COMPETENCY BASED EDUCATION
PRIMARY SCHOOL CURRICULUM

NOVEMBER-DECEMBER HOLIDAY ASSIGNMENTS 2026

GRADE 6



STEPPING TO JUNIOR SCHOOL

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: _____

SECTION A

1. Ochieng uses water from a nearby stream to brush his teeth every morning. (2 marks)

a) Explain why this practice is dangerous to Ochieng's health. **(1 mark)**
Stream water may contain harmful germs. When brushing his teeth, the water enters the mouth and may be swallowed, causing diseases. **(1 mark)**

b) What advice would you give Ochieng? **(1 mark)**
Ochieng should use **boiled, treated or bottled water** instead of stream water for brushing his teeth. **(1 mark)**

Note: Stream water may contain germs from animal waste, dirt and other forms of contamination. The solution is to use safe water, not to stop brushing teeth.

2. The pictures below show a sunken moist bed garden and a raised moist bed garden. A farmer in Turkana County wants to start moist bed gardening. Study the pictures and answer the questions that follow. (4 marks)

a) Which type of moist bed garden would you recommend for the farmer? Give a reason. **(2 marks)**

I would recommend a **sunken moist bed garden** because Turkana County is very dry. A sunken bed holds more moisture and protects crops from wind, thereby reducing water loss. **(2 marks)**

b) State two benefits the farmer would get from moist bed gardening. **(2 marks)**

1. It helps to conserve water in the soil for growing crops during the dry season. **(1 mark)**
2. It enables the farmer to grow a variety of crops in a small space. **(1 mark)**

3. The pictures below show three caring practices carried out in a raised moist bed garden. Study them and answer the questions that follow. (4 marks)

a) Identify the practice shown in picture G. **(1 mark)**
G — Watering. (1 mark)

b) How often should the practice in picture G be carried out? **(1 mark)**
Once a week. (1 mark)

c) Explain why the practice in picture G does not need to be done every day. **(2 marks)**
The polythene sheet lining in the moist bed garden prevents water from seeping away. Therefore, the soil remains moist for longer, making weekly watering sufficient throughout the growth period. **(2 marks)**

4. Name one type of crop that should be avoided in a moist bed garden. (2 marks)

a) Pumpkins or any creeping crop. (1 mark)

b) Pumpkins are creeping crops that spread over a large area and would occupy too much space in the small garden. **(1 mark)**

5. A Grade 4 learner wanted to clean a dusty table and a dirty floor in the classroom. (4 marks)

a) Which cleaning method should the learner use for the table? **(1 mark)**
Dusting. (1 mark)

b) Which two cleaning methods should the learner use for the floor? **(2 marks)**

1. **Sweeping. (1 mark)**
2. **Mopping. (1 mark)**

c) State the order in which the two methods in (b) should be done. **(1 mark)**
Sweeping should be done first, followed by mopping. (1 mark)

6. The following pictures show three basins used by a learner when laundering a white cotton vest. (3 marks)

a) State the laundering step carried out in Basin 1. **(1 mark)**
Washing. (1 mark)

b) Explain what was done in Basin 2 and Basin 3. **(1 mark)**
Basin 2 and Basin 3 were used for **rinsing**, which involves removing soap from the fabric using clean water. **(1 mark)**

c) Give a reason why the learner used two basins of clean water instead of one. **(1 mark)**
The two basins ensure that all the soap is completely removed from the fabric. One rinse may not be enough to remove all the soap. **(1 mark)**

7. A Grade 4 learner cleaned gumboots and stored them inside a sealed plastic bag. (3 marks)

a) Explain why storing gumboots in a sealed plastic bag is not correct. **(2 marks)**
A sealed plastic bag traps moisture inside the gumboots. This creates a damp environment where mould can grow and bad smells can develop. **(2 marks)**

b) Describe the correct way to store clean gumboots. **(1 mark)**
Clean gumboots should be stored in a **cool, dry place with good air circulation**. **(1 mark)**

8. Wambui wants to construct a vertical bottle garden on her school fence. (4 marks)

a) State two ways she should prepare the bottles before planting. **(2 marks)**

1. Cut an opening on one side of each bottle for placing soil and planting. **(1 mark**
2. Make small drainage holes at the bottom of each bottle to allow excess water to drain out. **(1 mark)**

b) Name two crops that would be suitable for her bottle garden. **(2 marks)**

1. **Spinach. (1 mark)**
2. **Lettuce. (1 mark)**

Other acceptable answers: Kales, herbs, strawberries and coriander.

9. Study the pictures below showing four methods of constructing fabric, labelled 1, 2, 3 and 4. (3 marks)

a) Which picture shows the crocheting method? **(1 mark)**
Picture 2. (1 mark)

b) Give a reason for your answer in (a) above. **(1 mark)**
Picture 2 shows crocheting because a **crochet hook is used to draw yarn through loops and chains to form fabric**. **(1 mark)**

c) Name one household article that can be made using the method identified in (a) above. **(1 mark)**
Any one of:

- Hat
- Mat
- Cleaning rag
- Surface wiper

(1 mark)

10. State two reasons why moist bed gardens are important to small-scale farmers. (2 marks)

1. They help to conserve water in the soil for growing crops in dry areas. **(1 mark)**
2. They allow farmers to grow a variety of crops in a small space. **(1 mark)**

11. Grade 4 learners were asked to make a handkerchief using tacking stitches. (6 marks)

a) State three materials needed for making a handkerchief. **(3 marks)**

1. Piece of cloth. **(1 mark)**
2. Needle and thread. **(1 mark)**
3. Pair of scissors. **(1 mark)**

Other acceptable answers: Tape measure/ruler, pencil, pins, thimble.

b) Describe how the learners should measure and cut the cloth for the handkerchief. **(3 marks)**

1. Place the cloth on a flat surface. **(1 mark)**
2. Measure a **30 cm × 30 cm square** and mark the lines using a pencil and ruler. **(1 mark)**
3. Cut the cloth along the marked lines using a pair of scissors. **(1 mark)**

12. Describe how a running stitch is made. (2 marks)

A running stitch is made by passing the needle **in and out of the fabric in a straight line**, moving forward with equal stitches and equal spaces between them. **(2 marks)**

13. During a practical lesson, the teacher asked learners to explain some steps in washing overalls. (3 marks)

a) State why warm water is used instead of cold water when washing overalls. **(1 mark)**
Warm water dissolves dirt and soap better than cold water, making cleaning more effective. **(1 mark)**

b) Explain why hot boiling water should not be used. **(1 mark)**
Hot boiling water can burn the learner's hands and may damage the fabric of the overalls. **(1 mark)**

c) State what is used to hold overalls on the clothesline when drying. **(1 mark)**
Pegs. (1 mark)

14. Amina's mother wanted to throw away a school skirt because it had a gaping seam. Amina offered to repair it instead. (2 marks)

Amina's decision was good because:

1. She would save her family money by repairing the skirt instead of buying a new one. **(1 mark)**
2. A gaping seam is a simple repair that does not require replacing the whole garment. **(1 mark)**

15. The pictures above show three ways of re-using plastic bottles. (5 marks)

a) Describe what is being shown in each picture. **(3 marks)**

1. A plastic bottle is used as a **container seedbed for growing a plant. (1 mark)**
2. A plastic bottle is used for **drip irrigation to water a plant slowly. (1 mark)**
3. A plastic bottle is used for **storing drinking water. (1 mark)**

b) Which picture shows a use that helps in both food production and water conservation? **(1 mark)**
Picture 2. (1 mark)

c) Give a reason for your answer in (b). **(1 mark)**
Drip irrigation helps in food production by watering crops while conserving water because water is released slowly and in small amounts, reducing wastage. **(1 mark)**

16. Kamau was asked to sweep the school hall. He started sweeping from the corner nearest to the door. (3 marks)

a) State one mistake Kamau made. **(1 mark)**
He started sweeping from the corner nearest to the door instead of the farthest corner. **(1 mark)**

b) Explain why this is a mistake. **(1 mark)**
He would have to walk back over areas he had already cleaned, thereby spreading dirt onto the clean floor. **(1 mark)**

c) Where should Kamau have started sweeping from? **(1 mark)**
He should have started from the **farthest corner of the hall from the door**. **(1 mark)**

17. Grade 4 learners were given different tasks to do around the school. (4 marks)

a) Name two personal protective equipment a learner should wear when cleaning the school compound. **(2 marks)**

1. **Gloves. (1 mark)**
2. **Gumboots. (1 mark)**

b) Give a reason for wearing each PPE you have named in (a) above. **(2 marks)**

1. **Gloves** – protect the hands from germs and sharp objects in the litter. **(1 mark)**
2. **Gumboots** – protect the feet from sharp objects and dirty ground. **(1 mark)**

18. State the recommended width of a sunken moist bed garden. (2 marks)

a) Recommended width: **1 metre. (1 mark)**

b) Recommended depth: **60 cm from the top. (1 mark)**

19. State two uses of tacking stitches. (2 marks)

1. To hold pieces of fabric together temporarily before permanent stitching is done. **(1 mark)**
2. To make items such as a handkerchief or clothing for a scarecrow. **(1 mark)**

20. The pictures below show the steps in making a double crochet stitch, labelled Step 1 to Step 5. (5 marks)

a) Describe what is happening in Step 1. **(1 mark)**
Yarn is put over the crochet hook — **yarn over**. **(1 mark)**

b) In Step 3, the hook is inserted into which chain from the hook? **(1 mark)**
The **4th chain from the hook**. **(1 mark)**

c) Describe what happens in Step 4 and Step 5. **(2 marks)**

- **Step 4:** Yarn is put over the hook and pulled through two loops. **(1 mark)**
- **Step 5:** Yarn is put over the hook and pulled through the last two loops. **(1 mark)**

d) How many chain stitches should be made at the end of the row before starting a new row? **(1 mark)**
3 chain stitches. (1 mark)

SECTION B

21. Study the picture below showing parts of a crochet hook labelled 1, 2 and 3. (5 marks)

a) Name the parts labelled 1, 2 and 3. **(3 marks)**

1. **Hook/tip** – (1 mark)
2. **Flat portion** – (1 mark)
3. **Handle** – (1 mark)

b) Which part do the thumb and index finger hold when crocheting? **(1 mark)**
The **flat portion (Part 2)**. **(1 mark)**

c) State the function of the part labelled 1. **(1 mark)**
The hook catches the yarn and pulls it through loops to form crochet stitches. **(1 mark)**

22. Grade 5 learners carried out a practical on laundering a white cotton handkerchief. (3 marks)

a) State the type of water that is most suitable for washing white cotton items. **(1 mark)**
Warm water. (1 mark)

b) Give a reason for your answer in (a) above. **(1 mark)**
Warm water helps soap dissolve properly and loosens dirt more effectively than cold water. **(1 mark)**

c) Explain why a small amount of bleach may be added when soaking a white cotton item. **(1 mark)**
A small amount of bleach helps to remove stubborn stains and brighten the white fabric. **(1 mark)**

23. Study the pictures above showing different cleaning tools. (8 marks)

a) Name the tools labelled 1, 4 and 6. **(3 marks)**

1. **Broom** – (1 mark)
2. **Mop** – (1 mark)
3. **Soft dusting cloth** – (1 mark)

b) Which three tools from the pictures would you need when sweeping a floor? **(3 marks)**

1. **Broom** – (1 mark)
2. **Dustpan** – (1 mark)
3. **Hand brush** – (1 mark)

c) Which two tools would you need for mopping a floor? **(2 marks)**

1. **Mop** – (1 mark)

2. **Bucket with water** – (1 mark)

24. The diagram below shows a learner making tacking stitches along the hem of a handkerchief. (5 marks)

a) In which direction is the learner stitching? **(1 mark)**
The learner is stitching **from right to left**. **(1 mark)**

b) Why is the tacking thread a different colour from the fabric? **(2 marks)**
Tacking is temporary and the thread will later be removed. A different colour makes the thread easy to see and remove. **(2 marks)**

c) Name the type of stitch shown at the starting point and explain its purpose. **(2 marks)**
The stitch is a **double stitch**. It is used to fasten the thread so that it does not pull through the fabric during stitching. **(2 marks)**

25. State four benefits of innovative gardens. (4 marks)

1. They allow food to be grown in areas with limited space. **(1 mark)**
2. They make use of recycled waste materials such as bottles, sacks and pipes. **(1 mark)**
3. They promote creativity and imagination among learners. **(1 mark)**
4. They contribute to food security at home and school level. **(1 mark)**

26. Name two parts of a sewing needle. (4 marks)

a)

1. **Eye** – (1 mark)
2. **Tip/pointed end** – (1 mark)

b) Functions:

1. The **eye** is used for inserting the thread when threading the needle. **(1 mark)**
2. The **tip** is used for piercing through the fabric when sewing. **(1 mark)**

27. Akinyi dusted the table first, then dusted the high shelf above it. She noticed that the table had dust on it again. (2 marks)

a) Explain why the table became dusty again after Akinyi dusted it. **(1 mark)**
Dust from the high shelf fell onto the table when she dusted the shelf. **(1 mark)**

b) What should Akinyi have done differently? **(1 mark)**
She should have dusted the **high shelf first** before dusting the table below it. **(1 mark)**

28. A learner has finished making tacking stitches along all four sides of a handkerchief hem. (3 marks)

The learner should:

1. Make a **double stitch** at the end to fasten the thread. **(1 mark)**
2. Cut the thread using a pair of scissors. **(1 mark)**
3. Remove the pins from the handkerchief and place them on a pin cushion. **(1 mark)**

29. The following pictures show four steps in the laundering process labelled P, Q, R and S. (4 marks)

a) Arrange the steps in the correct order using the letters. **(2 marks)**
R → P → Q → S (2 marks)

b) Identify the step shown in picture R. **(1 mark)**
Soaking. (1 mark)

c) Name one step in laundering that is not shown in the pictures above. **(1 mark)**
Sorting. (1 mark)

Other acceptable answer: Rinsing.

30. State two characteristics of a well-made running stitch. (2 marks)

1. The stitches and spaces between them are **equal in size. (1 mark)**
2. Both sides of the fabric **look the same. (1 mark)**

31. Explain what would happen if a learner did not make a double stitch at the beginning of the tacking. (2 marks)

The thread would pull through the fabric when making the next stitch, causing the stitches to come undone. The learner would have to start the work again. **(2 marks)**

CHRISTIAN RELIGIOUS EDUCATION (CRE)

GRADE 6

MARKING SCHEME /

SECTION A

1. List four practices that violate the right to life. (4 marks)

1. **Abortion** – ending a pregnancy before the baby is born.
2. **Mob justice** – a crowd killing someone without a fair trial.
3. **Suicide** – taking one's own life.
4. **Cultic practices** – harmful group beliefs that may lead to death.

Also acceptable: Drug abuse.
(4 marks)

2. A Grade 4 learner always keeps his personal items neat and orderly. What value does this learner show? (3 marks)

a) The learner shows **responsibility**. **(1 mark)**

b) Any two:

1. It shows that we are responsible and can be trusted. **(1 mark)**
2. Our items serve us for a long time, so parents do not have to keep replacing them. **(1 mark)**
3. It shows that we value what our parents provide for us. **(1 mark)**

3. What does the abbreviation NACADA stand for? (3 marks)

a) National Authority for the Campaign Against Alcohol and Drug Abuse. (1 mark)

b) Two functions of NACADA:

1. It educates the public about the dangers of alcohol, drug and substance abuse. **(1 mark)**
2. It runs campaigns to prevent drug abuse in schools and communities. **(1 mark)**

4. Explain the meaning of "right to life." (4 marks)

a) The right to life means that every person has the God-given right to live and no one should take that right away. **(1 mark)**

b) Effects of violating the right to life:

1. The person who violates it may face punishment by the law. **(1 mark)**
2. Families are broken and left in pain. **(1 mark)**
3. The offender may live with guilt and shame before God and people. **(1 mark)**

5. Mercy is a Grade 4 learner who recites the Lord's Prayer every morning before school. One day, her friend Janet took her pencil without asking. (3 marks)

a) Which part of the Lord's Prayer would guide Mercy on what to do? **(1 mark)**

"Forgive us the wrongs we have done, as we forgive the wrongs that others have done to us." (1 mark)

b) Explain how Mercy should respond to Janet according to the teaching of the Lord's Prayer. **(2 marks)**

Mercy should **forgive Janet** for taking her pencil without permission. The Lord's Prayer teaches Christians to forgive others just as they ask God to forgive them. Mercy should also talk to Janet kindly and tell her to ask for permission next time. **(2 marks)**

6. Wekesa is a Grade 6 boy. His friends are pressuring him to join them in watching videos with sexual content. He feels confused about what to do. (3 marks)

a) State the skill Wekesa needs to say "No" to his friends. **(1 mark)**

Assertiveness. (1 mark)

b) Explain how the value of responsibility can help Wekesa in this situation. **(2 marks)**

Responsibility helps Wekesa understand that he is responsible for his own choices and their consequences. He should take responsibility for protecting his body as a temple of the Holy Spirit by refusing to watch the videos. **(2 marks)**

7. State three qualities a Christian should look for when choosing a good friend. (3 marks)

Any three:

1. **Honesty**
2. **Kindness**
3. **God-fearing**
4. Respectfulness
5. Loyalty
6. Humility
7. Obedience
8. Trustworthiness
9. Peacefulness

(3 marks)

8. What is the meaning of love? (4 marks)

a) Love is a feeling of **liking and caring for someone**. **(1 mark)**

b) Any three:

1. Sharing what we have with those who do not have. **(1 mark)**
2. Helping those who are sick. **(1 mark)**
3. Praying for one another. **(1 mark)**
4. Visiting the needy and the elderly. **(1 mark)**
5. Buying gifts for family and friends. **(1 mark)**
6. Speaking kind words to people around us. **(1 mark)**

9. Your friend has been keeping bad company and watching bad movies after school. (3 marks)

I would advise my friend to:

1. Stop keeping bad company because it can lead to sinful behaviour. **(1 mark)**
2. Stop watching bad movies because they can put bad thoughts into our minds. **(1 mark)**
3. Pray to God for strength to overcome temptation. **(1 mark)**

Other acceptable advice: Seek guidance from parents, teachers or a pastor; read the Bible; obey God's teachings; keep the body holy as the temple of the Holy Spirit.

10. Create a poster message encouraging learners to use social media responsibly. Your message should include a Christian value. (3 marks)

USE SOCIAL MEDIA WITH INTEGRITY!

Be honest. Be kind. Be responsible.

What you post online reflects who you are. Let your online life glorify God!

— Be a light in the digital world —

(3 marks)

11. Name any four disciples of Jesus Christ as listed in Matthew 10:1–4. (3 marks)

a) Any four:

1. Simon Peter
2. Andrew
3. James
4. John
5. Philip
6. Bartholomew
7. Thomas
8. Matthew
9. James son of Alphaeus
10. Thaddaeus
11. Simon the Patriot
12. Judas Iscariot

(2 marks)

b) Jesus gave them power to drive out evil spirits and to heal every disease and sickness. **(1 mark)**

12. Your friend tells you that it is not worth standing firm in your faith because people might laugh at you or hurt you. (3 marks)

Stephen stood firm in his faith even when the council members were angry with him. He boldly spoke about Jesus and did not deny his faith even when he was stoned. God was with Stephen, and he saw God's glory in heaven.

This teaches Christians that **God is with those who stand firm in their faith**. **(3 marks)**

13. Explain two reasons why good friendships are important in the life of a Christian. (2 marks)

1. Good friendships draw Christians closer to God because good friends encourage one another to pray, worship and obey God's Word. **(1 mark)**
2. Good friendships help Christians become better people because good friends correct and support one another. **(1 mark)**

14. During a CRE lesson, a teacher told learners that both skills and values are needed to overcome irresponsible sexual behaviour. (3 marks)

a) Identify two skills that help young people overcome irresponsible sexual behaviour. **(2 marks)**

1. **Assertiveness. (1 mark)**
2. **Critical thinking. (1 mark)**

b) Explain how the value of obedience helps a young person avoid irresponsible sexual behaviour. **(1 mark)**

Obedience helps a young person to follow God's commands about keeping the body pure, even when friends or feelings pressure them to do otherwise. **(1 mark)**

15. Explain why it is important for Christians to learn how to cope with negative emotions. (2 marks)

It is important because negative emotions that are not properly managed can lead a person to harm themselves or others, which violates the right to life. Learning to cope with negative emotions helps Christians protect the sacred gift of life given by God. **(2 marks)**

16. What is the meaning of "sanctity of life"? (3 marks)

a) Sanctity of life means that human life is **holy and sacred because it comes from God**. **(1 mark)**

b)

1. God is the only giver of life. **(1 mark)**
2. Only God has the right to take away life. **(1 mark)**

17. Ochieng is a Grade 6 learner. His friends want him to start cheating in exams. They say everyone does it. (3 marks)

a) Using the teaching of 1 Corinthians 15:33, explain why Ochieng should not listen to his friends. **(2 marks)**

1 Corinthians 15:33 teaches that **bad company ruins good character**. If Ochieng continues spending time with friends who cheat, he may also develop the habit of cheating. **(2 marks)**

b) Suggest one thing Ochieng should do to avoid this negative peer influence. **(1 mark)**

He should **choose new friends who encourage him to be honest and work hard**. **(1 mark)**

18. You have been chosen to give a brief talk at the school assembly on the dangers of drug abuse. (5 marks)

a) Write down four points you would include in your talk. **(4 marks)**

1. Drug abuse can lead to addiction, making it difficult to stop. **(1 mark)**
2. Drugs damage health and may destroy body organs such as the brain, liver and lungs. **(1 mark)**
3. Drug abuse can cause poor performance in school and may lead to dropping out. **(1 mark)**
4. The body is the temple of the Holy Spirit and should be kept clean and drug-free. **(1 mark)**

b) State one Bible verse you would use to support your talk. **(1 mark)**

1 Corinthians 6:19 — "Your body is a temple of the Holy Spirit." (1 mark)

19. Explain two ways in which the Holy Spirit helps Christians in their daily lives. (2 marks)

1. The Holy Spirit helps Christians to make wise decisions by guiding them to know right from wrong. **(1 mark)**
2. The Holy Spirit gives Christians strength to resist temptation and live according to God's Word. **(1 mark)**

20. Write the teaching of 1 Corinthians 15:33 about friendship. (3 marks)

1. **Bad company ruins good character. (1 mark)**
2. **Walking with the wise makes you wise. (1 mark)**
3. **A gossip separates close friends. (1 mark)**

21. Apart from NACADA and the Anti-Narcotics Unit, name two other government bodies that help fight drug abuse in Kenya. (4 marks)

a)

1. **Ministry of Education. (1 mark)**
2. **Ministry of Health. (1 mark)**

b) Their roles:

1. The **Ministry of Education** fights drug abuse by ensuring that learners are taught about the dangers of drugs in schools. **(1 mark)**
2. The **Ministry of Health** helps by treating and rehabilitating people affected by drug and substance abuse. **(1 mark)**

SECTION B

22. List five values that can help a young person avoid alcohol, drug and substance abuse. (5 marks)

1. **Self-discipline**
2. **Obedience**
3. **Integrity**
4. **Responsibility**
5. **Courage**

(5 marks)

23. State four reasons why young people engage in alcohol, drug and substance abuse. (4 marks)

1. **Peer pressure** from friends who use drugs. **(1 mark)**
2. **Curiosity** – wanting to know how it feels. **(1 mark)**
3. **Family problems** – trying to escape stress at home. **(1 mark)**
4. **Idleness** – having too much free time with nothing to do. **(1 mark)**

24. Explain what it means to use social media with integrity. (4 marks)

a) Using social media with integrity means doing the right thing online even when no one is watching. It involves being honest, avoiding ungodly content and using devices for good purposes. **(2 marks)**

b) Give any two good uses of social media:

1. Listening to gospel songs online. **(1 mark)**
2. Watching Bible-based video clips. **(1 mark)**

3. Using a device for school research. **(1 mark)**
4. Recording a gospel song using a digital device. **(1 mark)**

25. Read Acts 2:38 and answer the questions below. (3 marks)

a) What did Peter tell the people to do? **(2 marks)**

1. **Repent/turn away from their sins. (1 mark)**
2. **Be baptised in the name of Jesus Christ. (1 mark)**

b) What did Peter promise the people they would receive? **(1 mark)**

They would receive **forgiveness of their sins and the gift of the Holy Spirit**. **(1 mark)**

26. State four safety measures you should observe when using social media. (4 marks)

1. Never share personal information with strangers online. **(1 mark)**
2. Use social media under parental guidance. **(1 mark)**
3. Avoid visiting inappropriate websites. **(1 mark)**
4. Report cyberbullying to a trusted adult. **(1 mark)**

27. Grace is a Grade 4 learner. Every Sunday she goes to church but she does not take part in any church activity. She just sits quietly and goes home after the service. (2 marks)

I would advise Grace to start serving God in church by participating in activities such as:

- Singing in the choir
- Helping to clean the church compound
- Giving offerings
- Supporting the needy

Participating in church activities can help her grow spiritually and feel closer to God. **(2 marks)**

28. List three emotions that can lead to violation of one's life if not controlled. (3 marks)

1. **Deep hopelessness (1 mark)**
2. **Extreme anger (1 mark)**
3. **Prolonged sadness or depression (1 mark)**

29. Name the city where believers were first called Christians. (2 marks)

a) Antioch. (1 mark)

b) Acts 11:26. (1 mark)

30. State three ways a Christian can use social media to glorify God. (3 marks)

1. Sharing Bible verses and encouraging messages with friends. **(1 mark)**
2. Watching and sharing Christian sermons and Bible stories. **(1 mark)**
3. Praying for others through online prayer groups. **(1 mark)**

31. Amara noticed that her friend Riziki has started telling lies to their teacher. (2 marks)

a) As a good friend, what should Amara do? **(1 mark)**

Amara should **lovingly advise Riziki that telling lies is wrong**. **(1 mark)**

b) Give a reason for your answer in (a) above. **(1 mark)**

Good friends help each other to do what is right and avoid what is wrong. **(1 mark)**

32. Read 1 Corinthians 6:18–19 and explain two lessons a Christian learner can learn from these verses. (2 marks)

1. Christians should **flee from sexual immorality** and avoid situations that can lead to sexual sin. **(1 mark)**
2. The **body is a temple of the Holy Spirit**, so Christians should keep their bodies pure and holy to honour God. **(1 mark)**

33. Explain two ways a Christian learner can cope with changes that happen during adolescence. (2 marks)

1. Talk to parents, guardians or teachers about the changes instead of keeping worries to themselves. **(1 mark)**
2. Pray to God for guidance and peace, knowing that the changes are part of growth. **(1 mark)**

Other acceptable answers: Reading the Bible for encouragement, getting correct information from trusted adults, accepting the changes as normal, and joining Christian groups where such topics are discussed.

34. Write down the Bible verse Proverbs 22:24–25 and explain what it teaches about choosing friends. (2 marks)

Proverbs 22:24–25:
"Do not make friends with a hot-tempered person, do not associate with one easily angered, or you may learn their ways and get yourself ensnared." (1 mark)

The verse teaches that Christians should avoid befriending people who are always angry because they may copy their bad habits and get themselves into trouble. **(1 mark)**

35. State two ways in which the fruit of the Holy Spirit can promote good relationships among Christians. (2 marks)

1. **Patience** helps Christians to understand one another and avoid unnecessary quarrels. **(1 mark)**
2. **Love** helps Christians to care for one another and forgive when wronged. **(1 mark)**

36. Grace is a Grade 5 learner. An older boy in her neighbourhood has been asking her to be his girlfriend and sending her messages on the phone. (4 marks)

a) State two reasons why Grace should not accept this request. **(2 marks)**

1. She is too young to be in such a relationship and should focus on her studies and spiritual growth. **(1 mark)**
2. The Bible teaches Christians to flee from sexual immorality and keep their bodies pure as temples of the Holy Spirit, as taught in 1 Corinthians 6:18–19. **(1 mark)**

b) Explain two actions Grace should take to handle this situation as a Christian. **(2 marks)**

1. She should refuse the request firmly and tell the boy that she is not interested. **(1 mark)**
2. She should report the matter to her parents or a trusted teacher who can protect her and handle the situation properly. **(1 mark)**

CREATIVE ARTS & SPORTS

GRADE 6

MARKING SCHEME

SECTION A

QUESTION 1 — 4 MARKS

State four details included in the background information of a Kenyan folk dance.
(4 marks)

1. Name of the folk dance. **(1)**
2. Community of origin. **(1)**
3. Occasion when the dance was performed. **(1)**
4. Age and gender of the performers. **(1)**

Note: Background information helps the audience appreciate and understand the dance better. It includes the name of the dance, community of origin, occasion and age/gender of performers.

QUESTION 2 — 5 MARKS

Grade 6 learners at Furaha Primary School are preparing to play the **Kuutha hopping game** during games time.

a) List two materials needed to set up the game.
(2 marks)

1. Chalk, white powder or ash. **(1)**
2. A flat stone, piece of wood or broken piece of pot. **(1)**

b) Describe how the playing area is prepared.
(2 marks)

- Draw a rectangle on the ground using chalk, white powder or ash. **(1)**
- Divide it into 8 equal squares, with four squares on each side, and number them 1 to 8. **(1)**

c) Explain what happens when a player successfully completes all 8 sectors in Version 2.
(1 mark)

- The player wins one set and starts afresh from sector 1. The winner is the player who completes the most sets. **(1)**

QUESTION 3 — 4 MARKS

Study the mind map about the values of appreciation in Creative Arts.

Any four:

1. It is a way of expressing emotions and thoughts. **(1)**
2. It allows artists to gain new ideas through audience feedback. **(1)**
3. It promotes critical thinking. **(1)**
4. Appreciating artworks from other cultures leads to a peaceful society. **(1)**

Note: Other values given in the source include preserving culture and encouraging artists.

QUESTION 4 — 4 MARKS

During a swimming lesson at Mwamba Primary School, the teacher noticed some learners behaving unsafely at the pool.

a) State two unsafe behaviours learners may display at the swimming pool.
(2 marks)

1. Pushing each other into the water. **(1)**
2. Diving in the shallow end of the pool. **(1)**

b) For each behaviour stated above, explain why it is dangerous.
(2 marks)

1. Pushing others can cause the person to hit the pool edge or drown because they are not prepared. **(1)**
2. Diving in the shallow end can cause the swimmer to hit the pool floor, leading to serious head or neck injuries. **(1)**

QUESTION 5 — 2 MARKS

Name two places where clay for pottery can be obtained.

1. Riverbeds. **(1)**
2. Anthills. **(1)**

Other acceptable answers: Low-lying areas; swampy areas.

QUESTION 6 — 3 MARKS

Study the diagram showing the kick pattern used in Front crawl.

a) What is the name of the kick pattern shown?
(1 mark)

- The **6-beat kick cycle**. **(1)**

b) How many kicks does each leg make per single arm pull in this pattern?
(1 mark)

- Each leg makes **three down kicks** per single arm pull. **(1)**

c) Give one reason why this kick pattern is popular among swimmers.
(1 mark)

- It provides a natural rhythm, good balance and steady propulsion. **(1)**

QUESTION 7 — 3 MARKS

Study the picture showing a learner printing a pattern using a stencil.

a) Name the printing technique being used.
(1 mark)

- **Dabbing technique. (1)**

b) What tool is the learner using to apply paint?
(1 mark)

- **Sponge. (1)**

c) State one precaution the learner should take to ensure a clean print.
(1 mark)

- Hold the stencil firmly in place so that paint does not go underneath and cause smudging. **(1)**

Also acceptable: Use a small amount of paint; lift the stencil gently after printing.

QUESTION 8 — 3 MARKS

State the playing area for each of the following indigenous floor games.

a) Kuutha (1 mark)

- A rectangle divided into **8 equal squares**.

b) Ti Ti Runda (1 mark)

- A square divided into **4 × 4 squares (16 squares)**.

c) Sadam Sadam (1 mark)

- A circle divided into **4 quarters**.

QUESTION 9 — 2 MARKS

Give two reasons why indigenous Kenyan games are important for cultural preservation.

1. They help keep cultural traditions alive by passing them from one generation to the next. **(1)**
2. They allow learners to appreciate Kenya's diverse cultural heritage by experiencing games from different communities. **(1)**

QUESTION 10 — 4 MARKS

Study the diagram showing the breaststroke timing sequence in a circular flow chart. One position is blank.

a) Name the phase that correctly fills the blank position.
(1 mark)

- **Kick. (1)**

b) Explain what the swimmer does during the Glide phase.
(2 marks)

- The body is fully stretched out and streamlined, with the arms extended forward and legs straight and together. **(1)**
- The swimmer moves forward using momentum from the kick without arm or leg movement. **(1)**

c) State one reason why the timing sequence is important in breaststroke.
(1 mark)

- Correct timing makes the arm and leg actions work together, making the stroke smooth and efficient. **(1)**

QUESTION 11 — 3 MARKS

What is a school gallery?

a) A school gallery is a space within a school set aside to display artworks created by learners. **(1)**

b) An e-gallery is an online space where artworks are displayed digitally for people to view using digital devices. **(1)**

c) An e-gallery allows learners to view artworks from many different places without having to travel. **(1)**

Also acceptable: It can be accessed anytime using a digital device; it can display artworks from around the world.

QUESTION 12 — 6 MARKS

Study the two artworks displayed below. Artwork 1 is a mosaic picture made from coloured paper. Artwork 2 is a crayon etching drawing of wind instruments.

a) For each artwork, state the type of art and the materials used.
(4 marks)

Artwork 1

- Type of art: **Mosaic picture. (1)**
- Materials: Coloured paper pieces, adhesive and a support surface. **(1)**

Artwork 2

- Type of art: **Crayon etching drawing. (1)**
- Materials: Crayons, black ink/paint and a scratching tool. **(1)**

b) Write one constructive comment about each artwork.
(2 marks)

Artwork 1: The use of different coloured paper pieces creates an attractive pattern that brings the picture to life. **(1)**

Artwork 2: The cross-hatching texture on the wind instruments gives the drawing a realistic and detailed appearance. **(1)**

QUESTION 13 — 3 MARKS

State three safety measures learners should observe when playing indigenous animal games.

1. Play within designated or marked areas to avoid accidents. **(1)**
2. Follow the rules of the game and do not push or trip other players. **(1)**
3. Clear the playing area of stones, sticks or other objects that could cause injuries. **(1)**

QUESTION 14 — 4 MARKS

Study the three diagrams labelled P, Q and R showing the phases of the arm action in Front crawl.

a) Name each phase shown in diagrams P, Q and R.
(3 marks)

- **P — Recovery phase. (1)**

- **Q — Catch phase. (1)**
- **R — Pull phase. (1)**

b) Arrange the phases in the correct order from start to finish.
(1 mark)

- **Q → R → P**
  (Catch → Pull → Recovery) **(1)**

QUESTION 15 — 3 MARKS

Different Kenyan communities have their own drum ensembles.

a) Bul drums — Luo. (1)
b) Isukuti drums — Luhya. (1)
c) Mabumbumbu drums — Mijikenda. (1)

QUESTION 16 — 3 MARKS

Study the diagram showing the breathing action during breaststroke at three moments labelled 1, 2 and 3.

a) At which moment does the swimmer inhale?
(1 mark)

- **Moment 2. (1)**

b) At which moment does the swimmer exhale?
(1 mark)

- **Moment 3. (1)**

c) Explain why the swimmer should breathe in through the mouth and not the nose during breaststroke.
(1 mark)

- Breathing through the mouth allows the swimmer to take in more air quickly while the chin is above the water, whereas the nose is close to the water surface and may take in water. **(1)**

QUESTION 17 — 1 MARK

Explain why learners should not share the mouthpiece of a descant recorder.

- Sharing mouthpieces can spread communicable diseases because germs can pass from one person to another through saliva on the mouthpiece. **(1)**

QUESTION 18 — 4 MARKS

State four safety rules that should be observed while at the swimming pool.

1. Swim in an appropriate swimming costume. **(1)**
2. Do not dive in the shallow end of the pool. **(1)**
3. Do not push others into the water. **(1)**
4. Ensure a lifesaver is on standby. **(1)**

QUESTION 19 — 4 MARKS

Study the picture showing a folk dance performance.

a) Identify three participants visible in the picture.
(3 marks)

Any three:

1. Soloist. **(1)**
2. Singers. **(1)**
3. Instrumentalists. **(1)**
4. Dancers. **(1)**

b) State the role of the participant labelled M.
(1 mark)

- The participant labelled **M is an instrumentalist**. Their role is to play instruments and give signals for changes in movements and formations during the dance. **(1)**

SECTION B

QUESTION 20 — 2 MARKS

What is a pitch grid?

a) A pitch grid is a chart that shows the rise and fall of pitch in a song or melody. **(1)**

b) It helps the player see which notes go up and which go down before playing, so they can prepare their fingering in advance. **(1)**

QUESTION 21 — 2 MARKS

Explain the importance of demonstrating breaststroke movements on land before entering the pool.

1. It helps learners understand the correct movement pattern without the challenge of being in water. **(1)**
2. It builds confidence so that the learner feels prepared when entering the pool. **(1)**

QUESTION 22 — 3 MARKS

State three ways of storing prepared clay to keep it ready for later use.

1. Put it in a plastic container and cover it tightly. **(1)**
2. Place it in a shallow pit and cover it with thick leaves. **(1)**
3. Fold it tightly between banana fibre leaves. **(1)**

QUESTION 23 — 3 MARKS

After a puppet show, Grade 5 learners displayed their puppets for feedback.

State three aspects to consider when giving feedback on the puppets.

1. **How the puppet was made** – the materials and technique used. **(1)**
2. **How it is manipulated** – whether it can move, talk and sing properly. **(1)**

3. **How it appears** – whether its decoration and features are attractive. **(1)**

QUESTION 24 — 4 MARKS

Study the pictures showing three steps in making a bangle.

a) Arrange the pictures in the correct order of making a bangle.
(3 marks)

- **S → R → T (3)**

Where:

- **S** – Cutting the material into a hollow ring.
- **R** – Filing the edges to make them smooth.
- **T** – Decorating by wrapping with coloured thread.

b) Why is the step shown in picture R important?
(1 mark)

- Filing the edges makes the bangle smooth and safe to wear, preventing sharp edges from cutting or injuring the skin. **(1)**

QUESTION 25 — 5 MARKS

Grade 5 learners are making letter stencils for printing random repeat patterns.

a) List four materials and tools needed for making paper stencils.
(2 marks)

Any four:

1. Paper for making the stencil.
2. Blade.
3. Pencil.
4. Ruler.

Also acceptable: Paint, brush, sponge.

b) Describe three steps followed when making a paper stencil for a letter.
(3 marks)

1. Write the letter lightly on the paper. The letter should be large enough and in two-dimensional form. **(1)**
2. Create a bridge on the letter to hold the inner parts together. **(1)**
3. Cut along the outline to make the stencil. **(1)**

QUESTION 26 — 4 MARKS

Wekesa and Amina are both playing the descant recorder. Wekesa's music sounds smooth and pleasant while Amina's music sounds harsh and screeching.

a) Identify two techniques that Wekesa is applying better than Amina.
(2 marks)

1. Breath control. **(1)**
2. Tone quality. **(1)**

b) Give two pieces of advice to help Amina improve her playing.
(2 marks)

1. Amina should blow gently instead of blowing hard into the recorder. **(1)**
2. She should breathe deeply before each line and release the air slowly and steadily. **(1)**

QUESTION 27 — 3 MARKS

The diagrams show fingering positions for two notes on the descant recorder.

a) Name the note shown in Diagram 2.
(1 mark)

- **Note A. (1)**

b) State the difference in fingering between the two diagrams.
(1 mark)

- Diagram 2 (Note A) has one extra front hole covered — the second front hole is covered by the left middle finger, while Diagram 1 (Note B) leaves it open. **(1)**

c) Which of the two notes has a higher pitch? Give a reason.
(1 mark)

- **Note B** has a higher pitch because it has fewer holes covered. **(1)**

QUESTION 28 — 5 MARKS

Study the pictures showing four different folk dance formations.

a) Name the formation shown in each picture.
(4 marks)

- **Picture A:** Circular formation. **(1)**
- **Picture B:** Linear formation. **(1)**
- **Picture C:** Two parallel rows. **(1)**
- **Picture D:** Letter shape formation. **(1)**

b) Explain what is meant by the term "formations" in folk dances.
(1 mark)

- Formations are the arrangements and patterns that dancers create through their positioning while performing a folk dance. **(1)**

QUESTION 29 — 5 MARKS

List five items from the code of conduct that players should observe during sports.

1. Treat everyone fairly. **(1)**
2. Respect yourself, teammates, opponents and officials. **(1)**
3. Follow all rules to prevent injuries. **(1)**
4. Display sportsmanship behaviour. **(1)**
5. Wear appropriate sports attire. **(1)**

Also acceptable:

- Maintain a positive attitude.
- Appreciate your opponent.

QUESTION 30 — 4 MARKS

What is structure in music?

a) Structure describes the arrangement of different sections and elements such as verses and choruses to create a whole piece of music. It gives music a sense of order and shape. **(2)**

b) State two common musical structures.
(2 marks)

1. **AB structure. (1)**
2. **ABA structure. (1)**

QUESTION 31 — 2 MARKS

Explain what is meant by interpreting a work of art.

- Interpreting a work of art means studying what the artwork is about, how it was created and when it was done. **(2)**

DECEMBER ASSIGNMENT 2026

K.P.S.E.A

PRIMARY SCHOOL EDUCATION ASSESSMENT

GRADE 6 – ENGLISH COMPOSITION

Time: 40 Minutes
Total Marks: 20

MARKING SCHEME

COMPOSITION: STORY CONTINUATION

Opening:
"It was a cold Saturday morning when Brian woke up to a strange sound coming from the backyard…"

Area Assessed	Marks
Content and Relevance	5
Organization and Paragraphing	4
Grammar and Sentence Construction	4
Vocabulary and Expression	3
Spelling and Punctuation	2
Presentation and Handwriting	2
TOTAL	**20**

1. CONTENT AND RELEVANCE – 5 MARKS

Assess how effectively the learner continues the given story.

- **5 marks** – Very creative and interesting continuation. Develops the mystery of the key and locked store clearly, with relevant events, suspense, a climax and a satisfying ending.
- **4 marks** – Good and relevant continuation with well-developed events and an appropriate ending.
- **3 marks** – Reasonable continuation with some relevant events, but some ideas are not fully developed.
- **2 marks** – Limited continuation with few relevant ideas and weak development.
- **1 mark** – Very little relevant content; the story is poorly developed.
- **0 marks** – No meaningful response or completely irrelevant work.

Content should preferably include:

- Brian discovering or using the mysterious key.
- What he finds or experiences inside the store.
- A challenging, surprising or exciting event.
- Brian's reaction and/or actions.
- A logical climax.
- A clear and satisfying ending.

Note: Learners should **not be required to follow one particular storyline**. Accept any creative and logical continuation.

2. ORGANIZATION AND PARAGRAPHING – 4 MARKS

- **4 marks** – Excellent organization with a clear sequence of events, effective paragraphs, smooth transitions, a strong climax and a clear ending.
- **3 marks** – Generally well organized with a logical sequence and appropriate paragraphing.
- **2 marks** – Some organization, but ideas may jump or lack smooth progression.
- **1 mark** – Poorly organized; events are difficult to follow.

- **0 marks** – No meaningful organization.

3. GRAMMAR AND SENTENCE CONSTRUCTION – 4 MARKS

- **4 marks** – Correct grammatical structures and well-constructed sentences throughout.
- **3 marks** – A few grammatical errors which do not interfere with communication.
- **2 marks** – Several grammatical errors, but the story remains understandable.
- **1 mark** – Numerous errors which frequently interfere with meaning.
- **0 marks** – Language is largely incomprehensible.

4. VOCABULARY AND EXPRESSION – 3 MARKS

- **3 marks** – Uses varied, appropriate and vivid vocabulary. Creates suspense and interest through effective descriptions and expressions.
- **2 marks** – Uses appropriate vocabulary with some variety and interesting expressions.
- **1 mark** – Uses simple, repetitive or limited vocabulary.
- **0 marks** – Vocabulary is extremely limited or inappropriate.

5. SPELLING AND PUNCTUATION – 2 MARKS

- **2 marks** – Very good spelling and correct use of capital letters and punctuation marks, including full stops, commas, quotation marks and question marks where appropriate.
- **1 mark** – A few spelling and punctuation errors.
- **0 marks** – Frequent spelling and punctuation errors.

6. PRESENTATION AND HANDWRITING – 2 MARKS

- **2 marks** – Very neat, legible and well-presented work with clear paragraphs and appropriate spacing.
- **1 mark** – Generally legible but with some untidiness or poor spacing.
- **0 marks** – Very untidy or largely illegible.

GENERAL MARKING GUIDELINES

1. Award marks based on the **quality of the learner's own continuation**, not on whether it matches a model answer.
2. Accept **different creative endings** provided they are relevant and logically connected to the given opening.
3. The learner may make the story **mysterious, adventurous, frightening, humorous or surprising**, provided it remains appropriate for Grade 6.
4. Reward effective use of **dialogue, description, suspense and imagination**.
5. The learner should maintain **Brian as the main character**, unless a reasonable change is made as part of the story.
6. The mysterious **key and locked store** should preferably be developed rather than completely ignored.
7. Do not award full content marks simply because the learner has written 150–200 words.
8. A composition shorter than 150 words may still receive substantial marks if it is well developed.
9. A composition longer than 200 words should not automatically be penalized. Assess its quality, relevance and organization.
10. Minor grammatical, spelling or punctuation errors should not be excessively penalized where the meaning remains clear.
11. Reward a **clear climax and satisfying conclusion**.
12. Where the learner introduces unexpected events, reward them if they are **logical and relevant to the story**.
13. A response that merely repeats the given introduction without developing the story should receive low content marks.

14. A substantially irrelevant composition should receive low content marks even if the language is accurate.
15. The suggested continuation below is a **model answer only** and should not be treated as the only acceptable response.

SUGGESTED MODEL CONTINUATION

Brian slowly turned the key. **Click!** The old door opened with a loud creak. He pushed it gently and stepped inside. The room was dark and dusty. Suddenly, his torchlight fell on an old wooden box lying in the corner.

He walked closer and opened it. Inside were several old photographs, a diary and a small envelope. Before he could read the diary, he heard footsteps behind him.

Brian froze.

"Who is there?" he whispered.

There was no answer.

He quickly turned around and saw his grandfather standing at the doorway. Brian was frightened, but his grandfather smiled.

"So you finally found the key," he said.

Brian was surprised. His grandfather explained that the store contained memories and photographs belonging to their family. The key had been hidden many years ago.

Brian opened the diary and discovered the story of how his great-grandfather had helped build their home. He was fascinated by the discovery.

That evening, Brian showed everything to his parents. They were proud of him for discovering an important part of their family history.

From that day onwards, the old store was no longer forgotten.

PERFORMANCE BANDS

Score	Performance
17–20	Excellent
13–16	Very Good
9–12	Satisfactory
5–8	Below Average
1–4	Limited
0	No attempt / irrelevant response

FINAL SCORE

Content: _____ / 5

Organization: _____ / 4

Grammar: _____ / 4

Vocabulary: _____ / 3

Spelling & Punctuation: _____ / 2

Presentation: _____ / 2

TOTAL: _____ / 20 MARKS

ENGLISH — GRADE 6

MARKING SCHEME / MODEL ANSWERS

SECTION A — (32 MARKS)

1. Fair Trade Practices — (3 marks)

a) honesty / importance *(depending on the original options)* — **1 mark**

b) transparent / honest — **1 mark**

c) illegal / dishonest — **1 mark**

2. Keeping the School Clean — (3 marks)

a) collected — **1 mark**

b) planted — **1 mark**

c) praised — **1 mark**

3. Conversation between Juma and Mama Akinyi — (3 marks)

a) please — **1 mark**

b) fast / quickly — **1 mark**

c) up — **1 mark**

Model completed sentences:
"I need to buy some sugar and rice, **please**."
"These goods are selling **fast** today."
"We are back **up** because of the shortage in the market."

4. Waste Management — (3 marks)

a) is — **1 mark**

b) advice — **1 mark**

c) information / advice — **1 mark**

Note: The third blank is grammatically best completed with **information** or **advice**, depending on the original choices.

5. Kipchoge and Omondi — (3 marks)

a) chance / hope — **1 mark**

b) support — **1 mark**

c) best — **1 mark**

Model: “I have a **chance** this time...”
“I will **support** you.”
“I wish you all the **best**.”

6. Appointment Diary — (3 marks)

a) planned / scheduled — **1 mark**

b) date — **1 mark**

c) manage / organise — **1 mark**

7. Market Traders — (3 marks)

a) this — **1 mark**

b) at — **1 mark**

c) near — **1 mark**

Model: “Have you been here **this** morning?”
“I arrived **at** six o’clock.”
“My stall is just **near** the entrance.”

8. Reading Widely — (5 marks)

a) get — **1 mark**

b) suitable — **1 mark**

c) skim — **1 mark**

d) scan — **1 mark**

e) remember / retain — **1 mark**

9. Environmental Club — (3 marks)

a) isn’t it — **1 mark**

b) shouldn’t we — **1 mark**

c) has she — **1 mark**

10. Prepositions — (3 marks)

a) to — **1 mark**

b) before — **1 mark**

c) into — **1 mark**

SECTION B — (22 MARKS)

11. Sports Practice — (4 marks)

a) Any two correct words containing silent letters.
Accept, for example:

- **Wednesday** — silent **d**
- **whistle** — silent **h**
- **would** — if it appeared among the bold words

2 correct words × ½ mark = 1 mark

b) receive — 1 mark

Note: The word **receive** is not visible in the rewritten passage supplied. If the original bold word was different, award according to the actual word appearing in the original paper.

c) Wednesday — 1 mark

d) tomorrow — 1 mark

12. Sports Crossword — (4 marks)

a) A **crossword puzzle** — **1 mark**

b) An **official** is a person responsible for controlling or managing a sports event/match. — **1 mark**

c) They should **use technology/search online to find answers** when they are stuck. — **1 mark**

d) A **hoop** is the ring through which a basketball is thrown. — **1 mark**

13. Environmental Poem — (4 marks)

a) Pick it up and dispose of it properly in dustbins. — **1 mark**

b) cure — 1 mark

c) Any two:

- Asthma
- Bilharzia
- Typhoid
- Diarrhoea

2 × 1 = 2 marks

14. Athletics Passage — (4 marks)

a) Metaphor — 1 mark

b) It tells us that the spectators were **very cheerful/happy/excited**. — **1 mark**

c) It means **one should think carefully before taking action or making a decision**. — **1 mark**

d) It shows that the teammates were **sharing/helpful/cooperative**. — **1 mark**

15. Ahadi and the Missing Cards

a) Interrogatives — (6 marks)

The questions/interrogatives occur in the following order:

1. **Why is she taking too long?**
2. **Where are all the cards?**
3. **When did they vanish?**
4. **Where could they be?**
5. **Where are the cards?**
6. **Who could have taken them and why?**
7. **Have you seen my cards, Mother?**
8. **Where did you keep them the last time you had them?**

Award 1 mark for each correctly identified interrogative, up to 6 marks.

Important: Although the question asks for "all the interrogatives," there are **8** in the passage. Since the question is allocated **6 marks**, cap the score at **6 marks**.

b) Question using "who" — (1 mark)

Who could have taken them and why? — 1 mark

c) Mother's question — (2 marks)

Question: *Where did you keep them the last time you had them?* — **1 mark**

Interrogative: *Where* — **1 mark**

d) Order of events — (1 mark)

Ahadi asked her brother Karisa first. — 1 mark

SECTION C — (33 MARKS)

16. Reading Fluency — (5 marks)

a) Two strategies — (2 marks)

Any two:

- Reading aloud regularly.
- Repeated reading of passages.
- Practising pronunciation.
- Reading at an appropriate speed.
- Listening to fluent readers and imitating them.

- Reading different types of texts.

2 × 1 = 2 marks

b) Importance of varying the voice — (2 marks)

Award:

- It helps to **express meaning and emotions**. — **1 mark**
- It makes reading **interesting and easier for listeners to understand/follow**. — **1 mark**

c) Text type — (1 mark)

Accept any appropriate farm-related text, for example:

- Story
- Poem
- Farm report
- Farming article
- Dialogue

1 mark

17. Quantifiers — (7 marks)

a) Correct the sentences — (3 marks)

i. There are **many computers** in the school lab. — **1 mark**

ii. She did not receive **any emails** from her teacher. — **1 mark**

iii. Do we have **much water** in the flask? — **1 mark**

b) Four-sentence paragraph — (4 marks)

Award **1 mark for each correctly used quantifier**, provided the paragraph has four meaningful sentences.

Model answer:

There are **many** learners who use the internet in our school.
We have **some** computers in the computer laboratory.
We do not have **much** time to browse during lessons.
Do we have **any** internet access after classes?

some — 1 mark
any — 1 mark
many — 1 mark
much — 1 mark

18. Filling in Forms — (4 marks)

a) Two differences — (2 marks)

Any two:

1. A handwritten form is completed using **pen/pencil**, while a digital form is completed using a **computer, tablet or phone**. — **1 mark**
2. A digital form can be **edited easily before submission**, while correcting a handwritten form may require crossing out or rewriting information. — **1 mark**

b) Two things to check — (2 marks)

Any two:

- Check that all required sections are completed.
- Check spelling and accuracy of personal details.
- Check dates and numbers.
- Check that the correct information has been entered.
- Check that attachments are included where required.

2 × 1 = 2 marks

19. Abbreviations, Acronyms and Ordinal Numerals — (7 marks)

a) Full forms — (4 marks)

i. SMS — Short Message Service — 1 mark

ii. Dr. — Doctor — 1 mark

iii. KNH — Kenyatta National Hospital — 1 mark

iv. ASAP — As Soon As Possible — 1 mark

b) Ordinal numerals — (3 marks)

i. 1 — 1st — 1 mark

ii. 3 — 3rd — 1 mark

iii. 21 — 21st — 1 mark

20. Spelling — (6 marks)

a) Correct spellings — (4 marks)

i. succes → success — 1 mark

ii. posible → possible — 1 mark

iii. conect → connect — 1 mark

iv. ofice → office — 1 mark

b) Importance of correct spelling — (2 marks)

Award:

- Correct spelling makes financial information **clear and easy to understand**. — **1 mark**
- It prevents **misunderstanding/errors in money records and transactions**. — **1 mark**

21. Articles — (4 marks)

a) "An orphan" and "a widow" — (2 marks)

An is used before a word beginning with a **vowel sound**, while **a** is used before a word beginning with a **consonant sound**.

- **an orphan** — "orphan" begins with a vowel sound. — **1 mark**
- **a widow** — "widow" begins with a consonant sound. — **1 mark**

b) Sentences — (2 marks)

Accept any two grammatically correct sentences.

Model:

1. We visited ***a*** relative during the family visit. — **1 mark**
2. ***The*** family enjoyed lunch together. — **1 mark**

SECTION D — (22 MARKS)

22. Poem Recitation — (4 marks)

a) — (1 mark)

Lena **moved her hands as if she were holding a broom**. — **1 mark**

b) — (2 marks)

Any two:

- Lena spoke loudly enough for everyone to hear. — **1 mark**
- She used appropriate actions/gestures. — **1 mark**
- She smiled while reciting.
- She did not hesitate or repeat herself.

c) — (1 mark)

Alive means **lively, interesting or full of energy**. — **1 mark**

23. Visit to the Bank — (4 marks)

a) — (1 mark)

Many people come to the bank **to deposit money into their savings accounts**. — **1 mark**

b) — (1 mark)

Deposited means **put money into a bank account**. — **1 mark**

c) — (1 mark)

Mona decided to **open her own savings account one day**. — **1 mark**

d) — (1 mark)

Accept:

A Visit to the Bank — 1 mark

24. Environmental Conservation Club — (5 marks)

a) — (1 mark)

The environment was described as **"as black as soot" because of pollution caused by charcoal burning and factory smoke**. — **1 mark**

b) — (1 mark)

"Like tortoises" means that some people **take action very slowly**. — **1 mark**

c) — (2 marks)

Proverb: *Prevention is better than cure.* — **1 mark**

Meaning: It is better to **prevent a problem from happening than to deal with it after it has occurred**. — **1 mark**

d) — (1 mark)

Simile — 1 mark

25. Tendo's Online Research — (4 marks)

a) — (1 mark)

The teacher asked the class to **carry out simple online research on their favourite games**. — **1 mark**

b) — (1 mark)

Consistent means **regular, continuous or doing something repeatedly without stopping**. — **1 mark**

c) — (2 marks)

Any two:

- **High jump — 1 mark**
- **Long jump — 1 mark**

26. Zawadi and Online Business — (5 marks)

a) — (1 mark)

Her older brother **showed her how to browse websites and blogs related to business and trade**. — **1 mark**

b) — (1 mark)

Consistent means **regular or continuous**. — **1 mark**

c) — (1 mark)

Transparent means **open, honest and clear about information such as prices, delivery times and quality of goods**. — **1 mark**

d) — (1 mark)

She recorded:

- The **name of the blog**
- The **main ideas she had learnt**
- **Five new words**

Any one correctly identified item — **1 mark**

e) — (1 mark)

A good trader should be honest, consistent and always put the customer first. — 1 mark

GRADE 6 FRENCH
MARKING SCHEME

TASK 1: LES SALUTATIONS

1. **B – Bonjour**
2. **C – Bonsoir**
3. **A – Au revoir**
4. **B – Merci**
5. **A – À bientôt**

TASK 2: LES NOMBRES

6. **six**
7. **neuf**
8. **douze**
9. **quinze**
10. **vingt**

TASK 3: LES JOURS DE LA SEMAINE

11. **mardi**
12. **jeudi**
13. **lundi**
14. **dimanche**
15. **mercredi**

TASK 4: LES MOIS

16. **mars**
17. **juillet**
18. **novembre**
19. **avril**
20. **novembre**

TASK 5: COMPRÉHENSION ÉCRITE

21. **Elle s'appelle Amina.**
22. **Elle a onze ans.**
23. **Elle habite à Kisumu.**
24. **Il y a cinq personnes.**
25. **Sa mère est infirmière.**

TASK 6: LA GRAMMAIRE

26. **suis**
27. **as**
28. **a**
29. **sommes**
30. **sont**
31. **un**
32. **une**
33. **des**
34. **un**
35. **une**

TASK 7: PRÉSENTATION

36. **Je m'appelle Jean.**
    Accept any correct personal response.

37. **J'ai onze ans.**
    Accept any correct personal response.
38. **J'habite à Nairobi.**
    Accept any correct personal response.
39. **Ma couleur préférée est le bleu.**
    Accept any correct colour.
40. **Ma matière préférée est le français.**
    Accept any appropriate school subject.

TASK 8: MA JOURNÉE

Sample correct answers:

1. **Je me réveille à six heures.**
2. **Je me lève à six heures et demie.**
3. **Je prends le petit déjeuner.**
4. **Je vais à l'école à sept heures.**
5. **Je rentre à la maison à quatre heures.**

Total: 50 marks

GERMAN MARKING SCHEME

SECTION A: WORTSCHATZ – VOCABULARY

10 MARKS

QUESTION 1 – Matching

(5 marks)

1. **B**
2. **C**
3. **A**
4. **E**
5. **D**

QUESTION 2 – Completion

(5 marks)

a) **Guten Morgen**
b) **Apfel**
c) **Lehrer**
d) **Montag**
e) **danke**

SECTION B: BEGRÜSSUNGEN UND VORSTELLUNG

10 MARKS

QUESTION 3

(5 marks)

a) **Ich heiße Anna.**
Accept any correct name.

b) **Ich bin elf Jahre alt.**
Accept any grammatically correct age.

c) **Ich wohne in Nairobi.**
Accept any correct place.

d) **Mir geht es gut.**

e) **Mein Lieblingsfach ist Deutsch.**
Accept any suitable school subject.

QUESTION 4

(5 marks)

A: Guten Morgen!

B: **Guten Morgen!**

A: Wie heißt du?

B: **Ich heiße Anna.**
Accept any correct name.

A: Wie geht es dir?

B: **Mir geht es gut.**

A: Danke!

B: **Bitte!**

A: Auf Wiedersehen!

B: **Auf Wiedersehen!**

SECTION C: FAMILIE UND ZU HAUSE

10 MARKS

QUESTION 5

(10 marks)

a) **Anna.**

b) **Sie ist elf Jahre alt.**

c) **Sie wohnt in Nairobi.**

d) **Maria.**

e) **Paul.**

f) **Ja, sie hat einen Bruder.**

g) **Peter.**

h) **Sie wohnen in einem großen Haus.**

i) **Das Haus ist groß.**

j) **Sie liebt ihre Familie.**

SECTION D: SCHULE UND KLASSENZIMMER

10 MARKS

QUESTION 6

(5 marks)

a) **Schule**

b) **Lehrer**

c) **Stift**

d) **Buch**

e) **Tisch**

QUESTION 7

(5 marks)

a) Pen – **Stift**

b) Book – **Buch**

c) Teacher – **Lehrer**

d) School – **Schule**

e) Table – **Tisch**

SECTION E: ZAHLEN, TAGE UND ZEIT

10 MARKS

QUESTION 8

(5 marks)

a) 3 – **drei**

b) 7 – **sieben**

c) 10 – **zehn**

d) 12 – **zwölf**

e) 20 – **zwanzig**

QUESTION 9

(5 marks)

a) Monday – **Montag**

b) Tuesday – **Dienstag**

c) Friday – **Freitag**

d) Es ist sieben Uhr. – **7:00 / sieben Uhr**

e) Es ist zwölf Uhr. – **12:00 / zwölf Uhr**

HRE MARKING SCHEME

1. Buddhism/Jainism
2. Paramatma is the provider and sustainer of all creation
3. Elephant
4. Plants provide food and oxygen to human beings while human beings take care of the plants
5. Kalpasutra
6. Hanuman – Sewa
7. Mahabharat / Bhagwath Gita
8. To enhance concentration; to have calm mind; for relaxation
9. Derasar

10. ੧ਓ Satnam karta
    purakh
    ਜੰ Namo ari
    hantanam

1. Friendship/compassion/kindness
2. Respect all creatures
3. Compassion/care/love/kindness/pranidaya
4. Dharam ki kirat
5. Status does not matter for friends/loyalty/love
6. Generosity
7. Praying, chanting and meditating.
8. Conserving the environment
9. To socialise/strengthen unity
10. Mahashivratri -
    Sanatan Paryushan
    Purav - Jain
    Vaisakhi - Sikh
    Bhuddhist -
    Buddhist
11. Langar/prayer (akhand path)/prasad/sewa

12. Padmasana/Sukhasana
    Improves posture/enhances breathing technique/mental peace/improves concentration of the mind.

23. i. 

    The teacher to ensure that the learner
2. prints the correct image of the Narsimha.

1 In the presentation, the learners to briefly talk about the circumstances that led Narsimha to break through the pillar, and rescue Prahlad.

2 Talk about the importance of this Avatar of Lord Vishnu.

Talk about the reason why Lord Vishnu had to appear in this avatar.

Checklist to assess the image and presentation of Narsimha.

Tick to indicate the learner's demonstration of the stated attributes accordingly.

No.	Criteria	Very satisfied	Satisfied	Not satisfied.
.	The image printed			
.	Presentation			
i.	Mastery of content			
.				
Learner's Performance level				

IRE MARKING GUIDE

10. Surah Al- Asr
11. Surah Al- Humaza
12. Malik
13. The Day of Judgement will be a difficult Day/ people will enter jannah or hell according to their deeds/ the hell fire will be blazing hot
14. Belief in Allah / performing good deeds / encouraging others to perform good deeds/ encouraging others to be patient
15. actions
16. Group A (trousers, tshirt, silver, ring)
17. Earning rewards from Allah/ they will be considered to have performed an act of charity
18. Doing household chores / studying / visiting relatives / (any other appropriate response is acceptable)
19. Belief in angels
20. Performing swalah / forgiving others / seeking forgiveness from Allah / controlling anger / (any other appropriate response is acceptable)
21. Tawakkul
22. He returns the pen to Fatma / he promises never to repeat / he repents sincerely
23. Being patient / controlling one's feelings / resisting temptations / forgiving others / exercising good leadership (any other appropriate response is acceptable)
24. Flash card 1- (breaking wind, fainting)
25. Baadiyah
26. 11 rakaats / 23 rakaats
27. Advising them on evils of gambling / reporting them to the authorities- teachers, parents / advising them to use their time on useful activities (any other appropriate response is acceptable)
28. a trader who is unable to pay his debts
29. Abeid- slaughtered a hen using a sharp knife
30. men and women were seated together
31. Group C- soda, juice, bread
32. Right to; be greeted / be respected (any other appropriate response is acceptable)
33. (ii), (iii), (i) Prophet's marriage to Lady Khadija, Call to prophethood, Al- Isra wal Miraj
34. Because of the hardships in Makka
35. Unity/ responsibility / love
36. Each learner will be expected to demonstrate how to remove najasah from a cup that has been licked by a dog. The teacher will provide each learner with a cup, sand and water. Each learner will clean their cup while observing the correct procedure. The teacher will observe each learner and assess them using the observation schedule provided. Each learner will be allocated **10 minutes** for the task.

INSHA — ALAMA 20

INSHA YA KUMALIZIA KWA MANENO

Mwongozo wa ugawaji wa alama

Kipengele	Alama
Maudhui na mwendelezo wa hadithi	6
Mpangilio wa mawazo na aya	4
Matumizi ya lugha na msamiati	4
Sarufi, tahajia na uakifishaji	3
Ubunifu na mwisho wenye mantiki	3
JUMLA	**20**

Maelekezo ya kusahihisha

Maudhui — 6 alama

- Hadithi iendeleze mwanzo uliopewa.
- Matukio yaende kwa mtiririko unaoeleweka.
- Ieleze yaliyotokea kuhusu pochi.
- Iwe na hitimisho linaloeleweka.

Mpangilio — 4 alama

- Aya zimetumiwa ipasavyo.
- Mawazo yamepangwa vizuri.
- Kuna mwanzo, kati na mwisho.

Lugha — 4 alama

- Msamiati unaofaa.
- Lugha ya Kiswahili fasaha.
- Sentensi zilizoundwa vizuri.

Sarufi — 3 alama

- Upatanisho wa kisarufi.
- Tahajia sahihi.
- Alama za uakifishaji.

Ubunifu — 3 alama

- Hadithi ina ubunifu.
- Maelezo yanavutia.
- Mwisho una mantiki na unakamilisha hadithi.

Kiwango cha utendaji

Alama	Kiwango
17–20	EE — Amefanya vizuri zaidi ya matarajio
13–16	ME — Ametimiza matarajio
9–12	AE — Anakaribia matarajio

Alama **Kiwango**

1–8 BE — Bado hajafikia matarajio

GRADE 6 KISWAHILI EXAMINATION

MWONGOZO WA KUSAHIHISHA — 2026

SECTION A — ALAMA 50

ZOEZI 1: UFAHAMU — ALAMA 10

Majibu

a) Elimu humpa mtu maarifa na ujuzi wa kukabiliana na changamoto za maisha.
(2 alama)

b)

- Kuwahimiza watoto kusoma.
- Kuhakikisha watoto wanapata mahitaji muhimu ya shule.
  (2 alama)

c)

- Kuhudhuria masomo kwa ukawaida.
- Kufanya kazi za nyumbani.
- Kusoma vitabu mbalimbali.
- Kushirikiana na wenzake.
- Kuwa na nidhamu shuleni.

Hoja zozote mbili × 1 = 2 alama

d) Elimu humsaidia mtu kupata kazi na kujitegemea katika maisha.
(2 alama)

e)

- **Umuhimu wa Elimu**
  AU
- **Elimu katika Maisha**
  (2 alama)

ZOEZI 2: SARUFI — ALAMA 40

a) Nomino za ngeli — alama 5

i. A-WA — **mtoto / mwalimu / mwanafunzi**
ii. KI-VI — **kitabu / kiti / kikapu**
iii. LI-YA — **jicho / jiwe / tunda**
iv. U-I — **uzi / ukuta / uso**
v. I-ZI — **nyumba / kalamu / meza**

Kila jibu sahihi = 1 alama

b) Wingi — alama 5

i. mtoto — **watoto**
ii. kikapu — **vikapu**
iii. jani — **majani**
iv. mti — **miti**
v. jicho — **macho**

Kila jibu sahihi = 1 alama

c) Kinyume — alama 5

i. refu — **fupi**
ii. safi — **chafu**
iii. furaha — **huzuni**
iv. kuingia — **kutoka**
v. mchana — **usiku**

Kila jibu sahihi = 1 alama

d) Kutumia maneno katika sentensi — alama 5

Majibu hutegemea sentensi za mwanafunzi.

i. **bora** — Juma ni mwanafunzi bora.
ii. **panda** — Mkulima alipanda mahindi shambani.
iii. **kaa** — Tafadhali kaa kwenye kiti.
iv. **fanya** — Amina anafanya kazi yake.
v. **chuma** — Mama alichuma maua bustanini.

Kila sentensi sahihi na yenye maana = 1 alama

e) Wakati uliopita — alama 5

i. Asha **alisoma** kitabu.
ii. Wanafunzi **walicheza** uwanjani.
iii. Baba **alilima** shambani.
iv. Mama **alipika** chakula.
v. Juma **alienda** shuleni.

Kila jibu sahihi = 1 alama

f) Ukanushaji — alama 5

i. Mtoto **hakuli** chakula.
ii. Wanafunzi **hawasomi** darasani.
iii. Amina **hakufika** mapema.
iv. Baba **hatakwenda** sokoni.
v. Juma **hajaandika** kazi yake.

Kila jibu sahihi = 1 alama

g) Viwakilishi — alama 5

i. **Yeye** ni mwanafunzi mzuri.
ii. **Sisi** tunakwenda shuleni.
iii. **Wao** wamefika mapema.
iv. **Yeye** nilimwona sokoni.
v. **Ninyi** mnapenda kusoma.

Kila jibu sahihi = 1 alama

h) Aina za maneno — alama 5

i. mwerevu — **Kivumishi**
ii. anakimbia — **Kitenzi**
iii. matunda — **Nomino**
iv. jana — **Kielezi**
v. Yeye — **Kiwakilishi**

Kila jibu sahihi = 1 alama

ZOEZI 3:— ALAMA 10

Majibu yanayotarajiwa:

1. **mapema**
2. **shuleni**
3. **kusoma**
4. **maisha**
5. **nidhamu**
6. **huheshimu**
7. **nyumbani**
8. **nyumbani**
9. **kusoma**
10. **bidii**

Kila jibu sahihi = 1 alama

Jumla = 10 alama

Tanbihi: Kwa nafasi ambazo zinaweza kujazwa kwa neno lingine sahihi kisarufi na kimuktadha, kubali jibu mbadala linaloleta maana sahihi.

ZOEZI 4: UFAHAMU 2 — ALAMA 10

Majibu

a)

- Kutafuta habari.
- Kusoma vitabu.
- Kujifunza mambo mbalimbali.

Hoja zozote mbili × 1 = 2 alama

b)

- Jina kamili.
- Anwani ya nyumbani.
- Nambari ya simu.
- Nenosiri.

Hoja zozote mbili × 1 = 2 alama

c) Kwa sababu tovuti zisizojulikana zinaweza kuwa na hatari au taarifa zisizo salama.
(2 alama)

d) Anapaswa kumjulisha mzazi, mwalimu au mlezi.
(2 alama)

e)

- **Usalama Mtandaoni**
  AU
- **Jinsi ya Kutumia Mtandao kwa Usalama**
  (2 alama)

ZOEZI 5: SHAIRI — ALAMA 10

Majibu

a) Shairi linahusu **umuhimu wa elimu na kusoma kwa bidii**.
(2 alama)

b) Elimu inafananishwa na **taa ya maisha**.
(1 alama)

c) Mwalimu hutufundisha **kwa upendo na hekima**.
(2 alama)

d) Vitabu vinaitwa marafiki kwa sababu **hutupatia maarifa na kutusaidia kujifunza**.
(2 alama)

e) Mafunzo mawili:

- Tuisome elimu kwa bidii.
- Tuwaheshimu na kuwasikiliza walimu.
- Tusome vitabu kila siku.
- Tuthamini maarifa.

Hoja zozote mbili × 1 = 2 alama

f) Mstari unaofaa:

“Tuisome kwa bidii.”
AU
“Tusome kila siku.”

GRADE 6 – MATHEMATICS ACTIVITY
MARKING SCHEME

SECTION A: ANSWERS AND MARKING CRITERIA

1. Write the number in figures

Answer: 35,106

- Correct writing of digits – **1 mark**

2. Find the difference between the largest and smallest numbers

- Largest number = **965,321**
- Smallest number = **123,569**

$$965{,}321 - 123{,}569 = 841{,}752$$

Mark allocation:

- Correct identification of largest and smallest numbers – **1 mark**
- Correct subtraction – **1 mark**

Total: 2 marks

3. Find the square root

$$\sqrt{1296} = 36$$

Answer: 36 cabbages

Mark allocation:

- Correct method/workout – **1 mark**
- Correct answer – **1 mark**

Total: 2 marks

4. Calculate the number of oranges

$$245 \times 16 = 3{,}920$$

Answer: 3,920 oranges

Mark allocation:

- Correct multiplication method – **1 mark**
- Correct product – **1 mark**

Total: 2 marks

5. Estimate the number of tree seedlings

Round off:

$$3918 \approx 3920$$

$$23 \approx 20$$

Therefore,

$$3920 \div 20 = 196$$

Answer: 196 tree seedlings

Mark allocation:

- Correct rounding off of both numbers – **1 mark**
- Correct quotient – **1 mark**

Total: 2 marks

6. Find the remaining fraction of sugarcane

Working:

$$\frac{5}{6} - \frac{2}{3}$$

Convert $\frac{2}{3}$ to sixths:

$$\frac{2}{3} = \frac{4}{6}$$

Therefore:

$$\frac{5}{6} - \frac{4}{6} = \frac{1}{6}$$

Answer: $\boxed{\frac{1}{6}}$

Mark allocation:

- Proper LCM/subtraction step – **1 mark**
- Correct simplified fraction – **1 mark**

Total: 2 marks

7. Express the fraction as a percentage

$$\frac{3}{24} \times 100\% = 12.5\%$$

Note: The original expression was corrupted in formatting. If the intended fraction is different, the answer should be adjusted to match the original question.

Mark allocation:

- Correct working – **1 mark**
- Correct percentage – **1 mark**

Total: 2 marks

8. Round off 31.589 to 2 decimal places

$$31.589 \approx \boxed{31.59}$$

Answer: 31.59 seconds

- Correctly rounded value – **1 mark**

9. Add the following masses

$$25.148 + 6.7905 = 31.9385$$

Answer: 31.9385 kg

Mark allocation:

- Correct alignment of decimals and addition – **1 mark**
- Correct total – **1 mark**

Total: 2 marks

10. Divide the length

$$213 \text{ cm } 5 \text{ mm} \div 5$$

Convert to millimetres:

$$2135 \text{ mm} \div 5 = 427 \text{ mm}$$

$$427 \text{ mm} = 42 \text{ cm } 7 \text{ mm}$$

Answer: 42 cm 7 mm

Accept:

- **427 mm**
- **42.7 cm**

Mark allocation:

- Correct division method – **1 mark**
- Correct value with units – **1 mark**

Total: 2 marks

11. Convert and add the measurements

$$26 \text{ cm} = 260 \text{ mm}$$

$$260 \text{ mm} + 9 \text{ mm} = 269 \text{ mm}$$

Answer: 269 mm

- Correct conversion and addition – **1 mark**

12. Calculate the total distance travelled

Distance to grandmother:

$$5 \text{ km } 850 \text{ m}$$

Distance to shopping centre and back:

$$9\text{ km }632\text{ m} \times 2 = 19\text{ km }264\text{ m}$$

Total distance:

$$5\text{ km }850\text{ m} + 19\text{ km }264\text{ m} = 25\text{ km }114\text{ m}$$

Answer: 25 km 114 m

Accept: **25,114 m**
Mark allocation:

- Correct calculation of return trip from shopping centre – **1 mark**
- Correct total sum – **1 mark**

Total: 2 marks

13. Read and draw the time on the clock

Start time: 10:45

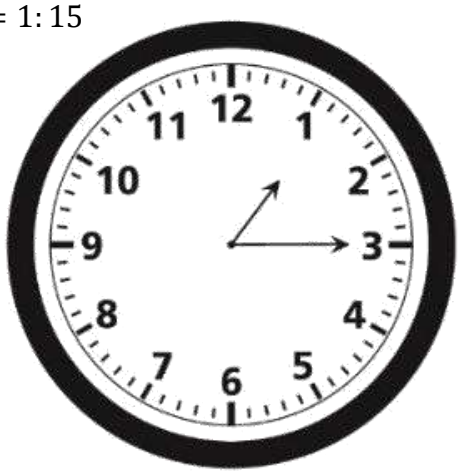
Add 2 hours 30 minutes:

$$10{:}45 + 2\text{ hours }30\text{ minutes} = 1{:}15$$

Answer: 1:15 p.m.

Clock drawing:

- Hour hand pointing slightly past **1**
- Minute hand pointing directly at **3**



Mark allocation:

- Correct drawing of the hour hand – **1 mark**
- Correct drawing of the minute hand – **1 mark**

Total: 2 marks

14. Calculate the total expenditure and balance

Item	Calculation	Cost
2 loaves of bread	2 × 60	Sh 120
1 kg of sugar	1 × 160	Sh 160
3 kg of rice	3 × 200	Sh 600
2 packets of tea leaves	2 × 50	Sh 100

Total expenditure:

$$120 + 160 + 600 + 100 = 980$$

Balance:

$$1000 - 980 = 20$$

Answer: Sh 20

Mark allocation:

- Calculation of total cost – **1 mark**
- Subtraction for balance – **1 mark**

Total: 2 marks

15. Find the capacity of the container in litres

$$V = l \times w \times h$$

$$V = 50 \times 60 \times 80$$

$$V = 240{,}000 \text{ cm}^3$$

Since:

$$1{,}000 \text{ cm}^3 = 1 \text{ litre}$$

Therefore:

$$240{,}000 \div 1{,}000 = 240$$

Answer: 240 litres

Mark allocation:

- Correct volume formula/workout – **1 mark**
- Correct conversion to litres – **1 mark**

Total: 2 marks

16. Convert tonnes into kilograms

$$1 \text{ tonne} = 1{,}000 \text{ kg}$$

$$4 \times 1{,}000 = 4{,}000 \text{ kg}$$

Answer: 4,000 kg

- Correct conversion – **1 mark**

17. Calculate the number of trips

(a)

$$29 \times 80 = 2{,}320 \text{ kg}$$

Answer: 2,320 kg

- Correct multiplication – **1 mark**

(b)

$$4{,}000 \div 80 = 50$$

Answer: 50 trips

- Correct division – **1 mark**

Total: 2 marks

18. Identify the types of timber

Answer: Timber A and Timber C

- Correct identification – **1 mark**

19. Measure angle X

$$X = 90°$$

Acceptable range:

$$88° - 92°$$

- Measurement accuracy – **1 mark**

20. Name the 3-D shape

Answer: Cube

- Correct 3-D shape name – **1 mark**

21. Complete the tally table

Type of Animal	Tally Marks	Number of Animals
Camels	𝍸 |	**6**
Cows	𝍸 𝍸	**10**
Sheep	𝍸 𝍸 𝍸 ||	**17**
Goats	𝍸 𝍸 ||	**12**

Mark allocation:

- Completing all tally marks correctly – **1 mark**
- Completing all numbers correctly – **1 mark**

Total: 2 marks

22. Form an algebraic equation

Answer:

$$p - 72 = 48$$

or

$$p = 72 + 48$$

- Correct algebraic equation – **1 mark**

23. Find the difference between the number of learners

- Handball = **13 learners**
- Netball = **8 learners**

$$13 - 8 = 5$$

Answer: 5 learners

Mark allocation:

- Reading the graph/counting the piles correctly – **1 mark**
- Correct difference – **1 mark**

Total: 2 marks

24. Find the area of the triangle

Measured dimensions:

- Base = **15 cm**
- Height = **10 cm**

Formula:

$$A = \frac{1}{2} \times \text{base} \times \text{height}$$

$$A = \frac{1}{2} \times 15 \times 10$$

$$A = 75 \text{ cm}^2$$

Answer: 75 cm²

Mark allocation:

- Correct formula/application – **1 mark**
- Correct answer with units – **1 mark**

Total: 2 marks

MARKING

SCIENCE & TECHNOLOGY — GRADE 6

SECTION A — 38 MARKS

QUESTION 1 — 3 MARKS

(a) Describe what the worker labelled ① is doing. (1 mark)

Answer: Worker ① is pushing the heavy box from behind. **(1)**

(b) Describe what the worker labelled ② is doing. (1 mark)

Answer: Worker ② is pulling the heavy box using a rope from the front. **(1)**

(c) State the type of force being applied by both workers. (1 mark)

Answer: Both workers are applying force through pushing or pulling. **(1)**

Teacher's Note:
Worker ① stands behind the box and moves it forward — this is **pushing**. Worker ② stands in front and uses a rope to move the box towards himself — this is **pulling**. Both pushing and pulling are types of force.

QUESTION 2 — 3 MARKS

(a) Explain how friction is applied in picture ①. (1 mark)

Answer: Friction between the chalk and the board rubs off tiny chalk particles, leaving marks on the board. **(1)**

(b) Explain how friction helps the person in picture ③. (1 mark)

Answer: Friction between the person's shoes and the road surface prevents slipping, allowing the person to walk safely. **(1)**

(c) Explain how friction is applied in picture ④. (1 mark)

Answer: Friction between the knife blade and the sharpening stone wears away tiny bits of metal from the edge, making the knife sharp. **(1)**

Teacher's Note:
Friction is used in many daily activities:

- **Writing:** Chalk particles rub off onto the board.
- **Walking:** Shoes grip the ground to prevent slipping.
- **Sharpening:** The blade is rubbed against a stone to make it thinner and sharper.
- **Braking:** Brake pads press against wheels to stop them.
- **Skating:** Wheels grip the tarmac surface.

QUESTION 3 — 5 MARKS

(a) Name the parts of the scissors labelled P, Q and R. (3 marks)

- **P — Handles** (where effort is applied). **(1)**

- **Q — Rivet** (fulcrum/pivot point). **(1)**
- **R — Paper being cut** (load). **(1)**

(b) Explain why the pair of scissors is considered a lever. (2 marks)

Answer: A pair of scissors is a lever because it has a rigid bar, a fixed pivot point (rivet), effort applied at the handles, and a load represented by the material being cut. **(2)**

Teacher's Note:
A pair of scissors is a **first-class lever** because the fulcrum (rivet) is positioned between the effort (handles) and the load (paper). Scissors make cutting easier by concentrating force onto a small cutting edge.

QUESTION 4 — 2 MARKS

Give two examples of activities in daily life where force is applied.

1. Pushing a loaded wheelbarrow. **(1)**
2. A donkey pulling a loaded cart. **(1)**

Accept any two correct examples involving pushing or pulling, such as:

- Kicking a ball.
- Pushing a stuck vehicle.
- Oxen pulling a plough.
- Pushing a bicycle.

Teacher's Note:
Any activity that involves **pushing or pulling** is an example of force being applied.

QUESTION 5 — 5 MARKS

(a) State what happened to the bottle top in Picture 1. (1 mark)

Answer: The bottle top floated on the surface of the water. **(1)**

(b) State what happened to the bottle top in Picture 2. (1 mark)

Answer: The bottle top sank to the bottom of the water. **(1)**

(c) Identify the factor that caused the difference between Picture 1 and Picture 2. (1 mark)

Answer: The shape of the bottle top. **(1)**

(d) Explain your answer in (c) above. (2 marks)

Answer: In Picture 1, the flat shape allowed the bottle top to spread across the water surface and float. In Picture 2, crushing changed its shape to a compact ball that could not spread on the surface, so it sank. The material and weight remained the same; only the shape changed. **(2)**

Teacher's Note:
The bottle top in both pictures is the same piece of metal, with the same weight and material. The only thing that changed was its **shape**. This same idea helps explain why heavy metal ships float — their wide, hollow shape enables them to remain on the water surface.

QUESTION 6 — 4 MARKS

(a) Name the parts labelled M and O. (2 marks)

- **M — Gas cylinder. (1)**
- **O — Gas cooker. (1)**

(b) State two safety measures to observe after cooking using this set-up. (2 marks)

1. Close the gas cylinder valve to stop gas from flowing out. **(1)**
2. Turn off the cooker knobs to prevent gas leakage. **(1)**

Teacher's Note:
A gas cooking set-up has three main parts:

- **Gas cylinder (M):** Stores gas under pressure.
- **Rubber pipe (N):** Carries gas to the cooker.
- **Gas cooker (O):** Burns gas to produce heat.

After cooking, always close both the cylinder valve and cooker knobs to prevent gas leakage, fires and explosions.

QUESTION 7 — 2 MARKS

Explain why the writing and sitting surfaces of school desks are made smooth.

Answer: The surfaces are made smooth to reduce friction. This makes it easier for books to slide on the writing surface and makes the sitting surface more comfortable. **(2)**

Teacher's Note:
Smooth surfaces produce less friction. Smoothening surfaces is one of the main ways of reducing friction in daily life.

QUESTION 8 — 5 MARKS

(a) Name the method shown in Column A. (1 mark)

Answer: Smoothening surfaces. **(1)**

(b) Give one example of where the method in Column B is used in daily life. (1 mark)

Answer: Applying oil to a sewing machine to reduce friction. **(1)**

Also accept:

- Oiling door hinges.
- Greasing bicycle chains.
- Oiling motorbike parts.

(c) Explain how the method shown in Column C reduces friction. (2 marks)

Answer: Rollers change sliding into rolling. Rolling produces much less friction than dragging an object along a surface, making it easier to move heavy loads. **(2)**

(d) Name one machine where the method in Column D is used. (1 mark)

Answer: Bicycles. **(1)**

Also accept:

- Motorbikes.
- Motor vehicles.
- Industrial machines.

Teacher's Note:

The four methods of reducing friction are:

- **A — Smoothening:** Reduces friction through smooth surfaces.
- **B — Lubricants:** Oil and grease create a slippery layer.
- **C — Rollers:** Rolling produces less friction than sliding.
- **D — Ball bearings:** Small metal balls between moving parts reduce friction.

QUESTION 9 — 6 MARKS

State six effects of force.

1. Force can change the shape of an object. **(1)**
2. Force can start the motion of a stationary object. **(1)**
3. Force can stop a moving object. **(1)**
4. Force can change the direction of a moving object. **(1)**
5. Force can increase the speed of a moving object. **(1)**
6. Force can hold objects together. **(1)**

Total: 6 marks

QUESTION 10 — 3 MARKS

Classify the sources of sound into **Natural** and **Human-made**.

Natural Sources

- Picture 1 — Waterfall.
- Picture 3 — Bird singing.
- Picture 5 — Thunder.

Human-made Sources

- Picture 2 — Drum.
- Picture 4 — Factory machines.
- Picture 6 — Loudspeaker.

Award 3 marks for correct classification.

Teacher's Note:
To classify a sound, ask: **"Would this sound exist if humans never existed?"** If yes, it is natural. If no, it is human-made.

SECTION B — 85 MARKS

QUESTION 11 — 5 MARKS

(a) Name the material labelled W. (1 mark)

Answer: Material W is cushioning material such as old clothes, hay, sawdust, wool, dry grass or feathers. **(1)**

(b) Explain the role of Material W. (2 marks)

Answer: Material W is a poor conductor of heat (insulator). It provides extra insulation between the basket and blanket lining, helping to trap heat inside and prevent it from escaping through the walls of the cooker. **(2)**

(c) Explain how a fireless cooker cooks food. (2 marks)

Answer: Food is first partially cooked on fire until it is very hot. The hot covered pot is then placed inside the fireless cooker. The insulating materials trap the heat and prevent it from escaping. The trapped heat continues cooking the food slowly without fire. **(2)**

QUESTION 12 — 3 MARKS

(a) What did the blindfolded learner do when each person spoke? (1 mark)

Answer: The blindfolded learner pointed correctly in the direction of each speaker. **(1)**

(b) How was the blindfolded learner able to do this? (1 mark)

Answer: We have two ears on opposite sides of the head. The ear closer to the speaker receives the sound slightly sooner, helping the brain identify the direction from which the sound is coming. **(1)**

(c) What does this activity demonstrate about sound? (1 mark)

Answer: It demonstrates that sound travels in all directions from a source and reaches the listener from the direction of the source. **(1)**

QUESTION 13 — 2 MARKS

(a) What force is responsible for ripe fruits falling, rain falling, a ball coming down and river water flowing downhill? (1 mark)

Answer: The force of gravity. **(1)**

(b) State the direction in which this force acts. (1 mark)

Answer: Gravity acts downward, towards the ground. **(1)**

QUESTION 14 — 4 MARKS

Identify the mode of heat transfer shown in each picture.

- **Picture X — Convection. (1)**

- **Picture Y — Radiation. (1)**
- **Picture Z — Conduction. (1)**

Which mode of heat transfer can work without any material medium? (1 mark)

Answer: Radiation — Picture Y. **(1)**

Teacher's Note:

- **Convection (X):** Hot air rises, carrying heat.
- **Radiation (Y):** Heat travels through space without requiring a material medium.
- **Conduction (Z):** Heat travels through a solid material such as metal.

QUESTION 15 — 5 MARKS

(a) Name the small round objects shown inside the bicycle wheel. (1 mark)

Answer: Ball bearings. **(1)**

(b) Explain how these objects help the bicycle wheel to spin smoothly. (2 marks)

Answer: Ball bearings are placed between the inner and outer rings of the wheel hub. They allow the rings to roll against each other instead of sliding. Rolling produces much less friction than sliding, allowing the wheel to spin freely and smoothly. **(2)**

(c) State two other machines where these objects are used. (2 marks)

Answers:

1. Motorbikes. **(1)**
2. Motor vehicles/cars. **(1)**

Also accept:

- Electric fans.
- Industrial machines.
- Skateboards.

QUESTION 16 — 6 MARKS

(a) State the type of vibration for each instrument. (4 marks)

- **Instrument W — Drum:** Vibrating surface/drum membrane. **(1)**
- **Instrument X — Guitar:** Vibrating strings. **(1)**
- **Instrument Y — Flute:** Vibrating air inside the bamboo/flute. **(1)**
- **Instrument Z — Chimes:** Vibrating metal when the spoons hit each other. **(1)**

(b) Which instrument produces sound through vibrating air? (1 mark)

Answer: Instrument Y — Flute. **(1)**

(c) Name one real musical instrument that works in the same way as Instrument X. (1 mark)

Answer: Guitar. **(1)**

Also accept:

- Violin.
- Harp.
- Fiddle.

QUESTION 17 — 2 MARKS

(a) Who is a lifeguard? (1 mark)

Answer: A lifeguard is a trained rescuer who watches over the safety of swimmers, surfers and other people taking part in water sports. **(1)**

(b) What does the law state regarding water sports safety? (1 mark)

Answer: The law requires every place where water sports take place to have a lifeguard and lifesavers readily available. **(1)**

QUESTION 18 — 2 MARKS

(a) Name the force that caused the mangoes to fall. (1 mark)

Answer: The force of gravity. **(1)**

(b) Name the scientist who discovered this force. (1 mark)

Answer: Isaac Newton. **(1)**

QUESTION 19 — 3 MARKS

(a) Name the force that enables the rubber to erase pencil marks. (1 mark)

Answer: The force of friction. **(1)**

(b) Explain how the rubber removes the pencil marks from the paper. (2 marks)

Answer: When the rubber is rubbed against the paper, friction between the rubber and the paper lifts the pencil marks from the paper. Small particles of rubber are also worn away by friction. **(2)**

QUESTION 20 — 3 MARKS

(a) Name two economic uses of fungi mentioned in the passage. (2 marks)

1. Fungi are used to make pesticides for controlling pests. **(1)**
2. Mushroom farming — growing and selling mushrooms to hotels and other countries. **(1)**

(b) Give one other economic use of fungi not mentioned in the passage. (1 mark)

Answer: Yeast is used in bakeries to make bread and cakes for sale. **(1)**

Also accept: Moulds are used to produce medicines such as penicillin.

QUESTION 21 — 4 MARKS

Name the effect of air pollution shown in each picture.

- **Picture A — Breathing problems. (1)**
- **Picture B — Irritation of the eyes. (1)**
- **Picture C — Poor visibility. (1)**
- **Picture D — Poor growth of plants. (1)**

QUESTION 22 — 4 MARKS

(a) Name the three main parts of the human circulatory system. (3 marks)

1. Heart. **(1)**
2. Blood vessels. **(1)**
3. Blood. **(1)**

(b) State the role of the part labelled P — Heart. (1 mark)

Answer: The heart pumps blood to all parts of the body through the blood vessels. **(1)**

QUESTION 23 — 4 MARKS

Describe the path of blood flow through the heart.

1. Blood low in oxygen enters the **right atrium (K)** from the rest of the body. **(1)**
2. It moves down to the **right ventricle (M)**, which pumps it to the lungs to pick up oxygen and release carbon (IV) oxide. **(1)**
3. Oxygen-rich blood returns from the lungs to the **left atrium (L)**. **(1)**
4. It moves down to the **left ventricle (N)**, which pumps it to the rest of the body. **(1)**

Summary

K (Right Atrium) → M (Right Ventricle) → Lungs → L (Left Atrium) → N (Left Ventricle) → Body

Total: 4 marks

QUESTION 24 — 5 MARKS

(a) What difference can you observe between Stage 1 and Stage 2? (1 mark)

Answer: In Stage 1, the candle is burning and the water level inside and outside the jar is equal. In Stage 2, the candle has gone out and the water level inside the jar has risen. **(1)**

(b) Explain why the candle went out in Stage 2. (1 mark)

Answer: The candle went out because the oxygen inside the jar was used up by the burning flame, and fire cannot burn without oxygen. **(1)**

(c) Explain why the water level changed between Stage 1 and Stage 2. (2 marks)

Answer: The burning candle used up oxygen inside the jar, creating space inside the jar. Outside air pressure then pushed water into the jar to occupy the space previously occupied by the oxygen. **(2)**

(d) Name the component of air that was being investigated. (1 mark)

Answer: Oxygen. **(1)**

QUESTION 25 — 8 MARKS

(a) Name the safety item shown in each picture. (4 marks)

- **Picture E — Goggles. (1)**
- **Picture F — Dust mask. (1)**
- **Picture G — Gloves. (1)**
- **Picture H — Overcoat. (1)**

(b) Identify the two most important items for a visitor in a dusty quarry and give reasons. (4 marks)

Dust mask — Picture F

A quarry contains fine dust that can enter the lungs and cause respiratory problems. **(2)**

Goggles — Picture E

Goggles prevent flying dust particles from entering the eyes and causing irritation or injury. **(2)**

QUESTION 26 — 6 MARKS

(a) Identify invertebrate E and invertebrate F. (2 marks)

- **E — Snail. (1)**
- **F — Slug. (1)**

(b) State two features that are similar in both E and F. (2 marks)

1. Both have soft bodies covered in mucus. **(1)**
2. Both move by crawling and leave a slime trail. **(1)**

Also accept:

- Both have a head with eyes.
- Both can live on land or in water.

(c) State one difference between E and F visible in the diagram. (2 marks)

Answer: A snail has a shell on its back, while a slug does not have a shell. **(2)**

QUESTION 27 — 6 MARKS

(a) Name the parts labelled K, L and M. (3 marks)

- **K — Ventilation pipe. (1)**
- **L — Wire mesh. (1)**
- **M — Squat hole. (1)**

(b) State the function of part K. (1 mark)

Answer: The ventilation pipe removes bad smells from the pit by allowing smelly air to rise and escape through the top. **(1)**

(c) State the function of part L. (1 mark)

Answer: The wire mesh prevents flies and insects from entering or leaving the pit through the pipe. **(1)**

(d) Explain how this latrine reduces air pollution. (1 mark)

Answer: The VIP latrine uses the ventilation pipe to channel bad-smelling gases upwards and away from the toilet room, keeping the air inside cleaner and fresher. **(1)**

QUESTION 28 — 5 MARKS

(a) Identify the invertebrates labelled A, B, C and D. (2 marks)

- **A — Butterfly. (½)**
- **B — Spider. (½)**
- **C — Earthworm. (½)**
- **D — Millipede. (½)**

(b) Which invertebrate has the most pairs of legs? (1 mark)

Answer: D — Millipede. **(1)**

(c) Which invertebrate has no legs at all? (1 mark)

Answer: C — Earthworm. **(1)**

(d) State one characteristic shared by ALL four invertebrates. (1 mark)

Answer: They all lack a backbone. **(1)**

Legs Summary

- Butterfly — 3 pairs/6 legs.
- Spider — 4 pairs/8 legs.
- Earthworm — 0 legs.
- Millipede — Many pairs of legs.

QUESTION 29 — 3 MARKS

(a) What is the function of the structures labelled V — valves? (1 mark)

Answer: Valves prevent the backflow of blood, ensuring that blood moves in one direction towards the heart. **(1)**

(b) Explain why these structures are needed in veins but not in arteries. (2 marks)

Answer: Veins carry blood under low pressure, so blood could easily flow backwards, especially in the legs where it has to move against gravity. Arteries carry blood under high pressure from the heart, which helps keep the blood moving forward without requiring valves. **(2)**

QUESTION 30 — 5 MARKS

(a) Identify the sea invertebrates labelled A, B and C. (3 marks)

- **A — Octopus. (1)**
- **B — Starfish. (1)**
- **C — Crab. (1)**

(b) State two characteristics shared by all three invertebrates. (2 marks)

1. They all live in water/the sea. **(1)**
2. They all move by swimming and/or crawling. **(1)**

Also accept: None of them has a backbone.

31.

a) Name the parts labelled A and B.

- **A:** Lungs (or Lung)
- **B:** Diaphragm

b) State one function of the part labelled A.

- It facilitates gaseous exchange by absorbing oxygen into the blood and releasing carbon dioxide out of the body.

c) Describe how the part labelled B helps in the breathing process.

- During inhalation, the diaphragm contracts and moves downward (flattens), increasing thoracic volume to pull air into the lungs. During exhalation, it relaxes and moves upward (domes), decreasing volume to push air out.

32.

a) What should be written in blank(i)?

- Fruit

b) What should be written in blank(ii)?

- Seed(s)

c) Give one example of a fruit that develops from a flower.

- Mango (or Apple, Orange, Tomato, Avocado)

33.

a) Identify the parts labelled M, N, O and P.

- **M:** Stigma
- **N:** Style
- **O:** Ovary

- **P:** Pedicel (or Flower stalk)

b) State the function of the part labelled N.

- It supports/holds the stigma in position and acts as a tube through which the pollen tube grows down to reach the ovary.

c) Name the small round structures visible inside part O.

- Ovules

d) State what the small round structures in part O develop into after fertilisation.

- Seeds

34.

a) Identify the part labelled G.

- Stomach

b) Name the part that comes immediately before G.

- Oesophagus/food pipe (Gullet)

c) Name the part that comes immediately after G.

- Duodenum

SOCIAL STUDIES

MARKING SCHEME /

1. Types of Community Leaders — 2 Marks

a) The missing community leader is:

Clan elders — (1 mark)

b) One duty of clan elders:

- They help to resolve disputes among community members.
- They guide the community on traditional matters.

(1 mark)

2. Ways of Upholding Human Rights — 4 Marks

Any four:

1. Educating members of the community about their rights.
2. Punishing people who violate the rights of others.
3. Reporting human-rights violations to people in authority.
4. Rewarding people who promote human rights.
5. Practising and respecting human rights in everyday life.

(1 mark each × 4 = 4 marks)

3. MCAs — 4 Marks

a) Meaning of MCA

MCA — Member of County Assembly.

(1 mark)

b) Roles of MCAs

Any three:

1. Making laws for the county.
2. Representing the views and interests of people in their wards.
3. Approving the county budget and allocation of county resources.
4. Overseeing county projects and service delivery.

(1 mark each × 3 = 3 marks)

4. Child Safety — 7 Marks

a) Two dangers facing the girl

1. A stranger is offering her a gift and may be trying to lure her into a car.
2. She is walking alone without trusted adults or other children around her.

(1 mark each = 2 marks)

b) Three things the girl should do

Any three:

1. Refuse the gift from the stranger.
2. Keep away from the stranger and the car.
3. Move towards the busy market where there are many people.
4. Report the incident to a parent, teacher or trusted adult.
5. Shout for help if the stranger tries to follow or grab her.
6. Avoid the lonely, dark and bushy path.

(1 mark each × 3 = 3 marks)

c) Path to take

She should take the **path leading to the busy market**.

Reason: The market has many people who can see her and offer help if necessary, while the dark and bushy path is lonely and unsafe.

(2 marks)

5. Regional Co-operation — 2 Marks

Regional co-operation is when neighbouring countries in the same region work together to promote development and improve the lives of their citizens.

(2 marks)

6. Human Rights Poster — 5 Marks

a) Main message

The main message is that **everyone should know, respect and promote human rights.**

(1 mark)

b) Two ways of promoting human rights

Any two:

1. Respecting the rights of others.
2. Reporting violations to the authorities.
3. Promoting peace and tolerance.
4. Educating people about their rights.

(1 mark each × 2 = 2 marks)

c) Importance of creating such posters

1. They educate learners and the school community about human rights.
2. They remind people to respect rights and report violations.

(2 marks)

7. Child Rights Campaign Poster — 7 Marks

a) Two additional ways of protecting oneself from child abuse

Any two:

1. Report any form of abuse to a parent, teacher or police officer.
2. Walk in groups with friends when going to and from school.
3. Do not accept gifts or lifts from strangers.
4. Avoid being alone with people you do not trust.
5. Tell a trusted adult whenever someone makes you uncomfortable.

(1 mark each × 2 = 2 marks)

b) Three people to report to

Any three:

1. Parent or guardian.
2. Teacher.
3. Area chief.
4. Police officer.
5. Community leader.
6. Nyumba Kumi leader.
7. Trusted neighbour.

(1 mark each × 3 = 3 marks)

c) Importance of the poster

1. It teaches learners how to protect themselves from child abuse.
2. It acts as a daily reminder of child-safety rules.

(2 marks)

8. Member States of the East African Community — 4 Marks

The EAC currently has **eight Partner States**:

1. Kenya
2. Uganda
3. Tanzania
4. Rwanda
5. Burundi
6. South Sudan
7. Democratic Republic of the Congo
8. Somalia

(½ mark each × 8 = 4 marks)

9. Community Leaders — 4 Marks

a)

The **Chief or Nyumba Kumi leader** should handle the theft near the market.

(1 mark)

b)

A **Village Elder** should help the two families who are fighting.

(1 mark)

c) Duties

1. Chief/Nyumba Kumi leader – **maintaining law and order.**
2. Village elder – **resolving disputes among community members.**

(1 mark each = 2 marks)

10. Duties of the County Governor — 4 Marks

Duty	Answer
a) Overseeing county projects	**Correct**
b) Making county laws	**Incorrect**
c) Managing county resources	**Correct**
d) Representing the county	**Correct**

(1 mark each = 4 marks)

11. Key Words in the Preamble — 4 Marks

Key Word	Correct Meaning
a) Acknowledging	Admitting the supremacy of the Almighty God of all creation
b) Honouring	Showing great respect to those who struggled to bring freedom and justice
c) Respectful	Showing strong regard for the environment as our heritage
d) Committed	Pledging to nurture and protect the well-being of individuals, families, communities and the nation

(1 mark each = 4 marks)

12. Children's Government Assembly — 5 Marks

a) Two issues being discussed

Any two:

1. Cleanliness of classrooms.
2. Noise during lunch break.
3. Upcoming Sports Day.

(1 mark each × 2 = 2 marks)

b) How learners can participate

They can **raise their hands and give their opinions or suggestions** on the issues being discussed.

(1 mark)

c) Member responsible for Sports Day

Secretary for Sports and Culture.

Reason: The Secretary for Sports and Culture is responsible for organising games and sports activities in the school.

(2 marks)

13. Common Duty of Community Leaders — 3 Marks

a)

Any one:

- Uniting the community.
- Maintaining peace.
- Resolving disputes.
- Protecting the interests of community members.
- Encouraging teamwork.

(1 mark)

b)

The duty is important because it promotes **peace, unity and cooperation**, enabling community members to work together to solve problems and develop their area.

(2 marks)

14. EAC and Political Stability — 2 Marks

The EAC promotes political stability by:

1. Encouraging member states to solve disputes peacefully through dialogue.
2. Promoting cooperation and peaceful relations among member states.

(2 marks)

15. Qualities of a Good Leader — 5 Marks

a) Six qualities

1. **Honest**
2. **Truthful**
3. **Responsible**
4. **Fair**
5. **Patient**
6. **Kind**

(½ mark each / according to scheme = 3 marks)

b) Any two explained

Honest: Helps a leader earn the trust of the people because they know the leader tells the truth.

Fair: Helps a leader treat everyone equally when resolving disputes and making decisions.

(2 marks)

16. Parastatals — 2 Marks

a)

Parastatals are **companies or organisations owned or partly owned by the government.**

(1 mark)

b)

They contribute to government revenue by **remitting part of their profits to the government** from their operations.

(1 mark)

SECTION B — 82 MARKS

17. Peace and No Peace in School — 4 Marks

When there is peace	When there is no peace
1. Learners concentrate and learn well.	1. Learning is disrupted.
2. Learners and teachers work together happily.	2. Learners may fear coming to school.

(1 mark each × 4 = 4 marks)

18. Duties of the County Governor — 3 Marks

Any three:

1. Oversees county projects such as roads and hospitals.
2. Signs county laws passed by the County Assembly.
3. Represents the county in national and other important meetings.
4. Manages county resources and implements county programmes.

(1 mark each × 3 = 3 marks)

19. County Timeline — 2 Marks

a)

A **new election is held to choose a Governor.**

(1 mark)

b)

The Governor serves for a **five-year term**, after which an election is held.

(1 mark)

20. Upholding the Constitution — 5 Marks

a) Two actions showing people upholding the Constitution

1. **Wanjiku — Planting trees along the river bank.**
2. **Otieno — Voting during the general election.**

(1 mark each = 2 marks)

b)

Kamau — Refusing to pay business taxes.

(1 mark)

c)

Refusing to pay taxes is against the Constitution because citizens have a duty to pay taxes required by law. Taxes provide revenue used to support public services such as schools, hospitals and roads.

(2 marks)

21. Nine Key Words in the Preamble — 9 Marks

The Constitution's Preamble contains these key expressions:

1. **Acknowledging**
2. **Honouring**
3. **Proud**
4. **Respectful**
5. **Committed**
6. **Recognising**
7. **Exercising**
8. **Adopt, Enact**
9. **God Bless Kenya**

(1 mark each = 9 marks)

22. Protecting the Environment — 3 Marks

a)

They were violating the constitutional duty to **protect and conserve the environment.**

(1 mark)

b)

Mwangi can:

1. Report the activity to the local chief, police or forest officer.
2. Educate the community members about the importance of conserving the environment.

(1 mark each = 2 marks)

23. County Budget — 3 Marks

a)

Roads and Transport receives the most money — **35%**.

(1 mark)

b)

Education Support receives the least money — **15%**.

(1 mark)

c)

The **Members of County Assembly (MCAs)** decide how county money is shared.

(1 mark)

24. Patriotism — 4 Marks

a)

Picture (b).

(1 mark)

b)

The learners are **planting trees**, which shows love for the country through environmental conservation.

(1 mark)

c) Other ways of showing patriotism

Any two:

1. Singing the national anthem respectfully.
2. Participating in community service.
3. Respecting the Kenyan flag.
4. Obeying the law.
5. Keeping public places clean.
6. Participating in activities that benefit the community.

(1 mark each × 2 = 2 marks)

25. Democracy and Peace — 2 Marks

Democracy promotes peace because:

1. Every learner gets an opportunity to participate in decision-making.
2. Learners accept decisions made through majority participation, reducing disagreements and conflicts.

(2 marks)

26. Qualities of a Good Leader — 3 Marks

a)

A leader who tells the truth is **truthful/honest**.

(1 mark)

b)

A leader who does not accept bribes has **integrity**.

(1 mark)

c)

A leader who has plans for the future is **visionary**.

(1 mark)

27. Child Abuse Bar Graph — 6 Marks

a)

Child labour — 45 cases.

(1 mark)

b)

Neglect = 35 cases
Early marriage = 15 cases

35 − 15 = 20 cases

Therefore, neglect had **20 more cases** than early marriage.

(1 mark)

c) Reasons child labour may be high

Any two:

1. Poverty may force families to send children to work.
2. Some parents may not value education.
3. Farms, businesses, industries or other workplaces may employ children as cheap labour.
4. Some communities may traditionally expect children to work at an early age.

(1 mark each × 2 = 2 marks)

d) Actions community leaders can take

Any two:

1. Educate parents about child rights and the importance of education.
2. Report cases of child abuse to the police.
3. Organise community awareness meetings.
4. Work with schools to identify and support vulnerable children.
5. Enforce laws against child abuse.

(1 mark each × 2 = 2 marks)

28. Voting in School Elections — 2 Marks

Voting is important because:

1. It allows learners to choose leaders who will represent them.
2. It teaches learners democratic participation and decision-making.

(2 marks)

29. EAC Member States Map — 5 Marks

a) Four countries sharing a border with Tanzania

Any four:

1. **Kenya**
2. **Uganda**
3. **Rwanda**
4. **Burundi**
5. Democratic Republic of the Congo
6. Zambia
7. Malawi
8. Mozambique

(½ mark each × 4 = 2 marks)

b)

Lake Victoria.

(1 mark)

c)

Tanzania is suitable because it is centrally located within the EAC region and is accessible to many Partner States. The EAC headquarters is in **Arusha, Tanzania**.

(2 marks)

30. Buganda Kingdom Governance Structure — 4 Marks

a)

P — Omwanika.

(1 mark)

b)

The Omwanika was responsible for **handling/managing the finances of the kingdom.**

(1 mark)

c)

Q — Bataka (clan heads).

(1 mark)

d)

The Bataka were headed by the **Mugema**.

(1 mark)

31. Historic Built Environments — 5 Marks

a) Two countries

1. **Kenya**
2. **Rwanda**

(1 mark each = 2 marks)

b) Examples

1. Kenya – **Fort Jesus**
2. Rwanda – **Kigali Genocide Memorial**

(1 mark each = 2 marks)

c)

All countries in Eastern Africa have historic built environments because **each country has its own history and culture that needs to be remembered and preserved.**

(1 mark)

32. National Parks and Game Reserves — 5 Marks

a)

Serengeti National Park — Tanzania.

(2 marks)

b)

Dinder Game Reserve — Sudan.

(2 marks)

c)

One difference:

National parks are managed by the national government and generally do not allow human settlement, while game reserves may allow certain human activities such as controlled grazing.

(1 mark)

33. Minerals of Eastern Africa — 4 Marks

a)

Point	Mineral
X – Lake Magadi, Kenya	Soda ash
Y – Tanzania	Gold
Z – Tororo, Uganda	Limestone

(1 mark each = 3 marks)

b)

Soda ash at Point X is extracted through **evaporation of lake water followed by collection/scooping of trona using dredging equipment.**

(1 mark)

34. Mountains of Eastern Africa — 7 Marks

a) Names

Label	Mountain
A	Mount Kilimanjaro
B	Mount Kenya
C	Mount Ruwenzori

(1 mark each = 3 marks)

b) Classification

Mountain	Classification
Mount Kilimanjaro	Volcanic
Mount Kenya	Volcanic
Mount Ruwenzori	Block mountain

(1 mark each = 3 marks)

c) Importance of mountains

Any one:

- They provide water sources for rivers and lakes.
- They attract tourists and generate income.
- They influence the climate of surrounding areas.
- They provide habitats for wildlife.

(1 mark)

35. Economic Activity in a Low-Rainfall Region — 3 Marks

a)

Pastoralism.

(1 mark)

b) Reasons

1. Livestock such as cattle, goats and camels can survive in dry conditions and move in search of water and pasture.
2. The area receives too little and unreliable rainfall for successful crop farming.

(1 mark each = 2 marks)

36. Eastern Africa Map — 3 Marks

a)

W — Kenya.

(1 mark)

b)

One national park in Kenya:

Aberdare National Park.

Other acceptable answers include:

- Sibiloi National Park
- Tsavo National Park
- Amboseli National Park
- Mount Kenya National Park

(1 mark)

c)

One game reserve in Tanzania:

Maswa Game Reserve.

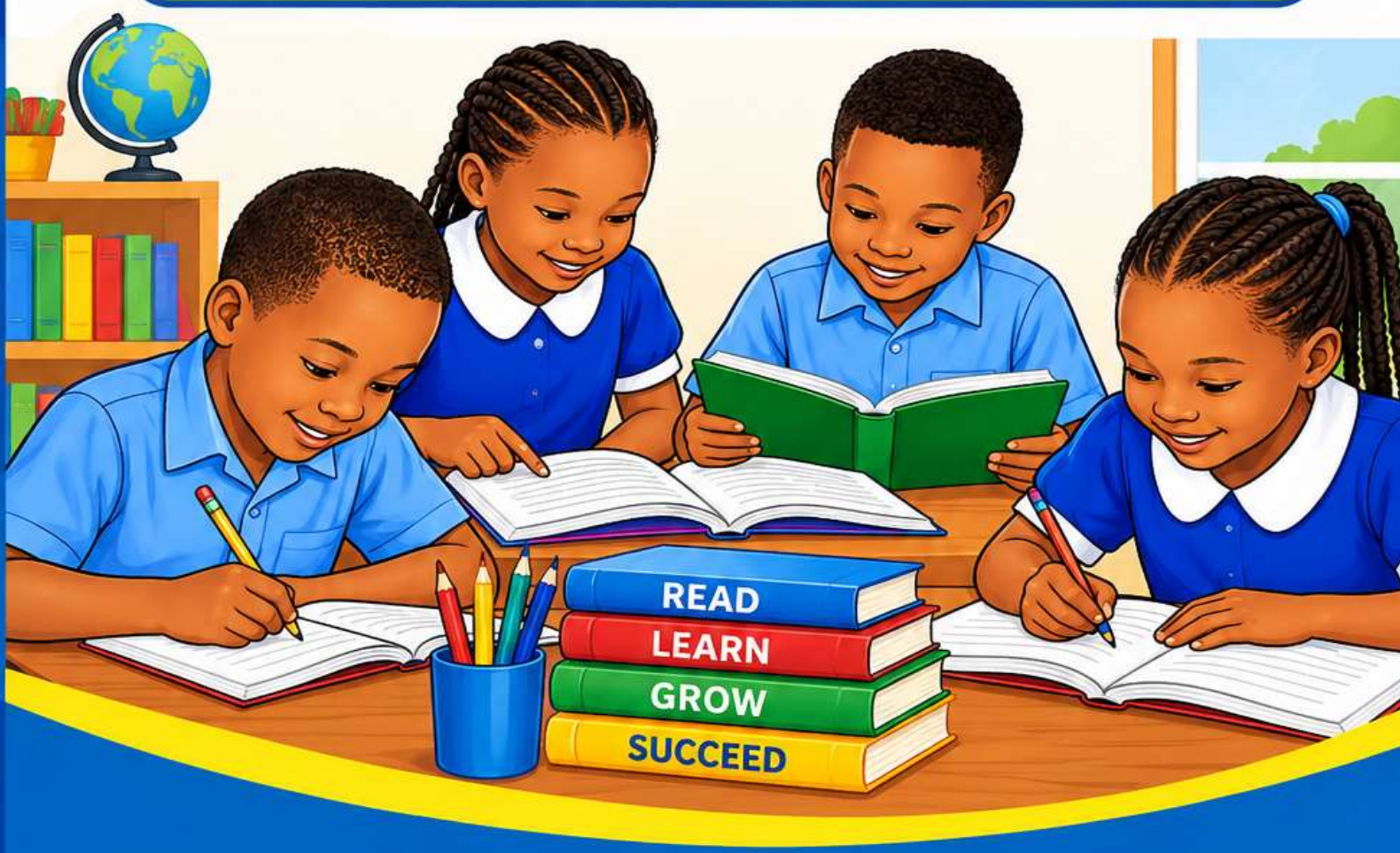
(1 mark)

The current EAC also has **eight Partner States**, including Somalia, which became a full member in March 2024.

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