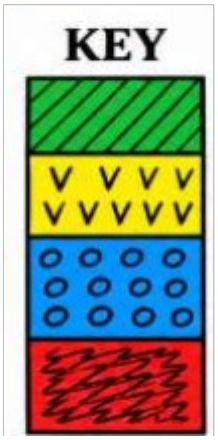
ii.

iii.

2. Study the figure below and use it to answer the questions that follow.

*The figure shows proportional divided circles representing the extent of network coverage in Kenya between **2023 and 2025**.*





SAFARICOM

TELKOM

AIRTEL

UNCOVERED

(a)

(i) State **four deductions** that can be made from the information presented in the figure. **(4 marks)**

_____

_____

_____

_____

(ii) State **three advantages** of using proportional circles to represent statistical data. **(3 marks)**

_____

_____

_____

3. Study the map of Kipkabus 1:50,000 (Sheet 104/1) provided and answer the following questions.

a)

(i) Name the year of construction of the Kipkabus map. **(1 mark)**

_____

(ii) Name **two types of scales** found on the map. **(2 marks)**

_____

_____

(iii) Convert the scale of the map into a **statement scale**. **(2 marks)**

_____

b) Identify **three forms of land transport** found in the area covered by the map. **(3 marks)**

c) Measure the distance of the **dry-weather road** from grid reference **867365 to 829420**. Give your answer in **kilometres**. **(2 marks)**

d) (i) Draw a **sketch section** along **Northing 40**, from grid reference **830400 to 900400**.

On the sketch section, mark and name the following:

- **Keiyo Escarpment — (1 mark)**
- **River Yathine — (1 mark)**
- **Dry-weather road — (1 mark)**
- **Lelboinet School — (1 mark)**

e)

(i) Describe the **distribution of settlements** in the area covered by the map. **(5 marks)**

(ii) Give **four pieces of evidence** to show that the area covered by the map receives **high rainfall**. **(4 marks)**

_____

_____

_____

_____

SECTION B 50 MARKS

Answer ALL questions in this section.

4. a) What is meant by **Geographical Information System (GIS)**? (1 mark)

_____

_____

b) State **two components of GIS**. (2 marks)

_____

_____

5. Apart from **thermal metamorphism**, name **two other types of metamorphism**. **(2 marks)**

_____

_____

b) Describe the following types of rocks:

(i) Calcareous rocks (2 marks)

_____

(ii) Carbonaceous rocks (2 marks)

(iii) State **three classes of sedimentary rocks based on their mode of formation. (3 marks)**

i.

ii.

iii.

c) Explain how sedimentary rocks **are formed through the following process:**

(i) Mechanical process (3 marks)

(ii) Chemical process (3 marks)

6. (a) State **two forms in which mineral ores occur. (2 marks)**

i.

ii.

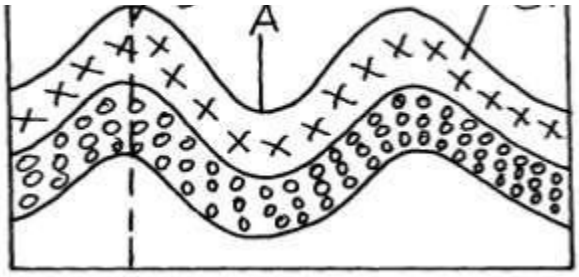
(b) State **three negative effects of open-cast mining on the environment. (3 marks)**

i.

ii.

iii.

7. The diagram below shows a simple fold.



(a)

(i) Name the parts labelled **A, B and C**. **(3 marks)**

A:

B:

C:

(ii) Name **two fold mountains** found outside Africa. **(2 marks)**

i.

ii.

(iii) Give **three landforms** associated with folded regions. **(3 marks)**

i.

iii.

(b) With the aid of a **well-labelled diagram**, describe the process of formation of a **fold mountain**. **(4 marks)**

(c) Explain **four ways** in which folding influences human activities. **(4 marks)**

i.

ii.

iii.

8. a) What is an **earthquake**? (1 mark)

_____

_____

b) Name the instrument used to record earthquake vibrations. (1 mark)



_____

c) Name **one material ejected during a volcanic eruption**. (1 mark)

_____

9. a) State **one physical factor influencing agriculture**. (1 mark)

_____

_____

b) Name **one mineral mined in Kenya**. (1 mark)

_____

c) State **one source of renewable energy used in Kenya**. (1 mark)

_____

10. The table below shows the temperature and rainfall characteristics recorded at a weather station in the Lake Victoria Basin. Study the table and answer the questions that follow.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

Temperature (°C)	23.6	24.5	23.9	22.8	22.5	22.4	22.5	22.7	23.2	23.2	22.7	22.9
Rainfall (mm)	115	94	190	288	273	109	98	107	113	202	248	189

a) Name **two instruments** that could have been used to collect the weather data presented in the table. **(2 marks)**

i.

ii.

b) State **three characteristics of the weather** experienced at the station based on the data provided. **(3 marks)**

i.

ii.

iii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – HISTORY AND CITIZAENSHIP

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

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LEARNER'S TOTAL SCORE											

SECTION A: (30 marks)

Answer ALL questions in this section.

1.

a) What is meant by a **linguistic group**? (1 mark)

_____

_____

b) State **one factor** that has contributed to interaction among different linguistic groups in Kenya. (1 mark)

2.

a) Identify **one method** used by the British to establish colonial rule in Kenya. (1 mark)

_____

_____

b) Give **one reason** why some African communities resisted colonial rule. (1 mark)

_____

_____

3.

a) State **one important feature** of the Constitution of Kenya, 2010 that promotes democratic governance. (1 mark)

_____

_____

b) Give **one way** in which the Constitution protects the rights of citizens. (1 mark)

_____

_____

4.

a) State **one political development** that occurred in Kenya after independence. (1 mark)

_____

_____

b) Identify **one challenge** that has affected political development in Kenya since independence. (1 mark)

_____

_____

5.

a) State **one function** of the Independent Electoral and Boundaries Commission (IEBC). (1 mark)

_____

_____

b) Give **one responsibility of a voter** during an election. (1 mark)

_____

_____

6.

a) What is meant by **national integration**? (1 mark)

_____

_____

b) State **one activity** that can promote national integration among Kenyan youth. (1 mark)

_____

_____

7.

a) Identify **one characteristic** of early human communities in Africa. (1 mark)

_____

_____

b) State **one reason why Africa is regarded as an important region in the study of human origins**. (1 mark)

_____

_____

8.

a) Name **one African civilization** that developed before the nineteenth century. (1 mark)

_____

_____

b) State **one contribution** made by any one African civilization to human development. (1 mark)

_____

_____

9.

a) What was the **Scramble for Africa**? (1 mark)

_____

_____

b) State **one reason** why European powers colonized African territories. (1 mark)

_____

_____

10.

a) What is meant by **African nationalism**? (1 mark)

_____

_____

b) State **one objective** of African nationalist movements. (1 mark)

_____

_____

11.

a) Name **one global war** that affected Africa during the twentieth century. (1 mark)

_____

_____

b) Give **one effect** of the global wars on African societies. (1 mark)

_____

_____

12.

a) Name **one major revolution** that transformed the political or economic organization of the world. (1 mark)

b) State **one major change** brought about by the revolution named in (a). (1 mark)

13.

a) Give **one reason** why countries establish international organisations. (1 mark)

b) State **one function** of the United Nations. (1 mark)

14.

a) Distinguish between **modern slavery** and ordinary employment. (1 mark)

b) State **one form** of modern slavery or servitude. (1 mark)

15.

a) What is meant by **global governance**? (1 mark)

b) Identify **one challenge** facing effective global governance. (1 mark)

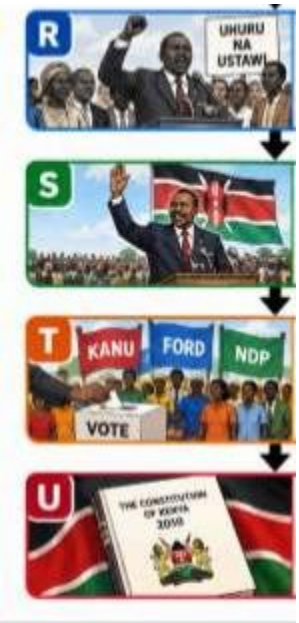
_____

_____

SECTION B: 50 MARKS

Answer ALL questions in this section.

16. Study the simplified historical sequence below and answer the questions that follow.



a) Identify the historical development represented by box Q. (1 mark)

_____.

b) State **two reasons** why Africans opposed colonial rule in Kenya. (2 marks)

i.

ii.

c) Explain **two contributions** made by nationalist movements towards Kenya's independence. (2 marks)

i.

d) State **two ways** in which the Constitution of Kenya, 2010 promotes citizen participation in governance. (2 marks)

i.

ii.

e) Explain **three ways** in which citizens can promote national integration in contemporary Kenya. (3 marks)

i.

ii.

iii.

17. Read the situation below.

During an election period, a group of young people discovers that some political supporters are spreading false

information on social media. The information is intended to create hatred between members of different communities. Some young people want to share the information widely, while others argue that it should first be verified.

Answer the questions that follow.

a) Identify **two dangers** of spreading unverified political information during elections. (2 marks)

i.

ii.

b) Explain **two ways** in which young people can promote peaceful elections. (2 marks)

i.

ii.

c) State **two democratic principles** that should guide an election. (2 marks)

i.

ii.

d) Explain **two responsibilities** of citizens before, during or after elections. (2 marks)

i.

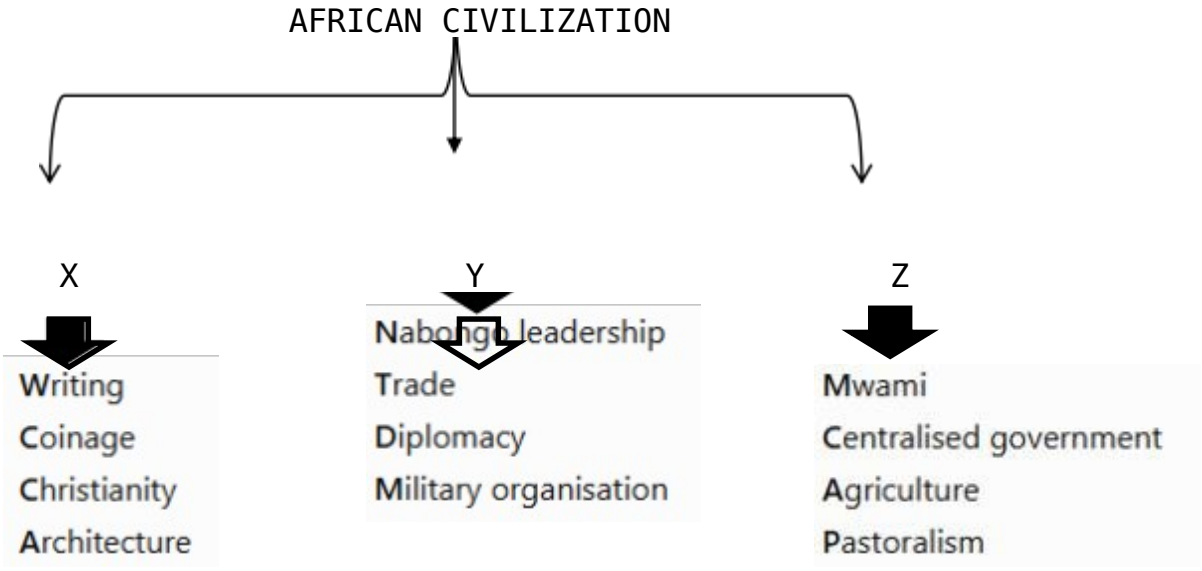
ii.

e) Suggest **two ways** in which technology can be used positively to strengthen democratic participation. (2 marks)

i.

ii.

18. Below are descriptions of certain ancient African civilization kingdoms and empires.



a) Identify the African civilization represented by **X**. **(1 mark)**

X:

Y:

Z:

b) Give **two features** of the Wanga Kingdom. (2 marks)

i.

ii.

c) Explain **two factors** that contributed to the growth of African civilizations. **(2 marks)**

i.

ii.

d) Explain **two ways** in which African civilizations demonstrate that Africans had developed complex social, economic and political systems before European colonization. **(2 marks)**

ii.

ii.

i.

ii.

e) State **two lessons** that modern African societies can learn from the achievements of African civilizations.
(2 marks)

i.

ii.

19. Study the source below.

During the nineteenth and twentieth centuries, European powers increased their political and economic influence over many African territories. Africans responded in different ways, including armed resistance, peaceful protest, political organization and nationalist movements. The two World Wars also affected Africa through military recruitment, economic changes, political awareness and social disruption. After the Second World War, nationalist movements became stronger in many African territories.

Answer the questions that follow.

a) What historical process is described in the first sentence of the source? (1 mark)

_____

b) State **two methods** used by Africans to resist colonial domination. (2 marks)

i.

ii.

c) Explain **two factors** that contributed to the growth of African nationalism after the Second World War. (2 marks)

i.

ii.

d) Explain **two effects** of the World Wars on African societies. (2 marks)

i.

ii.

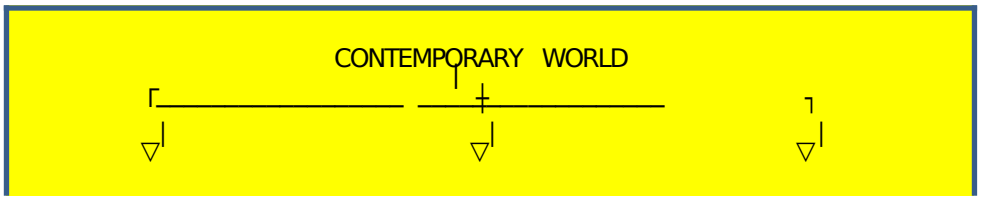
e) Explain **three ways** in which African nationalism contributed to the attainment of independence. (3 marks)

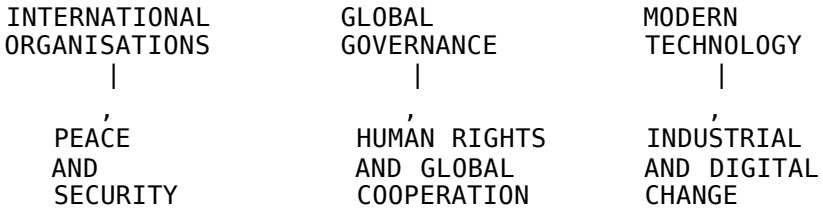
i.

ii.

iii.

20. Study the concept map below.


CONTEMPORARY WORLD



a) Name **one international organisation** concerned with maintaining international peace and cooperation. (1 mark)

_____

b) State **two functions** of international organisations. (2 marks)

i.

ii.

c) Explain **two ways** in which modern technology has transformed economic or social life. (2 marks)

i.

ii.

d) State **two challenges** associated with the Fourth Industrial and Technologies Revolution. (2 marks)

i.

ii.

e) Explain **three ways** through which citizens can promote equality and non-discrimination in society. (3 marks)

i.

ii.

iii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: SECOND ASSESSMENT 2026

GRADE 10 – HOMESCIENCE

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your name in the spaces provided above.
2. Write the name of your school and your stream in the spaces provided.
3. Write your admission number and the date of the assessment in the spaces provided.
4. This paper consists of two sections: A and B.
5. Answer all questions in section A and section B.
6. Answer the questions in English.
7. All answers MUST be written in the spaces provided in PAPER.
8. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	45 MARKS	35 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1.

a) Define the term **Home Science**. (1 mark)

_____

_____

b) State **two ways** in which the study of Foods and Nutrition can contribute to an individual's wellbeing. (2 marks)

i.

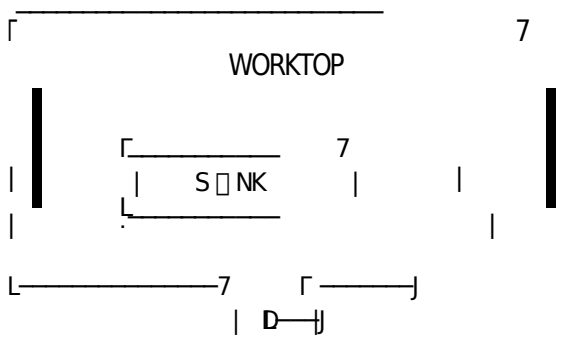
ii.

c) Give **two careers** related to Foods and Nutrition. (2 marks)

i.

ii.

2. Study the simplified kitchen layout below.



a) Identify the kitchen layout represented above. (1 mark)

_____

b) State **two advantages** of a well-planned kitchen layout. (2 marks)

i.

ii.

c) Give **two factors** that should be considered when planning a kitchen layout. (2 marks)

i.

ii.

3. A learner prepared lunch without washing their hands. The learner also used the same chopping board for raw meat and vegetables without cleaning it between uses.

a) Identify **two unsafe practices** in the situation. (2 marks)

i.

ii.

b) Explain **one danger** of using the same unclean chopping board for raw meat and vegetables. (1 mark)

i.

ii.

c) State **two personal hygiene practices** that should be observed when preparing food. (2 marks)

ii.
i.

ii.

4.

a) Name **three nutrients** found in foods. (3 marks)

i.

ii.

iii.

b) State **one function** of proteins in the body. (1 mark)

_____

_____

c) Explain why locally available foods should be considered when planning meals for a family. (1 mark)

_____

_____

5.

a) State **two hygiene practices** that are particularly important during puberty. (2 marks)

i.

ii.

b) Name **two common accidents** that may occur in the home. (2 marks)

i.

ii.

c) Give **one reason** why a first-aid kit should be readily available in a home. (1 mark)

i.

ii.

6. Study the diagram below.



a) Identify the stitch represented. (1 mark)

b) State **two uses** of the stitch identified in (a). (2 marks)

i.

ii.

c) Name **two sewing tools** used in basic clothing construction. (2 marks)

i.

ii.

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. A family is preparing a meal consisting of vegetables, beef and a cereal.based accompaniment.

a) Distinguish between **moist.heat cooking** and **dry.heat cooking**. (2 marks)

b) Name **four methods of cooking** that a learner would study under Grade 10 Home Science. (4 marks)

i.

ii.

iii.

iv.

c) Explain **two factors** that determine the choice of a cooking method. (2 marks)

i.

ii.

d) A learner decides to deep-fry food. State **two safety precautions** that should be observed. (2 marks)

i.

ii.

8. A family in a rural Kenyan community mainly consumes ugali, vegetables and tea. The parents have noticed that their children often appear tired and their meals lack variety.

a) Explain what is meant by a **balanced diet**. (2 marks)

---

b) State **two functions of carbohydrates** in the body. (2 marks)

i.

ii.

c) Give **two examples of protein-rich foods** that could be incorporated into the family's meals. (2 marks)

i.

ii.

d) State **two factors** that should be considered when planning meals for this family. (2 marks)

i.

ii.

e) Explain how meal planning can help a family make better use of its available resources. (2 marks)

i.

ii.

9. During the evening, a learner accidentally touches a hot cooking pot and suffers a minor burn. At the same time, another family member slips on a wet floor.

a) Identify the **two accidents** described in the situation. (2 marks)

i.

ii.

b) State **two possible causes** of accidents in the home. (2 marks)

i.

ii.

c) Outline the immediate first-aid measures that should be taken for a **minor burn**. (3 marks)

i.

ii.

iii.

d) State **three measures** that can be taken to prevent accidents caused by slippery floors. (3 marks)

i.

ii.

iii.

10.A family is constructing a new house and wants to ensure that it provides a healthy and comfortable living environment.

a) State **three factors** that should be considered when selecting a site for a family house. (3 marks)

i.

ii.

iii.

b) Give **two reasons** why adequate ventilation is important in a house. (2 marks)

i.

ii.

c) State **two principles** that should guide efficient cleaning of a house. (2 marks)

i.

ii.

d) A white cotton shirt has a food stain.

i. State **one appropriate preliminary treatment** for the stain. (1 mark)

_____

ii. Give **two precautions** that should be observed when laundering coloured garments. (2 marks)

i.

ii.

11. Study the illustrations below.



a) Identify **the tool** that could be represented above. (1 mark)

_____

b) State **two uses** of the tool identified in (a). (2 marks)

i.

ii.

c) Name **two natural textile fibres** and state the source of each. (4 marks)

i.

ii.

d) Distinguish between a **stitch** and a **seam**. (2 marks)

e) State **one reason** for controlling fullness during garment construction. (1 mark)

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: END ASSESSMENT 2026

GRADE 10 – INFORMATION COMMUNICATION TECHNOLOGY

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your details as required in the spaces provided above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers MUST be written in the spaces provided in the paper.
6. Do NOT remove any page from this question paper.

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SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (35 MARKS)
Answer ALL questions in this section.

1. a) Define the term **Information and Communication Technology (ICT)**. **(1 mark)**

_____

b) State **two technologies used for communication** in modern society. **(2 marks)**

i.

ii.

c) Explain **two ways in which ICT has improved communication in schools**. **(2 marks)**

i.

ii.

2. Study the simplified ICT infrastructure arrangement below.



a) Identify the component labelled **A**. **(1 mark)**

_____

b) Identify **any two end-user devices** represented by E–J. **(2 marks)**

E:

F:

G:

H:

I:

J:

c) State **one function of device C** used to connect computers in an organisation. **(1 mark)**

_____

_____

d) Give **one reason why an organisation requires ICT infrastructure**. **(1 mark)**

_____

_____

3. ICT is widely used in different sectors of society.

a) Name **three application areas of ICT**. **(3 marks)**

i.

ii.

iii.

b) Explain **one benefit of ICT in the health sector**. **(1 mark)**

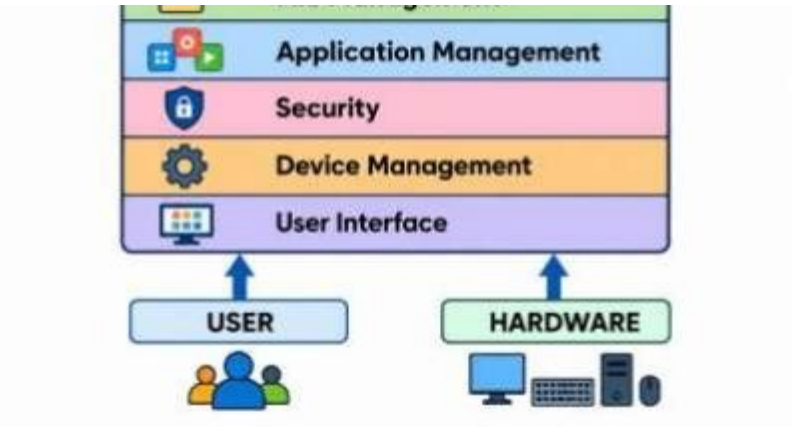
_____

_____

c) State **one way ICT can be used to support environmental conservation**. **(1 mark)**

_____

4. Study the diagram below.



a) What is an **operating system**? **(1 mark)**

---

b) Name **two operating systems** used in digital devices. **(2 marks)**

i.

ii.

c) State **two functions of an operating system**. **(2 marks)**

i.

ii.

5. A learner has created the following files on a computer:

ICT Notes.docx
ICT Presentation.pptx
ICT Poster.pub
ICT Assignment.docx

a) Suggest a suitable **folder name** in which the four files could be stored. **(1 mark)**

---

b) State **two operations that can be performed on a file or folder** using an operating system. **(2 marks)**

i.

ii.

c) Give **two security measures** that can be used to protect files stored on a computer. **(2 marks)**

i.

ii.

6. a) Explain the meaning of **digital citizenship**. **(1 mark)**

---

b) State **two responsible behaviours** expected from a digital citizen. **(2 marks)**

i.

ii.

c) A learner receives a message from an unknown person requesting a password and personal information.

i) State **one danger associated with responding to the message**. **(1 mark)**

---

ii) Give **one appropriate action the learner should take**. **(1 mark)**

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. A school has asked a learner to prepare a one-page notice using a word processor.

The notice should contain:

DIGITAL SKILLS CLUB
All Grade 10 learners are invited to join the Digital Skills Club. The club will help learners develop skills in word processing, presentations, desktop publishing, Internet research and

ii.

digital communication.

a) Name **four word-processing features** that could be used to improve the appearance of the notice. **(4 marks)**

i.

ii.

iii.

iv.

b) Explain the difference between **editing** and **formatting** a document. **(2 marks)**

_____

_____

_____

_____

c) State **two advantages of using a word processor instead of preparing the notice manually**. **(2 marks)**

i.

ii.

d) Describe **two methods of correcting errors** in a word-processing document. **(2 marks)**

i.

ii.

8. A learner has been assigned to prepare a presentation entitled:

"Responsible Use of ICT in Schools"

The presentation is expected to contain **six slides**.

a) Suggest suitable content for **any four slides** of the presentation. **(4 marks)**

i.

ii.

iii.

iv.

b) State **three principles of designing an effective presentation**. **(3 marks)**

i.

ii.

iii.

c) Explain why excessive use of **animations and transition effects** may reduce the effectiveness of a presentation.
(1 mark)

d) Give **two ways of making a presentation accessible and easy to understand**. **(2 marks)**

i.

ii.

9. The school wants to produce a poster advertising an **ICT Innovation Exhibition**. The poster should contain:

- School name
- Exhibition title
- Date
- Venue
- Activities
- Contact information

a) Define **desktop publishing**. **(1 mark)**

_____

_____

b) Name **two types of publications** that can be produced using desktop publishing software. **(2 marks)**

i.

ii.

c) State **three design principles** that should be considered when creating the poster. **(3 marks)**

i.

ii.

iii.

d) Explain **two advantages of using desktop publishing software** when preparing school publications. **(2 marks)**

i.

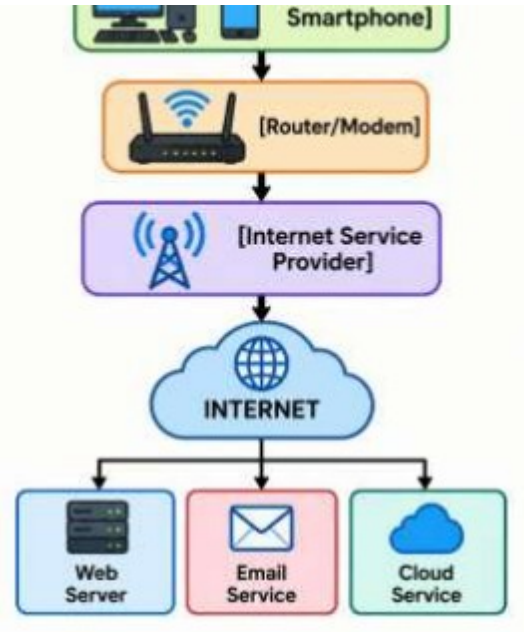
ii.

e) State **two pieces of information that should appear prominently on the poster**. **(2 marks)**

i.

ii.

10. Study the Internet communication process below.



a) What is the **Internet**? **(1 mark)**

_____

b) Identify **two devices** that a user may use to access the Internet. **(2 marks)**

i.

ii.

c) State **three services or uses of the Internet**. **(3 marks)**

i.

ii.

iii.

d) Explain **two factors that should be considered when selecting an Internet connection for a school**. **(2 marks)**

i.

ii.

e) State **two responsible practices when using Internet search engines**. **(2 marks)**

i.

ii.

11. A school plans to use digital communication technologies to connect teachers, learners and parents.

a) Name **four digital communication technologies or platforms** that can be used for communication and collaboration. **(4 marks)**

i.

ii.

iii.

iv.

b) Distinguish between **synchronous** and **asynchronous** digital communication. **(2 marks)**

---

c) Give **two advantages of digital communication in education**. **(2 marks)**

i.

ii.

d) State **two measures that can help ensure safe and responsible digital communication**. **(2 marks)**

i.

ii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT

GRADE 10 – ISLAMIC RELIGIOUS EDUCATION

Time: 2 Hours

LEARNER'S DETAILS

Name: . **School:** .

Assessment Number: . **Date:** .

School Code: . **Signature:** .

INSTRUCTIONS TO CANDIDATES

1. Write your details as required above
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
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SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. a) State **one circumstance** that led to the compilation of the Qur'an during the caliphate of Abu Bakr (R.A.).

(1 mark)

b) Name the companion who was entrusted with the task of collecting the Qur'anic manuscripts during the caliphate of Abu Bakr (R.A.). **(1 mark)**

_____

_____

c) Give **one reason** why Caliph Uthman (R.A.) standardised the Qur'anic manuscripts. **(1 mark)**

_____

_____

2. a) What is meant by **diacriticalisation of the Qur'an**? **(1 mark)**

_____

_____

b) Distinguish between **tashkil** and **i'jam**. **(2 marks)**

_____

_____

_____

_____

3. a) Define **muhkamat verses**. **(1 mark)**

_____

_____

b) Define **mutashabihat verses**. **(1 mark)**

_____

_____

c) State **one importance** of understanding the different types of Qur'anic verses. **(1 mark)**

_____

_____

4. a) What is meant by **Asbabu al-Nuzul**? **(1 mark)**

_____

_____

b) State **one benefit** of studying the circumstances surrounding the revelation of Qur'anic verses. **(1 mark)**

---

c) Identify **one teaching** contained in Surah Al-Furqan 25:63–77 that can guide a Muslim's behaviour. **(1 mark)**

_____

_____

5. a) What is an **Isnad**? **(1 mark)**

_____

_____

b) What is a **Matn**? **(1 mark)**

_____

_____

c) Give **one reason** why Muslims examine the Isnad and Matn of a Hadith. **(1 mark)**

_____

_____

6. a) Name **two special prayers** performed by Muslims on particular occasions. **(2 marks)**

_____

_____

b) State **one importance** of performing special prayers in the Muslim community. **(1 mark)**

_____

_____

7. A Muslim has passed away in your community.

a) State the **first major preparation** that should be undertaken for the deceased before burial. **(1 mark)**

_____

_____

b) Name the cloth used for wrapping the deceased Muslim before burial. **(1 mark)**

_____

_____

c) State **one purpose** of Salat al-Janazah. **(1 mark)**

8. a) Define **Zakat**. **(1 mark)**

_____

_____

b) State **one category of people** who may receive Zakat. **(1 mark)**

_____

_____

c) Give **one social benefit** of administering Zakat properly. **(1 mark)**

_____

_____

9. a) State **one Islamic teaching concerning honesty**. **(1 mark)**

_____

_____

b) Give **one reason why Islam encourages modest Islamic clothing and proper adornment**. **(1 mark)**

_____

_____

c) State **one virtue demonstrated by a Muslim who avoids arrogance while walking and interacting with others**. **(1 mark)**

_____

_____

10. a) Name **one food or drink prohibited in Islam**. **(1 mark)**

_____

b) State **one reason why Muslims are prohibited from consuming carrion, blood or pork**. **(1 mark)**

_____

_____

c) Give **one way in which avoiding prohibited things contributes to responsible living**. **(1 mark)**

_____

_____

SECTION B: 50 MARKS

Answer ALL questions.

11. Read the situation below and answer the questions that follow.

After the death of many companions who had memorised portions ofthe Qur'an during the Battle of Yamamah,
concern arose about the possibility of losing portions ofthe Qur'an. Abu Bakr (R.A.) was advised to have the Qur'an collected into a unified written compilation. Later, during the caliphate of Uthman (R.A.), differences in recitation
among Muslims from different regions created concern, leading to the preparation and distribution of standard copies.

a) Explain **three circumstances** that led to the compilation of the Qur'an during the caliphate of Abu Bakr (R.A.). **(3 marks)**

b) Describe **three reasons** why Caliph Uthman (R.A.) standardised the Qur'anic manuscripts. **(3 marks)**

c) Explain **two lessons** that Muslims today can learn from the qualities demonstrated by the companions in preserving the Qur'an. **(2 marks)**

d) Distinguish between **Isnad** and **Matn** in Hadith studies. **(2 marks)**

12. a) Explain **four differences** between **muhkamat** and **mutashabihat** verses. **(4 marks)**

b) Explain **three benefits** of understanding Asbabu al-Nuzul when interpreting the Qur'an. **(3 marks)**

c) From the teachings of **Surah Al-Furqan 25:61–77**, explain **three characteristics of the righteous servants of Allah ('Ibad al-Rahman)**. **(3 marks)**

13. A Muslim community has lost one of its respected members. At the same time, the community is experiencing poverty, family disputes and disagreements concerning the management of community resources.

a) Describe the **main stages involved in preparing a deceased Muslim for burial**, beginning with washing the body and ending with burial. **(4 marks)**

b) Explain **three ways** in which proper administration of Zakat can help address poverty in the community. **(3 marks)**

c) State **three principles of Islamic governance** that can help leaders manage community resources fairly. **(3 marks)**

a) Explain **three types of divorce recognised in Islamic jurisprudence**. **(3 marks)**

b) Explain **three ways in which the rights and welfare of widows can be protected in accordance with Islamic teachings**. **(3 marks)**

c) Discuss **two Islamic principles that should guide labour relations between employers and employees**. **(2 marks)**

d) State **two ethical principles that should guide a Muslim when engaging in Da'wah**. **(2 marks)**

14. a) Explain **three Islamic principles governing lawful food and drinks**. **(3 marks)**

b) Explain **two ways in which honesty contributes to peaceful relationships in society**. **(2 marks)**

c) Identify **two major Umayyad caliphs** studied in Grade 10 IRE. **(2 marks)**

d) Explain **one achievement** associated with **Umar ibn Abdulaziz (R.A.)**. **(1 mark)**

e) State **two contributions of Muslim scholars to civilisation**. **(2 marks)**

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

CHETI CHA ELIMU YA MSINGI KENYA (KCBE)
TATHMINI YA SHULE YA UPILI YA JUU
TATHMINI YA MWISHO WA MUHULA WA 3, 2026
GREDI YA 10 – KISWAHILI
Muda: Saa 2

TAARIFA ZA MWANAFUNZI

Jina: Shule:

Nambari ya Tathmini: Tarehe:

Nambari ya Shule: Sahihi:

MAELEKEZO KWA WANAFUNZI

1. Andika jina lako katika nafasi ulizopewa hapo juu.
2. Andika jina la shule yako na darasa lako katika nafasi ulizopewa.
3. Andika nambari yako ya usajili na tarehe ya tathmini katika nafasi ulizopewa.
4. Karatasi hii ina sehemu mbili: A na B.
5. Jibu maswali yote katika sehemu A na sehemu B.
6. Jibu maswali kwa lugha ya Kiswahili.
7. Majibu yote LAZIMA yaandikwe katika nafasi ulizopewa kwenye karatasi hii.
8. USIONDOE ukurasa wowote kutoka kwenye karatasi hii ya maswali.

ALAMA ZA MWANAFUNZI

SEHEMU	SEHEMU A	SEHEMU B	ASILIMIA (%)	KUZ 1	KUZ 2	KUF 1	KUF 2	KUK 1	KUK 2	CHI 1	CHI12
KIWANGO CHA ALAMA	ALAMA 30	ALAMA 50		90–100	75–89	58–74	41–57	31–40	21–30	11–20	1–10
POINTI			8 POINTI	7 POINTI	6 POINTI	5 POINTI	4 POINTI	3 POINTI	2 POINTI	1 POINTI	
JUMLA YA ALAMA ZA MWANAFUNZI											

SEHEMUA: ALAMA 50

KAZIYA 1: UFAHAMUAlama 10

1. **Soma kifungu hiki kisha ujibu maswali yanayofuata.**

Teknolojia imekuwa sehemu muhimu ya maisha ya binadamu katika karne ya ishirini na moja. Katika sekta ya elimu, matumizi ya vifaa vya kidijitali yamebadilisha namna wanafunzi wanavyopata na

kutumia maarifa. Hapo awali, mwanafunzi alitegemea zaidi vitabu vya kiada na maelezo ya mwalimu

darasani. Leo hii, mwanafunzi anaweza kupata taarifa kutoka kwenye maktaba za kidijitali, tovuti za kielimu, video na programu mbalimbali za kujifunzia.

Matumizi ya teknolojia shuleni yana manufaa mengi. Kwanza, humwezesha mwanafunzi kupata taarifa kwa haraka. Pili, huleta mazingira ya kujifunza yenye kuvutia kwa kutumia picha, sauti, video na michoro. Tatu, teknolojia huwawezesha wanafunzi kushirikiana katika miradi hata kama hawako sehemu moja. Kwa mfano, wanafunzi wanaweza kutumia majukwaa ya mtandao kufanya utafiti na kuandaa kazi za pamoja.

Hata hivyo, teknolojia inapaswa kutumiwa kwa uwajibikaji. Baadhi ya wanafunzi hutumia vifaa vya kidijitali kwa shughuli zisizohusiana na masomo. Wengine huamini kila taarifa wanayopata kwenye mtandao bila kuichunguza. Hali hii inaweza kusababisha upotoshaji wa taarifa. Kwa hiyo, mwanafunzi anapaswa kuwa na uwezo wa kutathmini chanzo cha taarifa kabla ya kuitumia.

Walimu na wazazi pia wana jukumu la kuwaongoza vijana katika matumizi salama ya teknolojia. Wanafunzi wanapaswa kufundishwa namna ya kulinda taarifa zao binafsi, kuheshimu haki za wengine na kutumia mitandao kwa mawasiliano yenye kujenga. Teknolojia ikitumiwa vizuri, inaweza kuwa chombo muhimu cha kukuza ubunifu, utafiti na maendeleo ya kielimu.

Maswali

a) Taja **manufaa mawili** ya teknolojia katika elimu yaliyotajwa katika kifungu. **(2 alama)**

_____

_____

b) Eleza kwa nini mwanafunzi hapaswi kuamini kila taarifa anayopata kwenye mtandao. **(2 alama)**

_____

c) Taja njia **mbili** ambazo wanafunzi wanaweza kutumia teknolojia kushirikiana katika masomo. **(2 alama)**

d) Eleza majukumu mawili ya walimu na wazazi katika matumizi ya teknolojia. **(2 alama)**

e) Pendekeza njia mbili ambazo mwanafunzi anaweza kutumia ili kuwa mtumiaji mwajibikaji wa teknolojia. **(2 alama)**

KAZIYA 2: Alama 10

2. Jaza nafasi zilizoachwa wazi kwa neno linalofaa ili kukamilisha kifungu hiki.

UHIFADHI WA MAZINGIRA

Mazingira ni sehemu muhimu ya maisha ya binadamu. Kila mtu ana wajibu wa (a) mazingira

yake ili yaendelee kuwa safi na salama. Misitu hutupatia hewa safi na husaidia

(b) mmomonyoko wa udongo. Kwa sababu hiyo, ni muhimu kupanda

(c) na kuzuia ukataji wa miti kiholela.

Katika jamii nyingi, taka zimekuwa (d) kubwa la kimazingira. Taka zisiposimamiwa vizuri

zinaweza (e) mazingira na kusababisha magonjwa. Wananchi wanapaswa kutenganisha taka zinazoweza (f) kutoka kwa zile zisizoweza kutumika tena.

Shule pia zina nafasi muhimu katika uhifadhi wa mazingira. Wanafunzi wanaweza kuanzisha miradi ya

(g) miti, kusafisha mazingira na kuelimisha jamii kuhusu umuhimu wa mazingira. Aidha, maji yanapaswa kutumiwa kwa (h) ili kuzuia upotevu wake.

Ni wajibu wa kila mwananchi kuwa _____ (i) wa mazingira. Tukishirikiana, tutaweza kujenga mazingira _____ (j) kwa kizazi cha sasa na kijacho.

KAZIYA 3: SARUFI NA MSAMIATIAlama 30

3. Taja aina ya neno lililopigiwa mstari katika kila sentensi.

a) **Wanafunzi** walifanya utafiti kuhusu teknolojia. **(1 alama)**

---

b) Mwalimu aliwaeleza wanafunzi jambo **hilo**. **(1 alama)**

_____

c) Wakulima walipanda mazao **mengi** msimu huu. **(1 alama)**

_____

_____

d) Vijana **walishirikiana** katika mradi huo. **(1 alama)**

_____

_____

e) Mti **ule** ulikuwa mrefu sana. **(1 alama)**

_____

_____

f) Wanafunzi walifanya kazi **kwa bidii**. **(1 alama)**

_____

_____

4. Andika sentensi zifuatazo katika **wingi** bila kubadilisha maana.

a) Kitabu hiki kimepotea. **(2 alama)**

_____

_____

b) Mti huu umeanguka. **(2 alama)**

_____

_____

c) Jembe lile limevunjika. **(2 alama)**

_____

5. Badilisha vitenzi vilivyopigiwa mstari kulingana na maagizo.

a) Wanafunzi **wanasoma** vitabu vya Kiswahili.

Badilisha kuwa **wakati uliopita**. **(2 alama)**

_____

b) Mkulima **alipanda** miti mingi.
Badilisha kuwa **wakati ujao**. **(2 alama)**

_____

_____

c) Vijana **watashiriki** katika kampeni ya
mazingira. Badilisha kuwa **wakati**
uliopo. **(2 alama)**

_____

_____

6. Andika sentensi zifuatazo katika hali ya **ukanushaji**.

a) Wanafunzi wamefanya usafi wa mazingira. **(2 alama)**

_____

_____

b) Mkulima atapanda miti kesho. **(2 alama)**

_____

_____

7. Andika kitenzi kilichomo kwenye mabano katika kauli uliyopewa.

a) Mama alim mtoto chakula.
(–lish–)
Kauli ya kutendea (2 alama)

b) Wanafunzi wal taarifa muhimu.
(–andik–)
Kauli ya kutendwa (2 alama)

8. Toa neno lenye maana sawa na lile lililopigiwa mstari.

a) Teknolojia imeleta **mabadiliko** makubwa katika elimu. **(1 alama)**

---

b) Wanafunzi wanapaswa kuwa **waangalifu** wanapotumia mtandao. **(1 alama)**

_____

c) Jamii inapaswa **kuhifadhi** mazingira. **(1 alama)**

_____

_____

d) Taarifa hiyo ilikuwa **ya kweli**. **(1 alama)**

_____

_____

SEHEMU B: ALAMA 30

KAZIYA 4: UFAHAMU Alama 10

9. Soma kifungu hiki kisha ujibu maswali yanayofuata.

UMUHIMU WA MIMEA NA WANYAMA

Mimea na wanyama ni sehemu muhimu ya mfumo wa mazingira. Mimea hutupatia oksijeni, chakula, dawa na malighafi zinazotumiwa katika viwanda mbalimbali. Miti pia husaidia kuhifadhi udongo na maji. Misitu inapohifadhiwa vizuri, huwa makazi ya viumbe wengi na huchangia katika kudhibiti mabadiliko ya tabianchi.

Wanyama nao wana umuhimu mkubwa katika mazingira na maisha ya binadamu. Baadhi yao hutupatia chakula, ngozi na bidhaa nyingine. Wanyama wa porini huvutia watalii na hivyo kuchangia mapato ya taifa. Aidha, wanyama mbalimbali hushiriki katika usawazishaji wa mfumo wa ikolojia.

Hata hivyo, shughuli za binadamu kama ukataji wa miti, uwindaji haramu, uchafuzi wa mazingira na upanuzi wa makazi zimeathiri mimea na wanyama. Baadhi ya viumbe viko katika hatari ya kutoweka. Ili kukabiliana na hali hii, jamii inapaswa kushirikiana na serikali katika kuhifadhi misitu, kulinda

wanyamapori na kutumia maliasili kwa njia endelevu.

Maswali

a) Taja manufaa mawili ya mimea kwa binadamu. **(2 alama)**

_____

b) Eleza namna wanyama wa porini wanavyosaidia uchumi wa taifa. **(2 alama)**

_____

_____

c) Taja shughuli mbili za binadamu zinazohatarisha mimea na wanyama. **(2 alama)**

_____

_____

d) Eleza maana ya kutumia maliasili kwa njia **endelevu**. **(2 alama)**

_____

_____

e) Pendekeza hatua mbili ambazo jamii inaweza kuchukua ili kuhifadhi mimea na wanyama. **(2 alama)**

_____

KAZIYA 5: INSHA Alama 20

10. **Jibu swali moja pekee.**

A.

Anza insha yako kwa sentensi ifuatayo na uendeleze hadithi kwa mtiririko mzuri:

“Nilipofika shuleni asubuhi hiyo, niligundua kuwa kulikuwa na jambo lisilo la kawaida...”

Andika insha ya **maneno 250–300**.

(20 alama)

AU

B.

Endeleza insha kwa kutumia sentensi hizi kama mwanzo:

“Teknolojia inaweza kubadilisha maisha ya kijana kwa njia nyingi. Hata hivyo, matumizi yake yanahitaji uwajibikaji...”

Andika insha yenye mtiririko mzuri kuhusu **matumizi bora ya teknolojia na vijana**.

Insha yako iwe ya **maneno 250–300**.

(20 alama)

HUU NDIO UKURASA WA MWISHO ULIOPIGWA CHAPA

GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – LITERATURE IN ENGLISH

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Fill in your name in the space provided above.
2. Write your school name and stream clearly.
3. Indicate your admission number and date.
4. The paper consists of **two sections: A and B**.
5. Attempt **all questions** in every section.
6. Use **English** to answer all questions.
7. Write your responses in the spaces provided in the paper.
8. Do not detach or remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (20 MARKS)

Answer ALL questions in this section.

1. Read the narrative below and answer the questions that follow.

Long, long ago, when animals could speak like people and trees whispered secrets to the wind, the animals of the Serengeti lived under the rule of King Simba the Lion.

During a great drought, the rivers shrank to cracked mud and the grass turned into pale dust. The animals gathered at the foot of Mount Kilima to find a solution. King Simba stood tall on the highest rock and roared, **“We must dig a communal well at the riverbed! Every animal, big or small, must dig! Dig! Dig!”**

All the animals agreed and began working immediately. Elephant scooped heavy piles of dirt with his massive trunk. Zebra kicked away hard rocks with her hooves. Even the small Hare, named Sungura, pretended to dig while actually sleeping under the shade of an acacia tree.

When night fell, a deep, crystal-clear spring of water gushed from the ground. King Simba decreed, **“Only those who sweat to dig shall drink from this spring! Sungura did not dig, so Sungura shall not drink! He shall NOT drink!”**

But Sungura was clever, mischievous, and extremely, extremely stubborn. That very midnight, while Elephant was guarding the well, Sungura approached wearing ajar of sweet honey tied around his waist.

“Greetings, great uncle Elephant,” Sungura called out smoothly. **“Would you like a taste of the sweetest nectar from the hills?”**

Elephant, being fond of sweet things, swallowed the honey greedily. **“Give me more! Give me more!”** Elephant begged.

Sungura smiled. **“I will give you all of it if you let me tie your feet to that tree so you don't fall over from pure delight.”**

FOOLISH ELEPHANT! FOOLISH ELEPHANT! Elephant agreed and let Hare tie his legs firmly to a trunk. Once Elephant was bound, Sungura laughed, drank his fill of the cool water, swam in the pool, and spilled mud into the rest of the clean spring.

The next morning, the animals found Elephant tied to the tree and the spring ruined. King Simba roared with rage,
“Sungura has tricked us again! Tricked us again!”

They set a trap using a wooden statue coated in sticky tree resin. When Sungura returned the following night, he greeted the wooden figure. Receiving no reply, he grew angry and struck it—first with his right paw, then his left, then both feet. Sungura was stuck fast!

The next day, the animals caught Sungura red-handed. Though he managed to plead for mercy and was banished to the thorny bushes, he learned that trickery and laziness eventually trap the trickster.

And that is where my story ends.

a) Which genre of narrative is this? **(1 mark)**

_____

_____

b) Give **two reasons** to support your answer in (a) above. **(2 marks)**

_____

_____

c) Identify the **opening formula** and the **closing formula** from the story. **(1 mark)**

d) Name **two main characters** from the narrative. **(2 marks)**

e) Why was Sungura forbidden from drinking water from the well? **(1 mark)**

f) Describe Sungura's character traits and actions. How do they differ from those of Elephant? **(4 marks)**

g) Are the events in the narrative **realistic or imaginary**? Give **two reasons** for your answer. **(3 marks)**

h) Identify **two examples of repetition** in the narrative and explain their effect. **(4 marks)**

i) What moral lesson do we learn from this narrative? **(2 marks)**

SECTION B (35 MARKS)

Answer ALL questions in the spaces provided after each question.

2. Name any three main classifications/genres of oral literature. (3 marks)

3. List five types of oral poems/songs in oral literature. (5 marks)

4. Explain four key features/characteristics of oral literature. (8 marks)

5. State and explain five functions of oral literature in society. (10 marks)

6. Discuss the role of the digital space and modern media as a contemporary source and platform for oral literature. (8 marks)

SECTION C (15 MARKS)

Answer ALL questions in the spaces provided after each question.

7. Read the poem below and answer the questions that follow.

VOICES IN THE WIND

By Amani Mwamba

The ancient tree upon the hill,
Stands quiet in the morning chill.
It saw our fathers plant the seed,
And work the land to meet our need.

It heard the songs of harvest night,
When fires burned so clear and bright.
It kept the tales of long ago,
Of river streams that used to flow.

Now iron machines come
marching near, To strike the
bark with cold, hard fear.
They turn the green wood
into grey, And sweep the
history away.

Listen, youth, before it falls,
Before the bird no longer calls!
Hold fast the words the
elders spoke, Before our
heritage turns to smoke.

For trees can plant another root,
And branches bear a
younger fruit, But once the
story leaves the tongue, The
song can never more be
sung.

a) Who is the poet of the poem? **(1 mark)**

b) Who is the persona in the poem? **(2 marks)**

---

c) Identify **two pairs of rhyming words** in the poem. **(2 marks)**

d) What is the main message of the poem? **(1 mark)**

e) According to the poem, what threatens to destroy the forest and tradition? **(1 mark)**

f) What “tools” or elements from the past does the persona urge the youth to preserve? **(1 mark)**

g) How does the poet feel about the destruction of trees and cultural stories? Give a reason from the poem. **(2 marks)**

h) How can modern youth actively protect their cultural heritage and environment today? **(2 marks)**

i) If you could add one stanza to the poem, what would it say? **(3 marks)**

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – PHYSICAL EDUCATION
Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write your full name in the space provided above.
2. Indicate your school, stream, admission number, and date clearly.
3. This paper has **TWO sections: A and B**.
4. Attempt **ALL questions** in both sections.
5. Show all working clearly where necessary.
6. Write all answers in the spaces provided.
7. Do NOT remove any page from this paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)

1. a) State **two** important facilities required for playing a standard football match. (2 marks)

i ii

b) Name the skill in football in which a player sends the ball through the air over a distance to a teammate. (1 mark)

_____

2. Study the sequence below representing the execution of a football skill.



a) Identify the football skill represented. (1 mark)

b) State **two** important factors a learner should observe when performing this skill. (2 marks)

i.
ii.

3. a) Name **two** passing skills learnt in Grade 10 netball. (2 marks)

i.
ii.

b) State **one** reason why accuracy is important when executing a pass in netball. (1 mark)

_____
_____

4. Study the diagram below.



a) Identify the volleyball skill illustrated. (1 mark)

b) State **two** points to observe when performing this skill correctly. (2 marks)

i.
ii.

5. a) What is meant by **sidestep** in handball? (1 mark)

_____
_____

b) State **two** situations in which sidestep movement can be useful during a handball game. (2 marks)

i.
ii.

6. a) Name the basketball shooting technique in which the player shoots the ball while remaining stationary, usually using both hands in a controlled motion. (1 mark)

_____

b) State **two** factors that can improve accuracy when performing this shot. (2 marks)

i.
ii.

7. The following diagram represents the starting position of an athlete.



a) Identify the type of start represented. (1 mark)

b) State **two** reasons why a proper starting technique is important in sprinting. (2 marks)

i.
ii.

8. Name the **four main phases** of the long jump. (3 marks)

i.
ii.
iii.
iv.

9. a) State **one** safety precaution that should be observed before a javelin is thrown. (1 mark)

-

b) Give **two** characteristics of an effective javelin throwing technique. (2 marks)

i.
ii.

10. a) Where should the shot be placed before it is put? (1 mark)

_____

b) State **two** safety measures that should be followed during a shot-put activity. (2 marks)

i.
ii.

SECTION B: 50 MARKS

Answer ALL questions in this section.

11. During a school football tournament, a Grade 10 learner is required to demonstrate effective attacking and defensive skills.

a) Explain **three stages** involved in performing an effective lofted pass in football. (3 marks)

i.
ii.
iii.

b) Describe **three techniques** that a player can use when attempting to dodge an opponent. (3 marks)

i.
ii.
iii.

c) Explain **two important responsibilities of a goalkeeper** during a football match. (2 marks)

i.
ii.

d) State **two safety precautions** that players should observe during football training or competition. (2 marks)

i.
ii.

12. A school coach is training learners to improve their passing and attacking skills in netball and volleyball.

(a) Explain the following components of a correct **flip pass in netball**: (4 marks)

i. Stance

_____

_____

ii. ii. Grip

_____

_____

iii. Release

_____

_____

iv. Follow-through

(b)

i. Identify the skill commonly used to set up an attacking play in volleyball. (1 mark)

_____

ii. Explain **three technical points** to observe when performing the skill identified in (b)(i). (3 marks)

i.
ii.
iii.

iii. State **two ways** in which good sportsmanship can be demonstrated during a volleyball match. (2 marks)

i.
ii.

13. (a) Handball

A handball player is attempting to move past a defender.

i. Describe the correct execution of a **sidestep** in handball. (3 marks)

i.
ii.
iii.

ii. Explain how a goalkeeper can effectively defend the goal using correct positioning and movement. (2 marks)

i.
ii.

(b)

A learner is practising the set shot.

i. Describe **three** technical points that should be observed when performing a basketball set shot. (3 marks)

i.
ii.
iii.

ii. Give **two reasons** why regular basketball practice can contribute to physical fitness and healthy living. (2 marks)

i.
ii.

14. A Grade 10 athlete is preparing for a 100-metre sprint.

i. Describe the **three commands** commonly used to organise a sprint start. (3 marks)

i.

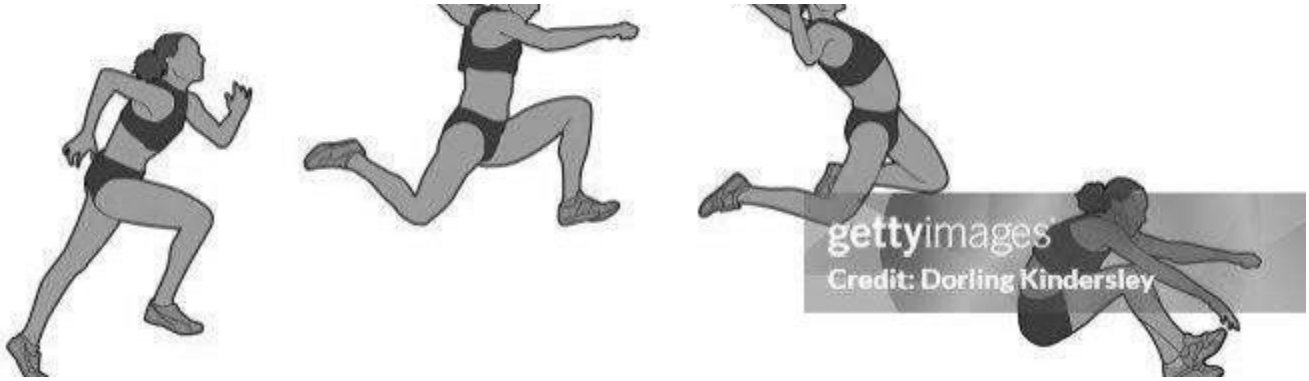
ii.
iii.

ii. Explain **two** technical aspects of effective sprinting during the acceleration phase. (2 marks)

i.
ii.

(b) Study the sequence below.

A B C D



i. Identify the four phases labelled A, B, C and D. (2 marks)

A:

B:

C:

D:

ii. Explain **one important technique** that should be observed during the take-off phase. (1 mark)

_____

_____

iii. State **two safety measures** that should be observed when conducting long-jump activities. (2 marks)

i.
ii.

15. (a)

i. Explain **two differences** between javelin and shot put in terms of the implement and method of propulsion. (2 marks)

javelin	*shot put*

ii. State **two safety precautions** that must be observed when conducting throwing events. (2 marks)

i.
ii.

(b)

i. Name **two optional sports** from the list above. (2 marks)

i.
ii.

ii. For **one** of the sports named in (b)(i), describe **two basic skills** used in the sport. (2 marks)

i.
ii.

(c) State two ways **in which regular participation in Physical Education can contribute to a healthy lifestyle.**
(2 marks)

i.
ii.

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 - PHYSICS

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO LEARNERS

1. This paper consists of **TWO sections: A and B**.
2. Answer **ALL questions** in both sections.
3. Show **all working** in numerical questions.
4. Give answers to numerical questions to an appropriate number of significant figures where necessary.
5. Use the following values unless otherwise stated:

- $g = 10\,N/kg$
- Density of water $= 1000\,kg/m^3$
- Speed of light in vacuum $= 3.0 \times 10^8\,m/s$

6. Non-programmable calculators may be used where necessary.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

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POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

a) Define **Physics** as a science. (1 mark)

_____

_____

b) State **two branches of Physics**. (2 marks)

i.

ii.

2.

a) Explain why atmospheric pressure exists even though air cannot be seen. (1 mark)

_____

_____

b) A diver is swimming at a depth of **8 m** below the surface of fresh water. Calculate the pressure exerted by the water on the diver. (2 marks)

3. A hydraulic lift has a small piston of area 0.02 m^2 and a large piston of area 0.8 m^2.

a) State the principle on which a hydraulic machine operates. (1 mark)

_____

_____

b) A force of 150 N is applied to the small piston. Determine the force exerted by the large piston. (2 marks)

4. A spring has an original length of 20 cm**. When a force of** 15 N **is applied, its length becomes** 26 cm**.**

a) Determine the extension of the spring in metres. (1 mark)

b) Calculate the spring constant of the spring. (2 marks)

5.

a) Distinguish between **temperature** and **heat**. (2 marks)

b) Explain why small gaps are left between sections of railway tracks. (1 mark)

6.

A uniform metre rule is balanced at the **50 cm mark**. A load of **20 N** is suspended at the **20 cm mark**.

a) State the principle of moments. (1 mark)

b) Calculate the force that must be suspended at the **80 cm mark** to balance the metre rule. (2 marks)

7.

A learner of mass **60 kg** climbs a staircase through a vertical height of **5 m** in **10 seconds**.

a) Calculate the work done against gravity. (1 mark)

b) Determine the average power developed by the learner. (2 marks)

8.

A water wave has a frequency of **5 Hz** and a wavelength of **0.8 m**.

a) Calculate the speed of the wave. (2 marks)

b) State one application of the Doppler effect. (1 mark)

_____

9.

a) What is meant by the **half-life** of a radioactive substance? (1 mark)

_____

_____

b) A radioactive sample has an initial mass of **160 g**. Its half-life is **4 hours**. Determine the mass remaining after **12 hours**. (2 marks)

10.

A resistor of resistance **6 Ω** is connected across a **12 V** supply.

a) Calculate the current flowing through the resistor. (1 mark)

b) Calculate the electrical power dissipated by the resistor. (2 marks)

SECTION B: 50 MARKS

Answer ALL questions in this section.

11.

A school science laboratory uses a hydraulic system to raise heavy equipment. The system consists of two pistons connected by an incompressible liquid.

The small piston has an area of 0.025 m^2, while the large piston has an area of 0.50 m.

a) Explain why pressure applied to the liquid is transmitted throughout the liquid. (2 marks)

_____

_____

b) A force of **180 N** is applied to the small piston. Calculate the pressure produced in the liquid. (2 marks)

c) Determine the force exerted by the large piston. (2 marks)

d) The large piston is required to raise a load of **3,000 N**. Determine the minimum force that must be applied to the small piston. (2 marks)

e) Explain **two reasons** why hydraulic systems are preferred to direct mechanical lifting systems in some applications. (2 marks)

ii.

12.

A learner investigates the extension of a metal wire by applying different loads. The wire has an original length of **2.0 m** and a cross-sectional area of 1.5×10_6 m21.5\times10^{-6}\,m^2.

When a force of **150 N** is applied, the wire extends by **2.0 mm**.

a) Define: (2 marks)

i. Stress

_____

_____

ii. Strain

_____

_____

b) Calculate the stress in the wire. (2 marks)

c) Calculate the strain produced in the wire. (2 marks)

d) Determine the Young's modulus of the material. (2 marks)

e) Explain why a material used for making a crane cable should have a high Young's modulus. (2 marks)

ii.

13.

A uniform beam of length **4.0 m** and weight **200 N** is supported at two points, A and B. Point A is **0.5 m** from the left end while B is **0.5 m** from the right end.

A load of **600 N** is placed **1.0 m** from the left end of the beam.

a) State the two conditions necessary for a body to be in equilibrium. (2 marks)

i.
ii.

b) Calculate the clockwise moment produced by the **600 N** load about point A. (2 marks)

c) Determine the reaction force at B by taking moments about A. (3 marks)

d) Hence determine the reaction force at A. (1 mark)

e) Give **two practical applications** of the principle of moments. (2 marks)

14.

A construction worker uses a pulley system to raise a **500 kg** load through a vertical distance of **6 m**. The effort applied to the machine is **1,250 N**, and the effort moves through a distance of **30 m**.

a) Calculate the useful work done in raising the load. (2 marks)

b) Calculate the work input to the machine. (2 marks)

c) Determine the efficiency of the machine. (2 marks)

d) Calculate the mechanical advantage of the machine. (2 marks)

e) Calculate the velocity ratio of the machine. (1 mark)

f) Explain why the efficiency of a real machine cannot normally be 100%. (1 mark)

_____=

_____=

15.

(a) A sound wave has a frequency of 680 Hz **and travels through air at** 340 m/s**.**

Calculate its wavelength. (2 marks)

(b) A radioactive isotope has a half-life of 6 years**. A sample initially contains** 800 mg **of the isotope.** Calculate the amount remaining after **18 years**. (2 marks)

(c) A battery has an electromotive force of 12 V **and an internal resistance of** 1 Ω**. It is connected to an external resistor of** 5 Ω**.**

i) Calculate the total resistance of the circuit. (1 mark)

ii) Determine the current supplied by the battery. (1 mark)

iii) Calculate the terminal potential difference of the battery. (1 mark)

(d) A community experiences increasingly frequent droughts and unusually high temperatures.

i) Explain the relationship between the greenhouse effect and climate change. (1 mark)

ii) State **one human activity** that increases the concentration of greenhouse gases. (1 mark)

_____

_____

iii) Suggest **one practical measure** the community can adopt to reduce its contribution to climate change. (1 mark)

_____

_____

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GRADE 10 INTER C1 SENIOR SCHOOLS END OF YEAR EXAMINATIONS

KENYA CERTIFICATE OF BASIC EDUCATION

SENIOR SCHOOL ASSESSMENT

TERM 3: ENDTERM ASSESSMENT 2026

GRADE 10 – THEATRE AND FILM

Time: 2 Hours

LEARNER'S DETAILS

Name: **School:**

Assessment Number: **Date:**

School Code: **Signature:**

INSTRUCTIONS TO CANDIDATES

1. Write all the details as required above.
2. This paper consists of two sections: A and B.
3. Answer all questions in section A and section B.
4. Answer the questions in English.
5. All answers MUST be written in the spaces provided in the paper.
6. Do NOT remove any page from this question paper.

FOR OFFICIAL USE ONLY (EXAMINER'S USE)

SECTION	SECTION A	SECTION B	% SCORE	EE1	EE2	ME1	ME2	AE1	AE2	BE1	BE2
SCORE RANGE	30 MARKS	50 MARKS		90-100	75-89	58-74	41-57	31-40	21-30	11-20	1-10
POINTS				8 POINTS	7 POINTS	6 POINTS	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
LEARNER'S TOTAL SCORE											

SECTION A (30 MARKS)
Answer ALL questions in this section.

1. a) Define the term **playwriting**. **(1 mark)**

_____

_____

b) State **two elements of a play** that a playwright should consider when developing a script. **(2 marks)**

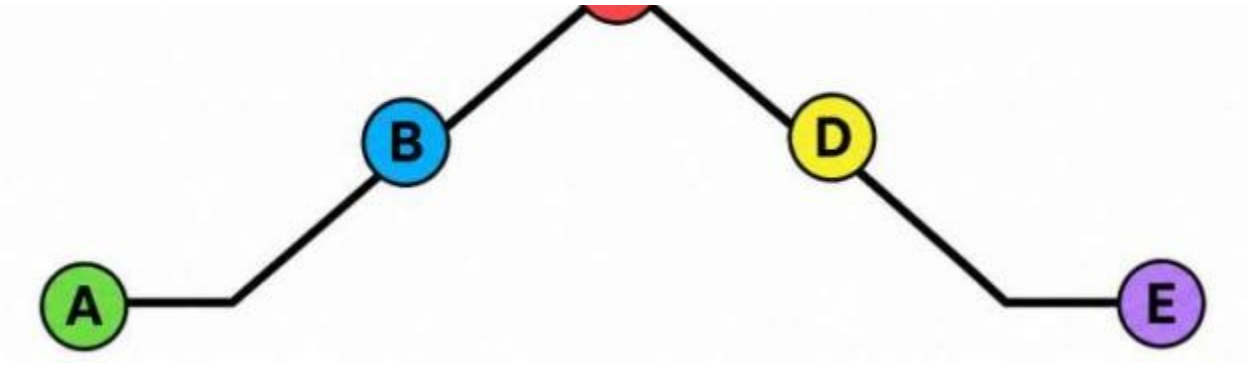
i.
ii.

c) Explain how a well-developed **character** contributes to the success of a play. **(2 marks)**

_____

_____

2. Study the simplified dramatic plot structure below.



a) Identify the dramatic element represented by **A**.
(1 mark)

b) Identify the dramatic element represented by **B**.
(1 mark)

c) Identify the dramatic element represented by **C**.
(1 mark)

d) Identify the dramatic element represented by **D**.
(1 mark)

e) Identify the dramatic element represented by **E**.

(1 mark) 3. Study the stage arrangement below.



a) Identify **two components of theatre design** represented in the diagram. **(2 marks)**

i.
ii.

b) State **one purpose of a backdrop** in a theatrical production. **(1 mark)**

_____

c) Give **two considerations** that should be made when selecting props for a stage production. **(2 marks)**

i.

ii.

4. a) What is **acting** in theatre? **(1 mark)**

_____

_____

b) State **two reasons why an actor should undertake warm-up exercises before a performance**. **(2 marks)**

i.

ii.

c) Explain **two ways** through which an actor can communicate a character's emotions to an audience. **(2 marks)**

i.

ii.

5. Read the following extract:

The river once sang beside our homes,
Now plastic covers where the water flows.
We look away, but tomorrow asks,
Who will clean what today destroys?

a) Identify the **theme** communicated in the extract. **(1 mark)**

_____

b) State **one contemporary issue** addressed in the extract. **(1 mark)**

_____

_____

c) Identify **one performance technique** that a spoken-word artist could use to make the extract more effective. **(1 mark)**

d) Explain **two ways** in which a performer could use voice to communicate the message effectively. **(2 marks)**

i.

ii.

6. A school drama club is preparing a play about the effects of cyberbullying among teenagers.

a) State **one responsibility of the director** during the production. **(1 mark)**

b) Give **two factors** the director should consider when guiding actors during rehearsals. **(2 marks)**

i.

ii.

c) Explain **two ways** through which the director can ensure that the play communicates its intended message to the audience. **(2 marks)**

i.

ii.

SECTION B: 50 MARKS

Answer ALL questions in this section.

7. You have been selected as the playwright for a school production addressing the problem of **substance abuse among young people**.

a) Suggest a suitable **title** for the play. **(1 mark)**

b) State the **main theme** of the proposed play. **(1 mark)**

c) Identify **two major characters** who could appear in the play and state the role of each character. **(2 marks)**

i.

ii.

d) Develop a brief **story outline** showing how the play could begin, develop and end. **(3 marks)**

e) Write a short piece of **dialogue involving two characters** from your proposed play. **(3 marks)**

8. During a rehearsal, a learner is required to portray a frightened character whose home has just been destroyed by floods.

a) State **two physical techniques** the actor could use to portray fear. **(2 marks)**

i.

ii.

b) State **two vocal techniques** the actor could use to portray fear. **(2 marks)**

i.
ii.

c) Explain how **facial expression** can communicate the character's emotional state. **(2 marks)**

i.
ii.

d) Explain **two ways** the actor could use movement and body posture to make the performance convincing.
(2 marks)

i.
ii.

e) State **two qualities of a disciplined actor** that would help the learner perform the role effectively. **(2 marks)**

i.
ii.

9. Study the simplified lighting arrangement below.



a) Identify the **general production element** represented by the diagram. **(1 mark)**

_____

b) State **two purposes of lighting in theatre**. **(2 marks)**

i.

ii.

c) Name **two theatre lighting techniques** that can be used in a stage production. **(2 marks)**

i.
ii.

d) Explain the difference between **spot lighting** and **flood lighting**. **(2 marks)**

Spot lighting	*Flood lighting*

e) Name **three pieces of sound equipment** that may be used during a theatrical production. **(3 marks)**

i.
ii.
iii.

10. A youth group wants to produce a short film highlighting the importance of environmental conservation in the local community.

a) State **two stages of film production** that should be undertaken before filming begins. **(2 marks)**

i.
ii.

b) Explain the importance of **scriptwriting** in film production. **(2 marks)**

i.
ii.

c) State **two factors to consider when selecting a filming location**. **(2 marks)**

i.
ii.

d) Give **two functions of a camera operator/cinematographer** during film production. **(2 marks)**

i.
ii.

e) Explain **two ways technology can improve the quality of a film production**. **(2 marks)**

i.
ii.

11. Your school theatre club has been asked to prepare a **10-minute community theatre performance** on the problem of irresponsible disposal of waste.

a) Identify **one target audience** for the performance.
(1 mark)

b) State the **main message** you would communicate to the audience. **(1 mark)**

---

c) Suggest **two suitable production resources** that could be used in the performance. **(2 marks)**

i.
ii.

d) Describe **two roles** that members of the production team would perform. **(2 marks)**

i.
ii.

e) Explain **two ways of using locally available materials** to reduce the cost of production. **(2 marks)**

i.
ii.

f) Suggest **two ways of evaluating whether the performance achieved its intended purpose**. **(2 marks)**

i.
ii.

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