COMPETENCY BASED EDUCATION
PRIMARY SCHOOL CURRICULUM

NOVEMBER-DECEMBER HOLIDAY ASSIGNMENTS 2026

GRADE 6



OBJECTIVE ANSWERS

THE BOOK CONTAINS ASSIGNMENTS FROM:

1. MATHEMATICS
2. ENGLISH
3. KISWAHILI
4. SOCIAL STUDIES
5. SCIENCE AND TECHNOLOGY
6. CREATIVE ARTS
7. AGRICULTURE
8. COMPOSITION
9. INSHA
10. LISTENING AND SPEAKING
11. KUSIKILIZA NA KUZUNGUMZA
12. IRE
13. CRE
14. HRE
15. FRENCH
16. GERMAN

LEARNER'S NAME: _____ SCHOOL: _____

ULI NUMBER: _____ DATE: _____

SOCIAL STUDIES MARKING SCHEME

Question	Answer	Question	Answer
1	C	16	C
2	B	17	C
3	D	18	A
4	A	19	D
5	A	20	D
6	C	21	A
7	D	22	D
8	B	23	A
9	A	24	B
10	C	25	D
11	C	26	C
12	A	27	A
13	C	28	D
14	D	29	D
15	D	30	B

MATHEMATICS MARKING SCHEME

No.	Answer	No.	Answer
1	C	16	D
2	D	17	B
3	B	18	A
4	A	19	C
5	D	20	D
6	D	21	A
7	C	22	B
8	A	23	D
9	B	24	C
10	D	25	A
11	B	26	A
12	C	27	D
13	D	28	B
14	B	29	D
15	B	30	A

SCIENCE AND TECHNOLOGY ANSWERS

1. C
2. A
3. D
4. B
5. B
6. D
7. A
8. C
9. B
10. D
11. D
12. B
13. D
14. C
15. B
16. A
17. C
18. D
19. A
20. D
21. D
22. D
23. A
24. B
25. B
26. D
27. B
28. A
29. C
30. C

MATHEMATICS MARKING SCHEME

No.	Answer	No.	Answer
1	C	16	D
2	D	17	B
3	B	18	A
4	A	19	C
5	D	20	D
6	D	21	A
7	C	22	B
8	A	23	D
9	B	24	C
10	D	25	A
11	B	26	A
12	C	27	D
13	D	28	B
14	B	29	D
15	B	30	A

KISWAHILI MAJIBU

Na.	Jibu	Na.	Jibu
1	A	16	A
2	B	17	A
3	B	18	C
4	D	19	A
5	B	20	B
6	A	21	D
7	C	22	A
8	D	23	C
9	C	24	B
10	B	25	A
11	A	26	B
12	B	27	D
13	C	28	C
14	D	29	A
15	A	30	B

TATHMINI YA ELIMU YA MSINGI YA KENYA
MUHULA WA 3: TATHMINI YA PILI YA MUHULA 2026
GREDI YA 6 – KISWAHILI KUSIKILIZA NA KUZUNGUMZA
MWONGOZO WA KUSAHIHISHA / MARKING SCHEME

JUMLA: ALAMA 50

KAZI YA 1: KUSIKILIZA NA KUZUNGUMZA
Alama 10

1. Ni nini kilichokuwa kikifanyika karibu na mto wa kijiji cha Mwangaza? (Alama 2)

Jibu:
Wananchi walikuwa wakitupa taka ovyo karibu na mto.

- Jibu kamili – **2**
- Jibu la sehemu – **1**
- Jibu lisilo sahihi/kukosa jibu – **0**

2. Kwa nini maji ya mto yalikuwa machafu wakati wa mvua? (Alama 2)

Jibu:
Kwa sababu taka zilisombwa na maji ya mvua hadi mtoni.

- Jibu kamili – **2**
- Anaeleza kuwa mvua ilisababisha taka kuingia mtoni bila maelezo kamili – **1**
- Jibu lisilo sahihi – **0**

3. Ni uhusiano gani uliokuwepo kati ya mazingira machafu na afya ya watoto? (Alama 2)

Jibu:
Mazingira machafu yalisababisha magonjwa na hivyo watoto waliugua mara kwa mara.

- Anaonyesha uhusiano wa mazingira machafu na magonjwa – **2**
- Anataja tu kuwa watoto waliugua – **1**
- Jibu lisilo sahihi – **0**

4. Unafikiri uamuzi wa kuweka mapipa ya taka katika maeneo mbalimbali ulikuwa mzuri? Eleza sababu yako. (Alama 2)

Jibu tarajiwa:
Ndiyo. Uamuzi huo ulikuwa mzuri kwa sababu uliwasaidia wananchi kutupa taka mahali panapofaa na kuweka mazingira safi.

Mawazo mengine yanayokubalika:

- Ulipunguza utupaji wa taka ovyo.
- Ulisaidia kuweka kijiji safi.
- Ulisaidia kuzuia uchafuzi wa mto.
- Ulisaidia kupunguza magonjwa.

Utunzaji wa alama:

- Jibu la maoni pamoja na sababu inayofaa – **2**
- Maoni sahihi bila sababu ya kutosha – **1**
- Jibu lisilo na uhusiano – **0**

5. Kama ungekuwa kiongozi wa kijiji hicho, ni hatua gani nyingine ungechukua ili kudumisha usafi? (Alama 2)

Majibu yanayokubalika:

- Kuanzisha siku za usafi.
- Kutoa elimu kuhusu usafi.
- Kuweka sheria dhidi ya utupaji wa taka ovyo.
- Kuweka mapipa zaidi ya taka.
- Kuanzisha mashindano ya maeneo safi.
- Kupanda miti na maua.
- Kuhakikisha taka zinakusanywa mara kwa mara.

Utunzaji wa alama:

- Hatua moja inayofaa na maelezo mazuri – **2**
- Hatua inayofaa bila maelezo ya kutosha – **1**
- Jibu lisilofaa – **0**

JUMLA YA KAZI YA 1: 10 ALAMA

KAZI YA 2: KUSOMA SENTENSI KWA SAUTI
Alama 10

Sentensi 5 × Alama 2 = Alama 10

Mtahini atumie vigezo vifuatavyo kwa kila sentensi.

Alama 2.0 – Kamili

Mwanafunzi:

- Anatamka maneno kwa usahihi.
- Anasoma kwa ufasaha.
- Anatumia kasi inayofaa.
- Anazingatia vituo na alama za uandishi.
- Anaonyesha hisia inapohitajika.

Alama 1.5 – Nzuri

Mwanafunzi:

- Anasoma vizuri kwa jumla.
- Anafanya makosa machache.
- Anasita kidogo kwenye maneno marefu au magumu.
- Maana ya sentensi inaeleweka.

Alama 1.0 – Wastani

Mwanafunzi:

- Anasoma kwa kusita mara kwa mara.
- Anakosea baadhi ya maneno.
- Hazingatii baadhi ya alama za uandishi.
- Ufasaha wake ni wa wastani.

Alama 0.5 – Bado

Mwanafunzi:

- Ana shida kubwa ya kusoma sentensi.
- Anatamka maneno mengi vibaya.
- Anahitaji msaada mkubwa kutoka kwa mwalimu.

Sentensi za Kutathmini

Na.	Alama ya Juu	Alama ya Mwanafunzi
1	2	____
2	2	____
3	2	____
4	2	____
5	2	____
JUMLA	**10**	____

JUMLA YA KAZI YA 2: 10 ALAMA

KAZI YA 3: KUSOMA KIFUNGU CHA UFAHAMU
Alama 30

Mtahini atathmini usomaji wa mwanafunzi kwa kutumia vipengele vitano.

1. MATAMSHI SAHIHI

Alama 6

Alama 5–6:
Mwanafunzi anatamka maneno na sauti za Kiswahili kwa usahihi mkubwa. Makosa ni machache sana au hayapo.

Alama 3–4:
Anafanya makosa machache ya matamshi lakini ujumbe unaeleweka vizuri.

Alama 1–2:
Ana matatizo mengi ya matamshi na baadhi ya maneno hayaeleweki.

Alama 0:
Hawezi kusoma kifungu bila msaada mkubwa.

Alama alizopata: ____ / 6

2. UFASAHA WA KUSOMA

Alama 6

Alama 5–6:
Anasoma kwa mtiririko mzuri, kasi inayofaa na bila kusita-sita.

Alama 3–4:
Anasoma kwa ufasaha wa wastani lakini anasita kidogo kwenye maneno marefu au mapya.

Alama 1–2:
Anasita sana, anarudia maneno au anasoma neno kwa neno.

Alama 0:
Hawezi kusoma kifungu kwa ufasaha hata kwa msaada.

Alama alizopata: ____ / 6

3. USAHIHI WA KUSOMA

Alama 6

Alama 5–6:
Anasoma maneno yaliyopo kwenye kifungu bila kuruka, kuongeza au kubadilisha maneno.

Alama 3–4:
Anafanya makosa machache kama kuruka maneno madogo, lakini maana ya kifungu haipotei.

Alama 1–2:
Anaruka maneno mengi, mistari au hubadilisha maneno kiasi cha kuathiri maana.

Alama 0:
Hawezi kufuatilia kifungu na hubadilisha sehemu nyingi.

Alama alizopata: ____ / 6

4. LAFUDHI NA HISIA

Alama 6

Alama 5–6:
Anatumia sauti inayobadilika kulingana na maana ya kifungu na anaonyesha hisia ipasavyo.

Alama 3–4:
Anaonyesha mabadiliko fulani ya sauti lakini si kwa kiwango cha juu.

Alama 1–2:
Anasoma kwa sauti moja bila kuonyesha hisia.

Alama 0:
Haonyeshi kabisa mabadiliko ya sauti au hisia.

Alama alizopata: ____ / 6

5. KUZINGATIA ALAMA ZA UANDISHI

Alama 6

Alama 5–6:
Anazingatia mikato, vituo, alama za kuuliza na alama za mshangao ipasavyo.

Alama 3–4:
Anazingatia vituo vikubwa lakini hupuuza baadhi ya alama ndogo.

Alama 1–2:
Anasoma mfululizo bila kuzingatia vituo na alama nyingine za uandishi.

Alama 0:
Hazingatii kabisa alama za uandishi.

Alama alizopata: ____ / 6

MUHTASARI WA ALAMA – KAZI YA 3

Kipengele	Alama ya Juu	Alama ya Mwanafunzi
1. Matamshi Sahihi	6	____
2. Ufasaha wa Kusoma	6	____
3. Usahihi wa Kusoma	6	____
4. Lafudhi na Hisia	6	____
5. Kuzingatia Alama za Uandishi	6	____
JUMLA	**30**	____

JUMLA KUU YA TATHMINI

Kazi	Alama ya Juu	Alama ya Mwanafunzi
Kazi ya 1: Kusikiliza na Kuzungumza	10	____
Kazi ya 2: Kusoma Sentensi kwa Sauti	10	____
Kazi ya 3: Kusoma Kifungu	30	____
JUMLA KUU	**50**	____

UGAWAJI WA VIWANGO

Alama	Kiwango	Maelezo
38–50	**4**	Amezidi Matarajio
20–37	**3**	Ametimiza Matarajio
11–19	**2**	Anakaribia Kutimiza Matarajio
1–10	**1**	Bado Hajafikia Matarajio

MAONI YA MTAHINI

Alama za Mwanafunzi: _____ / 50

Kiwango: _____

Maoni:

_____
_____
_____

Jina la Mtathmini: _____

Sahihi: _____

Tarehe: _____

KISWAHILI MAJIBU NA MWONGOZO WA KUSAHIHISHA
TATHMINI YA ELIMU YA MSINGI YA KENYA

MUHULA WA 3: TATHMINI YA PILI YA MUHULA 2026

GREDI YA 6 – SHUGHULI YA KISWAHILI INSHA

Muda: Dakika 40
Alama: 20

SWALI LA 31

Andika insha ya kusisimua kuhusu mada:

SIKU YANGU YA KWANZA KUSAJILIWA SHULENI

SAMPLE INSHA
Siku Yangu ya Kwanza Kusajiliwa Shuleni

Siku yangu ya kwanza kusajiliwa shuleni ilikuwa siku ya furaha na msisimko mkubwa. Nilikuwa nimeamka mapema sana kwa sababu nilikuwa nikisubiri kwa hamu kuanza maisha yangu mapya shuleni. Mama yangu aliniandalia sare mpya, viatu na vifaa vyangu vya masomo.

Tulifika shuleni mapema asubuhi. Nilishangaa kuona wanafunzi wengi wakiwa uwanjani. Mama alinipeleka katika ofisi ya shule ambako mwalimu mkuu alitupokea kwa furaha. Aliuliza jina langu, jina la mzazi wangu na taarifa nyingine muhimu. Baada ya kujaza fomu za usajili, nilikabidhiwa darasa nililopaswa kusomea.

Nilipoingia darasani, nilihisi aibu kidogo kwa sababu sikuwajua wanafunzi wenzangu. Mwalimu wangu alinitambulisha kwa wanafunzi na kuniomba nijitambulishe. Wanafunzi walinipokea vizuri na baadhi yao wakawa marafiki zangu. Mwalimu alitueleza kuhusu ratiba ya shule, sheria na umuhimu wa kuwa na nidhamu.

Wakati wa mapumziko, nilikaa na marafiki wapya na tukazungumza kuhusu michezo na masomo. Nilifurahi sana nilipoona kwamba wanafunzi walikuwa wakisaidiana. Baadaye nilijifunza jinsi ya kufika maktaba, uwanja wa michezo na sehemu nyingine muhimu za shule.

Jioni mama alipokuja kunichukua, nilimweleza kila kitu nilichokiona na kujifunza. Nilimwambia kwamba nilikuwa nimefurahia siku yangu ya kwanza shuleni. Siku hiyo ilinifundisha kuwa mwanzo mpya unaweza kuwa wa kusisimua na wenye furaha. **Niliahidi kufanya bidii katika masomo yangu na kuwa mwanafunzi mwenye nidhamu ili nifanikishe malengo yangu.**

MWONGOZO WA KUSAHIHISHA – ALAMA 20

Kipengele	Maelezo	Alama
Uhusiano na Mada	Insha inahusu siku ya kwanza ya mwanafunzi kusajiliwa shuleni na inaendelea kulenga tukio hilo.	**4**
Maudhui na Uendelezaji wa Mawazo	Mwanafunzi anaeleza maandalizi, kufika shuleni, mchakato wa usajili, kukutana na walimu/wanafunzi, hisia na matukio ya siku hiyo.	**6**
Mpangilio wa Insha	Ina mwanzo, kiini na hitimisho. Mawazo yamepangwa kwa mtiririko unaoeleweka.	**4**
Sarufi na Muundo wa Sentensi	Matumizi sahihi ya nyakati, viambishi, sentensi, maneno na alama za uandishi.	**4**
Tahajia na Msamiati	Tahajia sahihi na matumizi ya msamiati unaofaa kwa kiwango	**2**

	cha Gredi ya 6.	
JUMLA		**20**

MAELEZO YA VIWANGO VYA UFAULU

Kiwango cha 4 – Amezidi Matarajio (15–20)

Mwanafunzi:

- Ameandika insha inayohusiana kikamilifu na mada.
- Ameendeleza mawazo kwa kina na kwa ubunifu.
- Ameeleza matukio ya siku ya kwanza kwa mtiririko mzuri.
- Ameonyesha hisia na uzoefu wa mwanafunzi.
- Ametumia sarufi na tahajia kwa usahihi kwa kiasi kikubwa.
- Ameonyesha matumizi mazuri ya msamiati.
- Ana mwanzo, kiini na hitimisho linaloeleweka.

Kiwango cha 3 – Ametimiza Matarajio (8–14)

Mwanafunzi:

- Ameandika insha inayohusiana na mada.
- Ameeleza matukio muhimu ya siku ya kwanza shuleni.
- Mawazo yana mtiririko unaoeleweka.
- Kuna makosa machache ya sarufi na tahajia.
- Msamiati umetumika kwa kiwango cha kuridhisha.
- Anaonyesha mwanzo na hitimisho linalotambulika.

Kiwango cha 2 – Anakaribia Kutimiza Matarajio (5–7)

Mwanafunzi:

- Ameandika mawazo machache kuhusu mada.
- Mawazo hayajaendelezwa kikamilifu.
- Mpangilio wa insha si thabiti.
- Kuna makosa kadhaa ya sarufi na tahajia.
- Msamiati ni finyu.
- Baadhi ya mawazo hayajaelezwa kwa uwazi.

Kiwango cha 1 – Bado Hajafikia Matarajio (1–4)

Mwanafunzi:

- Ameandika insha fupi sana.
- Amepotoka kutoka kwenye mada au ameshughulikia mada kwa kiwango kidogo sana.
- Mawazo ni machache na hayajaendelezwa.
- Kuna makosa mengi ya sarufi na tahajia.
- Mpangilio wa insha hauonekani vizuri.
- Makosa yanaathiri uelewekaji wa ujumbe.

MWONGOZO WA KUTOA ALAMA

Alama	Maana
18–20	Insha bora sana yenye ubunifu, maelezo mengi, mtiririko mzuri na matumizi bora ya lugha.
15–17	Insha nzuri sana yenye maudhui yaliyokamilika, mpangilio mzuri na makosa machache.

12–14	Insha nzuri yenye maelezo ya kutosha na inayohusiana vizuri na mada.
9–11	Insha ya wastani inayokidhi mahitaji ya msingi ya mada.
6–8	Insha dhaifu yenye mawazo machache na uendelezaji mdogo.
3–5	Insha dhaifu sana yenye maudhui machache na makosa mengi.
1–2	Maandishi machache sana yasiyoeleweka au yanayohusiana kwa kiwango kidogo sana na mada.
0	Hakuna jibu au jibu halihusiani kabisa na mada.

JEDWALI LA KUREKODI MATOKEO

Alama za Mwanafunzi	Kiwango	Ufafanuzi
15–20	**4**	Amezidi Matarajio
8–14	**3**	Ametimiza Matarajio
5–7	**2**	Anakaribia Kutimiza Matarajio
1–4	**1**	Bado Hajafikia Matarajio

KUMBUKA KWA MTAHINI

Sample insha hapo juu **si lazima inakiliwe na mwanafunzi**. Mwanafunzi anapaswa kutuzwa kulingana na mawazo yake mwenyewe, ubunifu, uhusiano na mada, mpangilio, sarufi, tahajia na matumizi ya lugha.

HRE ANSWER KEY

No.	Answer
1	**B**
2	**A**
3	**C**
4	**A**
5	**C**
6	**A**
7	**A**
8	**B**
9	**A**
10	**B**
11	**C**
12	**C**
13	**B**
14	**A**
15	**A**
16	**B**
17	**A**
18	**A**
19	**A**
20	**B**
21	**B**
22	**A**
23	**B**
24	**B**
25	**A**
26	**A**
27	**C**
28	**C**
29	**B**
30	**C**

GERMAN ANSWERS

1.B 2.C 3.A 4.B 5.C 6.B 7.A 8.A 9.B 10.A

11.A 12.B 13.C 14.A 15.B 16.B 17.C 18.A 19.C 20.A

21.B 22.C 23.A 24.B 25.B 26.B 27.B 28.C 29.A 30.A

31.A 32.B 33.A 34.C 35.A 36.C 37.B 38.D 39.A 40.C

41.C 42.B 43.C 44.A 45.C 46.A 47.A 48.B 49.B 50.A

51.B 52.D 53.C 54.B 55.B 56.B 57.A 58.B 59.C 60.B

61.B 62.A 63.C 64.A 65.B 66.B 67.A 68.A 69.B 70.A

71.A 72.B 73.B 74.B 75.C 76.B 77.A 78.A 79.B 80.C

FRENCH ANSWER KEY

No.	Answer	No.	Answer	No.	Answer
1	**B**	11	**B**	21	**C**
2	**C**	12	**B**	22	**A**
3	**A**	13	**B**	23	**C**
4	**C**	14	**B**	24	**B**
5	**B**	15	**B**	25	**C**
6	**B**	16	**B**	26	**A**
7	**B**	17	**C**	27	**C**
8	**A**	18	**B**	28	**B**
9	**B**	19	**B**	29	**C**
10	**A**	20	**B**	30	**A**

ENGLISH Answer Key

1. C
2. D
3. A
4. B
5. D
6. B
7. D
8. C
9. B
10. A
11. B
12. A
13. B
14. C
15. D
16. C
17. B
18. D
19. A
20. B
21. D
22. A
23. C
24. A
25. D
26. D
27. A
28. A
29. B
30. A

ENGLISH ANSWERS AND MARKING SCHEME

KENYA PRIMARY SCHOOL EDUCATION ASSESSMENT

TERM 3: SECOND ASSESSMENT 2026

GRADE 6 – ENGLISH COMPOSITION ACTIVITY

Time: 40 Minutes
Marks: 20

COMPOSITION TASK

Write an interesting story ending with the following sentence:

"…that is the day I will never forget."

SAMPLE COMPOSITION

That Is the Day I Will Never Forget

It was a bright Saturday morning when I woke up feeling very excited. My parents had promised to take me to the town to buy new school shoes. I quickly took my breakfast, dressed up and waited for my father.

After a short while, we left home and travelled by bus. When we reached the town, the streets were very busy. My father held my hand tightly as we walked through the crowded market. We bought the shoes and some books before deciding to go home.

As we were walking back to the bus stop, I noticed an old man looking worried. He was searching through his pockets and looking around. I asked him what was wrong. He told us that he had lost his wallet, which contained money and important documents.

My father and I helped him look for the wallet. We searched near the shops and along the road. Suddenly, I saw something lying under a bench. I picked it up and discovered that it was the old man's wallet.

The old man was very happy when I gave it back to him. He thanked me and told me that my honesty had saved him from a lot of trouble. My father was also proud of me. On our way home, I felt very happy because I had helped someone in need.

When I reached home, I told my mother everything that had happened. She hugged me and encouraged me always to be honest and helpful. **That was the day I realised that even a small act of kindness can make a big difference. That is the day I will never forget.**

ENGLISH MARKING SCHEME – 20 MARKS

Area Assessed	Description	Marks
Relevance to the Topic	The story is interesting and develops towards the given ending. The final sentence is used appropriately.	**4**
Content and Development of Ideas	Clear characters, setting, events, problem/challenge, actions, climax and resolution are presented.	**6**
Organization and Coherence	The story has a clear beginning, middle and ending. Events follow a logical sequence.	**4**
Grammar and Sentence Construction	Correct use of tenses, subject-verb agreement, sentence structure, punctuation and other grammatical forms.	**4**
Spelling and Vocabulary	Correct spelling and appropriate Grade 4 vocabulary are used.	**2**
TOTAL		**20**

PERFORMANCE LEVELS

LEVEL 4 – EXCEEDING EXPECTATIONS (15–20)

The learner:

- Writes a complete and interesting story.
- Remains focused on the given task.
- Develops ideas creatively and clearly.
- Uses appropriate characters, setting and events.
- Has a strong beginning, middle and ending.
- Uses mostly correct grammar and sentence structures.
- Uses appropriate vocabulary.
- Uses punctuation and spelling accurately.
- Ends the story naturally with the given sentence.

LEVEL 3 – MEETING EXPECTATIONS (8–14)

The learner:

- Writes a relevant story.
- Develops the main ideas adequately.
- Has a recognisable beginning, middle and ending.
- Events are generally arranged logically.
- Uses simple and understandable sentences.
- Has some grammar, spelling or punctuation errors.
- Uses appropriate vocabulary.

LEVEL 2 – APPROACHING EXPECTATIONS (5–7)

The learner:

- Gives a few relevant ideas.
- Story development is limited.
- Some events may not follow a clear sequence.
- Beginning or ending may be weak.
- Several grammar and spelling errors are present.
- Vocabulary is limited.

- The given ending may not be connected well to the story.

LEVEL 1 – BELOW EXPECTATIONS (1–4)

The learner:

- Writes very little.
- Gives few or unrelated ideas.
- Has poor story organization.
- Shows limited understanding of the task.
- Makes many grammar and spelling errors.
- Uses very limited vocabulary.
- May fail to use the required ending correctly.

0 MARKS

- No attempt.
- Completely unrelated response.
- No meaningful composition.

DETAILED SCORING GUIDE

Score	Description
19–20	Outstanding story with excellent development, creativity, organization and language use.
17–18	Excellent composition with well-developed ideas and very few errors.
15–16	Very good composition with clear organization and good language control.
13–14	Good composition with adequate content and generally correct language.
11–12	Satisfactory composition with relevant ideas but some weaknesses in development or language.
9–10	Fairly good attempt with basic organization and noticeable errors.
7–8	Limited but relevant composition with weak development and several errors.
5–6	Weak attempt with few ideas and poor organization.
3–4	Very weak composition with minimal relevant content and many errors.
1–2	Extremely limited response with little meaningful writing.
0	No attempt or completely unrelated response.

ASSESSOR'S RECORDING TABLE

Learner Score	Level	Performance
15–20	**4**	Exceeding Expectations
8–14	**3**	Meeting Expectations
5–7	**2**	Approaching Expectations
1–4	**1**	Below Expectations

Important marking note

Learners **do not have to reproduce the sample composition**. Any original story should receive appropriate marks as long as it develops the prompt meaningfully and ends with or appropriately incorporates:

"…that is the day I will never forget."

CRE ANSWER KEY

1	**D**
2	**B**
3	**A**
4	**C**
5	**C**
6	**C**
7	**D**
8	**A**
9	**D**
10	**A**
11	**B**
12	**B**
13	**A**
14	**A**
15	**B**
16	**A**
17	**A**
18	**C**
19	**A**
20	**D**
21	**B**
22	**A**
23	**A**
24	**A**
25	**B**
26	**A**
27	**B**
28	**C**
29	**A**
30	**C**

IRE ANSWER KEY

No.	Answer	No.	Answer	No.	Answer
1	**B**	11	**A**	21	**A**
2	**C**	12	**B**	22	**A**
3	**B**	13	**B**	23	**B**
4	**B**	14	**A**	24	**C**
5	**B**	15	**A**	25	**B**
6	**B**	16	**B**	26	**C**
7	**B**	17	**B**	27	**C**
8	**A**	18	**A**	28	**A**
9	**B**	19	**C**	29	**B**
10	**B**	20	**B**	30	**C**

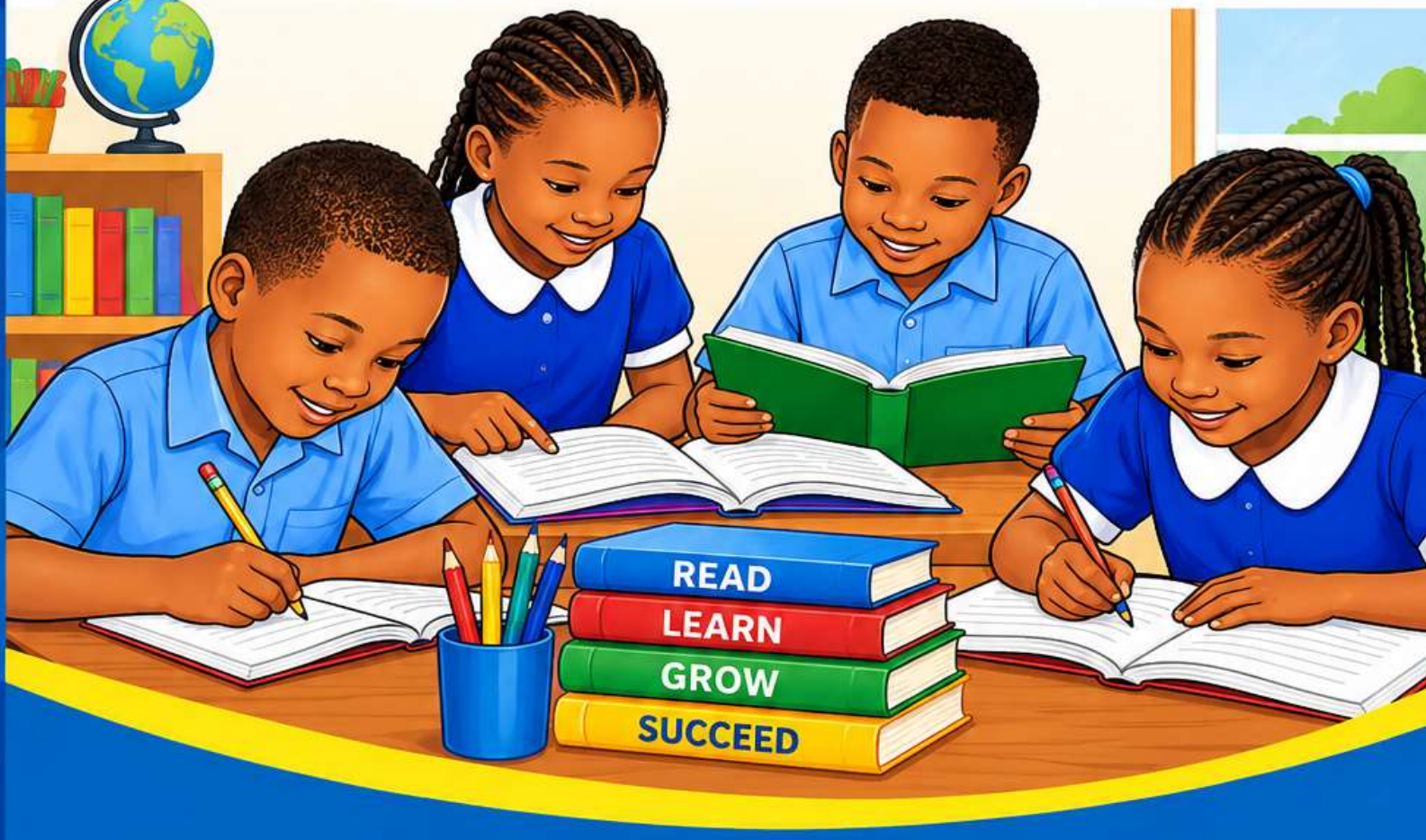
AGRICULTURE ANSWERS

1. **D**
2. **B**
3. **B**
4. **A**
5. **A**
6. **C**
7. **D**
8. **C**
9. **C**
10. **C**
11. **A**
12. **D**
13. **B**
14. **D**
15. **B**
16. **C**
17. **B**
18. **C**
19. **D**
20. **D**
21. **B**
22. **C**
23. **A**
24. **C**
25. **C**
26. **A**
27. **D**
28. **B**
29. **C**
30. **A**
31. **A**

COMPETENCY BASED EDUCATION

DECEMBER HOLIDAY ASSIGNMENT

PRIMARY SCHOOL EDUCATION



AUTHORS
COMPETENCE EDUCATION GROUP

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